

Chapter 4

Supplying Reasons

For this chapter, students will write reasons to explain and support a main idea. As in Chapter 3, students may choose to write a composition based on factual information rather than on personal experience. Students will learn more transition signals and also edit for correct use of independent and dependent clauses in a variety of sentence types.

With your students, read the chapter introduction on page 75 and discuss the questions.

I GETTING STARTED

A Read sample compositions *pages 76–78*

After students have read the sample compositions, have them complete the task on the top of page 76. Asking follow-up questions about each of the compositions will prompt students to give reasons to support their answers. Here are sample questions that can all be followed up with the question “Why?” to elicit reasons. *Which sample composition did you enjoy reading the most? What kinds of books do you like to read? Do you use e-mail? Do you think it is the best way to stay in touch with friends? What environmental problems worry you?*

B Select a topic *page 79*

Before students think about their own topics, brainstorm with the class specific ideas for each of the topic areas listed. Allow plenty of time for discussion, as this will help students when they have to think of their own topics. Then, give students 10 minutes of silence to decide on a topic. Students who decide quickly can use the time to start writing down a few ideas.

C Explore ideas by making a list *pages 79–80*

The information box, *Listing and Organizing Ideas*, introduces students to a different way to get ideas. While some may prefer to do freewriting as explained on page 61 of Chapter 3, it is beneficial for students to be exposed to a variety of strategies. If a student cannot generate enough supporting details, suggest a change of topic.

Practice **1** *page 80*

Go over the directions thoroughly with students before they start. Point out that the green arrow in the example connects two ideas related to dogs being dangerous and

difficult to control. After students have finished, review their answers orally and have students write the general statements on the board.

Answers

- 2** General statement: Taking care of a dog is a lot of work. (Wording may vary.)
Supporting ideas:
Washing the dog regularly, getting rid of fleas in its fur.
Cleaning up after the dog—Yuck!
I like sleeping late on the weekends and don't want to have to wake up early to take the dog out.
- 3** General statement: Owning a dog can be expensive.
Supporting ideas:
It costs a lot to feed a dog.
If I go away on vacation, I will have to pay to put the dog somewhere or pay for a dog sitter.
What about medical bills if the dog gets sick—that can be very expensive.

Your turn *page 80*

If students need additional support, model the steps with a topic such as why I didn't enjoy my last vacation. Have students use their imaginations to help you list ideas related to the topic on the board. Then have them help you cross out irrelevant ideas and group related ideas together. Finally, write a general statement for each group of ideas.

II PREPARING THE FIRST DRAFT

A Make a rough outline *page 81*

The outline for a reasons composition looks similar to an outline for an examples composition. What you can point out to students, however, is that in this assignment, examples can serve as specific, supporting details for reasons. After students have completed their outlines, have them show you a skeleton outline with just the main idea and each of the three main reasons (no details) so that you can check that they have the right idea.

B Compose the main idea *pages 81–82*

If you haven't yet covered the material on main ideas in *Begin with the Basics*, pages 6–8, this would be an appropriate time to do so.

Practice **2** *pages 81–82*

To reinforce that each main idea should have a comment, have students identify the comment in each main idea sentence. For example, the comment in item 1 would be *favorite hobby*.

Answers

- | | | | |
|-----|-----|-----|-----|
| 1 b | 3 a | 5 a | 7 b |
| 2 a | 4 b | 6 a | |

C Organize reasons in a logical order *pages 82–83*

Practice 3 *pages 82–83*

Answers

- 1 the bad smell, people’s negative reactions, the increasing expense, future health problems
- 2 The most important reason to give up smoking is because it can cause future health problems. Health is more important than the smell or expense of smoking.

D Use transition signals to introduce reasons *pages 83–84*

Read through the information box, *Transition Signals*, with your students. Point out to students the transitions that are adverbs (*first, second, finally*, and so on), which are followed by a comma.

Practice 4 *page 83*

Answers

- 1 One reason; Another reason; The main reason
- 2 First of all; Second; The most important reason
- 3 First; Next; Another
- 4 First, Second, Finally

Practice 5 *page 84*

Remind students to add a comma after the transition signal *First* or *First of all*.

Possible answers

- 1 First; First of all; One reason is because
- 2 Another reason; The second reason
- 3 The main reason

E Use specific, supporting details *page 84*

Read the information box, *Supporting Details*, with your students. Elicit other examples of details related to the five senses. Point out to students that not all topics lend themselves to being supported with sense details. Personal topics usually offer more opportunities for using sense details than nonpersonal topics do.

Practice 6 *page 85*

This activity can be lots of fun for everyone, especially if students approach it with imagination and humor. Ask each group to read aloud their favorite reason and details from their composition.

Answers will vary.

F Write a conclusion *pages 86–87*

Practice 7 *pages 86–87*

Answers will vary.

G Put together the first draft *page 87*

Students can do this in class or as homework.

REVISING YOUR WRITING

A Practice revising *pages 87–88*

Practice 8 *pages 87–88*

This activity can be done in two steps. First, pairs or small groups can work together to identify the types of revisions that need to be made. Second, individuals can rewrite the revised composition. Alternatively, the activity can be assigned as homework.

Answers

Students should make the following changes:

- Move the sentence *Smog covers most large cities like a large umbrella* to the previous paragraph, to serve as detail.
- Add details to the second paragraph.
- Add a signal to the last paragraph.

Possible answer

No More Big City for Many People

It is no surprise that every year many people move out of the big cities in this country. One reason that they move is that they are unhappy about the air quality. Smog covers most large cities like a large umbrella.

Next, they get tired of the traffic and crowds. It can take an hour or two to drive fifteen miles through the city center during rush hour. Also, many public places, such as popular restaurants, are usually very crowded during normal eating times. In the early evening, a person may have to wait fifteen to thirty minutes to be seated at a table.

continued

Also, many people are tired of the high crime rate related to drugs, car thefts, murders, and riots. The crime rate keeps going up, and no one feels safe in big cities anymore.

Last, lots of people move out because they cannot find housing at a reasonable price. Young couples cannot afford to buy their own homes in large cities. Students face the toughest hardships of all because of their limited incomes. Because of this, they often have to live with many roommates or with relatives. It is unfortunate that so many people are forced to leave a city that they may think of as their home.

B Benefit from peer feedback *page 88*

Move around the room during this activity and make sure students only check for what is on the checklist.

C Make revision decisions *page 88*

Remind the class that each student must make his or her own decision about using the suggestions given during the peer feedback.

D Write the second draft *page 88*

Students can write the second draft in class or as homework.

IV EDITING YOUR WRITING

A Identify clauses *page 89*

A good understanding of clauses is essential to the understanding of types of sentences that are introduced on page 90. Also, a solid understanding of the three basic types of sentences is essential to learning how to correct run-on sentences in Chapter 5 and sentence fragments in Chapter 8.

Practice 9 *page 89*

Answers

1 I	3 I	5 I	7 D	9 D
2 D	4 D	6 D	8 I	10 I

B Identify sentence types *pages 90–91*

Carefully review the information and examples in the information box, *Types of Sentences*. If students need additional practice in identifying sentence types, you can

pull sentences from the sample compositions in the text. However, I would recommend that you avoid any compound-complex sentences, unless your entire class shows a definite readiness for them. Discussing compound-complex sentences may not be worth the time it takes to explain them properly.

Practice 10 pages 90–91

Possible answers

My Precious Harmonica

- 1 I love to play my harmonica whenever I can.
- 2 One reason is that it relaxes me. It is easy to carry, so I can take my harmonica to school.
- 3 I can put it in my book bag. Whenever I don't have to do homework between classes, I can play it in the car for a few minutes and feel relaxed.
- 4 Next, the harmonica is so easy to play. If I hear a new song on the radio, I can pick up my harmonica and play the tune right away.
- 5 The most important reason I like my harmonica so much is that when I see or touch it, I can feel my father's love. He gave me a shiny, new harmonica as a birthday present ten years ago, and he often enjoyed my playing.
- 6 Playing my harmonica reminds me of my father. Whenever I play it, I can see his face and hear his voice.
- 7 I thank my father for introducing me to this wonderful hobby because it is something I can pass on to my own son some day.

C Benefit from peer feedback page 91

Ask students to copy one sentence of each type (simple, compound, and complex) from their partner's composition on a separate piece of paper. Alternatively, students can write one of each sentence type from their own compositions, after having discussed sentence types in their compositions during peer feedback.

D Write the final draft page 91

Final drafts can be assigned as homework.

V FOLLOWING UP

A Share your writing page 91

Choose the activity based on the amount of time available. *Traveling Compositions* takes the least amount of time, *Small Group Read-Around* takes a moderate amount of time, and *Writing to a Classmate* takes the most amount of time. However, if *Writing to a Classmate* is assigned as homework, it takes very little class time.

B Check your progress page 92

Students can complete the *Progress Check* in class or as homework.