

CHAPTER 4: Paragraph Patterns

Answer Key

PRACTICE 1

In recent visits to Canada, Mexico, Costa Rica, and Ecuador, I saw adolescents routinely behaving in ways American experts condemn as horrifying. **Ontario** nineteen-year-olds queued in liquor stores and drank in pubs alongside elders. Teens in **Quito**, **Riobamba**, and **San José** thronged to late-night discos. Unchaperoned **Ensenada** middle-schoolers strolled hand-in-hand along late-night downtown streets after emerging from unrated movies. Latin American cybercafés (often managed by teens or children) overflowed with unsupervised youths clicking unfiltered computers. Laughed a **Mountie** when I asked if Toronto had a youth curfew, “Maybe for six-year-olds.” By American expert thinking, European, Canadian, and Latin American adolescents should be developmentally damaged alcoholic felons.

—Mike Males, “Freedom: For Adults Only”

1. What is the subject? Adolescent behavior

2. Underline the topic sentence of this paragraph.

3. List five supporting examples.

- Nineteen-year-old Ontario youths drink in pubs and buy alcohol

- Teens in Ecuador go to late-night discos

- Middle-schoolers in Ensenada walk around downtown unchaperoned and also see unrated movies

- Latin American adolescents view unfiltered internet sites

- There is no youth curfew in Toronto

4. What is the author’s point of view about the treatment of teens in the United States?

- The author believes that adults overprotect teenagers in the United States.

PRACTICE 2

When I was in seventh grade, one of the big ninth-grade girls began bullying me. She didn’t shake me down for lunch money or even touch me. But she stalked me in the halls, on the playground, and in the girls’ lavatory. The way that **buffarilla** rolled her eyes and worked her neck in my direction, I could feel her fingers yanking out every hair on my head—and I didn’t have that much. In class, instead of paying attention, I began to envision the after-school crowd that would gather to watch me get stomped into the ground. Every day, my adversary seemed to grow bigger, meaner, and stronger. In my mind she evolved from a menacing older girl into a monster. By the time I realized that she wasn’t really interested in fighting me—just intimidating me with dirty looks—I was already bruised from kicking my own butt.

—Bebe Moore Campbell, “Dancing with Fear”

1. What type of narration is this selection?
a. First person b. Third person
2. Underline the topic sentence.
3. What organizational method does the author use?
a. Time order b. Space order c. Emphatic order

4. List what happens in the paragraph. (List only the main events.)

-A bully stalked her.

-She didn't pay attention in school.

-She thought only about the bully and imagined being beat up.

-She imagined the bully as a monster.

5. What did the author learn?

Answers will vary.

PRACTICE 3

The last portage of my canoe trip was the hardest. I had been traveling through the back country of Algonquin Park for four straight days, and my shoulders were killing me. I had packed the right gear for the trip. My tent was lightweight and waterproof, the food was nutritious, and I was well hydrated. The problem was with my canoe. When choosing a canoe, I thought that I could save a dollar or two by skimping on the cost of a rental and taking an old red beater of a canoe that I had borrowed. The result of this decision was days of intense shoulder pain. To portage the canoe required that I lift it over my head and rest the cross bar on my shoulders. New canoes are designed with molded cross bars that will rest comfortably on the upper body. My canoe had a straight bar that dug into my muscles. When I mounted the canoe for the last time, it felt as though pins were being driven into my shoulders and back. The pain wore me down. My breathing was deep, and the stench of my own sweat overpowered the freshness of the northern air. My teeth were clenched together as I tried, unsuccessfully, not to think of my aching muscles. I focused on each step, my boots crunching the pine needles that covered the winding path. Occasionally, as I marched through the forest, I would try to adjust the canoe in a vain effort to lessen the pain it was inflicting. Throughout it all, I anticipated the relief that would come with the sound of the lapping water at the end of the path. I imagined the rocky edge of the lake where I could set down my burden and lay down to recover my strength for the long journey ahead. But until that gentle babbling of the water reached my ears, I could only focus on forgetting the pain.

—Stephen Laing, student

1. Underline the topic sentence.
2. The writer uses words and phrases that appeal to sight, hearing, smell, and touch. Write some words or phrases that appeal to each sentence.

Answers will vary.

Sight: red beater of a canoe, rocky edge of the lake

Hearing: boots crunching the pine needles, lapping water, gentle babbling
Smell: stench of my own sweat overpowered the freshness of the northern air
Touch: straight bar dug into my muscles, teeth were clenched together

PRACTICE 4

In the biblical story “The Tower of Babel,” people come together from all over the world to build a tower to Heaven but fail because they cannot communicate during the construction. Certainly, learning a new language opens the doors to the world. There are a few things you should do when you try to learn a new language. First, acquire a bilingual dictionary of your mother tongue and of the language you are learning. Be sure that the dictionary is up to date and has a good section on grammar, too. Invest in a good dictionary; you will have it for life. Also, expose yourself to the language. Watch, listen to, and read as much media as you can in the language you are learning. Practice speaking with native speakers when the opportunity presents itself. Meanwhile, be patient. Learning a new language takes time. Most importantly, you must want to learn the new language. It is through a total commitment to the process of learning a new language that you will become functional.

—Yannick Roy-Viau, student

1. Underline the topic sentence. Remember that the topic sentence may not be the first sentence in the paragraph.
2. In process paragraphs, the support is generally a series of steps. List the steps you can take to learn a new language.
 1. Get a good bilingual dictionary.
 2. Expose yourself to the language.
 3. Be Patient.
 4. Have a strong commitment.
3. Circle the transitional expressions that introduce each point.
4. This paragraph does not have a concluding sentence. Write a concluding sentence.
Answers will vary.

PRACTICE 5

The Internet has provided writers with a new method of sharing information. A blogger is a writer who expresses his or her opinions in an Internet journal. To create the word “blogger,” someone likely joined the words *Web* and *logger*. Some bloggers are professional writers or journalists who want an outlet for their private opinions and feelings. Rather than striving to be objective, a blogger can rant about issues and be highly controversial or personal. Although some bloggers are wellknown and have large readerships, most are just average people from all walks of life who have something to say. Thus, the blog may be aimed at a large audience or simply at family members or coworkers. Also, the content of blogs varies. Some look like personal diaries, whereas

others contain insightful commentary about politics, science, and social issues. Occasionally, bloggers become famous. For example, Salam Pax is the blog name of an Iraqi interpreter. He created a vivid Web log describing his experiences before, during, and after the 2003 invasion of Iraq. He came to the attention of editors at the prestigious British newspaper, *The Guardian*, and was invited to write a bi-weekly column. The word “blogger,” therefore, encompasses a variety of writers who express diverse messages.

—Pedram Sabooni, student

1. What term does the writer define? bloggers

2. Underline the topic sentence. Be careful; it may not be the first sentence in the paragraph.

3. List some supporting examples.

Some bloggers are professional writers. They may rant. Some are well-known, but most are average people. Content varies. Some bloggers become famous.

PRACTICE 6

There are some major differences between the supermarket and a traditional marketplace. The **cacophony** of a traditional market has given way to programmed **innocuous** music, punctuated by enthusiastically intoned commercials. A stroll through a traditional market offers an array of sensuous aromas; if you are conscious of smelling something in a supermarket, there is a problem. The life and death matter of eating, expressed in traditional markets by the sale of vegetables with stems and roots and by hanging animal carcasses, is purged from the supermarket, where food is processed somewhere else, or at least trimmed out of sight. But the most fundamental difference between a traditional market and the places through which you push your cart is that in a modern retail setting nearly all the selling is done without people. The product is totally dissociated from the personality of any particular person selling it—with the possible exception of those who appear in its advertising. The supermarket **purges** sociability because sociability slows down sales.

—Thomas Hine, “What’s in a Package?”

1. Underline the topic sentence.

2. List the key features of a supermarket and a traditional market.

Supermarket

Innocuous music with commercials

No smells

No people selling products

Food processed somewhere else

No sociability

Traditional Market

Lots of noise (a cacophony)

Aromas of food

People selling the products
All food products in natural form
Sociability

PRACTICE 7

It is quite common to find university students who wait until the last minute to write a term paper or to study for an exam. However, procrastination should be avoided because it has detrimental effects on students' health and well being. (First) students who procrastinate are doomed to suffer lower marks. Instead of taking the time to carefully research the subject, go over written notes, draft an outline, write a draft, and revise and edit it, students do **cursory** research and do not bother preparing an outline. The draft that results from this process is **sloppy** and filled with logical and grammatical errors, resulting in a poor grade. (Furthermore) there are emotional **hindrances** generated by the pressured nature of rushed work. The sense of a looming deadline causes increased feelings of stress in the procrastinating student, which hinders his or her ability to concentrate. Consistent procrastinating over **schoolwork** combined with other everyday stresses can cause a student to break down. (Finally) procrastinating students can damage their physical health. For example, many students stay up all night cramming for exams. They do not get adequate sleep, which impairs judgment and harms the body. Therefore, procrastinating can diminish a student's work, physical condition, mental condition, and academic future.

—Arthur Carlyle, student

1. Underline the topic sentence.
2. Does the paragraph focus on causes or effects? Effects
3. Who is the audience? Students
4. Circle three transitional words or phrases that lead the reader from one point to the next.
5. Using your own words, list the three causes or effects.

Do poor schoolwork and get low grades
Feel increased stress
Physical health deteriorates

PRACTICE 8

In life, we find ourselves surrounded by many different types of friends. We have the intimate friends who are there in our day-to-day lives and who will drop everything to be with us in an emergency. These are the friends that we call after a break-up or personal tragedy, and we need a sympathetic ear. When I experience a crisis, I go to my friend Florian for help. He is a reassuring voice in my moment of suffering. The next tier of friends are our activity friends. These friends are important to us, but we only share time

with them because of a common interest. We don't spend too much time together outside of that. We wouldn't call them if we needed some comfort but would rush to them if we just needed a buddy to go surfing with in the summer. My friend Anna falls into this category. During the cold months I never see her. But, once summer hits, she suddenly becomes a weekly feature in my life. We play badminton together every Friday. Come fall, we go our separate ways and rarely speak until the weather warms up. Some of our intimate friends might join us on these outings, but they are constantly involved in our lives, whereas activity friends only appear with the activities. The third tier of friends are lost friends. They are people we shared experiences with in early childhood, at school, or in a first job, but time, distance, or simply new interests conspired to separate us. If we have managed to keep in touch, it is with an infrequent e-mail or phone call. Such lost friends provide us with fond memories. These three types of friends are people who play **pivotal** roles in our lives.

—Janelle Carr, student

1. Underline the topic sentence.
2. What are the three main categories? *Intimate friends, activity friends, lost friends*
3. What is the classification principle? In other words, how are the three types of friends distinct? *The types of friends vary depending on their degree of closeness or intimacy*
4. The writer organizes her ideas using emphatic order. How does she order her friends?
 - a. most distant to closest
 - b. closest to most distant

PRACTICE 9

According to the Children's Defense Fund Action Council, about 3,300 children and teens are killed by gunfire in the United States every year, and close to 15,000 children are injured by firearms. To stem the tide of gun-related deaths and injuries, public schools should teach gun-safety courses. First, guns are **prevalent** in our society, and we cannot stop children from being fascinated with them. Even if parents have no guns in their homes, their children could come across a gun in a friend's home or on the street. Second, children who understand the danger of guns will not be so attracted to weapons. If a child is permitted to hold a gun, feel its kick, hear its deafening blast, and witness its destructiveness, he or she will realize how hazardous a gun is. Furthermore, if children know how to use guns responsibly, there will be fewer gun accidents. An uninformed child may not realize that a gun is loaded or that the safety catch is off. After taking a gun safety course, that same child would immediately recognize that a gun is ready to fire and extremely dangerous. If children are not properly educated about gun use, the numbers of accidental deaths and injuries will rise.

—Dean Cochrane, student

1. Underline the topic sentence.

2. How does the author prove that there is a problem? He gives statistics from an informed source. "According to the Children's Defense Fund Action Council, about 3,300 children and teens are killed by gunfire in the United States every year, and close to 15,000 children are injured by firearms"

3. What are the three main arguments? Children are fascinated by guns. When children understand the dangers of guns, they will not be so attracted to guns. There will be fewer injuries from guns when children know how to use them responsibly.

4. What are some transitional expressions that the writer uses?
First, Second, Furthermore, Finally

5. How does the writer conclude his paragraph?

- a. A prediction b. A quotation c. A suggestion