

STATING REASONS AND USING EXAMPLES

Preview

You will study:

- outlines with details
- transition signals with reasons
- transition signals with examples
- two more capitalization rules
- four more comma rules

ORGANIZATION

In this lecture, you will learn to write about reasons and use examples to support your reasons. Read the model paragraph below. Then answer the questions.

Model 1

Costa Rica	Questions on the Model
<p>1Costa Rica is a great place to spend a vacation for two reasons. 2First of all, Costa Rica has an excellent system of national parks where visitors can observe nature. 3For example, in Tortuguero National Park, visitors can watch sea turtles come ashore to lay their eggs in nests in the sand. 4Then they can come back several months later to see the new babies crawl down to the sea. 5InSanta Rosa National Park, visitors can see unusual birds, such as toucans and quetzals. 6They can also observe exotic animals, such as spider monkeys. 7Second, Costa Rica has many beautiful beaches. 8For instance, the beaches at Manuel Antonio National Park are among the most beautiful in the world, and the beaches on Canoa and Cocos Islands offer perfect conditions for snorkeling and scuba diving. 9Indeed, Costa Rica is a wonderful place to go if you love the outdoors.</p>	<ol style="list-style-type: none"> 1. What is the title of this paragraph? 2. What is the topic sentence? What information does it give you? 3. How many supporting sentences are there? 4. How many reasons are given? What words introduce these reasons? 5. How many examples are given for each reason? What words tell you that these are examples? 6. What is the concluding sentence? 7. What kind of organizational pattern did the writer use in this paragraph—space order, time order, or listing order?

OUTLINES WITH DETAILS

In previous lectures, you practiced making simple outlines with main points A, B, C, and so on. In this lecture, you will add details to your main points.

1. Give main points (reasons) capital letters: A, B, C, and so on.
2. Give examples for A, B, and C numbers: 1, 2, 3, and so on.
3. Give examples for 1, 2, and 3 small letters: a, b, c, and so on.
4. Indent each kind of letter or number.

The following model outline has two main points (A, B) and two levels of details: 1, 2 and a, b.

Model 2

Costa Rica

Costa Rica is a great place to spend a vacation for two reasons.

- A. **Excellent system of national parks**—visitors can observe nature
 1. Tortuguero National Park
 - a. Sea turtle nests
 - b. Baby turtles
 2. Santa Rosa National Park
 - a. Unusual birds—toucans and quetzals
 - b. Exotic animals—spider monkeys
- B. **Beautiful beaches**
 1. Beaches at Manuel Antonio National Park
 2. Beaches on Canoa and Cocos Islands
 - a. Snorkeling
 - b. Scuba diving

Costa Rica is a wonderful place to go if you love the outdoors.

REASONS AND EXAMPLES

When you write a topic sentence such as *Costa Rica is a great place to visit*, or *Women should be jet fighter pilots*, you need to support it with **reasons**. You need to explain **why** Costa Rica is a great place to visit, or **why** women should be jet fighter pilots. The writer of the model paragraph gave two main reasons why tourists enjoy visiting Costa Rica:

1. It has many national parks where tourists can see nature.
2. It has beautiful beaches.

After you state your reasons, you need to support them. A good way to support reasons is to give **specific examples**. In the model paragraph, each of the reasons has two supporting examples. The examples are specific. They are the actual names of places: Tortuguero National Park, Santa Rosa National Park, Manuel Antonio National Park, Canoa Island, and Cocos Island. Other specific examples in the paragraph are the names of birds (toucans and quetzals) and of an animal (spider monkeys).

TRANSITION SIGNALS WITH REASONS

When you give reasons, you should introduce each one with a transition signal. Use the listing-order transition signals: *first*; *first of all*, *second*, *third*, *finally*, and so forth.

Pattern 1

First of all, _____.

Second, _____.

First of all, Costa Rica has an excellent system of national parks.

Second, Costa Rica has many beautiful beaches.

Pattern 2

The first reason is _____

The second reason is _____

There are two ways to complete the Pattern 2 sentences above.

- With a noun phrase:

The first reason is the excellent system of national parks. The second reason is Costa Rica's beautiful beaches.

- With a sentence connected by *that*:

The first reason is that Costa Rica has an excellent system of national parks.

The second reason is that Costa Rica has many beautiful beaches.

NB! Don't use a comma when the transition signal is included in the subject.

CONCLUSION SIGNALS WITH REASONS

In addition to the conclusion signals such as *Indeed* and *To sum up* that you have already learned, you can begin a concluding sentence with *For these (two, three four, and so on) reasons*, followed by a sentence.

For these _____ reasons, _____

For these two reasons, Costa Rica is a wonderful place to go if you love the outdoors.

Another way to write a concluding sentence is to begin it with *Because of* followed by one or more noun phrases.

Because of _____, _____

Because of its national parks and beautiful beaches, Costa Rica is a wonderful place to go if you love the outdoors.

TRANSITION SIGNALS WITH EXAMPLES

There are three transition signals to introduce examples: *for example*, *for instance*, and *such as*. Notice the two different punctuation patterns used with them.

Use *For example* and *For instance* when your example is a complete sentence. The two transition signals have exactly the same meaning. Put them at the beginning of the sentence and follow them with a comma.

Pattern 1

For example, _____ (*+ sentence*)

For instance, _____ (*+ sentence*)

For example, visitors can watch sea turtles come ashore to lay their eggs in the sand in Tortuguero National Park.

For instance, visitors can watch sea turtles come ashore to lay their eggs in the sand in Tortuguero National Park.

Use *such as*, *for example*, and *for instance* in the middle of a sentence when your example is a noun or a list of nouns that appear at the end of the sentence.

Pattern 2

_____, such as _____ (+ *nouns*)

_____, for example, _____ (+ *nouns*)

_____, for instance, _____ (+ *nouns*)

- Put a comma before *such as*.

Visitors can see rare birds, such as toucans and quetzals.

- Put a comma before and after *for example* and *for instance*.

Visitors can see rare birds, for example, toucans and quetzals. Visitors can see rare birds, for instance, toucans and quetzals.

NB!

Be careful when you begin a sentence with *For example* or *For instance*. Make sure your sentence follows either Pattern 1 or Pattern 2.

WRONG: The restaurant specializes in shellfish. For example, fresh lobster and crab.

RIGHT: The restaurant specializes in shellfish. For example, it serves fresh lobster and crab. (Pattern 1)

RIGHT: The restaurant specializes in shellfish, such as fresh lobster and crab. (Pattern 2)

RIGHT: The restaurant specializes in shellfish, for example, fresh lobster and crab. (Pattern 2)

SENTENCE STRUCTURE. MORE ABOUT COMPLEX SENTENCES

You know the rules about complex sentences with dependent time clauses. Now let's study other kinds of dependent clauses. First, review these five points:

- An independent clause is a sentence by itself.
- A dependent clause is not a sentence by itself. A dependent clause needs an independent clause to complete its meaning.

Independent clause - *The class ended.*

Dependent clause - . . . *when the class ended*

- A complex sentence is one independent clause and one or

more dependent clauses.

- The clauses can be in any order.
- Put a comma after a dependent clause when the dependent clause comes before an independent clause.

As soon as the class ended, the students left the room.

The students left the room as soon as the class ended.

REASON AND CONDITION SUBORDINATORS

You have practiced reading and writing sentences with time subordinators. Here are two other kinds. One kind tells **a reason** for something to happen, and the other kind **states a condition** for something to happen.

Reason Subordinators	
because	<i>They canceled the game because the field was too wet.</i>
since	<i>Since the field was too wet, they canceled the game.</i>
Condition Subordinator	
if	<i>John is unhappy if he doesn't get an A in every class.</i>

Here are some things to know about these subordinators.

1. *Because* and *since* have exactly the same meaning, and there is no difference in their use.

Because Tina is good at math, she decided to become an engineer.

Since Tina is good at math, she decided to become an engineer.

Tina decided to become an engineer because she is good at math.

Tina decided to become an engineer since she is good at math

2. The word *since* can be either a reason subordinator or a time subordinator.

Since I don't own a car, I take the bus to school, (reason)

Since Eddie started lifting weights, he has become much stronger, (time)

3. *Because* is a subordinator. *Because of* is a two-word preposition.

Hawaii is a popular vacation spot because of its beautiful beaches, (preposition)

Hawaii is a popular vacation spot because it has beautiful beaches, (subordinator)

4. *If* introduces a condition. (Note: Sentences with conditional clauses often require special combinations of verb tenses. Consult a grammar book for information.)

If you don't practice, you won't learn as quickly.

If you cook chicken too long, it becomes tough and dry.

Don't open an email if you don't know the sender.

CAPITALIZATION AND PUNCTUATION

Here are two more capitalization rules.

Rules	Examples
Capitalize:	
<p>11. Some abbreviations.</p> <p>NOTE 1: USA is an abbreviation for United States of America. Do not capitalize all of the letters in a country's name.</p> <p>NOTE 2: Capitalize only the first letter of the abbreviation of a person's title.</p>	<p>IBM UN UCLA VW TV CBS USA UAE UK United States of America Saudi Arabia Japan</p> <p>Dr. Mr. and Mrs.</p>
<p>12. All the words in a greeting and the first word in the closing of a letter.</p>	<p>Dear Sir: To Whom It May Concern: Love, Very truly yours,</p>

So far, you have learned these four comma rules:

Rules	Examples
Use a comma:	
1. After transition signals and prepositional phrases at the beginning of a sentence (except <i>then</i>).	First, carry out the empty bottles and cans. From my window, I have a beautiful view. After lunch, my grandfather takes a nap. For example, some teachers give pop quizzes.
2. Before coordinating conjunctions in a compound sentence.	Cook the rice over low heat for twenty minutes, but don't let it burn. Many students work, so they don't have time to do homework.
3. In a complex sentence when a dependent adverb clause comes before an independent clause.	Because Mexico City is surrounded by mountains, it has a lot of smog.
4. To separate items in a series.	In our class there are students from Mexico, Japan, Vietnam, Iran, China, and Guatemala.

Here are four more comma rules:

Rules	Examples
Use a comma:	
5. To separate thousands, millions, billions, etc. BUT NOT in a number that expresses a year or an address, and NOT to separate dollars from cents or whole numbers from decimals. (Use a period, not a comma.)	The college has 23,250 students. in the year 2010 2935 Main Street \$59.95 $6\frac{7}{8} = 6.875$

<p>6. To separate the parts of dates and after years in the middle of a sentence.</p>	<p>The third millennium started on January 1, 2001, not on January 1, 2000.</p>
<p>7. To separate the parts of a U.S. address EXCEPT between the state and the zip code when the address is in a sentence. In the address of letters and on envelopes, do not use commas.</p>	<p>The address of the White House is 1600 Pennsylvania Avenue, Washington, DC 20500.</p>
<p>8. After the greeting and closing in a personal letter, and after the closing in a business letter.</p>	<p>Dear Michiko, Dear Mom, Love, Very truly yours,</p>