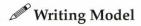# PARAGRAPHS WITH REASONS AND EXAMPLES

When writing a paragraph of recommendation, you use reasons and examples to support your main idea. Here are the keys to writing a well-organized paragraph:

- State your recommendation in your topic sentence.
- Give several reasons for your recommendation. Your reasons tell why you are making the recommendation.
- Support each reason with examples.
- End with a concluding sentence restating your recommendation.

LOOKING AT THE MODEL

The writing model discusses reasons to study wildlife in Costa Rica.

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

✏ Writing Model

Costa Rica: A Great Place to Study Wildlife

Costa Rica is a great place to spend a semester doing wildlife research for two reasons. First of all, this small country has very diverse[1] geography, so it has many different wildlife habitats. For example, Tortuguero National Park, on Costa Rica's northeastern coast, has more than ten different wildlife habitats, including rainforests, beaches, swamps, and canals. Students can study alligators in the swamps or observe sea turtles as they lay their eggs on the beaches. Another example is Corcovado National Park on the west coast. With its 13 different habitats, including an ancient rainforest, it is one of the most important nature preserves of the American continents. Second, Costa Rica has an astounding number of wildlife species[2]. For instance, near the Arenal Volcano, there are 135 species of reptiles, including tortoises, snakes, and lizards, and over 250 species of birds live in the area. Another place with a rich variety of wildlife is Corcovado. There students can observe exotic animals, such as anteaters, spider monkeys, jaguars, and over 360 species of birds. Indeed, Costa Rica is a wonderful place to study if you love wildlife.

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[1] **diverse:** showing great variety

[2] **species:** types of animals or plants (the same form is used for both singular and plural)

5. The ___beaches___ in California are famous for surfing, high waves, and rocky cliffs and shores.

6. ___swamps___ are low-lying areas of wetland that are home to mosquitoes, alligators, snakes, and a wide variety of other wildlife.

7. Deserts are one of the most extreme ___habitats___ on earth, so it's surprising to learn they are home to a wide variety of plant and animal life.

8. Most people think of Asia and Europe as two different ___continents___, but in fact they are one large area of land that some people call Eurasia.

ORGANIZATION

In this section, you will look at how to organize a paragraph with reasons and examples. You will also learn how to write effective topic and concluding sentences and how to use transition signals for reasons, conditions, and examples.

REASONS AND EXAMPLES

When you write a topic sentence such as *Costa Rica is a great place to spend a semester doing wildlife research*, you need to support it with **reasons** to help convince your readers. You then need to support your reasons with **specific examples**.

The author of the writing model gives two main reasons to explain why Costa Rica is a great place to spend a semester studying wildlife:

- It has very diverse geography, so it has many different wildlife habitats.
- It has an astounding number of wildlife species.

The writer supports each reason with two examples. The examples are specific facts about specific places. To support his first reason, he talks about the number and kinds of habitats in Tortuguero and Corcovado. To support his second reason, he mentions specific facts about the range and number of various wildlife species near Arenal Volcano and Corcovado.

B Work alone. Think of a local restaurant to write about. Add reasons and examples to support your topic sentence. Don't worry about adding a concluding sentence at this time. You will add one in Practice 8 on page 150.

TITLE	The Worst Restaurant in Town
TOPIC SENTENCE	_____ is the worst fast-food restaurant in town. (add name)
1ST REASON	A.
EXAMPLES	1.
	2.
2ND REASON	B.
EXAMPLES	1.
	2.
3RD REASON	C.
EXAMPLES	1.
	2.

TRANSITION SIGNALS THAT INTRODUCE REASONS

When you use reasons to support a topic sentence, you should introduce each one with a **transition signal**. There are two patterns that you can use to do this:

PATTERN 1:	**First of all,** _____.
	Second, _____.

This pattern uses a listing-order transition signal at the start of each reason: *first, first of all, second, third, finally,* and so forth.

First of all, this small country has very diverse geography, so it has many different wildlife habitats.

Second, Costa Rica has an astounding number of wildlife species.

The **first** reason is _____ .

The **second** reason is _____ .

This pattern uses the transition word in the subject.

There are two ways to complete a sentence that uses this pattern:

- With a noun phrase[1]:

  The first reason is **diverse geography and many wildlife habitats**.

  The second reason is **Costa Rica's astounding number of wildlife species**.

- With a noun clause[2] (*that* + subject + verb)

  The first reason is **that Costa Rica has a diverse geography and many wildlife habitats**.

  The second reason is **that Costa Rica has an astounding number of wildlife species**.

PRACTICE 6 — Using Transition Signals to Introduce Reasons

Here are three reasons to visit San José, the capital of Costa Rica. Rewrite each reason twice: first, with a listing-order transition signal, and then with a transition signal in the subject.

Reason 1: San José has a pleasant climate.

    a. _First, San José has a pleasant climate._

    b. _The first reason is that San José has a pleasant climate._

Reason 2: Hotels and restaurants are inexpensive.

    a. _____

    b. _____

Reason 3: The people are friendly to tourists.

    a. _____

    b. _____

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[1] **noun phrase:** group of words ending with a noun that belong together in meaning: for example, *the old house, a good book, several friends*

[2] **noun clause:** a dependent clause that functions in this pattern as complement after a linking verb: for example, *The first reason is that Miami has beautiful beaches*.

TRANSITION SIGNALS THAT INTRODUCE EXAMPLES

There are three transition signals that you can use to introduce examples: *for example*, *for instance*, and *such as*. Notice these patterns:

PATTERN 1:	**For example,** (+ *sentence*)
	For instance, (+ *sentence*)

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

When your example is a complete sentence, begin the sentence with *For example* or *For instance*. These two transition signals have exactly the same meaning. Put them at the beginning of the sentence and follow them with a comma.[1]

For example, Tortuguero National Park has more than ten different wildlife habitats.

For instance, Tortuguero National Park has more than ten different wildlife habitats.

PATTERN 2:	_____ **, such as** (+ *nouns*)
	_____ **, for example** (+ *nouns*)
	_____ **, for instance** (+ *nouns*)

When your example is one or more nouns that appear at the end of a sentence, precede it with *such as*, *for example*, or *for instance*. Note these rules:

- Put a comma before *such as*.

  Students can observe exotic animals**, such as** anteaters and spider monkeys.

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

  Students can observe exotic animals**, for example,** anteaters and spider monkeys.

  Students can observe exotic animals**, for instance,** anteaters and spider monkeys.

Do **NOT** Do This:	Do This:
The restaurant specializes in shellfish. For example, fresh lobster and crab.	The restaurant specializes in shellfish. For example, it serves fresh lobster and crab. (PATTERN 1)
	The restaurant specializes in shellfish, such as fresh lobster and crab. (PATTERN 2)
	The restaurant specializes in shellfish, for example, fresh lobster and crab. (PATTERN 2)

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[1] *For example* and *for instance* can also appear after the subject or at the end of an example that is a complete sentence. Note the use of commas in each case:

Tortuguero National Park**, for example,** has more than ten different wildlife habitats.

Tortuguero National Park**, for instance,** has more than ten different wildlife habitats.

Tortuguero National Park has more than ten different wildlife habitats**, for example.**

Tortuguero National Park has more than ten different wildlife habitats**, for instance.**

In Chapter 3, you learned about complex sentences with dependent time clauses. In this section, you will look at complex sentences with dependent reason clauses and complex sentences with dependent condition clauses.

COMPLEX SENTENCES WITH REASON CLAUSES AND CONDITION CLAUSES

A **reason clause** is a dependent clause that explains why something happens or why someone does something. It has a subject and verb and begins with an introductory word known as a **reason subordinator**. *Because* and *since* are **reason subordinators**.

REASON SUBORDINATORS	
because	They canceled the game because the field was too wet.
since	Since the field was too wet, they canceled the game.

A **condition clause** is a dependent clause that states a condition that causes a certain result. It has a subject and verb and begins with an introductory word known as a **condition subordinator**. *If* is a condition subordinator.

CONDITION SUBORDINATOR	
if	My best friend John is unhappy if he doesn't get an A in every class.

Like time clauses, reason clauses and condition clauses can come before or after the independent clause. If you use a reason or condition clause before the independent clause, you must use a comma to separate the two clauses.

Because the field was too wet, they canceled the game.

If he doesn't get an A in every class, John is unhappy.

Here are some things to know about reason and condition subordinators:

- *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.