

2 Longman Academic Writing Series

THIRD EDITION

PARAGRAPHS



Ann Hogue

ALWAYS LEARNING

PEARSON

2 Longman Academic Writing Series

THIRD EDITION PARAGRAPHS

Ann Hogue
with Jennifer Bixby

Longman Academic Writing Series 2: Paragraphs, Third Edition

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TO THE TEACHER

Welcome to the new edition of Level 2 in the *Longman Academic Writing Series*, a five-level series that prepares learners of English for academic coursework. This book, formerly called *First Steps in Academic Writing*, is intended for high-beginning students in a university, college, or secondary program. It offers a carefully structured approach that focuses on writing as a process. It teaches rhetoric and sentence structure in a straightforward manner, using a step-by-step approach, high-interest models, and varied practice types.

Like the previous editions, this text integrates instruction in paragraph organization, sentence structure, grammar, and mechanics with the writing process. It carefully guides students through the steps of the writing process to produce the well-organized, clearly developed paragraphs that are essential to academic writing in English. Realistic models guide students, and clear explanations supported by examples help them through typical rough spots. These explanations are followed by extensive practice that helps students assimilate writing skills and write with accuracy and confidence. These practice activities include interactive tasks such as pair and group work to round out the solitary work of individual writing. They progress from recognition exercises to controlled production exercises to communicative Try It Out activities, which serve to engage students in the process of their own learning.

Each of its six chapters focuses on a standard pattern of paragraph organization and culminates in a final carefully staged writing assignment. The first three chapters focus on personal topics which gradually give way to the more academic topics and genres of the latter half of the book. Finally, the appendices and a thorough index reinforce student learning and serve as useful reference guides.

What's New in This Edition

Instructors familiar with the second edition will find these new features:

- **Chapter objectives** provide clear goals for instruction;
- **Two new vocabulary sections**, *Looking at Vocabulary* and *Applying Vocabulary*, explain vocabulary from the writing models and support its use in the *Writing Assignment*;
- Selected **writing models** have been updated or replaced, while old favorites have been retained and improved;
- **Prewriting** and **outlining** sections have been expanded and improved;
- **Self-Assessments** ask students to evaluate their own progress;
- **Timed Writing** practices develop students' writing fluency.

The Online Teacher's Manual

The Teacher's Manual is available at www.pearsonELT.com/tmkeys. It includes general teaching notes, chapter teaching notes, answer keys, reproducible writing assignment scoring rubrics, and reproducible chapter quizzes.

Acknowledgments

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—Ann Hogue

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?

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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



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?

Describing 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 2 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	LOCATION
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.

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

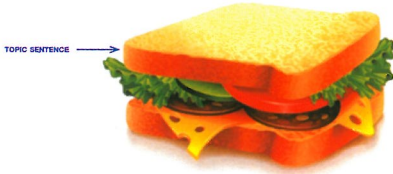
Organization sections explore paragraph format and structure in a variety of organizational patterns.

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.

NEW!

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

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

② 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. _____

③ 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.

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*:

^S My brother ^S and ^S I are completely different.

^S Mary ^S or ^S Rita 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 ^V laughed ^V and ^V cried at the same time.

He ^V walks ^V or ^V cycles 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. ^S My younger sister ^V speaks English well.	S V
2. ^S My mother ^S and ^S father ^V speak English well.	SS V
3. ^S My mother ^S and ^S father ^V speak ^V and ^V write English well.	SS VV
4. ^S My brother ^V doesn't speak ^V or ^V write English well.	S VV

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

CAPITALIZE THE FIRST LETTER OF	EXAMPLES
5. 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
6. 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.

^M ^Z
mark.zuckerberg

One of the most famous young entrepreneurs¹ 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.



¹ 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.

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 Grandmother" 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.
Now 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.

Edit

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

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.

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 193.

NEW!

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

NEW!

Your Journal encourages students to develop and increase written fluency.

CHAPTER 2

LISTING-ORDER PARAGRAPHS

OBJECTIVES

Writers need certain skills.

In this chapter, you will learn to:

- Use clustering to get ideas for writing
- Identify the three parts of a listing-order paragraph
- Use listing-order transition signals and conclusion signals
- Organize ideas with an outline
- Work with compound sentences
- Identify and correct run-ons and comma splices
- Use listing order to write a paragraph related to a career



A messy, disorganized desk can hurt productivity. Can you think of three improvements the person who works here might make to create a better, more organized workspace?

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

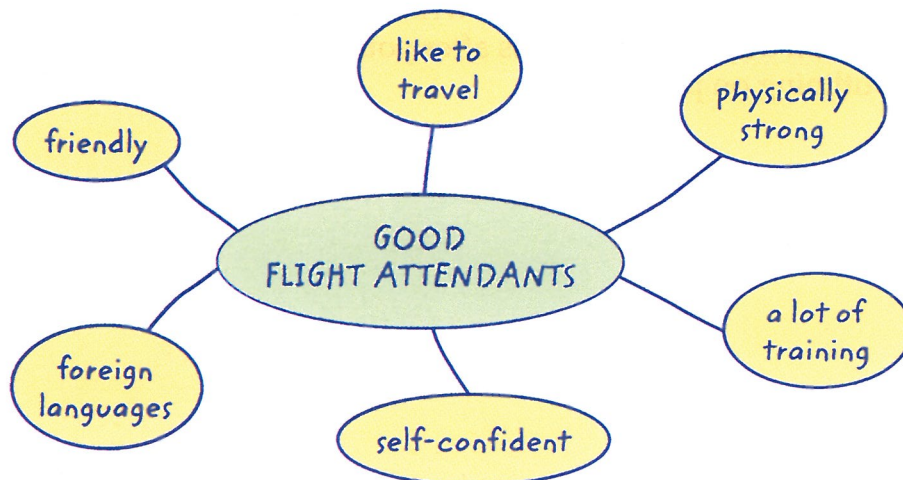
There are many different prewriting techniques that you can use to get ideas to write about. In this chapter you will use clustering.

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.

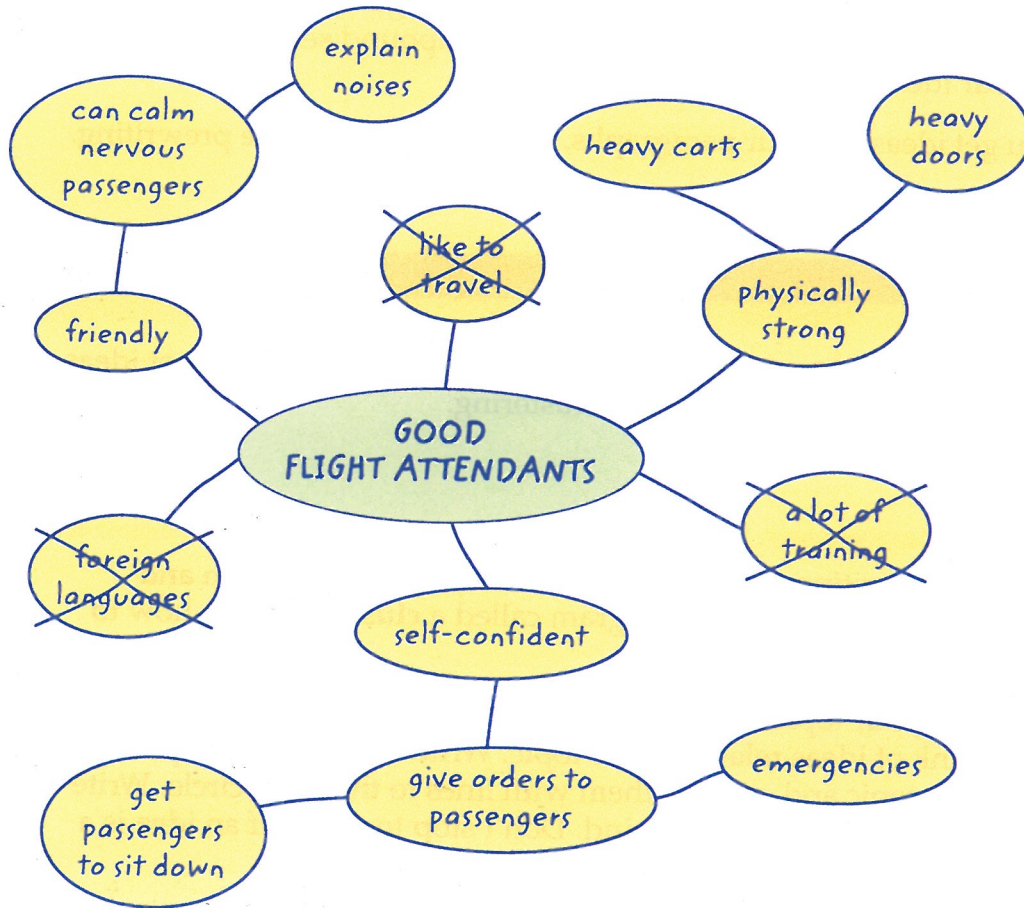
Begin by writing your topic in the middle of your paper. Draw a circle around it. Then think of ideas related to the topic. Write words or short phrases in circles around the topic and connect them with lines to the main circle. Write down every idea that comes into your mind. Don't stop to worry if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

CLUSTER 1



Next, think about the word or phrase in each circle, and add ideas that are related to it. As before, draw circles around each idea and draw lines to connect the ideas. From these clusters, or groups of circles, you can begin to see which ideas to use and which to delete. Keep the clusters that have the most circles, and cross out the ones that didn't produce related ideas.

CLUSTER 2



Later in the chapter, you will look at another prewriting technique that will help you further organize and develop your ideas after you get them down on paper in a cluster (see Outlining on page 56).

PRACTICE 1**Using Clustering to Get Ideas**

- A** Create a cluster for a job you have or would like to have. Use the chart to give you ideas about the characteristics and abilities that the job requires.

CHARACTERISTICS AND ABILITIES		
Adjectives	Nouns	Phrases
creative	creativity	can give clear instructions
dedicated	dedication	can manage people well
dependable	dependability	has good communication skills
enthusiastic	enthusiasm	is a good public speaker
friendly	friendliness	is good at math
intelligent	intelligence	is willing to work hard
knowledgeable	knowledge	likes traveling
organized	organization	works well with children
patient	patience	works well with coworkers
self-confident	self-confidence	writes well

- B** Share your cluster with a partner. Discuss ways to expand it. Then talk about which ideas you might want to cut out. You will use this cluster in the Try It Out! activity on page 57.

LISTING-ORDER PARAGRAPHS

Organization is one of the most important writing skills. A well-organized paragraph is easy to read and understand because the ideas are in a recognizable pattern. Listing order is one of the patterns that writers often use in English. In a listing-order paragraph, you divide the topic into separate points. In the paragraph, you discuss one point, then another point, then a third point, and so on.

There are three keys to writing a listing-order paragraph:

- Begin with a topic sentence that names the topic and says it has several points.
- Write about (or list) each point separately.
- End with a concluding sentence that reminds the reader about the points just discussed.

LOOKING AT THE MODEL

The writing model is about qualities that good flight attendants have.

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

Writing Model



1

2

3

4

5

6

Good Flight Attendants

Good flight attendants have three important characteristics. First of all, they are very friendly. They enjoy greeting passengers and making them feel comfortable. Sometimes passengers are quite afraid of flying. Friendly flight attendants are good at talking to them and helping them feel calm. For example, they can explain strange noises made by the aircraft. Second, good flight attendants are self-confident. They can give clear instructions to passengers, and they must be rather firm so that passengers obey them. This characteristic is especially important in emergencies. Third, good flight attendants are fairly strong. They have to push heavy carts of food and drinks up and down the aisles. They also have to open and close the airplane's extremely heavy doors. In short, good flight attendants are friendly, self-confident, and strong.

Questions about the Model

1. Look at the title. What is the topic of the paragraph?
2. Look at the first sentence. What does it say about the topic?
3. How many characteristics should the reader look for in this paragraph? What are they?
4. What information does the last sentence repeat?

Looking at Vocabulary: Intensifiers

We can describe how strong a characteristic is by using words like *very* and *extremely*.

He is a **very** hard worker.

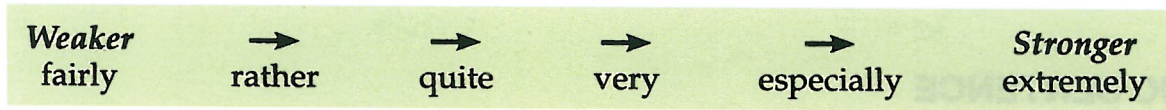
They are **exceptionally** skilled.

She is **fairly** good at the job.

We are **quite** sure about it.

These words are known as **intensifiers** because they intensify (or strengthen) the meaning of the words they describe. The diagram shows the relative weakness and strength of these intensifiers:

INTENSIFIERS



PRACTICE 2 Looking at Intensifiers

- A** Look at the intensifiers in the diagram above. Find and underline them in the writing model. Then circle the word that each one intensifies.

First of all, they are very friendly.

- B** Use a variety of intensifiers from the diagram above to complete these sentences about yourself.

1. I am very creative.
2. I am _____ talkative.
3. I am _____ organized.
4. I am _____ funny.
5. I am _____ strong.
6. I am _____ patient.
7. I am _____ good at cooking.
8. I am _____ good at math.

- C** Discuss your sentences from Part B with a partner. Give examples of each characteristic you describe.

1. I am very creative. I want to be a graphic designer someday. I love to paint and draw in my spare time.

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.

In the topic sentence, the topic can come before or after the controlling idea:

BEFORE: ^{TOPIC} English ^{CONTROLLING IDEA} borrows words from other languages.

AFTER: ^{CONTROLLING IDEA} Other languages give words to ^{TOPIC} English.

BEFORE: ^{TOPIC} English ^{CONTROLLING IDEA} is necessary for many different jobs.

AFTER: ^{CONTROLLING IDEA} Many different jobs require ^{TOPIC} English.

PRACTICE 3

Analyzing Topic Sentences

Look at each group of topic sentences. Circle the topic and underline the controlling idea of each sentence. (You will use these groups of sentences again later.)

GROUP 1

1. Good roommates have four characteristics.
2. College students face many challenges.
3. Living with your parents has certain advantages.
4. Successful student athletes have several characteristics.
5. Small colleges are better than big universities for several reasons.

GROUP 2

1. Successful managers share several characteristics.
2. New teachers must master several skills.
3. Living with your parents has certain disadvantages.
4. Good test-takers share several characteristics.
5. Big universities are better than small ones for three reasons.

Find the topic sentence in each paragraph. Circle the topic and underline the controlling idea.

PARAGRAPH 1**Libraries**

Libraries offer people a wide variety of activities. Reading, of course, is one of the main activities. People browse the shelves to find interesting books to borrow, and they also come to read newspapers and magazines. Using computers is another popular activity. People can read articles online or do research. They can also check their email, shop, or contact their friends on social networking sites. Studying is also a popular activity. Many students come to the library after school to do their homework or study for tests. Some libraries even have areas where students can study together and talk quietly. Indeed, libraries are for much more than simply reading books.

PARAGRAPH 2**Libraries**

Libraries are busy from morning until night in my city. In the morning, you can find retired people and others who aren't working. Some come to borrow books, read newspapers and magazines, and use the computers. Others bring their preschool children in order to read to them or to take part in story hours. In the afternoon, students come to the library. They use the computers, do their homework, or work together on assignments. In the evening, the library is also quite busy. People come to relax after work, and families often visit after dinner. In short, people use libraries all day long for a variety of reasons.



PARAGRAPH 3

Libraries

A good place to volunteer in your community is a library. First, libraries use volunteers to sort and put books back on the shelves. You can learn how to do this with only a few hours of training. Second, some libraries use volunteers to help people use the computers. You can help people learn how to find information and send emails. In addition, libraries often use volunteers to help out in the children's area. You can lead story hours or help children with special art and reading projects. Finally, libraries use volunteers as tutors. For example, you can volunteer to help students with their homework or become a conversation partner for someone learning English. To sum up, libraries welcome many different kinds of volunteers.

PARAGRAPH 4

Libraries

Over the past 20 years, many changes have taken place in libraries. First of all, libraries now have computers for people to use. Usually, there is no charge to use the computer for research or for surfing online. Second, there are fewer records, cassette tapes, and video tapes. These have been replaced by CDs and DVDs. In addition, many libraries now have a kiosk where you can check out your books using a computer. Finally, libraries have become more social and community-oriented than they were in the past. They are now places where people come to discuss ideas, learn a craft, study with friends, or join a community group. As our world changes and technology improves, libraries continue to change to meet the needs of the people who use them.

- A** Read the paragraphs. Circle the letter of the best topic sentence for each one and write it on the line.

PARAGRAPH 1

Living in a foreign country has a number of benefits.

_____ First, living in a foreign country helps you learn another language faster than studying it at school. Second, you can learn directly about the history, geography, and culture of a country. Third, you become especially knowledgeable about different cultures and different ways of living. Fourth, living in a foreign country makes you appreciate your own country more.

- a. Living in a foreign country helps you learn.
- b. Everyone should live in a foreign country for a while.
- c.** Living in a foreign country has a number of benefits.

PARAGRAPH 2

_____ Some colleges and universities in the United States are private. Private colleges and universities do not get money from taxes, so they are usually more expensive. Other colleges and universities are public; that is, the citizens of each state pay some of the costs through their taxes. As a result, public colleges are cheaper for students to attend. No matter which type of college you attend—public or private—you can get a good education.

- a. There are two main types of colleges and universities in the United States.
- b. Public colleges and universities get money from taxes.
- c. There are many colleges and universities in the United States.

PARAGRAPH 3

_____ One reason for choosing a small college is that classes are small. The average class in a small college is 20 students. Another reason is that it is fairly easy to meet with professors. Professors in small colleges have time to help students and are usually happy to do so. In addition, small colleges are friendly, so new students make friends quickly. For these three reasons, small colleges are better than large universities for many students.

- a. Small colleges are friendlier than large universities.
- b. There are several reasons for attending a small college instead of a large university.
- c. You can get an excellent education at a small college.

PARAGRAPH 4

_____ First of all, employers want workers to be dependable. That is, they want workers who come to work every day. Second, employers want workers who are quite responsible. Can the boss give the worker a project to do and know that it will be done well? Third, employers look for workers who can work well with others. The ability to get along with coworkers is extremely important to the success of a business. To summarize, employers look for dependable, responsible team players.

- a. It is difficult to find good employees these days.
- b. Employers read job applications very carefully.
- c. Employers look for three main qualities in their employees.

- B** Read the paragraphs. Then write a topic sentence for each one.

PARAGRAPH 1

Colleges and universities in the United States offer several different types of degrees.

An associate's degree is given for a two-year program of study. Most students at a community college earn an associate's degree. Students at a four-year college or university earn an undergraduate degree, also called a bachelor of arts (BA) or bachelor of science (BS). Some students continue their studies by doing postgraduate work at a university. After several years, they can receive a graduate degree, such as a master's degree (MA) or a doctorate (Ph.D., doctor in philosophy). In short, there are several types of college degrees in the United States.

PARAGRAPH 2

_____ First, good teachers know their subject extremely well. That is, a math teacher has advanced education in mathematics, and an English teacher knows a lot about English grammar. Second, good teachers are especially good communicators. This means they know how to present information in ways that students can understand. Third, good teachers are enthusiastic. That is, they can show students that they are interested in their subject and that the subject is quite fun to learn about. To summarize, good teachers have expert knowledge, good communication skills, and enthusiasm for their subject.

PARAGRAPH 3

_____ The first type of shopper doesn't like to waste time. She knows what she wants to buy and how much she wants to pay. If the store has what she wants, she buys it and leaves. She is a good kind of customer because she doesn't take too much of a salesperson's time. A second type of shopper comes into a store with a general idea of what she wants, listens to the salesperson's suggestions, looks at a few items, and makes a decision. She is also a good kind of customer. A third kind of shopper has no idea what she wants. She spends two hours trying to decide which item to buy. She takes up a lot of a salesperson's time and sometimes doesn't buy anything. In conclusion, the first two types of shoppers are a salesperson's dream, but the third type is a salesperson's nightmare.

SUPPORTING SENTENCES

Supporting sentences follow the topic sentence in a paragraph. Supporting sentences explain or prove the ideas in the topic sentence. They are the "filling" in a paragraph "sandwich." The supporting sentences are the biggest part of a paragraph, just as the filling is the biggest part of a sandwich.

SUPPORTING SENTENCES



Supporting Sentences

Work alone or with a partner. Add supporting points for the topic sentences in Group 1 from Practice 3 on page 41. Write your points in the spaces provided. You may write phrases or sentences.

1. Good roommates have four characteristics.

- a. are neat, tidy
- b. are cheerful
- c. share housework
- d. pay their share of the rent on time

2. College students face many challenges.

- a. _____
- b. _____
- c. _____

3. Living with your parents has certain advantages.

- a. _____
- b. _____
- c. _____

4. Successful student athletes have several characteristics.

- a. _____
- b. _____
- c. _____

5. Small colleges are better than big universities for several reasons.

- a. _____
- b. _____
- c. _____

LISTING-ORDER TRANSITION SIGNALS

To show readers that they are moving from one supporting idea to another, good writers use words or phrases known as **transition signals**. A transition signal alerts the reader that the writer is moving on to the next supporting idea. It also shows how the new supporting idea is related to the previous idea.

In a listing-order paragraph, you can use transition signals such as *First*, *Second*, and *Third* to show the reader the order of the main points.

Here are some transition signals that show listing order:

LISTING-ORDER TRANSITION SIGNALS	
First,	... also ...
First of all,	..., also.
Second,	
Third,	
In addition,	
Also,	
Finally,	

Most listing-order transition signals come at the beginning of the sentence, followed by a comma.

First, living in a foreign country helps you learn another language faster than studying it at school.

In addition, small colleges are friendlier, so new students make friends more quickly.

Also, studying is a popular library activity.

The transition signal *also* is an exception. You can use it at the beginning of a sentence with a comma (as in the example above), but you can also use it with a verb (without a comma) or at the end of a sentence (preceded by a comma).

Studying is also a popular library activity.

Students **also** like to study in the library.

Studying is a popular library activity, **also**.

- A** Find the listing-order transition signals in the writing model on page 38. Then fill in the blanks.

1. Transition signal for the first main point: First of all
2. Transition signal for the second main point: _____
3. Transition signal for the third main point: _____
4. What other listing-order transition signal appears in the model?

- B** Complete the paragraph with listing-order transition signals. Add commas where needed. For some, there may be more than one answer.

Kinds of Intelligence¹

There are many kinds of intelligence. First,^{1.} there is mathematical-logical intelligence. People with this kind of intelligence become mathematicians, scientists, and engineers. _____^{2.} there is linguistic² intelligence. People with linguistic intelligence are good at language, so many become musicians and writers. We are familiar with these first two kinds of intelligence, but other kinds are not so familiar. There are _____^{3.} spatial intelligence and musical intelligence. Spatial intelligence is necessary for architects and artists, and musical intelligence is necessary for musicians. _____^{4.} there is kinesthetic³ intelligence. Athletes and performers have kinesthetic intelligence. Personal intelligence is a kind of intelligence _____^{5.} . People with personal intelligence manage people well, so they become leaders of society. In short, there is more than one way to be smart.

¹This paragraph is based on the work of Howard Gardner, a professor at the Harvard Graduate School of Education.

²linguistic: related to language

³kinesthetic: related to movement of the human body

Unity

Unity is an important characteristic of a well-written paragraph. When a paragraph has unity, all the sentences in it are about one main idea. Another way of saying this is that all the supporting sentences must be **relevant**, which means “directly related to the main idea.” For example, if your paragraph is about your mother’s good cooking, a sentence such as *My sister is also a good cook* is **irrelevant** (that is, not relevant) because the paragraph is about your mother, not your sister. When you write a paragraph, make sure that all of your supporting sentences are relevant.

PRACTICE 8

Editing for Unity

Work alone or with a partner. Each paragraph contains two irrelevant sentences. Circle the topic and underline the controlling idea in each topic sentence. Then draw a line through each irrelevant sentence.

PARAGRAPH 1

Boston

Boston is one of the most popular U.S. cities with college students.

There are two main reasons for this. First, students enjoy being in a city that is full of other college students. The Boston area has over 50 colleges and universities, including Boston University, Massachusetts Institute of Technology, and Harvard University. ~~The Charles River, between Boston and Cambridge, is famous for boating and races.~~ Because of the large number of college students, there are many events and activities in the city every day. Second, Boston has the feel of a big city, but it’s really rather small. It is quite convenient for students to get around using public transportation. It is very easy for students to become familiar with the city and feel comfortable. There are many friendly neighborhoods near the colleges, and students usually feel welcomed. However, some Boston residents complain about noisy or irresponsible college students. It’s no surprise that people regard Boston as one of the top U.S. college towns.

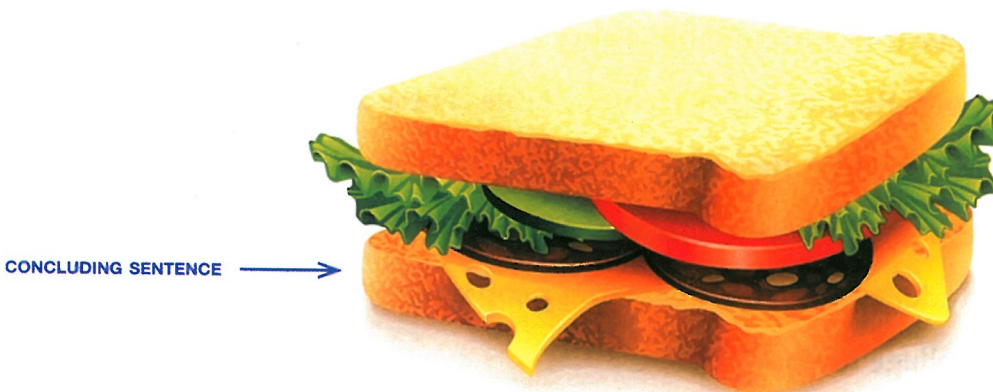
(continued on next page)

Nurses

Good nurses should have at least five characteristics. First, they must be caring. They must show genuine concern for sick, injured, or frightened people. Second, nurses must be extremely organized. If a nurse forgets to give a patient his or her medicine on time, the consequences could be serious. Third, nurses must be quite calm. They may have to make a life-and-death decision in an emergency, and it's clear that calm people make better decisions than anxious people. Doctors also need to stay calm in emergencies. In addition, nurses should be physically strong because nursing requires a lot of hard physical work. Finally, they must be intelligent enough to learn difficult subjects such as chemistry and psychology and to operate the complex equipment used in hospitals today. There is a shortage of nurses today, so they earn good salaries. In brief, nursing is a profession for people who are caring, organized, calm, strong, and intelligent.

THE CONCLUDING SENTENCE

Paragraphs that stand alone (that is, paragraphs that are not part of a longer composition) often end with a **concluding sentence**. A concluding sentence signals the close of the paragraph to the reader.



Here are several points to keep in mind about concluding sentences:

- Sometimes a concluding sentence reminds the reader of the main point by restating the topic sentence in different words.

In short, there are several types of college degrees in the United States.

It's no surprise that people regard Boston as one of the top U.S. college towns.

- Sometimes a concluding sentence summarizes the main points.

To summarize, employers look for dependable, responsible team players.

In brief, nursing is a profession for people who are caring, organized, calm, strong, and intelligent.

- Writers often use a **conclusion signal** to show their readers that this is the end of the paragraph. The chart lists several conclusion signals. Notice that there is always a comma after a conclusion signal.

CONCLUSION SIGNALS		
To conclude, In conclusion,	To sum up, To summarize, In summary,	In brief, In short, Indeed,

Writing Tip

Never introduce a new idea in your concluding sentence. Instead, review or repeat the ideas you have already discussed.

DO THIS: In short, good flight attendants are friendly, self-confident, and strong.

DO NOT DO THIS: Also, good flight attendants love to travel.

OR

In conclusion, I hope to become a good flight attendant some day.

Choosing Concluding Sentences

Read the paragraphs. Circle the letter of the best concluding sentence for each one, and write it on the line.

PARAGRAPH 1

There are two reasons I love big cities. First of all, big cities are alive 24 hours a day. You can go shopping, see a movie, exercise at a gym, get something to eat, or go roller skating at any time of the day or night. Second, in big cities you are free to do whatever you like. No one watches your daily comings and goings. You can stay out all night or stay home all day, and no one will judge you. _____

- a. To sum up, I love big cities because you can be independent.
- b. In short, big cities attract me because there are so many things to do.
- c. In brief, I like big cities because of their energy and freedom.

PARAGRAPH 2

There are two reasons I hate big cities. First of all, big cities are noisy 24 hours a day. You can hear horns honking, traffic roaring, music blaring, and people talking at all hours. It is never quiet in a big city. Second, there is no feeling of community in big cities. No one knows or cares about you. Neighbors who have lived next door to each other for many years don't even know each others' names. That can make life extremely lonely. _____

- a. In brief, big cities are noisy, lonely places to live.
- b. In conclusion, I prefer to live in a small town, where it is quieter and people are friendlier.
- c. Also, big cities have a lot of crime.

- 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,	and	she always gets good grades.
I'm also good at math,	but	my sister is better than I am.
I will ask my teacher for help,	or	I will talk to my advisor.
My sister is older than I am,	so	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
(You) Pay attention in class,	and	(you) do all of the homework.
(You) Listen carefully in class,	but	(you) 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

SENTENCE TYPE	EXAMPLE	PATTERN
Simple sentence with compound verb	Last year I tried to learn Arabic but decided it was too difficult for me.	S V V
Compound sentence	Last year Tom and I were in the same Arabic class, but I decided to drop the class.	S S V, but S V
Simple sentence with compound verb	Next year I will find an online Arabic course or perhaps hire a tutor.	S V V
Compound sentence	Next year Tom will take another Arabic class, or perhaps he will join a conversation group.	S V, or S V

PRACTICE 12 Identifying Simple and Compound Sentences

- A** Look at the sentences. In each sentence, underline the subjects once and the verbs twice. Then, write the sentence type (*simple* or *compound*) and the pattern.

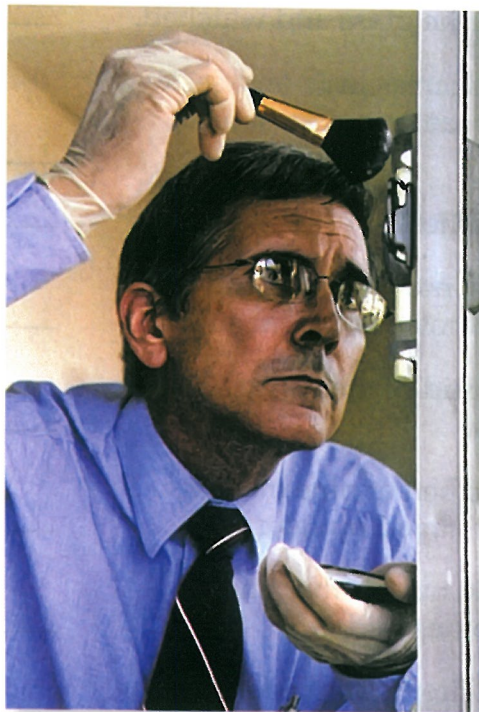


	SENTENCE TYPE	PATTERN
1. <u>The summers</u> <u>were</u> hot and humid in my childhood hometown.	<u>simple</u>	<u>S V</u>
2. Every evening <u>it</u> <u>was</u> too hot to sleep, so <u>my sisters and I</u> <u>played</u> outside until dark.	<u>compound</u>	<u>S V, so S S V</u>
3. Our parents sat on the grass and watched.	_____	_____
4. We played games such as hide-and-seek and tag, or we just sat on the grass and told stories.	_____	_____
5. We also caught fireflies.	_____	_____
6. We put the fireflies into a glass jar, and our father punched air holes in the metal lid.	_____	_____
7. My sisters were afraid of most bugs, but they loved fireflies.	_____	_____
8. We usually went to bed at nine o'clock, but sometimes we stayed up later.	_____	_____
9. Around ten o'clock, our mother and father told us to come inside.	_____	_____
10. We always left the fireflies outside, and we brought our jars into the house.	_____	_____

- B** Read the paragraph. In each sentence, underline the subject(s) once and the verb(s) twice. Then add commas where needed. (HINT: Seven commas are missing.)

Crime Scene Investigators

1 Crime scene investigators must have several characteristics. **2** First, they can't afford to miss any evidence at a crime scene, so they must be extremely careful. **3** They must try hard to follow the correct methods and they must accurately measure and record their findings. **4** Second, crime scene investigations are complicated so investigators must be quite patient. **5** They must work slowly and correctly and they can't rush to complete a job. **6** Finally, they must be able to communicate well. **7** They need to take detailed notes and turn them into well-written reports so they must have excellent writing skills. **8** They also need to deal with police officers, judges, and lawyers so they must be able to explain things clearly and effectively. **9** Crime scene investigators have very interesting jobs but they must be extremely careful, patient, and skilled at communicating their ideas.



- © For each sentence from the paragraph in Part B, write *simple* or *compound*. Then write the pattern for each sentence.

SENTENCE TYPE	PATTERN
1. <u>simple</u>	<u>SV</u>
2. <u>compound</u>	<u>SV, so SV</u>
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____

COORDINATING CONJUNCTIONS: AND, BUT, OR, AND SO

As mentioned earlier, *and*, *but*, *or*, and *so* are the most common coordinating conjunctions. In compound sentences, they have these uses:

RULES	EXAMPLES
1. <i>And</i> connects two sentences with similar ideas. The sentences can be positive or negative.	My roommate is an art student, and her brother plays the guitar. She doesn't like pop music, and he doesn't like looking at art.
2. <i>But</i> connects two sentences with contrasting or opposite ideas.	She likes classical music, but she doesn't like pop. She likes country music, but he hates it.
3. <i>Or</i> connects two sentences that express alternatives or choices.	Every Friday night, she goes to a classical concert, or she visits an art gallery. Every Saturday night, he practices with his band, or he goes to hear a pop concert.
4. <i>So</i> connects a reason and a result.	REASON RESULT They both like jazz, so they go to pop concerts together. REASON RESULT He works a lot, so they don't go out much.

Complete the paragraphs with *and, but, or, and so*. For some, there may be more than one answer.

PARAGRAPH 1

The waitress said, "Today we have two specials: fried chicken _____ ^{1.} *and* _____ ^{2.} baked fish." I ordered baked fish, _____ ^{3.} my friend ordered fried chicken. After 15 minutes, the waitress came back to our table and said, "I made a mistake. We don't have fried chicken _____ ^{4.} baked fish." I wanted to leave the restaurant immediately, _____ ^{5.} my friend wanted to stay. He ordered a hamburger _____ ^{6.} french fries, _____ I didn't order anything.

PARAGRAPH 2

My new neighbors are vegetarians, _____ ^{1.} they don't eat meat. To be more precise, they don't eat beef, salami, _____ ^{2.} chicken, _____ ^{3.} sometimes they eat a little fish. I wanted to be friendly, _____ ^{4.} I invited them to my house for dinner. They came _____ ^{5.} brought their young son. He is just a baby, _____ ^{6.} he can't talk yet. I served fish, rice, _____ ^{7.} a nice green salad. My neighbors don't drink coffee _____ ^{8.} tea, _____ ^{9.} I served lemonade with our meal. For dessert, I offered them a choice of chocolate cake _____ ^{10.} apple pie. The husband wanted both cake and pie, _____ ^{11.} the wife didn't want either. They have invited me to come over to their apartment for dinner next month, _____ ^{12.} they will serve a special vegetarian meal.

A Connect each pair of sentences with *and*, *but*, *or*, or *so*. Add a comma as needed. For some, there may be more than one answer.

1. Canada has two official languages. Everything is printed in both English and French.

Canada has two official languages, so everything is printed in both English and French.

2. There are several hundred languages in the world. Not all of them have a written form.

3. Chinese is spoken by more people. English is spoken in more countries.

4. There are about one million words in English. Most people use only about ten thousand of them.

5. French used to be the language of international diplomacy. Now it is English.

6. International companies are growing. Bilingual workers are always needed.

7. Young people should know a second language. They will be at a disadvantage in the international job market.

B Complete each compound sentence with your own idea.

1. My brother and I are identical twins, but our personalities are very different.
2. We are both tall, and _____
3. He is very creative, but _____
4. I was born a few minutes before my brother, so _____
5. Our mother used to tell us, "Stop fighting, or _____"
6. We fought a lot as children, but now _____

COMMON SENTENCE ERRORS: RUN-ONS AND COMMA SPLICES

Run-ons and **comma splices** are common sentence errors. These errors often occur when there is a close relationship between two sentences.

A run-on is two simple sentences incorrectly joined with no coordinating conjunction and no comma.

RUN-ON: My roommate wants to win the Tour de France someday he spends hours riding his bicycle.

A comma splice is two simple sentences incorrectly joined with a comma but no coordinating conjunction.

INCORRECT: My roommate wants to win the Tour de France someday, he spends hours riding his bicycle.

There are two ways to fix these errors:

- Separate the sentences with a period.

CORRECT: My roommate wants to win the Tour de France someday. He spends hours riding his bicycle.

- Add (or keep) the comma and add a coordinating conjunction.

CORRECT: My roommate wants to win the Tour de France someday, so he spends hours riding his bicycle.

Look at the sentences. Write **C** if the sentence is correct. Write **X** if the sentence is incorrect and make corrections. For some, there may be more than one possible correction.

 X 1. Some people prefer to work in an office, others prefer to work outdoors.

Some people prefer to work in an office. Others prefer to work outdoors.

OR

Some people prefer to work in an office, but others prefer to work outdoors.

_____ 2. Salespeople are usually very outgoing, they like to talk with people.

_____ 3. Coaches must be enthusiastic and know how to motivate athletes.

_____ 4. News reporters need to work long hours under difficult conditions, the job can be well paid and full of excitement.

_____ 5. Police officers are very dedicated to their jobs, but their lives are often in danger.

_____ 6. Vets need to love animals, they must have excellent people skills, too.

(continued on next page)



_____ 7. Successful politicians are usually very charismatic, voters need to trust them.

_____ 8. I want to be a psychologist, I have to attend graduate school.

_____ 9. Architects can design homes for individuals, they can design buildings for companies.

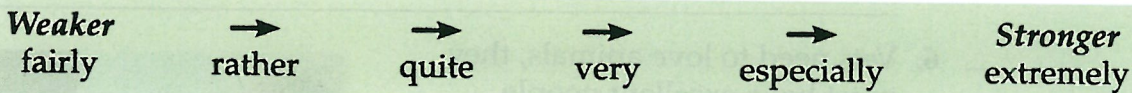
_____ 10. Mechanics must work well with their hands, they also need to be good problem solvers.

 **Applying Vocabulary: Using Intensifiers**

Before you begin your writing assignment, review the words on pages 38–39. Which words do you need more practice with?

PRACTICE 16 Using Intensifiers

Think of people you know in different professions. These can be friends, relatives, or famous public figures. Write sentences using the prompts and one of the intensifiers in the diagram.



1. is a good public speaker

The mayor is an extremely good public speaker.

2. works well with children

3. works well with coworkers

4. is a creative artist

5. is a talented musician

6. is organized

7. is self-confident

8. is knowledgeable about political events

WRITING ASSIGNMENT

Your writing assignment for this chapter will be to write a listing-order paragraph on the topic of a career. Use a topic from Group 2 in Practice 3 on page 41. Use listing order to organize your ideas. Follow the steps in the writing process.



Prewrite

STEP 1: Prewrite to get ideas.

- Brainstorm ideas by creating a cluster. Follow the procedure on pages 35–36.
- When you are done, study your cluster and choose two to four ideas to write about.
- Make an outline. Use the format on page 56. Your outline should include all three parts of a paragraph: a topic sentence, main points, and a concluding sentence.
- Review the words in Looking at Vocabulary and Applying Vocabulary on pages 38–39 and 66–67. Look at your outline 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.
- Use a listing-order transition signal to introduce each new main point. Write two or three additional supporting sentences to support each main point. Include at least one compound sentence in your paragraph.
- Use a conclusion signal to introduce the concluding sentence.



STEP 3: Revise and edit the first draft.

- Exchange papers with a partner and give each other feedback on your paragraphs. Use Chapter 2 Peer Review on page 208.
- Consider your partner's feedback and revise your paragraph. Mark changes on your first draft.
- Check your paragraph carefully against Chapter 2 Writer's Self-Check on page 209, and continue to make changes as necessary.



STEP 4: Write a new draft.

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

SELF-ASSESSMENT

In this chapter, you learned to:

- Use clustering to get ideas for writing
- Identify the three parts of a listing-order paragraph
- Use listing-order transition signals and conclusion signals
- Organize ideas with an outline
- Work with compound sentences
- Identify and correct run-ons and comma splices
- Use listing order to write a paragraph related to a career.

Which ones can you do well? Mark them

Which ones do you need to practice more? Mark them

**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.

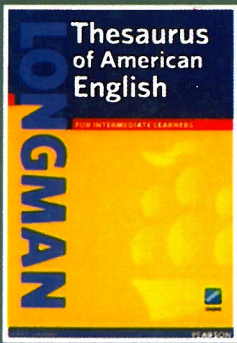
Prompt: Write a listing-order paragraph about a teacher or a boss. What characteristics and abilities made the person memorable? Include examples to support your main ideas.

**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 193.



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