

Supporting and Concluding Sentences



A cable car is going toward the top of Sugarloaf Mountain in Rio de Janeiro, Brazil

OBJECTIVES To learn how to write supporting sentences
To learn how to write concluding sentences
To substitute pronouns for key nouns



Can you write about a place to visit in your city?

Supporting Sentences

Supporting sentences give information that explains and expands the topic of the paragraph. They answer questions—*who? what? where? when? why?* and *how?*—and give details. Good writers think of these questions when they write supporting sentences for the topic sentence.

ACTIVITY 1 Predicting Paragraph Content from the Controlling Idea

Read each topic sentence. Circle the main idea. Underline the controlling idea. Then predict the kind of information you will find in the paragraph.

1. New York and Boston attract millions of tourists, but I think one of the best cities to visit on the east coast of the United States is Washington, D.C.

What kind of information do you think is in this paragraph?

2. One of the people that I most admire is my great-grandmother Carla.

What kind of information do you think is in this paragraph?

3. The Grand Palace is one of the most popular tourist destinations in Thailand.

What kind of information do you think is in this paragraph?

As you can see, the topic sentences are all very different. As a result, the supporting sentences that you write will depend on your topic sentence.

ACTIVITY 2 Reading Example Supporting Sentences

Read the paragraphs on pages 73–75. Notice how the supporting sentences tell you more about the topic sentence. Compare what you wrote in Activity 1 to the information in each paragraph. How well did you predict the content?

Example Paragraph 21

A Great Tourist Destination

New York and Boston attract millions of tourists, but I think one of the best cities to visit on the east coast of the United States is Washington, D.C. It has some of the most interesting **landmarks** and tourist **spots** in the country. There are many monuments to visit, such as the Lincoln Memorial, the Jefferson Memorial, and the Washington Monument, which is the tallest building in Washington. For more excitement, the area called Georgetown in northwest Washington is famous for its shopping and restaurants. Finally, there is the White House tour. On this tour, the guide **leads** visitors as they walk through many of the rooms in the White House and **view** the home of the president of the United States. Although Washington, D.C., does not have the large number of visitors that New York or Boston does, I think this city is one of the best destinations for tourists.

a landmark: a historical building, a well-known location

a spot: a place, a location

to lead: to show the way, organize

to view: to see, look at





Example Paragraph 22

An Immigrant in the Family

One of the people that I admire the most is my great-grandmother Carla. She came to the United States from Italy in 1911 as a young woman on a large ship. She had little money and no **property**. Soon after landing at Ellis Island in New York, she began working as a **seamstress** in Brooklyn. She met and married my great-grandfather not long after that. They immediately began their large family. Great-grandma Carla had eight children—five boys and three girls. In addition to taking care of **such** a large family in a new country, my great-grandmother survived **discrimination** as an **immigrant**, two world wars, the Great Depression, and a long list of illnesses. However, she rarely **complained**, and she was very happy with her new life in America. Whenever I think of my great-grandma Carla, I am always filled with **admiration** for her.

the property: land or buildings that a person owns

a seamstress: a woman who sews for a living

such: to a great degree, very

the discrimination: unfair treatment, especially because of race, age, or gender

an immigrant: a person who comes to live in a new country

to complain: to express unhappiness or dissatisfaction about something

admiration: a feeling of approval or pleasure for someone



Example Paragraph 23

The Grand Palace in Bangkok

The Grand Palace is one of the most popular tourist destinations in Thailand. The **construction** of the palace began in 1782, and the royal family lived there until 1925. The palace area **consists of** over two million square feet, and the wall that surrounds the Grand Palace is more than 6,000 feet long. This huge area includes countless buildings, gardens, and special rooms. The public cannot visit all of these areas, however, because some areas are still used for official events. The palace includes some examples of European influence on the design, such as the Greek columns and the French windows. It is certainly easy to understand why so many tourists visit the Grand Palace each year.

the construction:
the act of building something

to consist of: contain, include

Kinds of Supporting Sentences

Good supporting sentences have different goals. Writers vary them to:

- **explain:** The family moved from the village to the capital for economic reasons.
- **describe:** She lived in a lovely three-story castle surrounded by a forest.
- **give reasons:** Lukas finally quit his job because of the stressful working conditions.
- **give facts:** More than ten percent of the university's student population is international.
- **give examples:** Oranges and grapefruits grow in California.
- **define:** Many tourists visit Bangkok, which is the capital and largest city in Thailand.

ACTIVITY 3 Matching Supporting and Topic Sentences

Read the two topic sentences below. Then read the list of supporting sentences. Match each supporting sentence with the corresponding topic sentence by writing the correct topic sentence number on the line beside the supporting sentences. Notice that each sentence is labeled in parentheses with the kind of supporting sentence that it is.

Topic sentences

TS 1: Low-fat diets are an excellent way to stay healthy and trim.

TS 2: High-protein diets are favored by athletes and competitors.

Supporting sentences

- 2 These foods help build muscles and increase energy. (fact)
- 1 They are preferred by the general public because they help with weight reduction. (reason)
- _____ Low-fat diets are recommended by most physicians. (fact)
- _____ Many athletes eat high-protein foods, such as meat, beans, and nuts. (example)
- _____ Low-fat foods include fruits, vegetables, and pasta. (example)
- _____ Because they are easy to find in stores, low-fat foods are convenient. (reason)
- _____ Athletes generally eat high-protein diets to give them more energy. (reason)
- _____ Crispy steamed vegetables and grilled fish and chicken are all tasty parts of a low-fat, heart-friendly diet. (description)

ACTIVITY 4 Asking Questions about Topic Sentences

Read each topic sentence. What information would you expect the writer to include in the paragraph? Write a question that the supporting sentences should answer. Use a *who? what? where? when? why?* or *how?* question.

In 2008, smoking was banned in all public facilities.

Why was smoking banned?

1. Texas is home to several kinds of poisonous snakes.

2. Classrooms without windows have negative effects on students.

3. Computer technology will one day eliminate the use of libraries.

4. Quebec City is a wonderful place to raise children.

5. I will never forget the day I got married.

Building Better Sentences: For further practice with the sentences and paragraphs in this part of the unit, go to Practice 7 on pages 288–289 in Appendix 1.

ACTIVITY 5 Brainstorming Topic Sentences

For each of the general topics in the left column, brainstorm some ideas in the space provided. Then write a topic sentence with a controlling idea in the right column. Underline the controlling ideas.

Brainstorming Topic	Topic Sentence with Controlling Idea
1. vacation <ul style="list-style-type: none">• <i>types</i> (summer; honeymoon)• <i>5 common destinations</i> (national parks, Caribbean islands)• <i>memories</i> (Why was it special?)	I will <u>never forget</u> my summer vacation.
2. mathematics	
3. a best friend	

4. a meal you ate at a restaurant	
5. a (specific) sport	

ACTIVITY 6 Asking for More Information

Choose two of your topic sentences from Activity 5 and write them below. Then write four questions about each topic. Remember to use *who?* *what?* *where?* *when?* *why?* or *how?* questions. If you cannot think of four questions, brainstorm some ideas with a classmate.

1. Topic Sentence: I will never forget my summer vacation.
 - a. Why was this vacation so memorable?
 - b. Where did you go?
 - c. What did you do?
 - d. How old were you at that time?
2. Topic Sentence: _____
 - a. _____
 - b. _____
 - c. _____
 - d. _____
3. Topic Sentence: _____
 - a. _____
 - b. _____
 - c. _____
 - d. _____

Unrelated Information

Sometimes writers give information that is not closely related to the topic. When this happens, the paragraph does not read smoothly, and the reader might get confused about the writer's message. It is necessary that each sentence in a paragraph be connected to the controlling idea or ideas in the topic sentence of the paragraph.

ACTIVITY 7 Identifying the Unrelated Sentence

Read the paragraphs on pages 79–81. In each paragraph, underline the one sentence that does not belong because it is not connected closely with the supporting ideas in the topic sentence.

Example Paragraph 24

My Evaluation of Dining at Fresh Market

The menu at Fresh Market, one of the newest restaurants in downtown Springfield, consists of only five main dishes that are simple but very delicious. My number one dish there is pasta with fresh vegetables. The pasta is cooked just right, and the vegetables include broccoli, onions, tomatoes, and corn. My second favorite main dish is the spicy chicken and brown rice soup. The chicken is a little hot for some people's tastes, but many people really like the fact that you get brown rice instead of the usual bland white rice. The other main dishes are fried chicken with curry potatoes, Greek salad with grilled shrimp,



and fried fish with vinegar chips. All three of these use the freshest of ingredients and taste great. This paragraph will not include any information about the beverages at this restaurant. If you eat a meal at Fresh Market, I am sure you will enjoy it tremendously.

Example Paragraph 25

Counting the Continents

The number of continents should be a simple fact, but the number you identify depends on where you live. In the United States, students learn that there are seven continents. These seven are North America, South America, Europe, Africa, Asia, Australia, and Antarctica. In Europe, however, students learn that there are six continents. They learn that North America and South America are one continent, which they call the Americas. Panama is the southern end of North America, but it used to be part of Colombia, which is in South America. In some places, Europe and Asia are combined into one continent called Eurasia. In other places, Antarctica is not considered a continent. It is very interesting that different cultures clearly disagree on the definition of a continent and therefore the number of continents on our earth.



Traveling between Rome and Paris

There are three good options for traveling between Rome and Paris. The fastest way is by plane. However, flying between these two cities can be a little expensive unless you can find a discounted airline ticket. The second way is by train, which is very popular with many tourists. In fact, Rome and Paris are visited each year by millions of students from all over. The train fare is not so expensive and the service is very good, but the overnight trip takes about 14 hours. Finally, many people take a bus. The bus is the cheapest of the three options, but it takes up to 22 hours, which means it takes the most time. If you research each of these three travel options, you will find the best way for you to travel between Rome and Paris.



ACTIVITY 8 Identifying Supporting Sentences

Read each paragraph on pages 82–84.

1. For each of the underlined, numbered sentences, write *good supporting sentence* or *unrelated sentence* on the corresponding lines below the paragraph. (One sentence in each paragraph is unrelated to the topic.)
2. Write a reason for each choice.

Remember: All the supporting sentences must be related to the topic sentence. The first paragraph has been done for you.

Example Paragraph 27

Strict Parents

Fortunately, my parents were very strict with me when I was a child. I think that they were protective because I was an only child. However, at that time, it felt like I was in prison. I had to come straight home after school and immediately do my homework. **1** After I finished my homework, I was allowed to watch only one hour of television. While my friends were playing video games or watching cartoons, I was usually doing chores around the house to help my mother. **2** This included doing some of the laundry and ironing, mowing the lawn, and helping to prepare dinner. **3** My father was an architect, and my mother was a housewife. Looking back, I am not sorry that my parents were strict with me because I think it was the best way to bring up a child.

1. good supporting sentence It is an example of why the writer felt he or she was in prison.
2. good supporting sentence It is a list of the chores the writer had to do around the house.
3. unrelated sentence The writer's parents' occupations are not related to how the writer was treated. There is no relationship between being an architect and being a strict parent.

Underwater Adventure

Snorkeling can be one of the most amazing adventures you can ever take part in. ¹ Floating on the water and watching the fish swim below you is a unique experience. It is normal to be nervous in the beginning, but once you are in the water, the anxiety goes away as you slowly notice the new world around you. Coral reefs are the best places to snorkel because hundreds, sometimes thousands, of fish and other sea creatures live among the coral. ² Depending on where you snorkel, you can see tiny squids, turtles, sea cucumbers, lobsters, and many other animals. ³ I saw a shark the last time I was snorkeling, and it really scared me. It is truly a beautiful sight, one that you can hardly believe is happening. When you are underwater, the world you know is blocked out, and the silence makes the overall experience more magical. If you want to have one of the most beautiful experiences that anyone can ever have, you should try snorkeling for a day.



1. _____

2. _____

3. _____

Example Paragraph 29

Sweet Dreams

When people have a hard time falling asleep at night, there are three things that they can do to relax before going to sleep. **1** One of the most pleasant ways to relax is to imagine a beautiful and peaceful place. This requires a creative mind, but it is very effective. Another common method is to practice deep-breathing exercises. These rhythmic exercises are good for getting rid of the tension that causes people to stay awake. **2** A third method is to listen to relaxing music, especially soft music. **3** Soft music is also popular because it helps students study better. Some people have developed unique ways to help them fall asleep, but these three methods are extremely effective for the majority of people with sleep problems.

1. _____

2. _____

3. _____

Grammar for Writing

Using Pronouns in Place of Key Nouns

Because a paragraph is about one topic, writers often repeat key nouns from the topic sentence in their supporting sentences. However, too much repetition of these same nouns can sound awkward. You can avoid repeating key nouns by replacing them with **pronouns** after the nouns are first introduced.

Explanation	Examples
Pronouns take the place of a person, place, or thing: Carla → She Washington → It Giraffes → They Replace nouns with pronouns to avoid repetition.	One of the best cities to visit on the east coast of the United States is Washington, D.C. It has some of the most interesting landmarks and tourist spots in the country. One of the people that I most admire is my great-grandmother Carla. She came to the United States from Italy in 1911 as a young woman on a large ship.
Remember to be consistent. If you use <i>they</i> at the beginning of a paragraph, do not switch to <i>it</i> . The underlined words are incorrect in the example.	Giraffes are among the most interesting of all the animals that live in Africa. They are easily recognized by their special features. They have long necks and long legs, but <u>its</u> neck is longer than <u>its</u> legs. <u>It</u> usually lives in very dry areas.

ACTIVITY 9 Identifying Key Nouns and Pronouns

Read the following sentences. Write the correct pronoun in each blank. Use *it*, *they*, or *we*. Then underline the key noun that the pronoun refers to.

- Tennis rackets have changed tremendously in the last ten years. They used to be small and heavy, but that is no longer true.
- Soccer is by far the most widely played sport in the world. _____ is played professionally on nearly every continent.
- I will never forget my childhood friends Carlos and Juan and what _____ taught me.
- Not only is text messaging fast, but _____ is also an interesting way to practice English.
- A bad thing happened to my classmates and me at school yesterday. _____ were late coming to class, so the teacher gave us an extra homework assignment.
- If you travel to Budapest, Hungary, you will fall in love with the Danube River. _____ separates the city into two parts—Buda and Pest.

Writer's Note

Staying on Track

As you write a paragraph, always look back at your topic sentence. Do not include any information that is unrelated to the topic sentence. It is very easy to lose track of the main idea if you do not refer to the topic sentence from time to time.

Concluding Sentences

The **concluding sentence** is the last sentence of the paragraph. It concludes, or wraps up, a paragraph. It lets the reader know that you have finished talking about the idea introduced by the topic sentence.

A concluding sentence often has one of these four important purposes:

1. It restates the main idea.
2. It offers a suggestion.
3. It gives an opinion.
4. It makes a prediction.

Restates the Main Idea

Perhaps the easiest concluding sentence to write is one that simply restates the main idea or summarizes the main points of the paragraph. The following transitional words and phrases are commonly used at the beginning of a concluding sentence:

as a result	overall	for this reason
certainly	because of this	surely
in conclusion	therefore	for these reasons
clearly	thus	in brief

Examples:

Paragraph 4, page 13

Topic Sentence	At some point, most parents have to decide whether or not to allow their children to have pets.
Concluding Sentence	In brief, although many children want a pet, parents are divided on this issue for a number of important reasons.

Explanation: The information in this concluding sentence is very similar to the topic sentence. In addition, the concluding sentence includes the phrase “a number of important reasons” because the paragraph includes several reasons for allowing or not allowing children to have pets.

Paragraph 5, page 15

Topic Sentence	eBook readers are excellent devices for students.
Concluding Sentence	It is clear that eBook readers have made students’ lives much easier.

Explanation: This concluding sentence also restates the idea of the topic sentence. The examples in the paragraph show how eBook readers simplify students’ lives, and the concluding sentence emphasizes this fact.

Offers a Suggestion, Gives an Opinion, or Makes a Prediction

A concluding statement can offer a suggestion, give an opinion, or make a prediction. Sometimes a concluding statement does a combination of these three options.

Examples:

Paragraph 28, page 83

Topic Sentence	Snorkeling can be one of the most amazing adventures you can ever take part in.
Concluding Sentence	If you want to have one of the most beautiful experiences that anyone can ever have, you should try snorkeling for a day.

Explanation: This topic sentence introduces snorkeling as an amazing adventure, and the concluding sentence offers a **suggestion** that the reader should try snorkeling.

Paragraph 27, page 82

Topic Sentence Fortunately, my parents were very strict with me when I was a child.
Concluding Sentence Looking back, I am not sorry that my parents were strict with me because I think it was the best way to bring up a child.

Explanation: This topic sentence explains that the writer’s parents were very strict. In the concluding sentence, the writer gives his **opinion** that being a strict parent is the best way to raise a child.

Paragraph 24, page 79

Topic Sentence The menu at Fresh Market, one of the newest restaurants in downtown Springfield, consists of only five main dishes that are simple but very delicious.
Concluding Sentence If you eat a meal at Fresh Market, I am sure you will enjoy it tremendously.

Explanation: This topic sentence informs us that the menu at Fresh Market has only five dishes and they are very delicious. The concluding sentence makes a **prediction** that you will enjoy this place very much if you eat there.

ACTIVITY 10 Analyzing Concluding Sentences

Go back to the Example Paragraphs listed. Write the concluding sentence from these paragraphs and then check its purpose.

1. Example Paragraph 21 (page 73)

Topic: Washington, D.C.

What does the concluding statement do?

- restates the main idea offers a suggestion gives an opinion makes a prediction

2. Example Paragraph 17 (page 58)

Topic: Exercise

What does the concluding statement do?

- restates the main idea offers a suggestion gives an opinion makes a prediction

3. Example Paragraph 2 (page 7)

Topic: Egg Salad

What does the concluding statement do?

- restates the main idea offers a suggestion gives an opinion makes a prediction

4. Example Paragraph 3 (page 10)

Topic: My First Flight

What does the concluding statement do?

- restates the main idea offers a suggestion gives an opinion makes a prediction

ACTIVITY 11 Analyzing Paragraphs

Read each paragraph on pages 88–90 and:

1. Underline the topic sentence and write TS above it.
2. Circle any sentence that is not a good supporting sentence based on the controlling idea in the topic sentence.
3. Write a concluding sentence on the lines provided.

Example Paragraph 30

College Adjustments

When I first started going to college, I was surprised at all the studying that was required. I had to **adjust** my study habits because in high school I hardly ever studied, **yet** my grades were still fairly good. At the university, it seemed that all my professors thought their class was the most important class. Each professor gave me a **tremendous** amount of homework every night. As a result, my free time became very limited. Nights out with friends and time spent watching TV were **replaced** with reading assignments, group projects, learning activities, and research. My university classes kept me so busy that I could only go out on Saturday nights. This kind of schedule was a big change from high school, where I **used to** play sports, have fun, and go out **every other** night.

to adjust: to change a little

yet: but, however

tremendous: great; huge

to replace: to substitute one thing for another

used to + verb: to do an action many times in the past but no longer

every other: alternating



Example Paragraph 31

Different Names for the Same Kind of Storm

When bad weather, thunder, and strong winds mix, the result is a dangerous storm, but the name for that storm differs according to where the storm occurs. When a storm forms in the Atlantic or eastern Pacific Ocean, it is called a hurricane. This type of storm can be dangerous to people living in the United States, Mexico, Central America, or the Caribbean islands. When a large storm begins in the southern Pacific Ocean, this same type of storm is called a cyclone. Cyclones are less common **due to** the colder temperature of the water there. Finally, if this same storm begins in the western Pacific Ocean, it is referred to as a typhoon. Typhoons are usually stronger than hurricanes, and they **endanger** people living in areas such as Japan, Guam, or the Philippines.

due to: because of

to endanger: put in danger



Example Paragraph 32

Four Ways to Cook an Egg

There are four easy ways to prepare a delicious egg. Some people believe that brown eggs taste better than white eggs. The first and probably the easiest way is to boil an egg. Just drop the egg into a pot of water and boil it for five minutes. Another easy way is to **scramble** an egg. All you need is a fork to beat the egg **mixture** before you put it into the hot frying pan. A third way is to fry an egg “over easy.” This **involves** breaking the egg into the pan without breaking the **yolk**. After a few moments, turn the egg over to cook it on the other side. Finally, **poaching** an egg involves cooking the egg in a small dish that is sitting in boiling water. Break the egg into a small metal cup that is sitting in a pan of very hot, **shallow** water. Poaching an egg takes only four to five minutes.

to scramble: to mix, blend

a mixture: the ingredients after they have been mixed together

to involve: to include or contain as a necessary part of something

a yolk: the yellow part of an egg

to poach: to cook in hot water or other liquid

shallow: not deep

Building Better Sentences: For further practice with the sentences and paragraphs in this part of the unit, go to Practice 8 on page 289 in Appendix 1.

Building Better Vocabulary

ACTIVITY 12 Word Associations

Circle the word or phrase that is most closely related to the word or phrase on the left. If necessary, use a dictionary to check the meaning of words you do not know.

	A	B
1. to eliminate* something	something appears	something disappears
2. hardly ever	not difficult	not usual
3. huge	small	large
4. to scramble	123456789	739245816
5. to get rid of	to add	to subtract
6. used to go	went	will go
7. to view	to hear	to see
8. dust	date	dirt
9. a fare	work	travel
10. property	you own it	you borrow it
11. in brief*	a few words	a lot of words
12. likewise*	in the same way	very intelligent
13. a beverage	you drink it	you eat it
14. every other	A1B2C3D4	AA1BB2CC3DD4
15. a spot	a place	a time

*Words that are part of the Academic Word List. See pages 275–276 for a complete list.

ACTIVITY 13 Using Collocations

Fill in each blank with the word on the left that most naturally completes the phrase on the right. If necessary, use a dictionary to check the meaning of words you do not know.

1. complain / collapse _____ about something
2. consist / tremendous _____ of
3. insect / reason a poisonous _____
4. extremely / widely the most _____ played sport
5. shallow / spot our favorite _____
6. athletes / effects negative _____
7. collapsed / logical a _____ idea
8. do / make _____ chores
9. careers / vegetables crispy _____
10. mixture / shallow a _____ pond

Original Student Writing

ACTIVITY 14 Original Writing Practice

Choose one of the topic sentences that you wrote in Activity 5 on page 77. Write a paragraph about the topic.

- In your supporting sentences, answer the questions that you wrote in Activity 6. Remember to write only about ideas that are introduced in the controlling idea of your topic sentence.
- Use the guidelines on page 86 to write a good concluding sentence for your paragraph.
- Use at least two of the vocabulary words or phrases presented in Activity 12 and Activity 13. Underline these words and phrases in your paragraph.

If you need ideas for words and phrases, see the Useful Vocabulary for Better Writing on pages 277–281.

ACTIVITY 15 Peer Editing

Exchange papers from Activity 14 with a partner. Read your partner's paragraph. Then use Peer Editing Sheet 4 on NGL.Cengage.com/GW2 to help you comment on your partner's paragraph. Be sure to offer positive suggestions and comments that will help your partner improve his or her writing. Consider your partner's comments as you revise your own paragraph.

Additional Topics for Writing

Here are some ideas for paragraphs. When you write your paragraph, follow the guidelines in Activity 14.

PHOTO

- TOPIC:** Look at the photo on pages 70–71. Write about a place to visit in your town or city. What is special about the place? What is the history? What should a visitor do or try?
- TOPIC 2:** Write about a person you admire. What special qualities does this person have? What does this person do?
- TOPIC 3:** Write about a great career for today’s job market. What kind of job is it? What skills would someone need? What are the benefits of doing this kind of job?
- TOPIC 4:** Give some advice about doing something, such as buying a car or choosing a school. What should someone know? What steps should the person follow?
- TOPIC 5:** Write about your perfect travel destination. Where would it be? Why is this a good place for you to be? What would you do there?

Timed Writing

How quickly can you write in English? There are many times when you must write quickly, such as on a test. It is important to feel comfortable during those times. Timed-writing practice can make you feel better about writing quickly in English.

1. Take out a piece of paper.
2. Read the writing prompt.
3. Brainstorm ideas for five minutes.
4. Write a short paragraph (six to ten sentences).
5. You have 25 minutes to write your paragraph.

In your opinion, is it a good idea to require all students to wear a school uniform? Give two or three strong reasons to support your opinion. Be sure to include a strong concluding sentence.