



LANGUAGE ARTS

STUDENT BOOK

▶ **10th Grade | Unit 5**

LANGUAGE ARTS 1005

Elements of Expository Composition

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Elements of Expository Composition

Introduction

Experts on human nature have pointed out that many of today's greatest problems are caused by a lack of communication or by confusion created by poor communication. Communication-caused problems exist on all levels: personal, national, and international. As a child of God, you have the duty to gain knowledge that will make you an effective and accurate communicator.

In this LIFE PAC® you will review the elements of sentences and paragraphs and learn to develop paragraphs effectively. Then you will study the elements of expository composition, the form of writing you must use to explain facts and truths. The careful study of this LIFE PAC® should help you to become an effective communicator who can accurately pass on information through the written word.

Objectives

Read these objectives. The objectives tell you what you will be able to do when you have successfully completed this LIFE PAC . When you have completed this LIFE PAC, you should be able to:

1. Identify and show the difference between complete sentences and fragments.
2. Recognize and use topic sentences as a basis of paragraph development.
3. Determine the conditions under which one paragraph ends and another begins.
4. Identify, use, and punctuate correctly connectives and other transitional devices in sentences and paragraphs.
5. Name and use methods by which a paragraph is developed.
6. Write unified, coherent paragraphs.
7. Name the four main types of prose composition.
8. Recognize the many forms of expository composition and the three broad categories with which it deals: facts, events, and ideas.
9. Apply the guidelines for writing various forms of expository composition to original writing.

1. ELEMENTS OF SENTENCES AND PARAGRAPHS

In Language Arts LIFEPAC 1003, you learned to recognize and to write effective sentences. Effective sentences, necessary as they are, are only the first step toward mature composition. Effective sentences have little value unless they are grouped into organized units of thought; that is, unless they form paragraphs.

In this unit you will briefly review the definition of a complete sentence and the difference

between it and a fragment. Then you will learn to organize sentences into a paragraph that develops one main idea. In organizing you will learn to use and to correctly punctuate the **connectives** and **transitions** that are necessary to link sentences and paragraphs. Finally, you will learn various methods that writers use to develop the main idea of a paragraph.

Section Objectives

Review these objectives. When you have completed this section, you should be able to:

1. Identify and show the difference between complete sentences and fragments.
2. Recognize and use topic sentences as a basic of paragraph development.
3. Determine the conditions under which one paragraph ends and another begins.
4. Identify, use, and punctuate connectives and other transitional devices in sentences and paragraphs.
5. Name and use the methods by which a paragraph is developed.
6. Write unified, coherent paragraphs.

Vocabulary

Study these words to enhance your learning success in this section.

abstract
cohesion
concrete
distraction
perspective
unity

aerial
complex
continuity
fawn
succulent

ambiguous
connectives
dialogue
logical
transition

Note: All vocabulary words in this LIFEPAC appear in **boldface** print the first time they are used. If you are unsure of the meaning when you are reading, study the definitions given in the glossary.

ELEMENTS OF A SENTENCE

As a student you probably began studying the structure of sentences in English class earlier in your school life. In fact you may feel that reviewing the elements of sentences, once again, is not necessary. Yet a close analysis of your own writing may show that occasionally you do not write complete sentences. You may find that sometimes you write exactly as you speak. To say, “Behind the door,” is an understandable response to the verbal question, “Where is my umbrella?” In a written composition, however, “Behind the door”, is not acceptable because it is not a sentence.

Complete sentences. A complete sentence has a subject and a predicate and expresses a complete thought. The shortest sentence can be just one word and still be complete, if the subject is understood.

“Stop!” is a sentence. The subject, you, is understood. If you were asked to mark the parts of this sentence, it would look like this one:

(You) / stop !

In recipes and instruction sheets, the subject, *you*, is understood and usually not included.

Example: Fit Tab A into Slot B.

(You) / fit Tab A into Slot B.

Generally speaking, however, most sentences have more than one word. The length of the sentence, though, does not determine a complete sentence. A two word, complete sentence consisting of just the subject word and the predicate word, makes up the shortest verse in the Holy Bible. Do you know what it is? If you do not know, look at John 11:35, “Jesus wept.” Although this verse is short, it is a complete sentence conveying a complete and stirring thought.



Show that these sentences are complete by dividing the subject from the predicate with a slash and by drawing one line under the one-word (simple) subject and two lines under the one-word (simple) predicate.

Example: Jesus / wept

- 1.1 The whole class laughed loudly at the story.
- 1.2 Twelve hours passed without a word from any of the group.
- 1.3 The workmen repaired the damaged building.
- 1.4 The meeting began promptly at 7 o'clock.
- 1.5 He had no help with the project.
- 1.6 The longest, most boring day of his life ended with a dull thud.
- 1.7 Everyone in the church rushed out into the freezing night air.
- 1.8 Some of the dishes broke during the long move to the new house.
- 1.9 The ambassador from Cuba pounded his fist on the table.
- 1.10 A blood-curdling shriek pierced the black stillness of the night.

Fragments. Often people write and speak in incomplete sentences. This practice may be acceptable in casual communication or specialized forms of writing. Fragments are definitely not acceptable in the formal writing you, as a student, are required to do.

A sentence fragment is a part of a sentence, not the complete sentence. As a fragment of cloth is only a scrap of cloth and not a complete item of clothing; so a sentence fragment is only a scrap of a sentence, not the whole thing

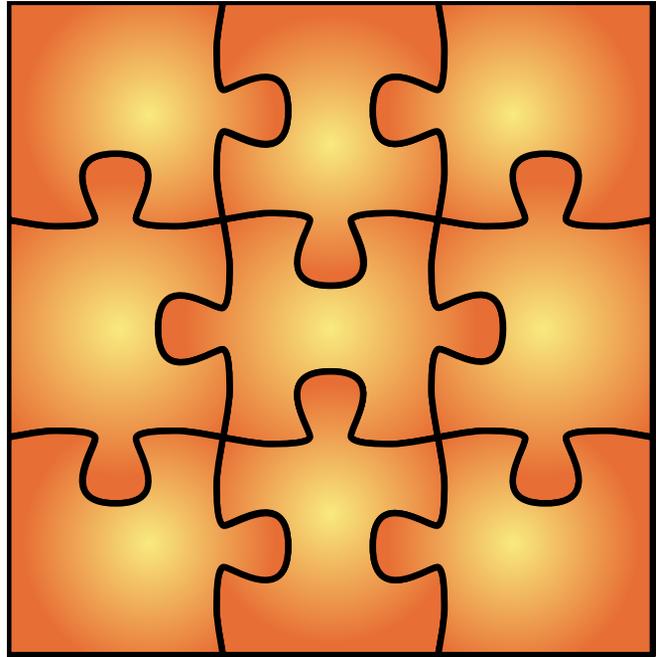
“No reason.” This response is a common answer to the question, “Why are you doing that?” What the speaker means is easily understood, but “No reason” is not a complete sentence. Try to divide the subject (doer) from the predicate (action) in this expression. This division is not possible because neither a subject nor a predicate exists in this nonsentence.

“The officers of the club.” This phrase is a subject. It tells *who*, but not what they did. No predicate is present; no action is stated; therefore, this expression is not a sentence.

“Enjoyed the banquet.” This phrase has a predicate, an action word, *enjoyed*. This bit of a sentence tells what is done; however, it does not tell who, it does not have a subject. The subject is not *you* understood. *You* is understood only when the verb is in the present tense and expresses a command or direction.

“Enjoy the banquet” is a complete sentence.

“Under the tree.” Because this expression has neither a subject (doer) nor a predicate (action), it is not a sentence.



| Is This a complete unit — or just pieces?

Business letters are a specialized form of writing that frequently omit subjects: “Received your letter of March 1.” As a complete sentence this would read: “I received your letter dated March 1.”

Sometimes a business letter will omit both subject and predicate: “With kind personal regards.” Actually this pleasantry means: “I am sending this letter with kind personal regards.”

For the sake of brevity and convenience these omissions are acceptable in specialized types of writing. Most forms of formal writing, however, require complete sentences.



Analyze each sentence to determine if it is complete or a fragment. Divide the subject from the predicate with a slash. Then draw one line under the one-word subject and two lines under the one-word predicate. If you are not able to find both of these parts, indicate that the group of words is a fragment by putting a capital F on the line.

Example: ____ F ____ Ate the cake last night.

- 1.11 _____ Received your letter this morning.
- 1.12 _____ A dog howled loudly all night.
- 1.13 _____ Several cases of canned goods.
- 1.14 _____ Rushed to the ticket window.
- 1.15 _____ The old, dilapidated mansion.
- 1.16 _____ We mailed the letters yesterday.
- 1.17 _____ Happened at the same bridge.
- 1.18 _____ Dad sent me a book for my birthday.
- 1.19 _____ Crowds of spectators pressed against the gates.
- 1.20 _____ Went to France last year.

Read each fragment and tell what is missing (subject, predicate, or both); then fill in the fragment with necessary words and write a complete sentence.

- 1.21 The largest dog in the neighborhood.
 - a. Missing element(s) _____
 - b. Completed sentence _____
- 1.22 Hurried down the street by himself.
 - a. Missing element(s) _____
 - b. Completed sentence _____
- 1.23 Struck out at anyone in the way.
 - a. Missing element(s) _____
 - b. Completed sentence _____
- 1.24 A wise and sensitive teacher.
 - a. Missing element(s) _____
 - b. Completed sentence _____

1.25 Without hope of succeeding.

a. Missing element(s) _____

b. Completed sentence _____

ELEMENTS OF THE PARAGRAPH

If you learn how to develop a paragraph correctly, you should have little difficulty in writing longer papers.

A paragraph is one or more sentences that develop one main idea. Its length may vary from one to ten or more sentences. No strict rule determines the number of sentences in

a paragraph. A paragraph, however, may deal with only one topic.

Topic sentence. Each paragraph is limited to one topic or main idea. The reader learns what that idea is from the topic sentence, which is usually, but not always, the first sentence of the paragraph.



Read the following paragraph and answer the questions.

Keeping my mind on my writing is not easy when I stay at my grandmother's oceanside cottage. Just about the time that I am going along pretty well, I glance out the window and see two huge bald eagles swooping and tumbling in a spectacular **aerial** display. Naturally, I have to leave my desk and rush to the doorway to watch the performance as long as it lasts.

Then, as if a conspiracy were trying to keep me from working, two otters poke their shiny heads out of the water and hang there motionless. They watch to see what I am doing. As soon as I return to my desk, seagulls wheel into my window view and screech as they search for scraps of food. Within minutes this confusion of sounds stirs my aging St. Bernard out of a deep sleep and he hauls his massive, lumbering body over to be petted. Mickey, my cat, can't stand to see any partiality so he is soon pacing back and forth across my ankles. As I wiggle my bare toes to tease Mickey, I realize that my legs have become stiff. I remember that I have not had my daily ride. So, I slip on my sandals, step out the door, spring onto my bike and pedal off down the beach. Meanwhile the composition on my computer sits and grows colder.

1.26 What is the topic sentence of this paragraph?

1.27 Does the paragraph support the topic sentence? That is, do all of the following sentences help develop the idea of the topic sentence? _____

1.28 Does the last sentence refer to and support the topic sentence? _____

Change of focus. In a composition of more than one paragraph, a writer begins a new paragraph when he changes his focus. The topic or subject remains the same; but the writer, in changing his focus, approaches it from a different slant or **perspective**. The focus is altered by a change in one of eight elements: time, place, action, mood, point of view, speaker, idea, and step.

Examples of changes in time are changes from minute to minute, from day to day, or from week to week. Examples of place changes would be changes from house to house, from city to city, or from chair to couch. Changes in action could include changes such as a change from singing to talking, from swimming to sleeping, or from crying to laughing. A change in mood means not only a change in the mood of the characters in the composition, but, more basically, a change in the actual feeling of writing itself. If reading something makes you feel happy, then the mood of the piece is happy. If the writing makes you feel angry, then the mood of the piece is angry.

A change in point of view occurs when writing, which has previously been presented from one person's perspective, switches to the

perspective of another person. A change in speaker occurs in dialogue when one person stops talking and another starts. A change in idea usually occurs in a discussion of different but somehow related theories, beliefs, or opinions. A change in step is frequently used in the form of writing that illustrates a method or procedure.

Many young writers make mistakes in paragraphing simply because they do not use these eight "changes" as guides to indicate when they should begin a new paragraph. A frequent mistake of many writers is the failure to begin a new paragraph each time speakers of dialogue change. Even one word of **dialogue** must be a paragraph in itself.

Example: "Did you buy the milk," Jim's mother asked him when he came home.

"No."

"Well, then I can't make pudding for dinner," his mother said.

When writing, you need to be aware of focus and the ways in which the focus can change. When focus changes, you need a new paragraph.



Complete these activities On the line after each of the following pairs of paragraphs, write the word (time, place, action, mood, point of view, speaker, idea, step) that indicates the main change that occurred between the two paragraphs. Then briefly state the change. (You do not have to use sentences.)

Examples: mood: happy mood to angry mood
place: kitchen to the backyard

1.30 Carol Harris had been sitting by the telephone all day. Her hopes grew dimmer and dimmer. She had refused to eat, could not concentrate on the book she was pretending to read, and would not speak to anyone in the family. Her mother and father tried to be patient and understanding because they knew how much Carol wanted to be asked to go to the conference to represent her class. They also knew that the faculty members were, at this very moment, discussing whether to choose Carol, who was class vice-president, or Sharon, who was class secretary. Both girls were well qualified and deserved the award. The Harrises hoped that their daughter who had worked so hard for this honor would be chosen. No smiles were seen in the Harris household. All their nerves were stretched as taut as the tight wires in the circus tent.

Everyone jumped when the telephone rang, and no one could move to answer it for a moment. Then Carol, her heart racing, picked up the receiver and whispered, "Hello. This is Carol speaking." Her parents strained toward her, their eyes as anxious as Carol's. "Oh, thank you. Thank you." she cried. She whirled from the phone, her eyes danced, a brilliant smile brightened her face. "They chose me, Mom, Dad. They chose me." The oppressive, gray gloom lifted and the room was bathed in sunlight as the three Harrises hugged each other and cried, "Praise the Lord."

1.31 The hike had been long and they were all glad to be setting up camp at last. In an hour they had the tent secure and were ready to put in the sleeping bags. Soon the campfire blazed. Mike and Doug started supper from the supplies they had carried in their back packs. Jeff and Ron brought in a supply of firewood and water. They were so tired that they thought they might fall asleep over their plates of stew. They managed to clean up the mess, however, before they tumbled into their welcome sleeping bags.

The sun slanted through the tent flap and touched the boys' faces. The brightness awakened them one by one. The chores of the night before were repeated and soon they were enjoying bacon and flap jacks cooked over the open fire. Mike suggested that they spend the day there so that they could catch some fish for dinner. His idea was greeted with three loud cheers of agreement.

SELF TEST 1

Mark these groups of words by dividing the subject from the predicate with a slash (/) and by drawing one line under the simple subject and two lines under the simple predicate. If the words do not form a complete sentence, write a capital F *before* the word group and write “subject” or “predicate” *after* the word group to show what is missing (each *completely* correct sentence, 1 point).

- 1.01 _____ The killer whale does not kill people.
- 1.02 _____ Slalom skiers race against the clock.
- 1.03 _____ Studied the lesson carefully.
- 1.04 _____ A scientist has developed a cactus without thorns.
- 1.05 _____ The modern luxury cruiser serves forty thousand meals on a voyage.
- 1.06 _____ On December 17, 1903, at Kitty Hawk, the Wright Brothers.
- 1.07 _____ Baby crabs scuttled for shelter under the rocks and shells.
- 1.08 _____ The beginning of a new era of literature in the United States.
- 1.09 _____ Hundreds of bays and inlets dot the shores of Canada.
- 1.010 _____ The brilliant sunset over the desert.

Answer true or false (each answer, 1 point).

- 1.011 _____ A paragraph must have no more than ten sentences.
- 1.012 _____ A sentence must have more than one word.
- 1.013 _____ A topic sentence usually comes at the beginning of the paragraph.
- 1.014 _____ A new paragraph is needed for a change of time.
- 1.015 _____ A change of place can be introduced in the same paragraph.
- 1.016 _____ Two different view points may be included in one paragraph.
- 1.017 _____ A connective is always the first word of the sentence that is linked to a previous sentence.
- 1.018 _____ Only four methods of developing the main idea of a paragraph exist.
- 1.019 _____ The very first step in writing a paragraph is to determine which method of development you will use.
- 1.020 _____ When a connective joins two complete thoughts, it must be preceded by a semicolon or be set off by commas.

Match the letter of the phrase that best shows what each connective does (each answer, 2 points).

- | | | |
|-------|-----------------------|--------------------------------|
| 1.021 | _____ but | a. add ideasg |
| 1.022 | _____ furthermore | b. take away, limit, or oppose |
| 1.023 | _____ nevertheless | c. show time relation |
| 1.024 | _____ meanwhile | d. indicate order |
| 1.025 | _____ in the distance | e. show space relation |
| 1.026 | _____ first | f. introduce an illustration |
| 1.027 | _____ therefore | g. show a consequence |
| 1.028 | _____ finally | h. repetition of an idea |
| 1.029 | _____ in other words | |
| 1.030 | _____ for instance | |

Match the correct words or phrase with the proper definition (each answer, 2 points).

- | | | |
|-------|---|---------------------------|
| 1.031 | _____ referring to words of a previous speaker | a. echo |
| 1.032 | _____ repeating a word, phrase, pace, or pattern of a prior paragraph | b. double transition |
| 1.033 | _____ asking an opinion then giving the response | c. question and answer |
| | | d. question and no answer |
| 1.034 | _____ using more than one connective | e. quotation |

Define these terms (each answer, 4 points).

- 1.035 cohesion _____

- 1.036 abstract _____

- 1.037 ambiguous _____

- 1.038 continuity _____

Complete these lists (each answer, 3 points).

1.039 Name the four methods of developing a paragraph that were discussed in this section.

- a. _____
 b. _____
 c. _____
 d. _____

1.040 Name, in correct order, the three steps of organization that you should follow before you begin writing a paragraph.

- a. _____
 b. _____
 c. _____

Write a C on the line if the sentence is correctly punctuated; write / if it is incorrectly punctuated (each answer, 1 point).

- 1.041** _____ I like apples, however, I do not like bananas.
1.042 _____ I like apples; however I do not like bananas.
1.043 _____ I like apples; however, I do not like bananas.
1.044 _____ I like apples. However I do not like bananas.
1.045 _____ I like apples however, I do not like bananas.
1.046 _____ I like apples. However, I do not like bananas.
1.047 _____ He likes autumn, but he does not enjoy winter.
1.048 _____ My father loves to cook; consequently we have a huge breakfast every Saturday morning.
1.049 _____ The dog barked and the bird sang.
1.050 _____ Hard work gives a person a sense of satisfaction, likewise, it helps to pay the bills.

76
95

SCORE _____

TEACHER _____

initials

date



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