

# GREAT WRITING

**THIRD EDITION**

Keith S. Folse, Elena Vestri Solomon,  
and David Clabeaux

# GREAT WRITING 3

## *From Great Paragraphs to Great Essays*

THIRD EDITION

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***Great Writing 3: From Great Paragraphs  
to Great Essays***

**Third Edition**

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# Scope and Sequence

Unit	Writing	Grammar for Writing	Building Better Vocabulary	Original Student Writing
<b>1</b> p. 2 <b>INTRODUCTION TO PARAGRAPHS</b>	<ul style="list-style-type: none"> <li>• What Is a Paragraph?</li> <li>• Topic Sentences</li> <li>• Supporting Sentences</li> <li>• Concluding Sentences</li> <li>• Four Features of a Well-Written Paragraph</li> </ul>	<ul style="list-style-type: none"> <li>• Checking for Verbs and Fragments</li> <li>• Nouns and Noun Forms</li> </ul>	<ul style="list-style-type: none"> <li>• Word Associations</li> <li>• Using Collocations</li> </ul>	<p><b>Original Student Writing:</b> Write Your Own Paragraph</p> <p><b>Photo Topic:</b> Write about a happy time in your life.</p> <p><b>Timed Writing Topic:</b> Describe why you like a particular restaurant.</p>
<b>2</b> p. 38 <b>FIVE ELEMENTS OF GOOD WRITING</b>	<ul style="list-style-type: none"> <li>• What Makes a Good Paragraph?</li> <li>• Five Elements of Good Writing</li> <li>• Writing Purpose Statements</li> </ul>	<ul style="list-style-type: none"> <li>• Using Clear, Descriptive Language</li> <li>• Clear Pronoun Reference</li> </ul>	<ul style="list-style-type: none"> <li>• Word Associations</li> <li>• Using Collocations</li> </ul>	<p><b>Original Student Writing:</b> Write Your Own Paragraph</p> <p><b>Photo Topic:</b> Write a paragraph describing how to make something.</p> <p><b>Timed Writing Topic:</b> Describe your favorite type of movie.</p>
<b>3</b> p. 64 <b>TYPES OF PARAGRAPHS</b>	<ul style="list-style-type: none"> <li>• Types of Paragraphs</li> <li>• Descriptive Paragraphs</li> <li>• Comparison Paragraphs</li> <li>• Cause-Effect Paragraphs</li> <li>• Classification Paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Subject-Verb Agreement</li> <li>• Word Forms</li> </ul>	<ul style="list-style-type: none"> <li>• Word Associations</li> <li>• Using Collocations</li> </ul>	<p><b>Original Student Writing:</b> Write Your Own Paragraph</p> <p><b>Photo Topic:</b> Write about learning something new.</p> <p><b>Timed Writing Topic:</b> Classify the four different types of paragraphs that are explained in this unit.</p>

Unit	Writing	Grammar for Writing	Building Better Vocabulary	Original Student Writing
<b>4</b> p. 90 <b>DESCRIPTIVE ESSAYS: MOVING FROM PARAGRAPH TO ESSAY</b>	<ul style="list-style-type: none"> <li>• Reviewing Paragraph Basics</li> <li>• Descriptive Paragraphs and Essays</li> <li>• Understanding the Writing Process: The Seven Steps</li> </ul>	<ul style="list-style-type: none"> <li>• Describing with the Five Senses</li> <li>• Using Prepositions of Location to Describe</li> </ul>	<ul style="list-style-type: none"> <li>• Word Associations</li> <li>• Using Collocations</li> </ul>	<p><b>Original Student Writing:</b> Write a descriptive essay.</p> <p><b>Photo Topic:</b> Describe the perfect place to relax.</p> <p><b>Timed Writing Topic:</b> Write a description of the perfect place to study.</p>
<b>5</b> p. 114 <b>COMPARISON ESSAYS</b>	<ul style="list-style-type: none"> <li>• Organization of a Comparison Essay</li> <li>• Example Comparison Essay</li> <li>• Outline of a Comparison Essay</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizing Word Forms and Common Suffixes</li> <li>• Forming the Comparative and Superlative of Adjectives and Adverbs</li> <li>• Parallel Structure</li> </ul>	<ul style="list-style-type: none"> <li>• Word Associations</li> <li>• Using Collocations</li> </ul>	<p><b>Original Student Writing:</b> Write a comparison essay.</p> <p><b>Photo Topic:</b> Compare a place before and after a major event.</p> <p><b>Timed Writing Topic:</b> Compare two stressful jobs.</p>
<b>6</b> p. 138 <b>CAUSE-EFFECT ESSAYS</b>	<ul style="list-style-type: none"> <li>• Organization of a Cause-Effect Essay</li> <li>• Example Cause-Effect Essay</li> <li>• Outline of a Cause-Effect Essay</li> <li>• Working with Language in a Cause-Effect Essay</li> </ul>	<ul style="list-style-type: none"> <li>• Common Cause-Effect Structures</li> <li>• Ways of Expressing Past Actions</li> <li>• Preposition Combinations with Nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Word Associations</li> <li>• Using Collocations</li> </ul>	<p><b>Original Student Writing:</b> Write a cause-effect essay.</p> <p><b>Photo Topic:</b> Write about the effects of an environmental phenomenon.</p> <p><b>Timed Writing Topic:</b> Why do some people avoid getting involved in politics?</p>
<b>7</b> p. 164 <b>CLASSIFICATION ESSAYS</b>	<ul style="list-style-type: none"> <li>• Organization of a Classification Essay</li> <li>• Example Cause-Effect Essay</li> <li>• Outline of a Classification Essay</li> </ul>	<ul style="list-style-type: none"> <li>• Connectors and Transitions</li> <li>• The Passive Voice</li> <li>• Using Adjective Clauses</li> </ul>	<ul style="list-style-type: none"> <li>• Word Associations</li> <li>• Using Collocations</li> </ul>	<p><b>Original Student Writing:</b> Write a classification essay.</p> <p><b>Photo Topic:</b> Write a classification essay about things found in nature.</p> <p><b>Timed Writing Topic:</b> Classify types of television programs.</p>



# Overview

Framed by engaging **National Geographic** images, the new edition of the *Great Writing* series helps students write better sentences, paragraphs, and essays. The new *Foundations* level meets the needs of low-level learners through practice in basic grammar, vocabulary, and spelling, while all levels feature clear explanations, student writing models, and meaningful practice opportunities. The new edition of the *Great Writing* series is perfect for beginning to advanced learners, helping them develop and master academic writing skills.

*Great Writing: Foundations* focuses on basic sentence construction, emphasizing grammar, vocabulary, spelling, and composition.

*Great Writing 1* focuses on sentences as they appear in paragraphs.

*Great Writing 2* teaches paragraph development.

*Great Writing 3* transitions from paragraphs to essays.

*Great Writing 4* focuses on essays.

*Great Writing 5* practices more advanced essays.

The earliest ESL composition textbooks were merely extensions of ESL grammar classes. The activities in these books did not practice English composition as much as ESL grammar points. Later books, on the other hand, tended to focus too much on the composing process. We feel that this focus ignores the important fact that the real goal for English learners is both to produce a presentable product and to understand the composing process. From our years of ESL and other L2 teaching experience, we believe that the *Great Writing* series allows English learners to achieve this goal.

*Great Writing 3: From Great Paragraphs to Great Essays* is the fourth book in the six-level *Great Writing* series of composition books. *Great Writing 3* reviews the basic elements of paragraphs, shows the connections between these paragraphs and longer essays, and introduces students to essay writing using various rhetorical patterns. This text contains extensive practical exercises and activities in both paragraph and essay writing at the high-intermediate level. It contains a wide variety of exercises that offer practice in both working with the writing process and developing a final written product. We assume that students understand the basics of paragraph writing and can move on to the creation of original essays.

There are as many ways to write essays as there are writers. Writing reflects a writer's knowledge of essay conventions as much as it reflects the writer's creativity and background knowledge. Thus, writing is both a science and an art. Since no art form can be "taught" precisely, this book offers models of good academic paragraphs and essays. We realize that some students may not go beyond the level of the examples, whereas other students may advance in their essay writing.

This latest edition of *Great Writing 3* includes a wide array of writing activities representing varying approaches to the teaching of writing. Although we realize that few writing teachers are completely satisfied with any writing text, we believe that within this large variety of activities and approaches, most teachers will find what their students need to improve writing skills. The text is also presented in a way that is compatible with how teachers think ESL writing ought to be taught. New to this edition are targeted grammar points to enhance students' accuracy in sentence writing.

This book is designed for high-intermediate students. Depending on the class level and the amount of writing that is done outside of class hours, there is enough material for 60 to 80 classroom hours. Provided that enough writing is done outside of the classroom, the number of hours can be as little as 40.

The best judge of which units and which activities should be covered with any group of students is always the teacher. After you gauge the needs of your students, you can match these needs with the material in this book.

## Organization

In *Great Writing 3*, Units 1–3 deal with the elements of a good paragraph. Unit 1 presents the elements of a paragraph and offers some specific suggestions for writing a paragraph, including how to write a good topic sentence, supporting details, and concluding sentences. Unit 2 walks students through the elements of good writing, including cohesion and audience. Unit 3 exposes students to different rhetorical styles of academic writing using paragraphs as the sample elements. Unit 4 takes the student from a paragraph to an essay. Units 5–7 focus on comparison, cause-effect, and classification essays respectively. While it is not necessary to cover these last three units in the given order, the current sequencing will allow for some recycling of grammatical and lexical items. The *Brief Writer's Handbook with Activities* and the *Appendices* contain additional practice material to support both the process and the mechanics of writing.

## Contents of a Unit

Although each unit has specific writing objectives (listed at the beginning of the unit), the following features appear in every unit:

### **Example Paragraphs and/or Essays**

Because we believe that writing and reading are inextricably related, *Great Writing 3* offers 33 example paragraphs and 9 model essays. Each presents a rhetorical mode and/or provides editing activities. Many models are preceded by schema-building questions and followed by questions about organization, syntactic structures, or other composition features. New, potentially unfamiliar vocabulary words are glossed next to each paragraph. These words can provide students with a list of vocabulary to add to a separate vocabulary notebook.

### **Grammar for Writing**

Since good writing requires a working knowledge of the mechanics of English, *Great Writing* includes clear charts or detailed instruction that relates directly to the writing assignments. In addition, numerous activities give students the opportunity to practice and refine their grammar and writing knowledge and skills.

### **Activities**

The new third edition contains 118 activities, numerous suggestions for additional essay writing assignments, and 28 supplemental activities in *The Brief Writer's Handbook with Activities*. These writing, grammar, and vocabulary activities gradually build the skills students need to write well-crafted essays and provide learners with more input in English composition and paragraph organization and cohesion. To this end, the activities in this book deal with elements that affect the quality of a written product, including grammar, organization, and logic. Although in this text there is information about both process and product in essay writing, it should be noted that the focus is slightly more on the final written product.

### **Building Better Vocabulary**

Each unit includes two vocabulary activities to build schema and collocations. In the first activity, *Word Associations*, the students identify words that best relate to the target vocabulary word. This allows them to build connections to more words and thus grow their vocabulary more quickly. Words from the Academic Word List are starred (see pages 224–225 for the complete list). The second



activity, *Using Collocations*, helps students learn specific word combinations, or collocations, which will improve their writing. It is helpful to encourage students to use these new words in their Original Student Writing assignment and to add them to a vocabulary notebook.

### **Writer's Notes**

*Great Writing 3* features writing advice that helps writers to better understand use and format.

### **Building Better Sentences**

Periodically in each unit, students are asked to turn to Appendix 1 and work on building better sentences. Each practice is intentionally short and includes only three problems. In each problem, there are three to five short sentences that the students must combine into a single sentence that expresses all the ideas in a logical and grammatically correct manner.

### **Original Writing**

Each unit includes an activity that requires students to do some form of writing. Original Student Writing includes writing prompts and a set of directions to encourage students to follow the writing process and refer back to the lessons taught in the unit.

Additional Writing Topics gives students the opportunity to continue practicing their writing skills. The first topic always links back to the opening photograph and writing prompt. The teacher can decide whether all students will write about the same topic or whether each student is free to choose any of the topics listed.

### **Peer Editing**

At the end of each unit, a peer editing activity offers students the opportunity to provide written comments to one another with the goal of improving their essays. A unique peer editing sheet for each unit can be found online at [NGL.Cengage.com/GW3](http://NGL.Cengage.com/GW3) and each one provides the guidance and structure that are necessary for students at this level to perform this task successfully. We recommend that students spend 15 to 20 minutes reading a classmate's essay and writing comments using the questions on the peer editing sheet.

### **Timed Writing**

One way to improve students' comfort level with the task of writing under a deadline, such as during a testing situation, is to provide them with numerous writing opportunities that are timed. The final activity in each unit features a timed-writing prompt geared toward the grammar and sentence structure presented in that unit. Students are given five minutes to read the prompt and make a quick writing plan, followed by 40 minutes of actual writing. Instructors may use this activity at any time during the lesson.

## **What's New in This Edition?**

- Engaging images from *National Geographic* connect learning to the greater world.
- New and updated paragraphs and essays act as springboards and models for writing.
- Updated Grammar for Writing sections clearly present grammar and help students learn the structures for writing.
- Streamlined instruction and practice activities offer step-by-step guidelines to focus writers on both the writing process and product.
- Words from the Academic Word List are highlighted in vocabulary activities, encouraging students to expand their word knowledge.

- The expanded *Brief Writer's Handbook with Activities* now includes a Useful Vocabulary for Better Writing section to help writers choose appropriate language for the different rhetorical modes.
- An all-new level, *Great Writing: Foundations* introduces students to the basics of grammar, spelling, and vocabulary.
- A new Online Workbook encourages learners to further practice grammar, vocabulary, and editing skills. Students can also write paragraphs or essays, and submit them to the instructor electronically.
- An updated Presentation Tool allows instructors to use the book in an interactive whiteboard setting and demonstrate the editing process.
- An eBook provides another option to use *Great Writing* in a traditional or blended learning environment.

## Ancillary Components

In addition to the *Great Writing 3: From Great Paragraphs to Great Essays* Student Book, the following components help both the instructor and the students expand their teaching and learning.

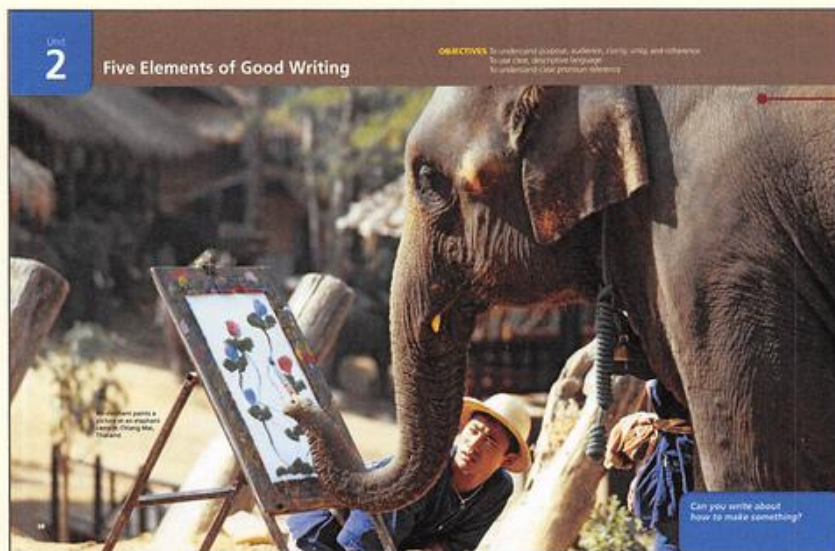
- **Online Workbook:** Includes a wealth of vocabulary, grammar, writing, and editing practice with immediate feedback.
- **Presentation Tool CD-ROM:** Offers instructors the ability to lead whole-class presentations and demonstrate the editing process.
- **Assessment CD-ROM with ExamView®:** Allows instructors to create and customize tests.
- **Teacher Companion Site at [NGL.Cengage.com/GW3](http://NGL.Cengage.com/GW3):** Provides teachers with answer keys, peer editing sheets, and teacher's notes.
- **Student Companion Site at [NGL.Cengage.com/GW3](http://NGL.Cengage.com/GW3):** Provides students with peer editing sheets, glossary, and interactive flashcards.
- **eBook:** Offers an interactive option.



# Inside a Unit

## Great Writing 3: From Great Paragraphs to Great Essays

Framed by engaging **National Geographic** images, the new edition of the *Great Writing* series helps students write better sentences, paragraphs, and essays. The new *Foundations* level meets the needs of low-level learners through practice in basic grammar, vocabulary, and spelling, while all levels feature clear explanations, student writing models, and meaningful practice opportunities. The new edition of the *Great Writing* series is perfect for beginning to advanced learners, helping them develop and master academic writing skills.



Impactful **National Geographic** images provide an engaging foundation for student writing.

**Sample Writing Models** focus on specific writing skills and rhetorical modes.

**Vocabulary words** are glossed to encourage independent mastery of new terms.

### ACTIVITY 18 Analyzing the Features of a Paragraph

Discuss the Preview Questions with a classmate. Then, read the paragraph and answer the questions that follow.

#### Preview Questions

1. What do you know about professional cycling?
2. Do you know of any recent problems in the sport?

#### Paragraph 7

##### The Dark Side of Cycling

The illegal drug use that has **plagued** the world of professional cycling for decades must be stopped. Certain drugs help cyclists ride faster and farther than normal. Some of the drugs work by increasing the number of red blood cells in the body. While the drugs might help the athletes to perform better, there can be terrible side effects. For example, in the year and a half before the 2004 Tour de France, nine professional cyclists died from **overdoses** of illegal drugs. Several professional baseball players in the United States have also been involved in similar drug **controversies**. Despite the danger, more and more cyclists are turning to these drugs to gain an advantage over their competition. It is unfortunate that these athletes value winning more than their lives.

**to plague:** to cause severe problems

**an overdose:** too much medicine or too many drugs

**a controversy:** a disagreement about an issue





# Inside a Unit

## Great Writing 3: From Great Paragraphs to Great Essays

### Grammar for Writing

#### Using Clear, Descriptive Language

Using clear, descriptive language improves clarity in a paragraph. It helps the reader see accurately the person or thing the writer is describing. Avoid vague and unclear words, such as good and nice. Instead, choose clear and precise words.

Example	Explanation
At the 2012 Olympic Games in London, Usain Bolt of Jamaica broke his own Olympic record in the 100-meter dash. He is a <b>good</b> runner.	Good is vague. Good does not adequately describe an athlete who has won an Olympic medal.
At the 2012 Olympic Games in London, Usain Bolt of Jamaica broke his own Olympic record in the 100-meter dash. He is an <b>exceptional</b> runner.	Better word choice: <b>exceptional</b> is more precise. <b>Exceptional</b> tells the reader that Usain Bolt is more than a good runner.
At the 2012 Olympic Games in London, Usain Bolt of Jamaica broke his own Olympic record in the 100-meter dash. He is a <b>fast</b> runner.	Even clear and descriptive words can be too general. <b>Outstanding, phenomenal, premier, unique</b>

**Adding adjectives or prepositional phrases can make your sentences more specific and descriptive to support the clarity of your writing.**

**Original:** The soldiers slowly crossed the river.

**More specific:** The soldiers slowly crossed the **dangerous** river.

The soldiers slowly crossed the river **in the dark**.

The soldiers slowly crossed the **dangerous** river **in the dark**.

The **dead** soldiers slowly crossed the **dangerous** river **in the dark**.

#### ACTIVITY 1: Choosing Clear and Precise Words

Suggest three alternative words that are more descriptive or precise than the adjectives that are given. Use a dictionary or thesaurus to find appropriate adjectives.

1. good	wonderful	incredible	delightful
2. bad	horrible	terrible	awful
3. fun			
4. big			
5. small			
6. old			

New **Grammar for Writing** charts provide clear explanations and examples, giving learners easy access to the structures they will use in their writing.

**Guided, structured activities** help students practice writing, grammar, and editing skills.

**Building Better Vocabulary** activities highlight words from the Academic Word List and prompt students to apply and expand their vocabulary and knowledge of collocations.

### Building Better Vocabulary

#### ACTIVITY 1B: 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. up to 50	50 or 60	50 or 11
2. mural	on a book	on a wall
3. exceptional	very bad	very good
4. the pace	the quality	the speed
5. a blizzard	summer	winter
6. a genre	an idea	a type
7. impact	cause	effect
8. outstanding	very good	very bad
9. mild	not extreme	not appropriate
10. even	smooth	possible

### Original Student Writing

#### ACTIVITY 2: Writing Your Own Paragraph

Choose one of the topic sentences from Activity 1, page 6, and develop it into a paragraph. Follow these guidelines:

- Indent the first sentence of your paragraph.
- Start with a topic sentence.
- Include a controlling idea in your topic sentence.
- Add supporting sentences that relate to the controlling idea in the topic sentence.
- End with a concluding sentence.
- Use at least two of the vocabulary words or phrases presented in Activities 1B and 2C.
- Underline these words and phrases in your paragraph.
- Include the four features of a well-written paragraph from page 26.

If you need ideas for words and phrases, see the Useful Vocabulary for Better Writing on pages 128–129.

8. In / on \_\_\_\_\_ your dish.

9. until / after \_\_\_\_\_ edge.

10. at / with \_\_\_\_\_ the situation.

11. leading / presentation \_\_\_\_\_ products.

12. decide / for \_\_\_\_\_ the challenges of the future.

13. employee / read \_\_\_\_\_ a perspective.

14. for / to \_\_\_\_\_ several ways.

15. slowly / finally \_\_\_\_\_ fashion.

**Original Student Writing** gives students the chance to combine the grammar, vocabulary, and writing skills together in one writing piece.

**Peer Editing** activities increase students' awareness of common errors and help them become better writers and editors.

### 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 these times. Timed writing practice can make you feel better about writing quickly in English.

1. Take out a piece of paper.
2. Read the paragraph guidelines and the writing prompt.
3. Brainstorm ideas for five minutes.
4. Write a short paragraph (six to ten sentences).
5. You have 20 minutes to write your paragraph.

#### Paragraph Guidelines

- Remember to give your paragraph a title.
- Double-space your paragraph.
- Write as lightly as possible if you are not using a computer.
- Include a topic sentence that contains the main subject and a controlling idea.
- End your paragraph with a one-sentence conclusion.
- Try to give yourself a five-minute break at the end of the activity to review your work. Check for spelling, verb tense, and subject-verb agreement mistakes.

Describe why you like a particular restaurant.

**Timed Writing** prepares students for success on standardized and high-stakes writing exams.

The **Brief Writer's Handbook with Activities** includes many resources for the developing writer, including a new **Useful Vocabulary for Writing** section.

### Brief Writer's Handbook with Activities

Understanding the Writing Process: The Seven Steps 100

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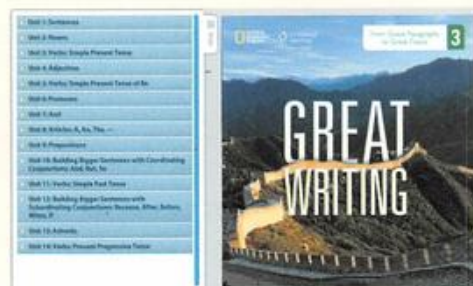
# Technology

## Great Writing 3: From Great Paragraphs to Great Essays

### For Instructors:

**The Presentation Tool CD-ROM** contains time-saving, interactive activities from the student book, a set of whiteboard tools, and additional content to help the instructor guide learners through the editing process.

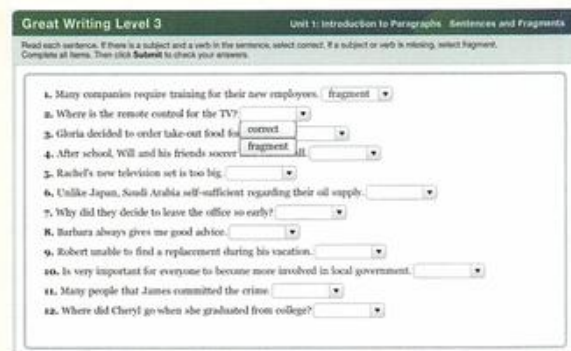
**Teacher's Notes, Answer Keys, and Peer Editing Sheets** are available online for instructors.



**Assessment CD-ROM with ExamView®** allows instructors to create and customize tests and quizzes easily.

### For Students:

**The Online Workbook:** Each level features additional independent practice in vocabulary, grammar, writing, and editing.



**Great Writing eBooks** are available for all levels and are compatible with tablets, laptops, and smartphones.

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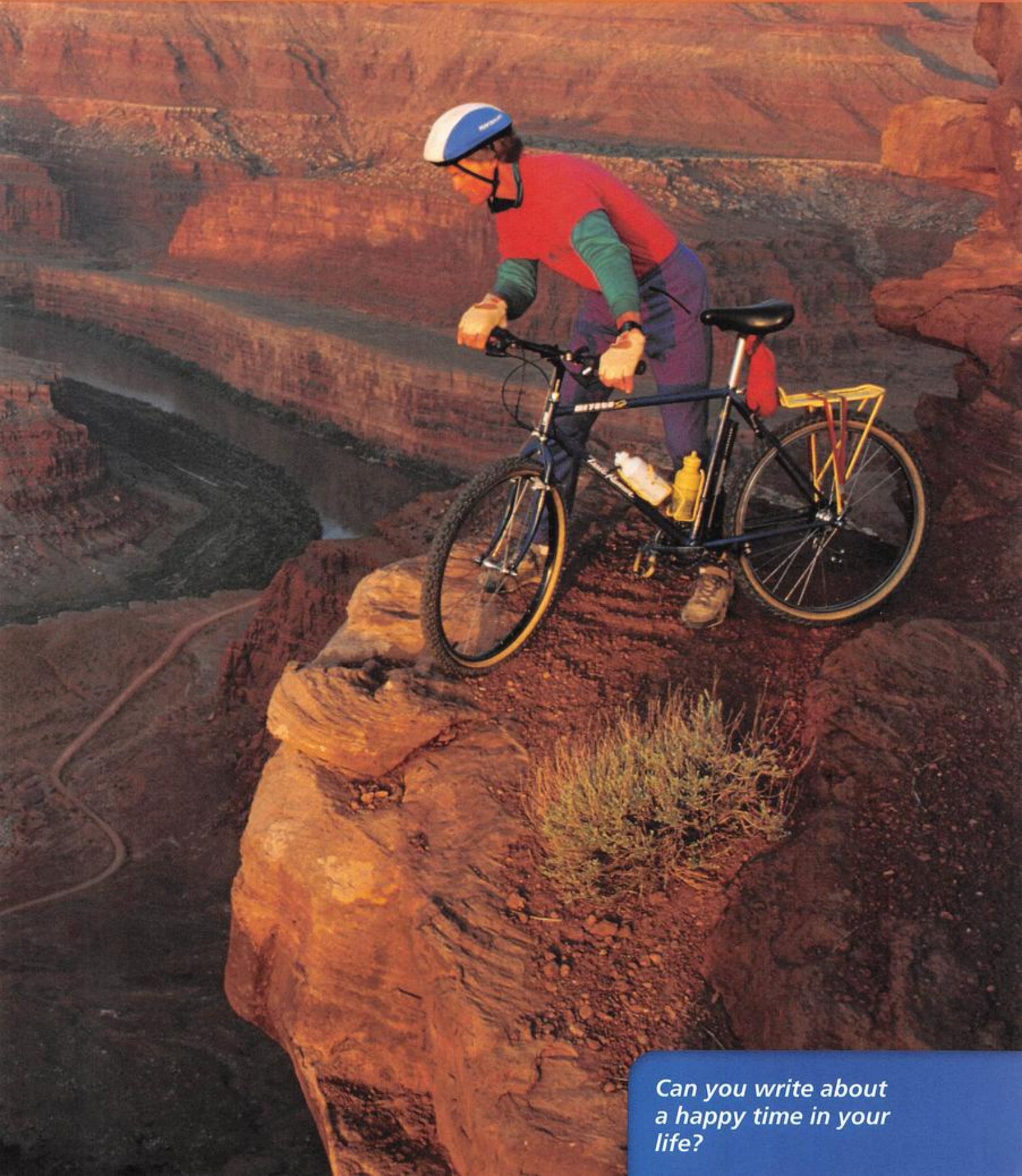
# Introduction to Paragraphs



A mountain biker peers over the Colorado River in Utah.



**OBJECTIVES** To understand paragraph parts  
To identify fragments  
To understand nouns and noun forms



*Can you write about  
a happy time in your  
life?*



# What Is a Paragraph?

A **paragraph** is a collection of sentences that describe, discuss, or explain one central idea. The three main parts of a paragraph are:

- the topic sentence
- the supporting detail sentences
- the concluding sentence

Every part has a specific function, and every part is important.

## Topic Sentences

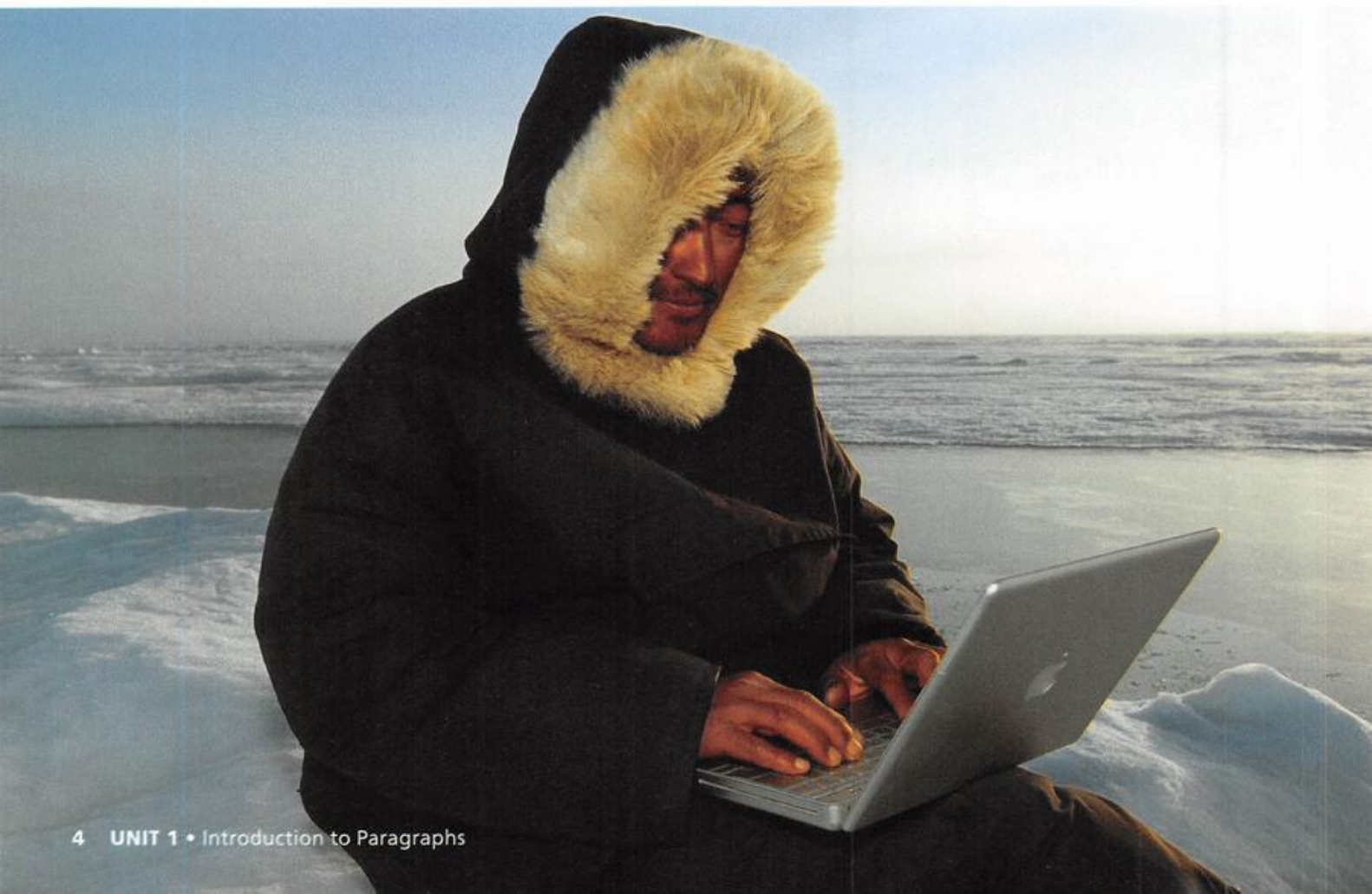
A **topic sentence** tells the reader the main idea or thought that the writer is trying to express. It is a one-sentence summary of the entire paragraph. Each sentence that follows helps to develop the idea presented in the topic sentence.

The organization of a paragraph is based on the topic sentence.

### *Elements of a Topic Sentence*

The two main elements of a topic sentence are:

- the main subject
- a controlling idea



A topic sentence contains the **main subject** of the paragraph and a **controlling idea**. The controlling idea steers the main topic in the direction that the writer wants to take it. Study the following examples.

Topic sentence 1: **Computers** can be **used in many different situations**.

↑  
main subject    controlling idea: *situations where people use computers*

From this sentence, we know that the paragraph is going to discuss something about computers (main subject). Specifically, it will explain how people use computers in different situations (controlling idea).

Topic sentence 2: **Computers** have **changed** enormously **in the past 20 years**.

↑                    ↑  
main subject    controlling idea: *the change in computers  
in the past 20 years*

From this topic sentence, we know that the paragraph is going to explain how computers have changed over time.

Topic sentence 3: Different **computers** can **appeal** to **different people**.

↑                    ↑                    ↗  
main subject    controlling idea: *computers that different people like*

From this topic sentence, we know that the paragraph is going to explain how different kinds of people like different computers.

Now look at the next example.

Topic sentence 4: **Computers** were invented in the twentieth century.

↑  
main subject

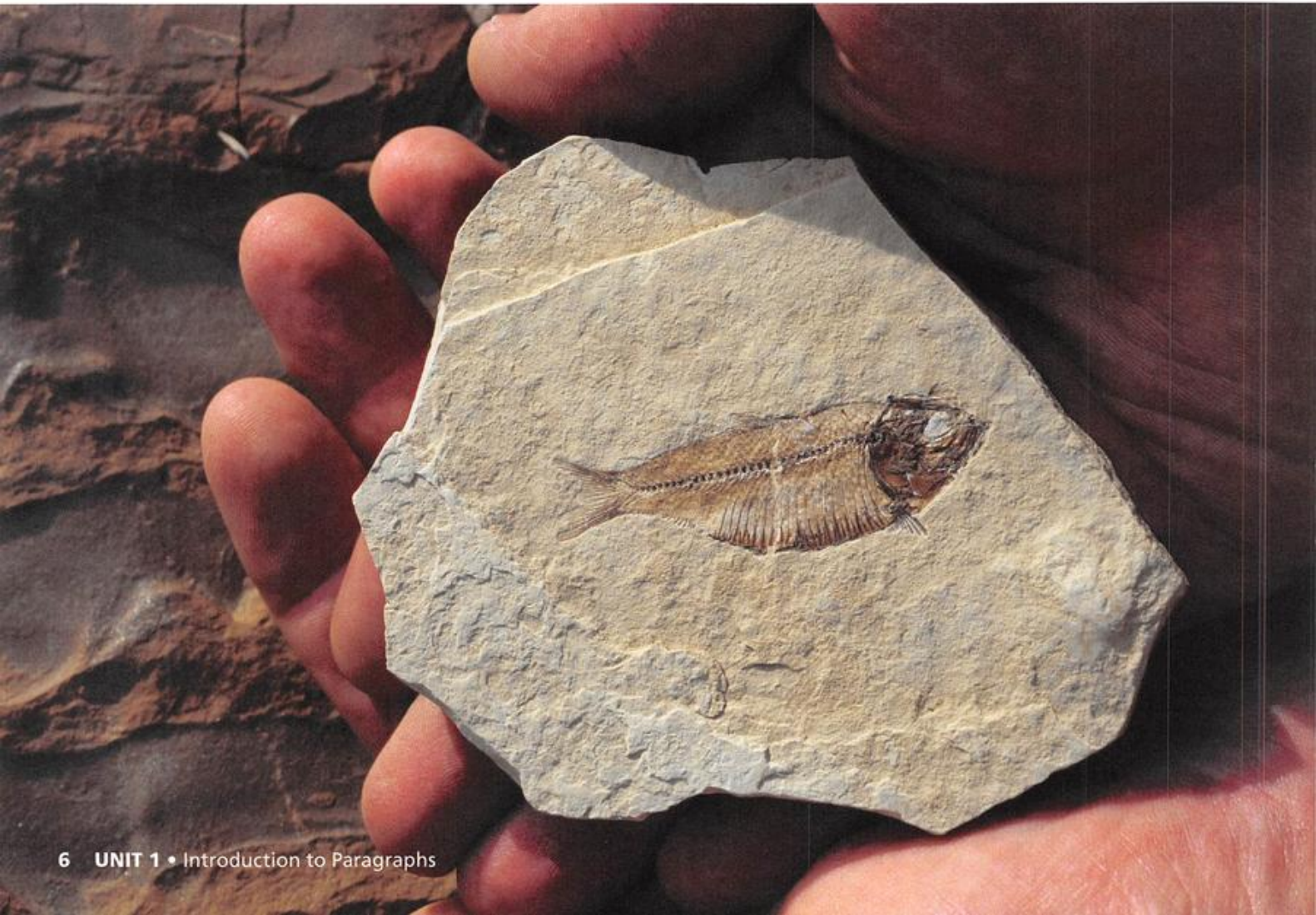
In this sentence, the information is a simple fact. There is not a good controlling idea that a writer can discuss in a paragraph. This is not a good topic sentence because it does not indicate that there is anything more to say about the topic.



## ACTIVITY 1 Selecting a Good Topic Sentence

In each pair of sentences, put a check mark (✓) next to the better topic sentence. Be prepared to explain your choices.

1. \_\_\_\_\_ a. Bilingual dictionaries can help non-native learners in two very important ways.  
\_\_\_\_\_ b. In a bilingual dictionary, the information is presented in two different languages.
2. \_\_\_\_\_ a. A person who is interviewing for a job has to arrive on time to the interview.  
\_\_\_\_\_ b. A person who is interviewing for a job has to do three important things during the interview.
3. \_\_\_\_\_ a. There are many theories about who killed John F. Kennedy.  
\_\_\_\_\_ b. John F. Kennedy was assassinated on November 22, 1963.
4. \_\_\_\_\_ a. Smartphones have a number of useful features.  
\_\_\_\_\_ b. Smartphones use touch screen technology.
5. \_\_\_\_\_ a. Fossils are the remains of plants or animals that died a long time ago.  
\_\_\_\_\_ b. There are numerous techniques that scientists use to discover the age of a fossil.





## ACTIVITY 2 Studying Topic Sentences in a Paragraph

Discuss the Preview Questions with a classmate. Then, read the paragraph and answer the questions that follow.

### Preview Questions

1. Have you ever had a flat tire on your car?
2. What did you do?

### Paragraph 1

#### Changing a Tire on Your Car

There are many steps in changing a tire on your car. Before you get started, make sure you have the following items: a **jack**, a **lug nut wrench**, and a **spare** tire. First, use the jack to **elevate** the car off the ground. This may require some **strength** because cars are very heavy. Using the lug nut wrench, remove all of the lug nuts from the wheel. This will probably be the most difficult step because some of the lug nuts may be **stuck**. After you have taken off the lug nuts, remove the flat tire and replace it with your spare tire. **Screw** the lug nuts back onto the wheel and **make sure** that they are **tightly fastened**. Finally, lower the car back down to the ground. Check one last time to make sure that the nuts are as tight as possible. Following these steps will have you back on the road **in no time**.

**a jack:** a tool that is used to raise a car in order to remove a tire

**a lug nut wrench:** a tool that is used to take the bolts off a car wheel

**spare:** extra

**to elevate:** to raise

**the strength:** power (the noun form of the adjective *strong*)

**to be stuck:** to be unable to move (past participle of the verb *stick*)

**to screw:** to twist

**to make sure:** to check that something is how it should be

**tightly:** securely (opposite of *loosely*)

**fastened:** attached

**in no time:** very quickly

### Post-Reading

1. Put a check mark (✓) next to the statement that tells the purpose of the paragraph.  
\_\_\_\_\_ a. To tell the importance of a tire on a car  
\_\_\_\_\_ b. To show how to change the oil in a car  
\_\_\_\_\_ c. To tell why it is important to carry a spare tire  
\_\_\_\_\_ d. To show how to change a flat tire
2. Underline the topic sentence.
3. According to this paragraph, how many steps are there in changing a flat tire? \_\_\_\_\_

## Five Features of a Good Topic Sentence

Good writers know that an effective topic sentence has certain characteristics:

### 1. *It should guide the whole paragraph.*

A well-written topic sentence controls or guides the whole paragraph. It lets the reader know what the rest of the paragraph will be about.

### 2. *It should not be a well-known fact.*

A good topic sentence is not a general fact that everyone accepts as true. For example, *Cars use gasoline* is not a good topic sentence because there is not much more to say about the topic.

### 3. *It needs to be specific.*

A good topic sentence is specific. *Credit cards are useful* is not a good topic sentence because it is too general. The reader does not know exactly what to expect in the paragraph. *Credit cards are useful on long trips* is a good topic sentence because it is specific. The paragraph will most likely explain how credit cards can be used in one particular situation—a long trip.

### 4. *It cannot be too specific.*

A good topic sentence is not too specific. *A credit card can have a high credit limit* is very specific. There is nothing more to be said about the topic because the supporting details have already been stated.

### 5. *It must contain a controlling idea.*

A good topic sentence has a controlling idea—a group of words or a phrase that helps guide the flow of ideas in the paragraph: *A credit card is one of the most important things that a traveler needs while on vacation.* The underlined words in this sentence are the controlling idea.

## ACTIVITY 3 Recognizing Effective Topic Sentences

Read each of the following groups of sentences. Write the general topic in the space provided. Put a check mark (✓) next to the best topic sentence.

1. General topic: smartphones

- ☒ a. Smartphones have more features than regular phones.  
☐ b. Smartphones are expensive.  
☐ c. You can download apps on a smartphone.

2. General topic: \_\_\_\_\_

- ☐ a. Pepperoni and mushrooms are my two favorite toppings on a pizza from Nino's Pizzeria.  
☐ b. Nino's Pizzeria has a wide selection of delicious food.  
☐ c. Nino's Pizzeria makes good chicken sandwiches.



3. General topic: \_\_\_\_\_

- \_\_\_\_\_ a. Some dolphins are gray.
- \_\_\_\_\_ b. Dolphins are quiet, friendly, unique, beautiful, and smart.
- \_\_\_\_\_ c. Dolphins are one of nature's most incredible animals.

4. General topic: \_\_\_\_\_

- \_\_\_\_\_ a. Few people know the interesting history of snowboarding.
- \_\_\_\_\_ b. Snowboards are made of fiberglass and have sharp metal edges.
- \_\_\_\_\_ c. Snowboarding is a winter sport.

5. General topic: \_\_\_\_\_

- \_\_\_\_\_ a. My favorite seashell is orange and white.
- \_\_\_\_\_ b. My hobby is collecting seashells, but my brother's hobby is playing sports.
- \_\_\_\_\_ c. Seashells make great souvenirs for several reasons.



## Practice with Controlling Ideas

The controlling idea in your topic sentence guides your paragraph and lets the reader know what the paragraph is going to be about. The topic of the paragraph is limited by the controlling idea—it narrows the topic.

Here are some examples of topic sentences. The main subjects are circled, and the controlling ideas are underlined.

1. (Eco-vacations) are becoming very popular these days.

The reader expects to learn why eco-vacations are becoming popular.

2. (Electric staplers) are easier to use than other types of staplers.

The reader expects to learn what makes electric staplers easier to use.

3. (Singapore) is a very popular vacation destination in Asia.

The reader expects to learn some reasons why Singapore is a popular vacation destination.

4. There are three things that people need to be aware of before (swimming in the ocean).

The reader expects to learn about the three things that people need to know before they swim in the ocean.

### ACTIVITY 4 Reviewing Topic Sentences and Controlling Ideas

Read each group of sentences. Put a check mark (✓) next to the best topic sentence. Underline the controlling idea in the sentence you choose.

1. \_\_\_\_\_ a. North Americans drink about half a billion cups of coffee every day.  
\_\_\_\_\_ b. Coffee is the drink of choice for many North Americans.  
\_\_\_\_\_ c. Most North Americans drink coffee in order to wake up in the morning.
2. \_\_\_\_\_ a. Yesterday was the tenth of April.  
\_\_\_\_\_ b. Yesterday I spilled spaghetti sauce on my shirt during my lunch break.  
\_\_\_\_\_ c. Yesterday I had a terrible day at work.
3. \_\_\_\_\_ a. My best friend and I had a wonderful time at the amusement park last week.  
\_\_\_\_\_ b. We rode three different roller coasters.  
\_\_\_\_\_ c. My best friend and I enjoyed the roller coasters more than the Ferris wheel.
4. \_\_\_\_\_ a. Over half a million U.S. high school athletes participated in outdoor track and field events last year.  
\_\_\_\_\_ b. The sport of track and field is very old.  
\_\_\_\_\_ c. The sport of track and field has increased in popularity in recent years.
5. \_\_\_\_\_ a. My iguana's trip to the veterinarian was a catastrophe.  
\_\_\_\_\_ b. My iguana scratched the veterinarian when she tried to pick it up.  
\_\_\_\_\_ c. People do not like iguanas.



### **ACTIVITY 5** Using Controlling Ideas to Limit or Narrow a Topic

The following topic sentences are too general. Rewrite them and add or change the controlling ideas.

1. Lying is bad.

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2. It is important to work hard.

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3. The Louvre is located in Paris, France.

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## ACTIVITY 6 Writing Topic Sentences

Read the paragraphs on the following pages. Write a topic sentence for each paragraph in the space provided. Be sure your sentence includes a controlling idea.

### Paragraph 2

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Without that morning meal, the body does not wake up completely. It is lacking the necessary fuel for energy. By lunchtime, people who **skip** breakfast tend to be overly hungry, so they will eat too much. Perhaps the most serious effect of not eating breakfast is that the body's **metabolism** will not work properly. It has been said for generations: "Breakfast is the most important meal of the day."

**to skip:** go without;  
pass over

**metabolism:** chemical  
process in the body  
to maintain proper  
functions

### Paragraph 3

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First, you may want to begin your search online. There are numerous job-search websites, both local and international. When you have found an interesting job opening, do your research. Find out as much as you can about the company and the position itself. Next, review your résumé and make any necessary changes. The résumé should fit each job that you apply for. You should also make sure that the résumé **highlights** all of your previous employment and education. Finally, fill out the application and include all other necessary documentation. Remember that **persistence** is the key to getting the job you want. By following these steps, you can be confident that you will find a job sooner rather than later.

**to highlight:** to focus,  
raise to the front

**persistence:** the quality  
of not giving up, the  
quality of continuing  
to try



Perhaps the best-known type of acting is television acting. This type of acting generally takes the form of weekly programs produced on studio lots. Another form of acting is stage acting. Plays are performed in many different **venues**—from large halls to small theaters. The third type of acting is film acting. Film acting begins with a screenplay that includes all the written information about the set and the actors' dialog, and grows into a movie. **Regardless of** the type of acting, spectators **appreciate** the **craft** of acting and the many hours of enjoyment it provides.

**a venue:** a place, location

**regardless of:** no matter what, despite

**to appreciate:** to recognize the value, be glad about

**a craft :** a skill, expertise

**Building Better Sentences:** For further practice, go to Practice 1 on page 233 in Appendix 1.

## Brainstorming

Imagine that a man is driving down the road and suddenly sees fire. What should he do?

On the next page, make a list of at least three ideas you have for what the man needs to do. Work quickly. Do not worry about how good each idea is. For now, do not worry about correct spelling or grammar. Your immediate goal is to create a list of as many ideas as possible in just a few minutes.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

You have just completed a brainstorming activity. **Brainstorming** is quickly writing down all the thoughts that come into your head. When you brainstorm, you do not think about whether each idea is good or bad or whether your writing is correct. You simply write to get your ideas on paper. The process is called *brainstorming* because it feels like there is a storm of ideas in your brain.

### ACTIVITY 7 Brainstorming Practice

Choose one of the topics below. Brainstorm ideas about the topic in the space provided. Write at least four ideas. Then write a topic sentence for a paragraph about that topic. Be sure to include a controlling idea.

- The best day of my life
- How tablet computers are changing our society
- Why I like a particular type of movie
- A place I would like to visit one day
- Benefits of studying English
- A person who changed my life

Brainstorm area:

Topic sentence:



## ACTIVITY 8 Writing Your Own Paragraph

Use your brainstorming notes and topic sentence from Activity 7 to write a paragraph below. Be sure that your topic sentence guides the whole paragraph.

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### Supporting Sentences

Think of **supporting sentences** as scaffolding for the topic sentence. They describe, explain, clarify, or give examples of the main idea in the topic sentence. They answer questions such as *Who?* *What?* *When?* *Where?* *Why?* and *How?* They explain the topic sentence in greater detail and give the reader more information.



Each paragraph that you write must have enough supporting details to make the main idea clear to the reader. Likewise, a good writer makes sure that each supporting sentence is related to the topic sentence and its controlling idea. Study the following examples.

- |                      |  |
|----------------------|--|
| 1. Topic sentence:   | People should consider joining a health club.  |
| Supporting sentence: | Health clubs give members an opportunity to exercise and socialize at the same time. |
| 2. Topic sentence:   | Emergency towing service is great to have in case your car breaks down.              |
| Supporting sentence: | It can help you change a flat tire.  |
| 3. Topic sentence:   | Cell phones allow parents to stay in better contact with their children.             |
| Supporting sentence: | As long as his or her cell phone is turned on, a child can be reached at any time.   |

## Types of Supporting Sentences

Good writers use many different kinds of supporting sentences. Good supporting sentences perform the following functions:

### 1. Supporting sentences explain.

- Topic sentence: There are many support services for students at the university.  
Supporting sentence: These services, such as tutoring, are generally free for students.  
(explains the support services available for students at the university)

### 2. Supporting sentences describe.

- Topic sentence: I will never forget my childhood home.  
Supporting sentence: The house had a large entrance with a spiral staircase in the center.  
(describes the writer's childhood home)

### 3. Supporting sentences give reasons.

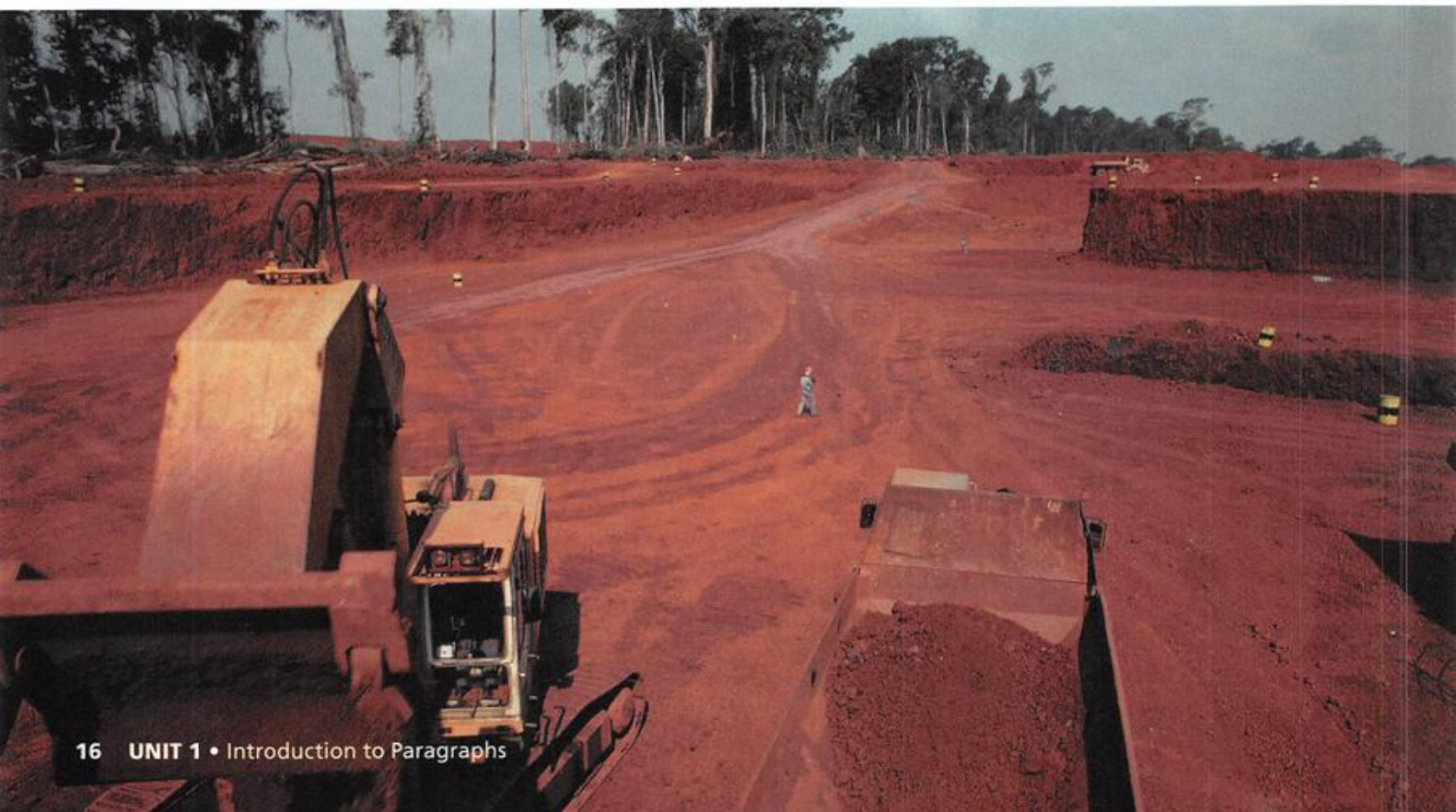
- Topic sentence: Note taking is one of the most important study skills to learn.  
Supporting sentence: Reviewing good notes before a test will help students become more familiar with the information. (gives a reason that note taking is an important study skill to learn)

### 4. Supporting sentences give facts.

- Topic sentence: Jogging is not as easy as it appears.  
Supporting sentence: Ninety-seven percent of people cannot jog three miles without stopping.  
(gives a fact about jogging)

### 5. Supporting sentences give examples.

- Topic sentence: Brazil has many natural resources.  
Supporting sentence: Brazil is one of the leading producers of bauxite, a principal ingredient for making aluminum. (gives an example of Brazil's natural resources)





## ACTIVITY 9 Creating Questions Leading to Supporting Details

Read each topic sentence below. What information would you expect the writer to include in the paragraph? For each topic sentence, write two questions that the supporting sentences should answer. Ask *Who? What? When? Where? Why?* or *How?*

1. Pesticides should not be used on farm products.

*What kinds of pesticides are used? Why should we avoid using pesticides on farm products?*

2. The beaches along the Mediterranean Sea are some of the best beaches in the world.

---

---

3. Although few people realize it, country music and rock music have some similar characteristics.

---

---

4. My best friend and I met in a very unlikely place.

---

---

## Avoiding Unrelated Sentences

Some writers include too many ideas in one paragraph. Remember that a paragraph should focus on just one controlling idea. Every sentence must support the topic sentence in some way. These supporting sentences help maintain the unity of the paragraph.

## ACTIVITY 10 Identifying Supporting Sentences

Read the following paragraphs. For each numbered sentence, write *good supporting sentence* or *unrelated sentence* below the paragraph. Then explain your answer.

### Paragraph 5

#### The Features of a Good Restaurant

Certain qualities are typical of good restaurants. These restaurants provide fast and friendly service, with servers who are friendly and courteous at all times. They make sure that customers' needs are met throughout the meal. 1 Since customers are choosing to eat out, obviously the quality of the food is important. A good restaurant uses fresh ingredients in its dishes. 2 Some of the best-quality cheeses can be imported from France. 3 Good restaurants also have a pleasant atmosphere. They are clean and well maintained, and they also pay attention to details such as decor, lighting, and music.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Visiting Washington, DC

One of my greatest vacations was spent in Washington, DC.

1 The first thing I did on my arrival was to visit some of the Smithsonian Institution's museums. These museums were gigantic, with elaborate marble floors and pillars that reached dizzying heights. I spent three days visiting these museums, which are free to the public, and then I saw some impressive memorials. The Lincoln Memorial was immense. After reading the Gettysburg Address at the Lincoln Memorial, I decided to walk down the National Mall to the Washington Monument. I was moved by the size and simplicity of the tall, rectangular stone tower, or obelisk, dedicated to the memory of the first president of the United States. 2 My final day in Washington was spent just walking around. Because it was April, I even got to see the famous cherry blossoms in bloom. 3 Although April is a spring month, some types of trees do not bloom until late summer. Clearly, Washington, DC has a lot to offer its visitors!



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Building Better Sentences:** For further practice, go to Practice 2 on page 234 in Appendix 1.

## Grammar for Writing

### Checking for Verbs and Fragments

Look at the **verbs** in these examples.

Explanation	Examples
Every sentence in English must have a verb.  When writing, always check or proofread each sentence to make sure it has a verb.	<ul style="list-style-type: none"> <li>✓ Where <b>is</b> the bank?</li> <li>✓ Wheat <b>is grown</b> in Argentina.</li> <li>✓ Japan <b>produces</b> many different kinds of cars.</li> <li>✓ The house on the corner <b>does not have</b> a garage.</li> <li>✓ Two amazing buildings in the United Arab Emirates <b>are</b> the Burj Al Arab and the Dubai Tower.</li> </ul>
A sentence without a verb is called a <b>fragment</b> .  The word <i>fragment</i> means a piece of something that has been broken off.	<ul style="list-style-type: none"> <li>✗ Where <u>the</u> bank?</li> <li>✗ Japan <u>many</u> different kinds of cars.</li> <li>✗ Wheat <u>in</u> Argentina.</li> <li>✗ The house on the corner <u>not</u> a garage.</li> <li>✗ Two amazing buildings in the United Arab Emirates <u>the</u> Burj Al Arab and the Dubai Tower.</li> </ul>



## ACTIVITY 11 Checking for Fragments

Read the sentences. The subject in each clause is underlined. Circle the verb that goes with each subject. If the subject has a verb, put a check mark in the *correct* column. If a verb is missing, put a check mark in the *fragment* column and add an appropriate verb in the correct place.

correct	fragment	Sentence
<u>✓</u>	<u>          </u>	1. <u>Students</u> <u>encounter</u> an incredible amount of new
<u>          </u>	<u>          </u> ✓	vocabulary every day as <u>they</u> <sup>read</sup> English.
<u>          </u>	<u>          </u>	2. Some <u>learners</u> this problem by using flash cards.
<u>          </u>	<u>          </u>	3. What are <u>flash cards</u> , and how do <u>you</u> use them?
<u>          </u>	<u>          </u>	4. A <u>flash card</u> a small card for learning vocabulary.
<u>          </u>	<u>          </u>	5. <u>Learners</u> write the new word on one side of the card, and
<u>          </u>	<u>          </u>	<u>they</u> a definition on the other side.
<u>          </u>	<u>          </u>	6. Serious <u>learners</u> flash cards every day or two to learn new
		vocabulary.

## Grammar for Writing

### Nouns and Noun Forms

There are two kinds of nouns: **count** and **non-count**. If you can count a noun (*five sandwiches, nine ideas*), then it has a singular form (*sandwich, idea*) and a plural form (*sandwiches, ideas*). If you cannot count a noun (*pollution, art, hair*), it generally has only one form.

When writing, pay attention to adjectives that are used only with plural nouns. Here are some examples:

these methods

several people

numerous cases

two tests

many reasons

other decisions

A common error is to forget to use the plural form of the noun. Study this example with three errors:

Many scientist attended the recent meeting in Seoul. At that meeting, there were many presentation about the numerous effect of climate change.

## ACTIVITY 12 Editing for Noun Forms

Read the sentences. Look at the nouns that are boxed. If there is an error in noun form, make a correction above the word. The first one has been done for you.

*families*

1. More than 42 million **family** in the United States face the daily challenges of taking care of their **elders**.
2. It is only logical that this **number** will grow in the future as the **population** soars.
3. Most of the **people** who take care of their parents or other family **member** work at a regular job all day.
4. About 40 percent of those who care for their **elder** also take care of their own **children**.
5. Over 70 percent of **caregivers** are women, and nearly one-third of these **women** are over the age of 65.
6. Amazingly, eight out of ten **caregiver** provide care for an average of four **hour** a day, seven **days** a week.





## Connecting Topic Sentences and Supporting Details

In a paragraph good supporting details support the topic sentence. Supporting details are related to the topic sentence that they support.

### ACTIVITY 13 Brainstorming for Topic Sentences

For each topic below, brainstorm ideas for a topic sentence.

1. A happy, surprising moment in your life

Topic sentence: \_\_\_\_\_

\_\_\_\_\_

2. A famous person you would like to meet

Topic sentence: \_\_\_\_\_

\_\_\_\_\_

3. Good study habits

Topic sentence: \_\_\_\_\_

\_\_\_\_\_

## ACTIVITY 14 Asking the Right Questions

Choose one of the topic sentences you created in Activity 13. Write questions for it using the appropriate interrogative (question) words. If you cannot think of at least three questions, perhaps your topic sentence is weak. For more practice, repeat this activity with your other topic sentences.

1. Topic sentence: One of the best days of my life occurred last year.

Who? Who was involved in the event?

What? What happened?

When? When did this event happen?

Where? Where did the event happen?

Why? Why was it the best day?

Other: How did you feel at the time?

2. Topic sentence: \_\_\_\_\_

Who? \_\_\_\_\_

What? \_\_\_\_\_

When? \_\_\_\_\_

Where? \_\_\_\_\_

Why? \_\_\_\_\_

Other: \_\_\_\_\_



## ACTIVITY 15 Writing Supporting Sentences

Look at your topic sentence and questions from Activity 14. Write supporting sentences that answer each question that you wrote.

Topic sentence: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_





## Concluding Sentences

A **concluding sentence** concludes, or wraps up, a paragraph.

### Features of a Concluding Sentence

A concluding sentence has three main features:

1. It is usually the last sentence of a paragraph.
2. It lets the reader know that the paragraph has ended.
3. It brings the paragraph to a logical conclusion by doing one of these two actions:
  - a. Restating the **main idea** of the topic sentence.

Look at the concluding sentence in Paragraph 6, “Visiting Washington, DC”:

Clearly, Washington, DC has a lot to offer its visitors!

- b. Offering a **suggestion**, giving an **opinion**, or making a **prediction**.

Look at the concluding sentence in Paragraph 1, “Changing a Tire on Your Car”:

Following these steps will have you back on the road in no time. (prediction)

### Transitions with Concluding Sentences

Here is a list of transitional words and phrases that are commonly used at the beginning of concluding sentences.

as a result	for this reason	in the end
because of this	hence	overall
certainly	in conclusion	surely
clearly	indeed	therefore
for these reasons	in sum	thus

#### Examples:

**In conclusion**, successful businesses are the result of the actions of good workers.

**Overall**, buying a used car has more advantages than buying a new car.

Transition boxes appear throughout this book to help you learn where you can add transitional words.

For more information on connectors and transitions, see the *Brief Writer's Handbook with Activities*, pages 220–222.

## ACTIVITY 17 Writing Concluding Sentences

Go back to Paragraph 2 (page 7) and Paragraph 5 (page 18). Write a concluding sentence for each paragraph. Use a different type of concluding statement for each one, and try to use transitional words and phrases. Circle the function of each concluding statement.

### 1. Paragraph 2 (page 7)

Topic: Breakfast

---

---

What does the concluding statement do?

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

### 2. Paragraph 5 (page 18)

Topic: Restaurants

---

---

What does the concluding statement do?

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

## Four Features of a Well-Written Paragraph

Good paragraphs have four key features in common.

### 1. *A paragraph has a topic sentence that states the main idea.*

The topic sentence is like a short summary of the paragraph. It lets the reader know what the paragraph will be about. It contains the main subject and a controlling idea.

### 2. *All of the sentences are about one topic.*

Each sentence of the paragraph relates to the topic sentence and its controlling idea. Focusing on one topic helps to maintain the coherence of the paragraph.

### 3. *The first sentence of a paragraph is indented.*

Remember that the first line of a paragraph starts about a half inch in from the margin.

### 4. *The last sentence, or concluding sentence, brings the paragraph to a logical conclusion.*

Sometimes the concluding sentence is a restatement of the topic sentence. At other times, writers offer a suggestion, opinion, or prediction based on their purpose.



## ACTIVITY 18 Analyzing the Features of a Paragraph

Discuss the Preview Questions with a classmate. Then, read the paragraph and answer the questions that follow.

### Preview Questions

1. What do you know about professional cycling?
2. Do you know of any recent problems in the sport?

## Paragraph 7

### The Dark Side of Cycling

The illegal drug use that has **plagued** the world of professional cycling for decades must be stopped. Certain drugs help cyclists ride faster and farther than normal. Some of the drugs work by increasing the number of red blood cells in the body. While the drugs might help the athletes to perform better, there can be terrible side effects. For example, in the year and a half before the 2004 Tour de France, nine professional cyclists died from **overdoses** of illegal drugs. Several professional baseball players in the United States have also been involved in similar drug **controversies**. Despite the danger, more and more cyclists are turning to these drugs to gain an advantage over their competition. It is unfortunate that these athletes value winning more than their lives.

**to plague:** to cause severe problems

**an overdose:** too much medicine or too many drugs

**a controversy:** a disagreement about an issue



### ***Post-Reading***

1. What is the topic of the paragraph? \_\_\_\_\_  
\_\_\_\_\_
2. What is the topic sentence? \_\_\_\_\_  
\_\_\_\_\_
3. What is the concluding sentence? \_\_\_\_\_  
\_\_\_\_\_
4. Is the concluding sentence a restatement, a suggestion, an opinion, or a prediction? \_\_\_\_\_  
\_\_\_\_\_
5. Which sentence does not belong? \_\_\_\_\_  
\_\_\_\_\_
6. Explain why the sentence you have chosen does not belong. \_\_\_\_\_  
\_\_\_\_\_
7. What is the writer's main purpose for writing this paragraph? \_\_\_\_\_  
\_\_\_\_\_
8. Can you suggest any ways to improve this paragraph? \_\_\_\_\_  
\_\_\_\_\_

**Building Better Sentences:** For further practice, go to Practice 3 on page 234 in Appendix 1.



## ACTIVITY 19 Bringing It All Together

Read the paragraphs. Underline the topic sentence of each one. Then circle the sentence that is not a good supporting sentence. (There is one in each paragraph.) Write a concluding sentence on the lines that follow each paragraph. If possible, use transitional words and phrases from the box on page 27 and Useful Vocabulary for Better Writing on pages 226–229.

### Paragraph 8

#### Tsunamis

Tsunamis are groups of waves that are born from natural **phenomena** such as landslides, eruptions from volcanoes, and, most typically, earthquakes. They can occur in lakes or oceans. The major danger of tsunamis is the size of the waves. While regular ocean waves are created by wind, tsunamis get their start from extremely powerful shake-ups in the earth. In the open water, they can reach a width of 100 kilometers. As tsunamis get closer to shore, they slow down but grow in height. Some tsunamis can be as tall as 30 meters. Earthquakes are scarier than tsunamis. The force of a tsunami can destroy countless homes and other structures before it finally subsides. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**a phenomenon:**  
an occurrence



## Guitars

There are three varieties of guitars that most musicians play: electric, acoustic, and bass. An electric guitar is **appropriately** named because it must be plugged into an electric amplifier to generate sound. An acoustic guitar, on the other hand, can be played by itself. Both produce a similar **melodic** sound. A bass guitar is typically larger than an acoustic or electric guitar, and it produces much deeper notes. Bass guitars are fun to play. Electric and acoustic guitars typically have six strings, while bass guitars usually have four strings. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**appropriately:**  
correctly, accurately

**melodic:** having a  
pleasant sound or  
tune

## Building Better Vocabulary

### ACTIVITY 20 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. spare	extra	necessary
2. to highlight*	to hide	to show
3. to elevate	to move downward	to move upward
4. courteous	polite	rude
5. gigantic	very big	very expensive
6. in sum*	to begin	to end
7. side effects	usually bad	usually good



8. a jack	for your car	for your house
9. appropriately*	correctly	possibly
10. assassinate	entertain	kill
11. to bloom	buildings	flowers
12. in no time	never	quickly
13. thus	however	therefore
14. a controversy*	disagreement	unimportant
15. stuck	cannot move	cannot read
16. fossils	very old	very young
17. fastened	connection	speed
18. a venue	a place	a time
19. lacking	with	without
20. principal*	extra	main

\*Indicates words that are part of the Academic Word List. See pages 224–225 for a complete list.

## ACTIVITY 21 Using Collocations

Fill in each blank with the word or phrase 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.

- for / to      A sports car appeals \_\_\_\_\_ a certain type of customer.
- dinner / seatbelt      fasten your \_\_\_\_\_
- business / vehicle      to tow a \_\_\_\_\_
- become / gain      to \_\_\_\_\_ popular
- key / plague      a \_\_\_\_\_ feature
- souvenir / wide      a \_\_\_\_\_ selection of things
- know / stay      to \_\_\_\_\_ in contact with a person

- |                              |                                       |
|------------------------------|---------------------------------------|
| 8. in / on                   | to spill sauce _____ your shirt       |
| 9. metal sharp / sharp metal | a _____ edge                          |
| 10. of / with                | I'm aware _____ the situation.        |
| 11. leading / presentation   | one of the _____ producers            |
| 12. decide / face            | to _____ the challenges of the future |
| 13. employer / meal          | a prospective _____                   |
| 14. for / in                 | can help you _____ several ways       |
| 15. slowly / timely          | in a _____ fashion                    |

## Original Student Writing

### ACTIVITY 22 Writing Your Own Paragraph

Choose one of the topic sentences from Activity 1, page 6, and develop it into a paragraph. Follow these guidelines:

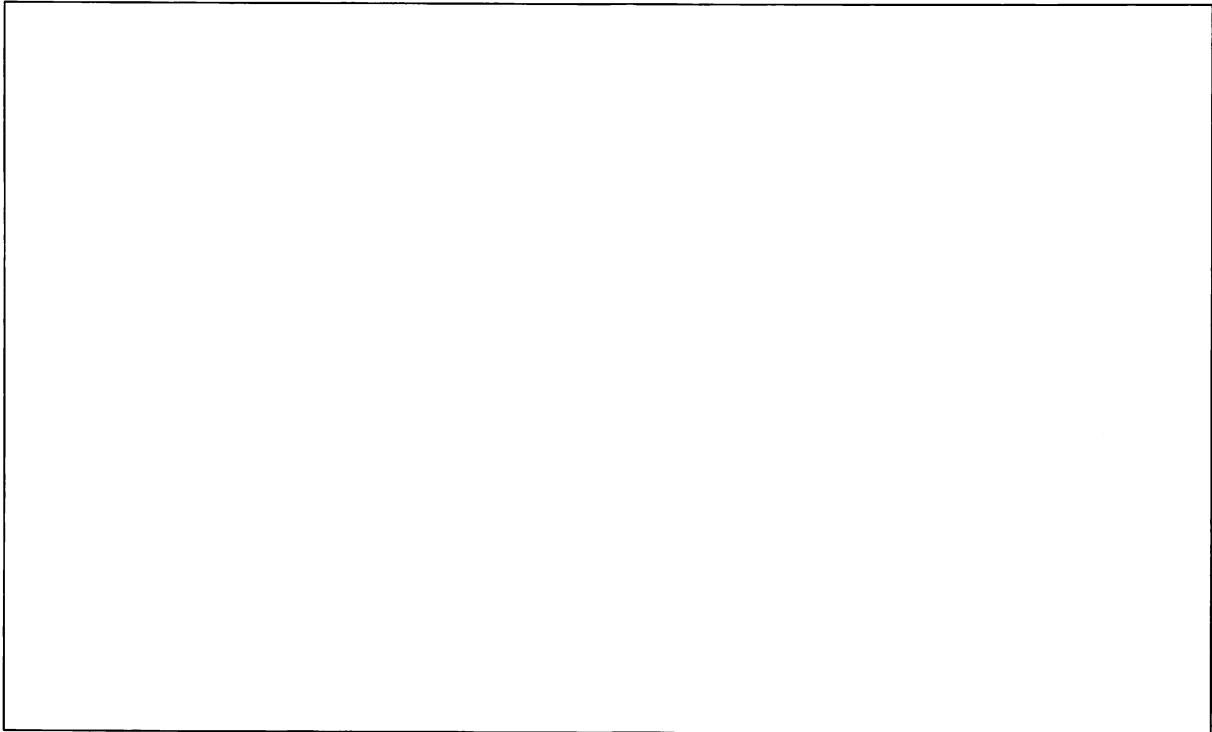
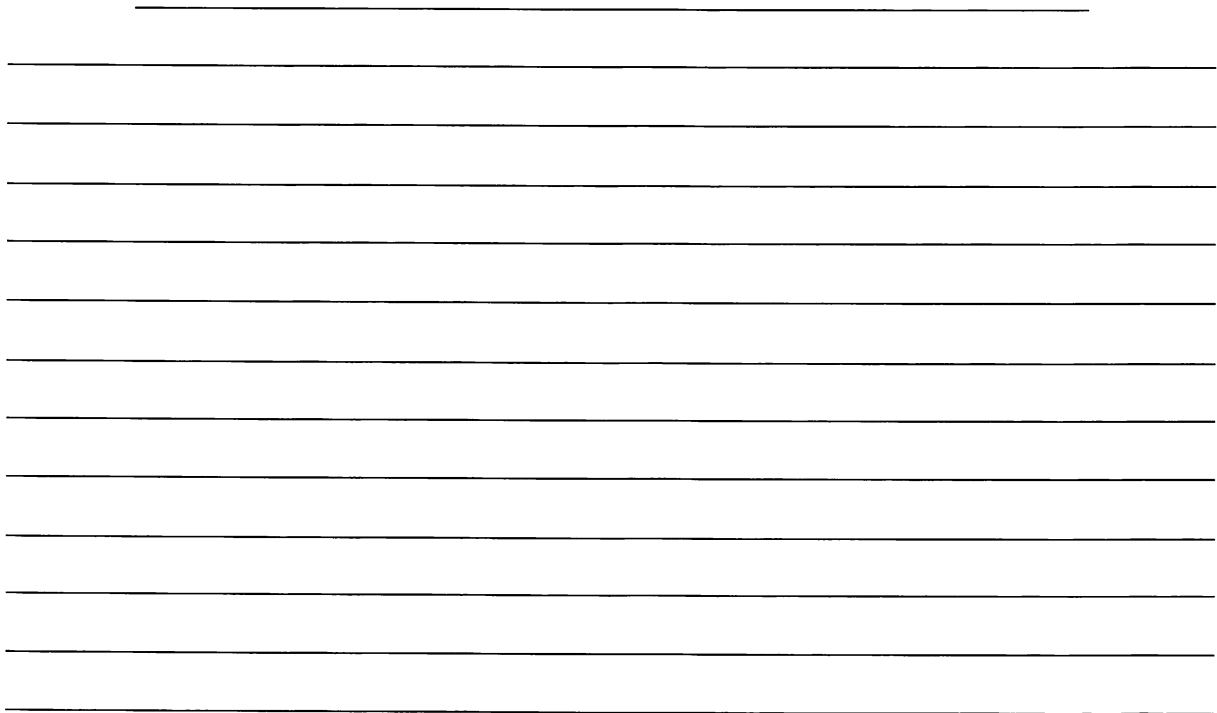
- Indent the first sentence of your paragraph.
- Start with a topic sentence.
- Include a controlling idea in your topic sentence.
- Add supporting sentences that relate to the controlling idea in the topic sentence.
- End with a concluding sentence.
- Use at least two of the vocabulary words or phrases presented in Activities 20 and 21. Underline these words and phrases in your paragraph.
- Include the four features of a well-written paragraph from page 28.

If you need ideas for words and phrases, see the Useful Vocabulary for Better Writing on pages 226–229.



Your topic: \_\_\_\_\_

**Brainstorm area:**

A large, empty rectangular box with a thin black border, intended for brainstorming ideas related to the topic.A series of horizontal lines for writing, starting with a short line on the left and followed by a full-width line, then continuing with several more full-width lines.

## ACTIVITY 23 Peer Editing

Exchange books with a partner and look at Activity 22. Read your partner's paragraph. Then use Peer Editing Sheet 1 on [NGL.Cengage.com/GW3](http://NGL.Cengage.com/GW3) to help you comment on your partner's paragraph. There is a sample in Appendix 2. Be sure to offer suggestions and comments that will help your partner improve his or her writing. Use your partner's comments as you revise your own paragraph.

### Tips for Peer Editing

Follow these tips for effective peer editing:

- Begin by saying something positive about your partner's work.
- Answer the questions completely on the Peer Editing Sheet. Be specific.
- Make suggestions in a direct but constructive way. Do not write general comments, such as "This is bad" or "You don't make any sense." Instead, use specific statements such as "This part is confusing because . . ." or "What do you mean to say here?"
- Remember, you are commenting on the writing, not the writer. Keep your comments focused on what you have read.

### Additional Topics for Writing

#### PHOTO

**TOPIC:** Look at the photo on pages 2–3. Write about a very happy time in your life. Explain what the event was, why it made you so happy, and how you felt during this time.

**TOPIC 2:** Write a paragraph about an animal you find interesting. Describe the animal and explain why you like this animal.

**TOPIC 3:** Write about a recent film you have seen. Give the name of the film and a brief summary of the film's plot.

**TOPIC 4:** Write a paragraph explaining how to do well on a final exam. List the steps a student should take in preparing for the exam.

**TOPIC 5:** Write a description of your favorite car. What brand is the car? What are the features of the car? Why is it your favorite?

## 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 paragraph guidelines and 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.

### Paragraph Guidelines

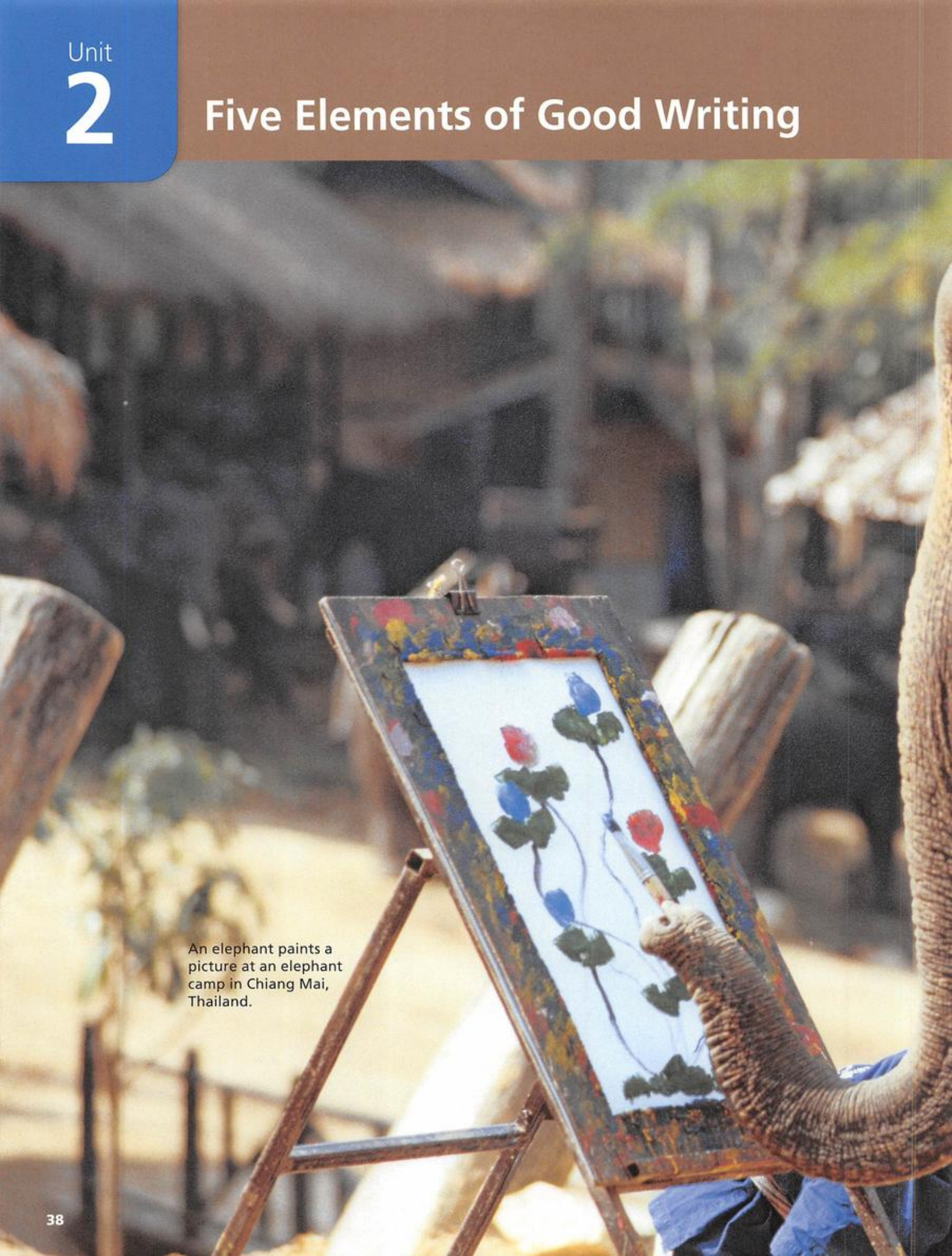
- Remember to give your paragraph a title.
- Double-space your paragraph.
- Write as legibly as possible (if you are not using a computer).
- Include a topic sentence that consists of the main subject and a controlling idea.
- End your paragraph with a one-sentence conclusion.
- Try to give yourself a few minutes before the end of the activity to review your work. Check for spelling, verb tense, and subject-verb agreement mistakes.

---

*Describe why you like a particular restaurant.*



## Five Elements of Good Writing

A photograph of an elephant's trunk holding a paintbrush, painting a picture of flowers on a canvas mounted on a wooden easel. The background is a blurred outdoor setting with trees and a thatched roof.

An elephant paints a picture at an elephant camp in Chiang Mai, Thailand.



**OBJECTIVES** To understand purpose, audience, clarity, unity, and coherence  
To use clear, descriptive language  
To understand clear pronoun reference



*Can you write about  
how to make something?*



# What Makes a Good Paragraph?

Now you know the basic parts of a paragraph:

- topic sentence
- controlling idea
- supporting sentences
- concluding sentence

It is extremely important for writers to understand the parts of a paragraph; however, there is more to good writing than just knowing these key components.

The next step to improving your writing is to move beyond words and sentences. You must learn to consider how all of the sentences interact with each other and how your reader will relate to your paragraph. In this unit, you will learn five elements of good writing:

- purpose
- audience
- clarity
- unity
- coherence

## Five Elements of Good Writing

### Element 1: Purpose

When we talk about the **purpose** of a paragraph, we are talking about the reasons that a writer is writing a particular paragraph. For writers to stay focused on their topic, they must understand the purpose that they are trying to accomplish. The purpose is the goal the writer is trying to achieve.

The three most common goals of academic writing are:

- to inform the readers
- to persuade the readers
- to entertain the readers



## ACTIVITY 1 Analyzing a Paragraph

Answer the Preview Questions, based on your experience. Then, read the process paragraph and answer the questions that follow.

### Preview Questions

1. Have you ever seen a mural? Where? What was the subject?

---

---

---

2. What are some characteristics of a mural?

---

---

---



## Preparing to Paint a Mural

Painting a **mural** can be a very rewarding activity, but the artist should do a lot of preparation before getting started. First, he or she needs to choose the best location. Will the mural be indoors or outdoors? This answer will have an **impact** on the size of the mural and the types of paint used. After picking the location, the artist will choose the actual design of the mural. The design **influences** the amount of paint and the types of brushstrokes that will be applied to the wall. Some visuals can be better presented with spray paint while others benefit from a roller or traditional brushes. Finally, the artist needs to choose the size and the proportion of the visual. This can be done by practicing with small-scale representations of the mural. After these things are completed, the process of creating the work of art can begin.

**a mural:** wall painting

**an impact:** an effect

**to influence:** to affect, have an effect on

### Post-Reading

1. What is the writer's purpose for writing this paragraph?

---

---

2. Does the writer stay focused on one idea or topic? If not, explain where the writer gets off topic.

---

---

3. Do you think the writer achieved his or her goal for writing this paragraph? Explain.

---

---

### Purpose Statement

Writers often create a **purpose statement** before they begin writing. A **purpose statement** is a short sentence that clearly defines the point of the paragraph. Reviewing the purpose statement while you write will help you to stay on topic and maintain the focus of your writing. Some writers attach index cards or "sticky notes" on their computer screens to keep the goal of the writing within easy view.

Purpose statements are simple and to the point. For example, if you are going to write a paragraph about how to clean your room, your purpose statement would read something like this:

The purpose of this paragraph is to **explain how to clean your room**.



Although it might seem obvious that a paragraph should have only one topic, many writers fail to remain “on topic.” It is very easy to lose focus and include material that does not fit in the paragraph. This extra information might belong in a new paragraph, or you might not need it at all. If you use a purpose statement, you can check that each sentence in the paragraph actually fulfills the purpose of that paragraph.

Here are some sample topics followed by example purpose statements:

Topic: How to play dominoes

Purpose statement: The purpose of this paragraph is to explain to the reader how to play the game called dominoes.

Topic: The effects of insufficient sleep

Purpose statement: The purpose of this paragraph is to tell the negative effects or results of not getting enough sleep each night.

Topic: The messiest room that I have ever seen

Purpose statement: The purpose of this paragraph is to describe the messiest room that I have ever seen.

## ACTIVITY 2 Writing Purpose Statements

Read each of the following topics. Then write a purpose statement for each one.

1. Topic: Your craziest experience in a restaurant

Purpose statement: The purpose of this paragraph is to tell about the time that my nephew started a food fight in a restaurant.

2. Topic: Alternative sources of energy

Purpose statement: \_\_\_\_\_

3. Topic: The most important invention of the last 50 years

Purpose statement: \_\_\_\_\_

4. Topic: My worst family vacation

Purpose statement: \_\_\_\_\_

5. Topic: The dangers of genetically modified food

Purpose statement: \_\_\_\_\_

6. Topic: How to learn up to 50 idioms a day

Purpose statement: \_\_\_\_\_

## Element 2: Audience

The second element of good writing is to **keep your audience in mind as you write**. The term *audience* refers to the readers. Good writers know who their audience is before they start writing. Good writers keep their audience in mind as they write every sentence in their paragraph.

### Relating to Your Audience

Consider these two main elements in relating to your audience:

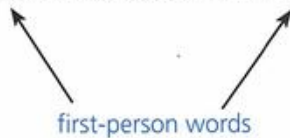
- viewpoint or person (first, second, or third)
- formal or informal writing

### Person

Writers can choose one of three different **persons**, or points of view, when writing.

The **first person** refers to the person who is speaking. Paragraphs written in the first person use first-person pronouns (*I, we, me, us, mine, ours*) or first-person possessive adjectives (*my, our*). Paragraphs that explain personal experiences often use the first person.

Yesterday **I** went to the beach with **my** cousins.



The **second person** refers to the person who is being spoken to. Paragraphs written in the second person use second-person pronouns (*you, yours*) and the second-person possessive adjective (*your*). It is generally used to give directions or instructions. The second person is often used for informal writing.

After filling the sink, **you** must then add detergent.



Note that process paragraphs often use the second person (with or without the pronoun *you*). For example, commands are used without the word *you*: *First, choose the perfect location.*

The **third person** refers to the person or thing that is being spoken about. Paragraphs written in the third person use third-person pronouns (*he, she, it, they, him, her, them, his, hers, theirs*) and third-person possessive adjectives (*his, her, its, their*). Think of the third person as someone telling a story about another person or thing. Most academic paragraphs use third person.

**He** turned quickly and saw **them** leaving the theater.



### Consistent Pronoun Usage

A paragraph should not jump from singular to plural nouns and pronouns. Good writers do not shift between first, second, and third person within one piece of writing.



### ACTIVITY 3 Recognizing Person

The following sentences change person within the sentence, causing unnecessary shifts. Rewrite the sentences. Change the incorrect pronoun. (Hint: Pay careful attention to the nouns in the sentences.)

1. When a person goes shopping, you should always look for sales.

---

---

2. One should carpool if you want to save on gas.

---

---

3. Doctors warn people that you should “watch what you eat.”

---

---

4. Jeff made minestrone soup for dinner. He told his mother that you should wait until it cooled down before eating it.

---

---

### Choosing Person in Formal or Informal Writing

Most of the writing that you do for school is considered formal writing. In most cases, academic writing uses formal techniques in the third person. If you are unsure about the formality level of an assignment, ask your instructor for more details.

Certain topics work better using a particular person (first, second, or third). Here are some examples of topics, the person you can use for each, and the level of writing.

Type of Writing	Person	Level of Formality
1. A paragraph about the importance of voting	Third	Formal
2. A letter to your best friend	First and/or second	Informal
3. A description of your best vacation	First	Formal or informal, depending on audience

## ACTIVITY 4 Identifying Audience

Read each topic and decide whether it requires first, second, or third person. Then decide whether the writing should be formal or informal. There may be more than one correct answer.

Type of Writing	Person	Level of Formality
1. An e-mail to your cousin	<u>First and/or second</u>	<u>Informal</u>
2. A paragraph about the first Olympic Games	_____	_____
3. A paragraph about your trip to Mexico	_____	_____
4. A paragraph telling how to bake bread	_____	_____
5. A paragraph telling why you would make a good class leader	_____	_____

## Element 3: Clarity

**Clarity** refers to how easy it is for the reader to understand your writing. Good writers explain their points clearly. Clear sentences are not vague or indirect; they get the point across to the reader by using specific, concise language.

Here are two ways that you can improve clarity:

- Use **descriptive (or precise) words**
- Use **clear pronoun references**





# Grammar for Writing

## Using Clear, Descriptive Language

Using clear, descriptive language improves clarity in a paragraph. It helps the reader accurately see the person or thing the writer is describing. Avoid vague and unclear words, such as *good* and *nice*. Instead choose clear and precise words.

Examples	Explanation
At the 2012 Olympic Games in London, Usain Bolt of Jamaica broke his own Olympic record in the 100-meter dash. He is a <b>good</b> runner.	Poor word choice: <b>good</b> <b>Good</b> is vague. <b>Good</b> does not adequately describe an athlete who has won an Olympic medal.
At the 2012 Olympic Games in London, Usain Bolt of Jamaica broke his own Olympic record in the 100-meter dash. He is an <b>exceptional</b> runner.	Better word choice: <b>exceptional</b> <b>Exceptional</b> is more precise. <b>Exceptional</b> tells the reader that Usain Bolt is more than a good runner.
At the 2012 Olympic Games in London, Usain Bolt of Jamaica broke his own Olympic record in the 100-meter dash. He is a(n) _____ runner.	Other clear and descriptive words to fit this sentence: <b>outstanding, phenomenal, premier, unique</b>

Adding adjectives or prepositional phrases can make your sentences more specific and descriptive to improve the clarity of your writing.

Original: The soldiers slowly crossed the river.

More specific: The soldiers slowly crossed the **dangerous** river.

The soldiers slowly crossed the river **in the dark**.

The soldiers slowly crossed the **dangerous** river **in the dark**.

The **tired** soldiers slowly crossed the **dangerous** river **in the dark**.

### ACTIVITY 5 Choosing Clear and Precise Words

Suggest three alternative words that are more descriptive or precise than the adjectives that are given. Use a dictionary or thesaurus to find appropriate adjectives.

1. good	<u>wonderful</u>	<u>incredible</u>	<u>delightful</u>
2. bad	<u>horrible</u>	<u>terrible</u>	<u>awful</u>
3. fun	<u>                    </u>	<u>                    </u>	<u>                    </u>
4. big	<u>                    </u>	<u>                    </u>	<u>                    </u>
5. small	<u>                    </u>	<u>                    </u>	<u>                    </u>
6. old	<u>                    </u>	<u>                    </u>	<u>                    </u>

## ACTIVITY 6 Choosing Descriptive Phrases

Replace each vague or simple phrase with a more descriptive or accurate phrase.

1. the old house the dilapidated house in the abandoned town
2. the long road \_\_\_\_\_
3. a nice gift \_\_\_\_\_
4. in the dark forest \_\_\_\_\_
5. the big factory \_\_\_\_\_
6. the good dessert \_\_\_\_\_

### Clarity in Sentences

Just as it is important to maintain clarity at the word level, it is also important at the sentence level. The following nondescriptive sentences are followed by revised versions.

Vague or Unclear	Clear
1. The guy went to the store.	Miguel went to the hardware store to purchase a power drill.
2. Jennifer took her things with her when she went out.	Jennifer took her sunblock, glasses, and a towel when she went to the beach.
3. The house was dark.	The house was dimly lit; the only source of light was a candle in the hallway.

## ACTIVITY 7 Rewriting for Clarity and Description

Rewrite each vague sentence and improve its clarity with more descriptive words.

1. That person knows a lot about computers.

---

---

2. His clothes looked nice.

---

---

3. The store is big.

---

---

4. After eating, we went to a house.

---

---



## ACTIVITY 8 Analyzing a Paragraph

Discuss the Preview Questions with a classmate. Then, read the paragraph and answer the questions that follow.

### Preview Questions

1. Have you ever noticed the workers in a restaurant? What types of jobs do the employees of a restaurant do?
2. What do you think it is like to work in a restaurant's kitchen?

## Paragraph 11

### Behind the Scenes in a Restaurant

A restaurant kitchen can be a very **hectic** place. While they are busy preparing and cooking the food, chefs shout at the staff. **Servers** **hustle** in and out of the kitchen at a tremendous **pace** to hurry the food to the hungry customers. When the customers finish eating, **busser**s rush the empty plates back into the kitchen and **carelessly** drop them into the huge sinks. Maintaining this constant **flow** of traffic in the kitchen is a complicated **juggling** act. The action in a restaurant kitchen never stops.

**hectic:** busy

**a server:** a waiter or waitress

**to hustle:** to hurry, move quickly

**the pace:** the speed

**a busser:** a helper who cleans tables in a restaurant

**carelessly:** the opposite of carefully

**the flow:** the movement

**to juggle:** to balance



### Post-Reading

1. Draw a box around the topic sentence. Circle the main subject and underline the controlling idea.
2. What is the main purpose of this paragraph? In other words, what does the writer want to achieve by writing this essay?

---

---

3. Underline the concluding sentence.
4. What type of concluding sentence is it?  
☐ restatement    ☐ suggestion    ☐ opinion    ☐ prediction

**Building Better Sentences:** For further practice, go to Practice 4 on page 235 in Appendix 1.

### ACTIVITY 9 Clarity in a Paragraph

Refer to Paragraph 11 on page 49 to answer the questions below about clarity.

1. Write four words that name specific people.

---

2. How do these words add to the clarity of the writer's message?

---

3. Write one of the words or phrases that means "to do something quickly." \_\_\_\_\_

4. Skilled writers try to use specific adjectives to help readers understand the setting as much as possible. Write the adjectives that precede the nouns in these six noun phrases.

- a. \_\_\_\_\_ place
- b. \_\_\_\_\_ pace
- c. \_\_\_\_\_ plates
- d. \_\_\_\_\_ sinks
- e. \_\_\_\_\_ flow
- f. \_\_\_\_\_ juggling act



# Grammar for Writing

## Clear Pronoun Reference

Writers often use **pronouns** to avoid repeating a noun in a sentence or paragraph. Pronouns can make your writing clear and precise as long as every pronoun refers to a specific noun. When a pronoun reference is unclear, you can correct this by using the precise noun.

Explanation	Examples
Pronouns take the place of a person, place, or thing; Monique → she São Paulo → It, its tablet computers → they	<p>Monique worked in the library when <b>she</b> was a student.</p> <p>One of the largest cities in the world is São Paulo, Brazil. <b>It</b> has close to 20 million people in <b>its</b> metropolitan area.</p>
Replace nouns with pronouns to avoid repetition of nouns.	Many schools are purchasing tablet computers because <b>they</b> are portable and easy to use.
Remember to make sure that every pronoun reference refers to a specific noun. If a pronoun reference is unclear, use the precise noun.	Unclear pronoun reference: Children should not be allowed to watch horror movies for many reasons. <u>They</u> say that these movies can disturb children. -  With the precise noun: Children should not be allowed to watch horror movies for many reasons. <b>Most psychologists</b> say that these movies can disturb children.

### ACTIVITY 10 Editing for Clear Pronoun References

Read the following sentences. The number in parentheses is the number of pronouns in that group of sentences. Circle every pronoun. If there is a reference, and if the reference is not clear, change the pronoun to make the meaning of the sentence clear. The first one has been done for you.

1. My favorite snacks are blueberries and plain rice cakes. I like them because of the crunchy texture and of course the fact that they are a low calorie, healthy snack. (2)

*Change "them" to "rice cakes."*

2. Chili is a kind of thick soup made with ground meat. Some people prepare it with beans. They like the combination of tastes. (2)  
\_\_\_\_\_
3. My uncle cooked chicken, corn, and potatoes for dinner. My cousin Frank liked them, but he did not like the corn. (2)  
\_\_\_\_\_
4. One of the easiest dishes to prepare is hummus. Hummus is a very thick dip made from mashed garbanzo beans. They are mixed with tahini paste. It tastes great. (2)  
\_\_\_\_\_

## ACTIVITY 11 Editing for Clear Pronoun References

The following comparison paragraph contains six errors with pronoun reference. Improve the clarity of the sentences by changing the boxed words to words or phrases that are more specific.

### Paragraph 12

#### The Weather in Chicago and Miami

My cousin and I recently had a discussion about whether his hometown, Chicago, or my hometown, Miami, has better weather. Our discussion centered on three differences between the weather in our two hometowns. First, Chicago has all four distinct seasons, but Miami does not. Chicagoans enjoy summer, fall, winter, and spring weather.

1 **It**, in contrast, has only two seasons: a very mild winter and a very long summer. Another major difference in the weather between our two cities is that 2 **its** worst weather occurs in the winter. On average, the high temperature reaches only around 32 degrees Fahrenheit, and the low each night goes down to about 20 degrees. Unlike Chicago, the problem in 3 **it** is not the cold but rather the heat. In the summer, the daytime temperature reaches 95 degrees and drops to only 75 or so at night. Finally, 4 **they** worry about different weather problems. While a Chicagoan's biggest weather fear is a blizzard, the biggest weather problem for 5 **them** is a hurricane. In the end, 6 **we** learned that each of our hometowns has unique weather.





Vague Word	Better Clarity
1. It	_____
2. its	_____
3. it	_____
4. they	_____
5. them	_____
6. we	_____

## Element 4: Unity

**Unity** in a paragraph means that all the sentences are related to the topic sentence and its controlling idea. Good writers stay on topic by making sure that each supporting sentence relates to the topic sentence.

### ACTIVITY 12 Analyzing Unity

Read the following process paragraph. Underline the sentence that does not belong.

#### Paragraph 13

### Cleaning 101

1 Cleaning your room is not difficult if you follow some simple **guidelines**. 2 First, you must pick up all of your clothes off the floor. 3 Then you need to decide which clothes are dirty and which clothes are clean and put them in their appropriate places. 4 It is important to wash your clothes with good-quality laundry detergent to keep them looking neat and clean. 5 After that, you should put away any items that are out of place. 6 The next step is to **dust** all of your furniture, such as your **nightstand** or **dresser**. 7 The final step is to **mop** or **vacuum** the floor, depending on its surface. 8 Once you have finished these steps, you can relax as you think about your good work.

**a guideline:** a general rule

**to dust:** to clean with a dry cloth

**a nightstand:** a small table next to a bed

**a dresser:** a piece of furniture used to hold clothing

**to mop:** to clean a floor with soap and water

**to vacuum:** to clean a rug or carpet with a vacuum cleaner

You can use a purpose statement to help establish your purpose and to help establish unity. You can also check to see whether each sentence follows the writer's purpose statement: "The purpose of this paragraph is to explain how to clean your room." Study these questions and answers about Paragraph 13.

1. Does the first sentence maintain the unity of the paragraph?

*Yes. Here, the first sentence is the topic sentence. It lets the readers know that the paragraph will give the steps necessary to clean their room.*

2. Does the second sentence maintain the unity of the paragraph?

*Yes. It gives the first step to cleaning your room.*

3. Does the third sentence maintain the unity of the paragraph?

*Yes. It provides information describing what to do with the clothes. It provides extra information about the second sentence.*

4. Does the fourth sentence maintain the unity of the paragraph?

*No. It tells the reader about the importance of doing laundry with a specific type of laundry detergent. Because sentence four does not support the purpose of the paragraph, it should not be included.*

5. Do sentences five through seven maintain the unity of the paragraph?

*Yes. Each one gives a step in how to clean your room.*

6. What about Sentence eight? Does it belong?

*Yes. This is the concluding sentence for the ideas in this paragraph. It sums up all the steps included in the paragraph.*

**Building Better Sentences:** For further practice, go to Practice 5 on page 235 in Appendix 1.



### ACTIVITY 13 Maintaining Unity

Read the following classification paragraph. Two of the sentences do not belong. Write the numbers of these two sentences and the reasons that they do not belong.

#### Paragraph 14

#### Movie Types

1 There are many ways to classify movies, and perhaps the most basic is by general genre—fiction, nonfiction, and hybrid docudrama.

2 Most feature films fall into the category of fiction because the story line for the film has been invented. 3 The characters and plot are not real, and the story often presents fantasy-type scenarios. 4 One such example is the *Batman* series, for everyone knows that Batman is not a real person. 5 I loved this type of movie when I was a child. 6 Another category is the nonfiction movie. 7 This popular movie style tells the



story of a real person—living or dead—or an event. 8 In fact, it is often adapted from the written account of a person or event. 9 Finally, there is the hybrid film, which is basically a combination of the two. 10 The word *hybrid* is also used to describe a type of car. 11 In this type of film, the writer takes a real event or person and adds fictional information, often to make the film more interesting. 12 Perhaps the most famous example of this type of film is *Titanic*. 13 In it, the director adds the romantic element of the forbidden love between two young people. 14 With these three genres of film readily available to moviegoers, there is always something for everyone at the movie theater.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Building Better Sentences:** For further practice, go to Practice 6 on page 236 in Appendix 1.

## Element 5: Coherence

A piece of writing has **coherence** when all of the ideas are organized and flow smoothly and logically from one to the next. When a paragraph or essay has coherence, the reader can follow the main ideas more easily.

Three important features of coherence are:

- logical order
- repetition of key words
- use of transitional words and phrases

### **Logical Order**

It is important to follow a logical order in your writing. The next activity will help you to understand the importance of logical order.



## ACTIVITY 14 Sequencing Information

The following sentences form a paragraph, but they are not in the best order. Read the sentences and then number them from one to five to indicate the best order.

- \_\_\_\_\_ a. He starts his day by putting on his black cape and tall black hat.
- \_\_\_\_\_ b. When he arrives, he puts on a performance that includes jokes, card tricks, illusions, and magic tricks.
- \_\_\_\_\_ c. When his performance ends and the audience is happy, Michael returns home, satisfied that he has done his job as a magician well.
- \_\_\_\_\_ d. Michael's typical day at work is far from ordinary.
- \_\_\_\_\_ e. He then grabs his magic wand and gets into his car and drives to a different location each day, usually a birthday party or other special event.

### ***Repetition of Key Words***

Good writers know that certain key words need to be repeated in a paragraph to keep the reader focused on the topic. Sometimes students worry that using the same word again and again can sound too repetitive. To avoid being repetitive, you can also use pronouns to replace these key nouns. For example, look at the paragraph that you put in order in Activity 14 and answer the following questions:

1. What is the topic of the paragraph?

---

2. What is the writer's purpose?

---

3. What key words (nouns or pronouns) does the writer repeat to keep the reader focused on the topic?

---

### ***Transitional Words and Phrases***

Transitional words and phrases are essential to maintain the flow and coherence of a paragraph. They are the links between ideas.

Commonly Used Transitional Words and Phrases			
To give examples	for example	for instance	namely
To add information	and	next	in addition
To compare or contrast	in contrast	by comparison	on the other hand
To show time	finally	after	before
To emphasize	for these reasons	obviously	without a doubt
To show sequence	first (second, third, etc.)	next	at the same time
To summarize	therefore	thus	in conclusion

For more information on transitions and connectors, see the *Brief Writer's Handbook with Activities*, pages 220–222.

## Proofreading

### Writer's Note

#### Proofreading Your Work

Good writers know that it takes more than just one session of writing to create a good paragraph. Proofreading is an essential last step in the revision process. Try to proofread your work at least twice before turning it in to your teacher.

### Five Proofreading Strategies

Many writers have trouble doing a good job proofreading their work. Follow these suggestions to proofread your final writing assignment.

#### 1. *Take a break from the work.*

Give yourself time after you have finished writing. The more time you take, the better your proofreading will be. A day or more is ideal, but even a break of 30 minutes helps.

#### 2. *Read your writing aloud.*

Reading your work aloud, even if you are just mumbling it to yourself, does two things. It helps you to read your work more carefully and slowly, and it helps you to catch more errors.

#### 3. *Read your paper backward.*

Start proofreading your writing with the last sentence. Then read the second to last sentence, the third to last, and so on. This technique can help you to find more grammatical errors.

#### 4. *Cover your work.*

With another piece of paper, cover up everything except the line that you are reading. This method may help you to focus more closely on each line.

#### 5. *Pretend that you are someone else.*

Read your paper as a reader, not as a writer. Reading your work through the eyes of the reader will help you to identify phrases or sentences that might be unclear. One way to do this even more effectively is to read your paper after you have taken a break from it for two or three days (or longer). You will be amazed at how many words, ideas, and sentences you will want to change.

For more tips on editing your writing, see the *Brief Writer's Handbook with Activities*, pages 199–203.

### Writer's Note

#### Titles for Your Work

A paragraph can have a title, but it is not necessary. An essay, on the other hand, always has a title.

The title of a work should be short. It should not be a complete sentence. The title should describe the contents of the whole work. All important words (including the first word) should be capitalized.

Study the titles of the paragraphs in Units 1, 2, and 3 to learn about effective titles.



# Building Better Vocabulary

## ACTIVITY 15 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. up to 50	48 or 49	50 or 51
2. mural	in a book	on a wall
3. exceptional	very bad	very good
4. the pace	the quality	the speed
5. a blizzard	summer	winter
6. a genre	an idea	a type
7. impact*	cause	effect
8. outstanding	very good	very bad
9. mild	not extreme	not appropriate
10. even	crooked	parallel
11. the flow	the display	the movement
12. the source*	the customer	the origin
13. to dust	to clean	to explain
14. hectic	very busy	very rusty
15. unique*	different	similar
16. to hustle	to arrive on time	to move quickly
17. tremendous	large, a lot	small, a few
18. to adapt*	to modify	to support
19. a nightstand	in a bedroom	in a restaurant
20. guidelines*	improvements	rules

\*Indicates words that are part of the Academic Word List. See pages 224–225 for a complete list.

## ACTIVITY 16 Using Collocations

Fill in each blank with the word or phrase 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. follow / influence  | to _____ certain steps                  |
| 2. catch / take        | the paper will _____ fire               |
| 3. an idea / a purpose | to fulfill _____                        |
| 4. business / impact   | to have a/an _____ on something         |
| 5. of / in             | alternative sources _____ energy        |
| 6. grills / traffic    | constant flow of _____                  |
| 7. in / on             | the discussion centered _____ (a topic) |
| 8. books / ships       | a stack of _____                        |
| 9. lit / made          | a dimly _____ room                      |
| 10. disturbed / mashed | _____ potatoes                          |
| 11. ingredient / layer | the top _____ of a cake                 |
| 12. in / of            | the effects _____ watching too much TV  |
| 13. car / floor        | to mop a _____                          |
| 14. by / of            | a combination _____ several things      |
| 15. film / plot        | the _____ of a movie                    |

## Original Student Writing

### ACTIVITY 17 Writing Your Own Paragraph

Choose one of the topic sentences that you wrote in Unit 1, Activity 13, page 23, and develop it into a paragraph. (Do not choose the sentence that you already developed into a paragraph in Unit 1, Activity 16, page 26.)



Your topic: \_\_\_\_\_

Brainstorm area:

--

Purpose statement: \_\_\_\_\_

Follow these guidelines:

- Include the four features of a well-written paragraph from page 28 in Unit 1.
- Consider your audience and person (first, second, or third).
- Decide whether to write in a formal or informal style.
- Focus on clarity, unity, and coherence.
- Use transitional words and phrases from page 57.
- Use at least two of the vocabulary words or phrases presented in Activities 15 and 16. 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 226–229.

[illegible]

## ACTIVITY 18 Peer Editing

Exchange books with a partner and look at Activity 17. Read your partner's paragraph. Then use Peer Editing Sheet 2 on [NGL.Cengage.com/GW3](http://NGL.Cengage.com/GW3) to help you comment on your partner's paragraph. Be sure to offer suggestions and comments that will help your partner improve his or her writing. Use your partner's comments as you revise your own paragraph.

### Tips for Peer Editing

Follow these tips for effective peer editing.

- Begin by saying something positive about your partner's work.
- Answer the questions completely on the Peer Editing Sheet. Be specific.
- Make suggestions in a direct but constructive way. Do not write general comments such as "This is bad" or "You don't make any sense." Instead, use specific statements such as "This part is confusing because ..." or "What do you mean to say here?"
- Remember, you are commenting on the writing, not the writer. Keep your comments focused on what you have read.

### Additional Topics for Writing

Here are some ideas for paragraphs. When you write, follow the guidelines in Activity 17.

#### PHOTO

**TOPIC:** Look at the photo on pages 38–39. Write a paragraph describing how to build or create something.

**TOPIC 2:** Write a paragraph describing the types of students in your class.

**TOPIC 3:** How many types of reality TV shows are there? Write a paragraph classifying the main types of these programs.

**TOPIC 4:** Write about your academic journey from the time you were ten years old until now. Describe the different parts of this learning experience.

**TOPIC 5:** What is the best way to make new friends?

## 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 paragraph guidelines and 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.

### Paragraph Guidelines

- Remember to give your paragraph a title.
- Double-space your paragraph.
- Write as legibly as possible (if you are not using a computer).
- Include a topic sentence that consists of the main subject and a controlling idea.
- End your paragraph with a one-sentence conclusion.
- Try to give yourself a few minutes before the end of the activity to review your work. Check for spelling, verb tense, and subject-verb agreement mistakes.

---

*Describe your favorite type of movie.*



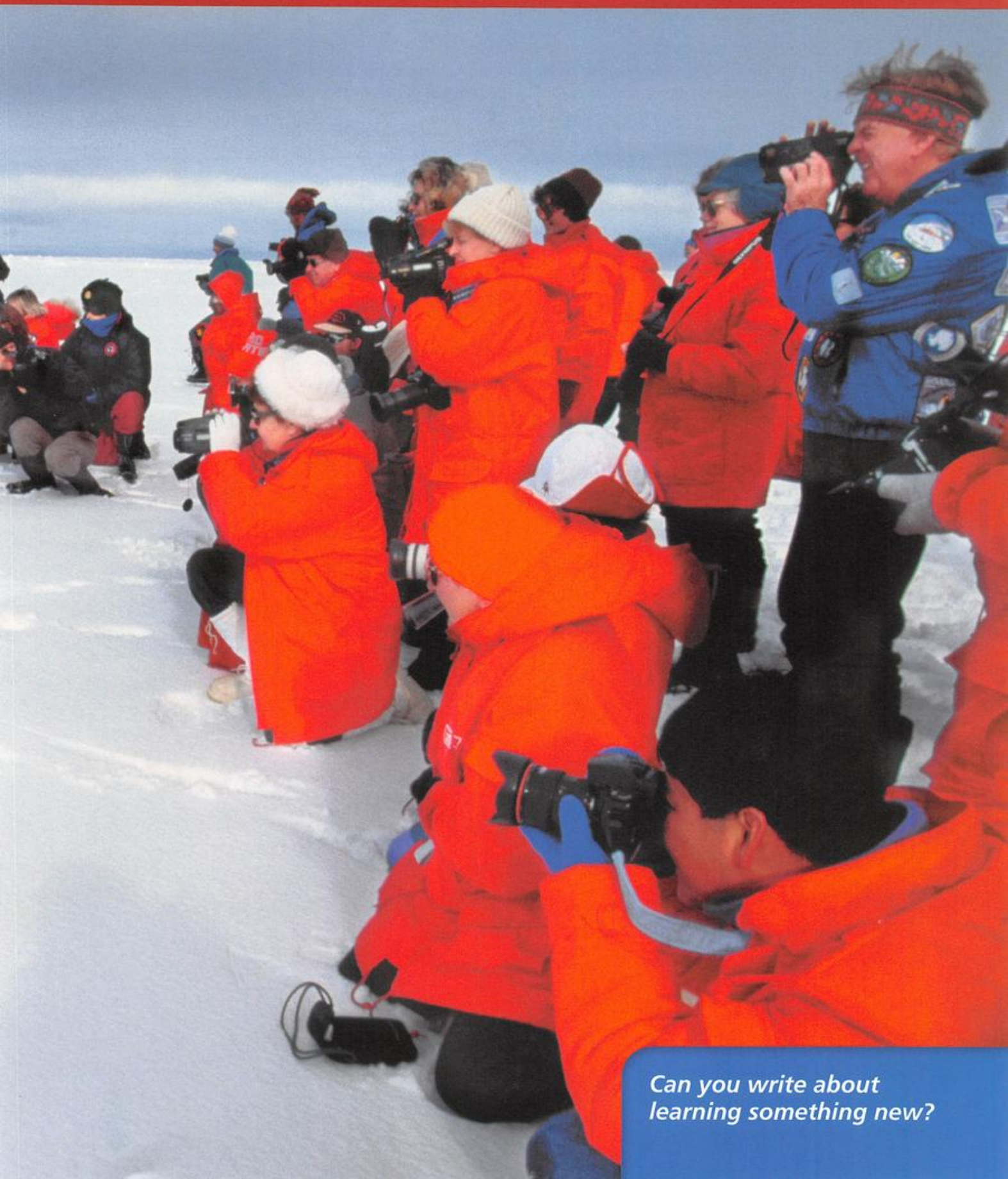
# Types of Paragraphs



Tourists photograph an emperor penguin in Weddell Sea, Antarctica.



**OBJECTIVES** To understand descriptive, comparison, cause-effect, and classification paragraphs  
To understand subject-verb agreement  
To understand word forms



*Can you write about  
learning something new?*

# Types of Paragraphs

In this unit, we will study four types of paragraphs: **descriptive**, **comparison**, **cause-effect**, and **classification**. These four styles represent common types of writing.

Each type of paragraph differs from the others in its form and purpose. Good writers know the various forms and are prepared to write about different topics for different purposes. As you study these four types of paragraphs, pay special attention to the characteristics, or features, of each type.

## Descriptive Paragraphs

**Purpose:** A descriptive paragraph gives the reader a visual picture of the topic. It gives a point of view about how something looks, feels, tastes, smells, or sounds. The writer's goal is to involve readers so that they can experience the idea or event through the text.

**Key Features:** A descriptive paragraph:

- describes
- gives impressions, ideas, or feelings about something
- does not define
- paints a picture for the reader, that is, it shows with words
- uses sensory words that appeal to the five senses: hearing, taste, touch, sight, and smell

**Uses:** A descriptive paragraph can be used to do the following things:

- give the features or characteristics of something
- give impressions about something
- give feelings about something

### ACTIVITY 1 Analyzing a Descriptive Paragraph

Discuss the Preview Questions with a classmate. Read the paragraph and answer the questions that follow.

#### Preview Questions

1. Have you ever seen an environment that has been destroyed?
2. What was it?





## Paragraph 15

### A Sea without Life

In my entire life, I have never witnessed an environmental disaster like the disappearing South Aral Sea, in Central Asia. As I drove on the **desolate** road, away from the spine-chilling town of Moynaq and toward the sea, I felt a deep, **lingering** sadness. This area was once home to a large and bustling fishing community. During the past 40 years, however, it has become a ghostly desert. There was no greenery anywhere. The only things I could see on the horizon were the old abandoned ships sitting on the dry sea floor. I stared at the rusted and **dilapidated** structures for what felt like hours. I do not know how long they had been there, but the sight of them filled me with sorrow. How could a place that once **thrived** on fishing and other seafaring activities become so dry? My guide told me that I would have to walk dozens of kilometers on the cracked soil to eventually see the blue water that used to flow to where I was standing. I breathed deeply and tasted the salty **remnants** of the ocean. The environmental disaster of the South Aral Sea will stay with me forever.

**desolate:** isolated,  
deserted

**lingering:** remaining;  
persistent

**dilapidated:** rundown,  
decaying

**to thrive:** to flourish,  
prosper

**a remnant:** a leftover;  
small remaining piece  
of something

## Post-Reading

1. What is the topic of this paragraph?

---

2. Underline the topic sentence and circle the controlling idea.

3. What is the writer's purpose in writing this paragraph?

---

4. What do you think the writer's purpose statement was? Write it here.

---

5. What features of a descriptive paragraph do you see in this paragraph? Put a check mark (✓) next to each feature you found in the paragraph and then explain your answer.

\_\_\_\_\_ a. describes \_\_\_\_\_

---

\_\_\_\_\_ b. gives impressions, ideas, or feelings about something \_\_\_\_\_

---

\_\_\_\_\_ c. paints a picture for the reader; shows with words \_\_\_\_\_

---

\_\_\_\_\_ d. uses sensory words that appeal to the five senses: hearing, taste, touch, sight, and smell

---

**Building Better Sentences:** For further practice, go to Practice 7 on page 237 in Appendix 1.

### Writer's Note

#### Use of the Pronoun *I* in Academic Writing

In general, good writers do not use the pronoun *I* in formal academic writing, unless the writing is about a personal experience. When the writer appears in the writing, such as in Paragraph 15, there is no other way to express *I* except with the word *I*. Always consult your teacher before you use *I* in other kinds of academic writing.

## ACTIVITY 2 Writing a Descriptive Paragraph

Complete the following items and then write a descriptive paragraph. Remember to use words that appeal to the five senses.

1. First, choose a topic and then brainstorm ideas for that topic. Here are some topics to choose from, or use your own topic:

- Describe your favorite place to study
- Describe the best features of your smartphone
- Describe how you felt when . . .
- Give your impression of . . .

Your topic: \_\_\_\_\_

Brainstorm area:

2. Audience: \_\_\_\_\_

3. Person (first, second, or third): \_\_\_\_\_

4. Purpose statement: \_\_\_\_\_

\_\_\_\_\_

5. Topic sentence with a controlling idea: \_\_\_\_\_

\_\_\_\_\_





## ACTIVITY 4 Analyzing a Comparison Paragraph

Read the comparison paragraph. Answer the questions that follow.

### Paragraph 16

#### Writers and Ballerinas

On the surface, writers and ballerinas seem to have nothing in common. In reality, the qualities of a good writer **mirror** the qualities of a good ballerina. One such quality is motivation. Good writers are motivated to learn new and better ways of telling a story, just as ballerinas try to learn many new and better ways of performing certain movements. Another similarity between the two is the importance of dedication. Good writers spend hours each day developing their language skills to **enhance** their writing. Likewise, good ballerinas spend countless hours in the gym or studio each week increasing their **accuracy** and **endurance**. Finally, people in both professions hope to entertain their audience. Writers choose their themes and language with their audience in mind, and ballerinas consider which movements and which outfits will have the biggest impact on their audience. In sum, few people realize that writers and ballerinas share these common **traits**.

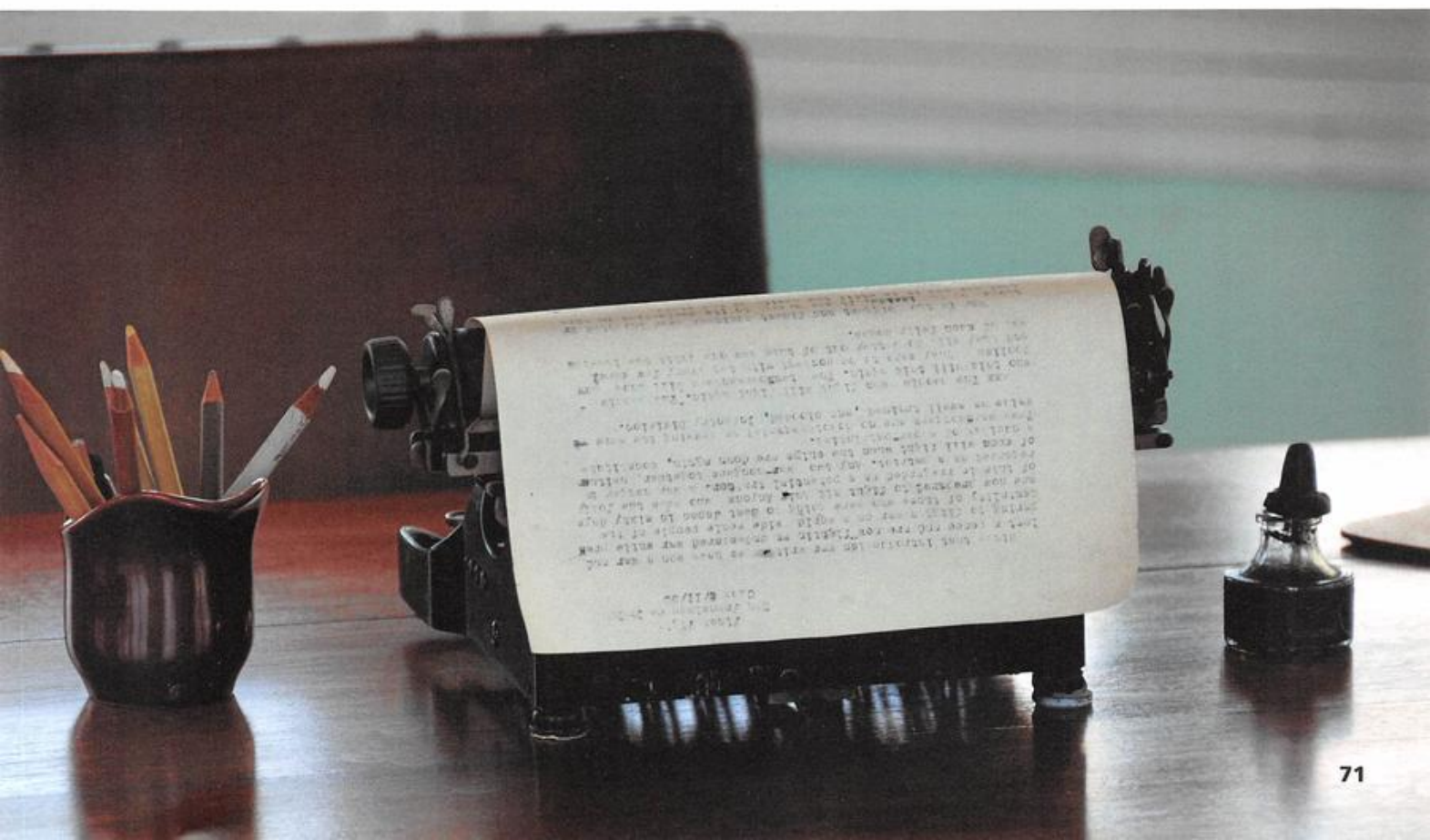
**to mirror:** to resemble

**to enhance:** to improve

**accuracy:** correctness, exactness

**endurance:** stamina, ability to continue

**a trait:** a characteristic



### Post-Reading

1. What is the topic of this paragraph?

---

---

2. Underline the topic sentence. (*Hint: It is not the first sentence.*) Circle the controlling idea.

3. Underline the concluding sentence.

4. What type of concluding sentence is used?

☐ restatement

☐ suggestion

☐ opinion

☐ prediction

5. What is the writer's purpose in writing this paragraph? \_\_\_\_\_

---

---

6. Write what you think the writer's purpose statement was. \_\_\_\_\_

---

---

7. What features of a comparison paragraph do you see in this paragraph? Put a check mark (✓) next to each feature you found and then explain your answer.

\_\_\_\_\_ a. two subjects \_\_\_\_\_

\_\_\_\_\_ b. compared similarities or contrasted differences \_\_\_\_\_

\_\_\_\_\_ c. showed similarities that are not so obvious \_\_\_\_\_

8. Which use of a comparison paragraph did the writer choose? Put a check mark (✓) next to the correct answer and then explain your choice.

\_\_\_\_\_ a. showed similarities between two things

\_\_\_\_\_ b. showed differences between two things

\_\_\_\_\_ c. showed strengths and weaknesses of something

\_\_\_\_\_ d. showed advantages and disadvantages of something

**Building Better Sentences:** For further practice, go to Practice 8 on page 237 in Appendix 1.



## ACTIVITY 5 Writing a Comparison Paragraph

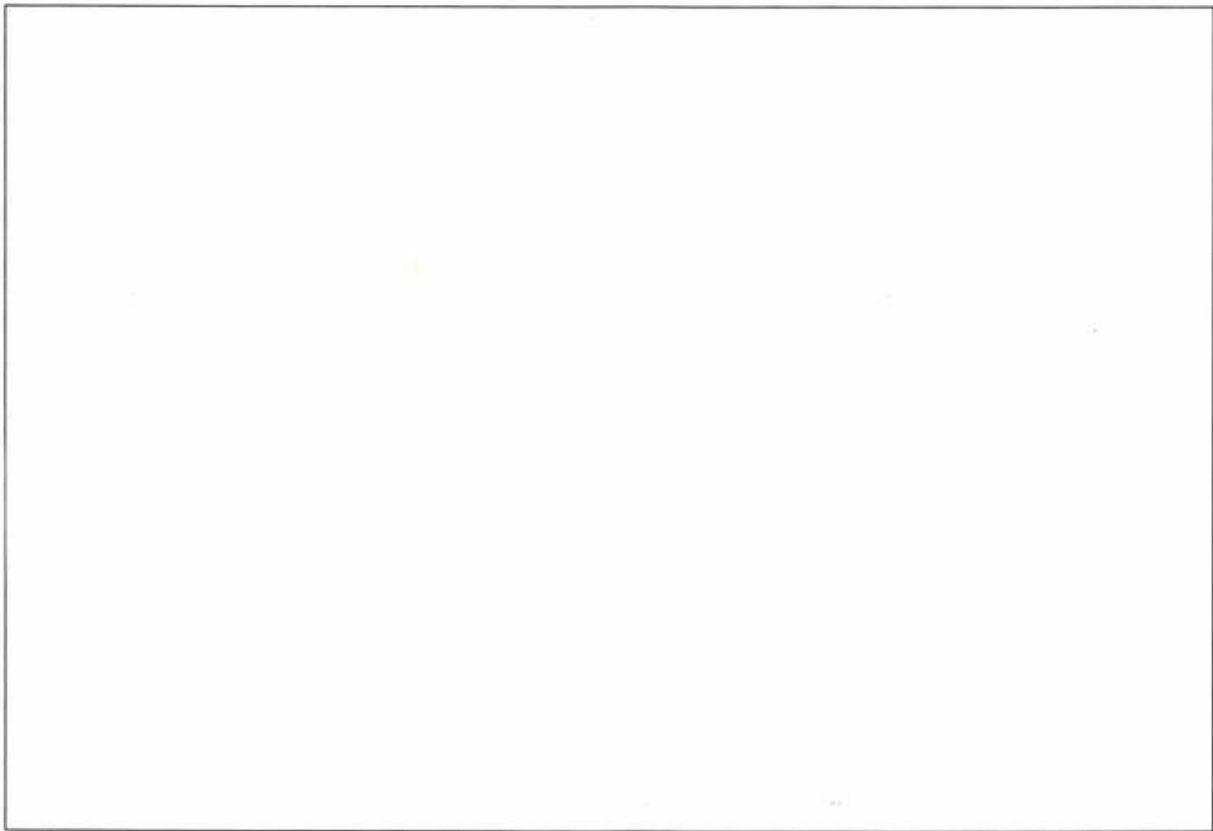
Complete the following items and then write a comparison paragraph.

1. First, choose a topic and then brainstorm ideas for that topic. Here are some topics to choose from, or you can come up with your own topic:

- The similarities between high school and college
- The differences between swimming in a pool and swimming at the beach
- The advantages and disadvantages of using public transportation to commute

Your topic: \_\_\_\_\_

Brainstorm area:



2. Audience: \_\_\_\_\_

3. Person (first, second, or third): \_\_\_\_\_

4. Purpose statement: \_\_\_\_\_

5. Topic sentence with a controlling idea: \_\_\_\_\_





# Grammar for Writing

## Subject-Verb Agreement

When writing, it is important that the verbs agree with the subjects. Notice the subject-verb agreement rules for the simple present.

Explanation	Examples
Use the base form of the verb for <i>I, you,</i> or plural words or pronouns.	I <b>write</b> you <b>write</b> we <b>write</b> they <b>write</b> the students <b>write</b>
The third person singular verb is formed by adding <b>-s</b> or <b>-es</b> to the end of the verb.	he <b>writes</b> she <b>writes</b> it <b>writes</b> the teacher <b>writes</b> Edgar <b>writes</b>
Remember to match the verb to the subject, not to other words in the sentence. <i>Tip:</i> A prepositional phrase consists of a preposition ( <i>at, for, by, with, without, in, of</i> ) and an object (a noun). The object of a preposition is <b>not</b> the subject of the sentence.	✗ The main <b>product</b> of Brazil and Colombia <b>are</b> coffee. ✓ The main <b>product</b> of Brazil and Colombia <b>is</b> coffee. ✗ The main <b>products</b> of Brazil <b>is</b> coffee and aluminum. ✓ The main <b>product</b> of Brazil <b>is</b> coffee.
<i>Tip:</i> Collective nouns in American English are often singular. Use the third person singular.	The team <b>wins</b> every game. The couple <b>works</b> in the city.
<i>Tip:</i> The noun after <b>there is</b> or <b>there are</b> is the subject of that sentence.	There is <b>a dictionary</b> on the table. There are three <b>reasons</b> for my decision.
Pronouns with <b>every-, some-,</b> or <b>any-</b> are always singular. Nouns with <b>each</b> or <b>every</b> are also singular.	<b>Everyone has</b> an accent of some kind. <b>Every student needs</b> a book and a workbook.
Spelling notes for the third person singular: When a verb ends in a consonant + <i>y</i> , change the <b>-y</b> to <b>-i</b> and add <b>-es</b> . When a verb ends in <b>-ch, -sh, -ss, -x,</b> or <b>-zz,</b> add <b>-es</b> .	I try → he <b>tries</b> I watch → she <b>watches</b> I wash → he <b>washes</b> You miss → it <b>misses</b> They tax → the city <b>taxes</b> You buzz → it <b>buzzes</b>

Here are four sentences with errors in subject-verb agreement. Can you identify the mistake in each one and correct it?

1. In my country, most people lives near the coast because the interior is too dry.
2. When making a decision about what to do, the morals of a person is very important.
3. Sometimes parents and a child does not agree on what is best for the child's future.
4. People say that the airline industry is in trouble and airlines face many economic problems, but all of the flights on my recent vacation trip was full.





### ACTIVITY 7 Editing for Subject-Verb Agreement

Read this definition paragraph about fireworks displays. Find the three errors in subject-verb agreement. Underline the errors and write the corrections above them.

#### Paragraph 17

#### Celebrating with Fireworks

In many countries around the world, fireworks are used to commemorate special occasions. Mexicans celebrates Independence Day on September 16th with parades, fairs, fireworks, and rodeos. In Japan, the Sumidagawa Fireworks Festival is a 300-year-old competition among rival pyrotechnic groups. It takes place on the last Saturday in July. On December 31st, many countries celebrates the “ringing in of the new year” with large fireworks displays. People across the world uses spectacular fireworks in a variety of ways.

## Grammar for Writing

### Word Forms

One word may have several forms, depending on whether it is a noun, verb, adjective, or adverb. For example, *move* is a verb, and *movement* is a noun. Not all words have all four of these forms. Here are some examples:

Noun	Verb	Adjective	Adverb
difference	differ	different	differently
quickness	X	quick	quickly
repetition	repeat	repetitive, repeated	repetitively, repeatedly



## ACTIVITY 8 Editing for Errors in Word Form

Read this paragraph about ebooks. It contains seven errors in word forms. Underline each error and write the correct form above it.

### Paragraph 18

#### No More Textbooks

I am absolute convinced that textbooks are outdated and unnecessary in academy environments. With the technological available today, such as iPads, lightweight laptops, and smartphones, I am shocked that universities and other institutions have not embraced the shift to ebooks. They are portability, environmental friendly, and cost effective. A backpack can hold three or four heavily textbooks, but my tablet container thousands of titles. It is time for educational institutions to move away from the old-fashioned system of textbook usage and move on to ebooks.



## Cause-Effect Paragraphs

**Purpose:** A cause-effect paragraph explains the reasons that a certain action or event occurs or the results, effects, or consequences of an action.

**Key Features:** The most common cause-effect paragraphs follow one of the two patterns below:

- reasons (or causes) of an action or event (focus-on-causes method)

or

- results (or effects) of an action or event (focus-on-effects method)

NOTE: Make sure that the topic you choose has a cause-effect relationship.

### ACTIVITY 9 Analyzing a Cause-Effect Paragraph

Discuss the Preview Questions with a classmate. Then, read the paragraph and answer the questions that follow.

#### Preview Questions

1. Do you know anyone who dropped out of school?
2. Why did he or she drop out?

## Paragraph 19

### Dropping Out

University administrators call it “retention,” and it refers to the number of students who choose to stay in college. The truth is, no matter how much these administrators focus on keeping them in school, there are always reasons for students to drop out. One of the most common reasons is financial. Universities, especially private ones, must charge **exorbitant** fees to keep their doors open, and some students do not have the **means** to continue their studies. Other students drop out of school because they find the **rigors** of the coursework too **demanding**. They were not prepared for all the studying involved in maintaining good grades and end up leaving the university after a short time. Finally, there are those students who suffer the personal pressures of being university students. These individuals are away from home for the first time and living with strangers. They cannot cope with the absence of family just yet, so they decide to go back to the nest. Whatever the reasons, it is no joke that “retention” numbers are not as healthy as they may appear on the surface.

**exorbitant:** very expensive

**the means:** a way; a resource

**the rigors:** strictness; severity

**demanding:** difficult; challenging



## Post-Reading

1. What is the topic of this paragraph? \_\_\_\_\_  
\_\_\_\_\_
2. Underline the topic sentence. (*Hint: It is not the first sentence.*) Circle the controlling idea.
3. Underline the concluding sentence.
4. What type of concluding sentence is used?  
☐ restatement      ☐ suggestion      ☐ opinion      ☐ prediction
5. What is the writer's purpose in writing this paragraph? \_\_\_\_\_  
\_\_\_\_\_
6. What do you think the writer's purpose statement was? Write it here. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. What features of a cause-effect paragraph do you see in this paragraph? Put a check mark (✓) next to the feature you found and then explain your answer.  
  
\_\_\_\_\_ a. causes of an action or event \_\_\_\_\_  
\_\_\_\_\_  
  
\_\_\_\_\_ b. results of an action or event \_\_\_\_\_  
\_\_\_\_\_

### ACTIVITY 10 Writing a Cause-Effect Paragraph

Complete the following items and then write a cause-effect paragraph. Use at least two vocabulary words or phrases that you have learned in this book. Underline these words and phrases in your paragraph.

1. First, choose a topic and then brainstorm ideas for that topic. Here are some topics to choose from, or you can come up with your own topic:
  - The effects of learning to speak a second language fluently
  - The causes of car accidents
  - The effects of bad parenting

Your topic: \_\_\_\_\_

## Brainstorm area:

2. Audience: \_\_\_\_\_

3. Person (first, second, or third): \_\_\_\_\_

4. Purpose statement: \_\_\_\_\_

\_\_\_\_\_

5. Topic sentence with a controlling idea: \_\_\_\_\_

\_\_\_\_\_

6. Supporting details (two to four): \_\_\_\_\_

\_\_\_\_\_

If you need ideas for words and phrases, see the Useful Vocabulary for Better Writing on pages 226–229.

As you write, be sure you have already chosen either a focus-on-causes or a focus-on-effects format.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page or a sheet of stationery.

### ACTIVITY 11 Peer Editing

Exchange books with a partner and look at Activity 10. Read your partner's paragraph. Then use Peer Editing Sheet 5 on [NGL.Cengage.com/GW3](http://NGL.Cengage.com/GW3) to help you comment on your partner's paragraph. There is a sample in Appendix 2. Be sure to offer suggestions and comments that will help your partner improve his or her writing. Use your partner's comments as you revise your own paragraph.

## Classification Paragraphs

**Purpose:** A classification paragraph separates ideas into specific categories. It gives the distinguishing or identifying characteristics of something through specific details and examples.

**Key Features:** A classification paragraph has the following features:

- a thing being classified
- different groups
- distinct categories with no overlap
- descriptions
- identifying characteristics

**Uses:** A classification paragraph can be used to do the following:

- show the different types or categories of something
- differentiate between the parts of something

NOTE: There is often more than one way to classify a group of items. In a classification paragraph, the controlling idea tells the basis of the writer's categorization, such as by physical characteristics, function, or type of the items that are being classified.



## ACTIVITY 12 Analyzing a Classification Paragraph

Read the following classification paragraph. Answer the questions.

### Paragraph 20

#### Runners

In the world of track and field, there are three different types of runners: sprinters, middle-distance runners, and distance runners. Sprinters run the shortest distances, and the races may only last a few seconds. Sprinters are generally characterized by fast, explosive muscles. These runners are typically extremely muscular. The second type of runner, the middle-distance runner, runs longer races, such as the quarter-mile dash or the 800-meter run. A good middle-distance runner must be **versatile**; he or she must possess a combination of speed and endurance. The final type of runner is the distance runner. Physically speaking, a distance runner is on the other end of the **spectrum** from a sprinter. He or she typically has a thin, **lean** muscle tone and runs races that are anywhere from 1,600 to 10,000 meters long. Distance runners are usually small and light. Because their races are longer and take more time to complete, distance runners need to be mentally strong so that they can put forth their best performance over the **duration** of the race. Because of the variations, almost anyone can fit into one of the three running categories.

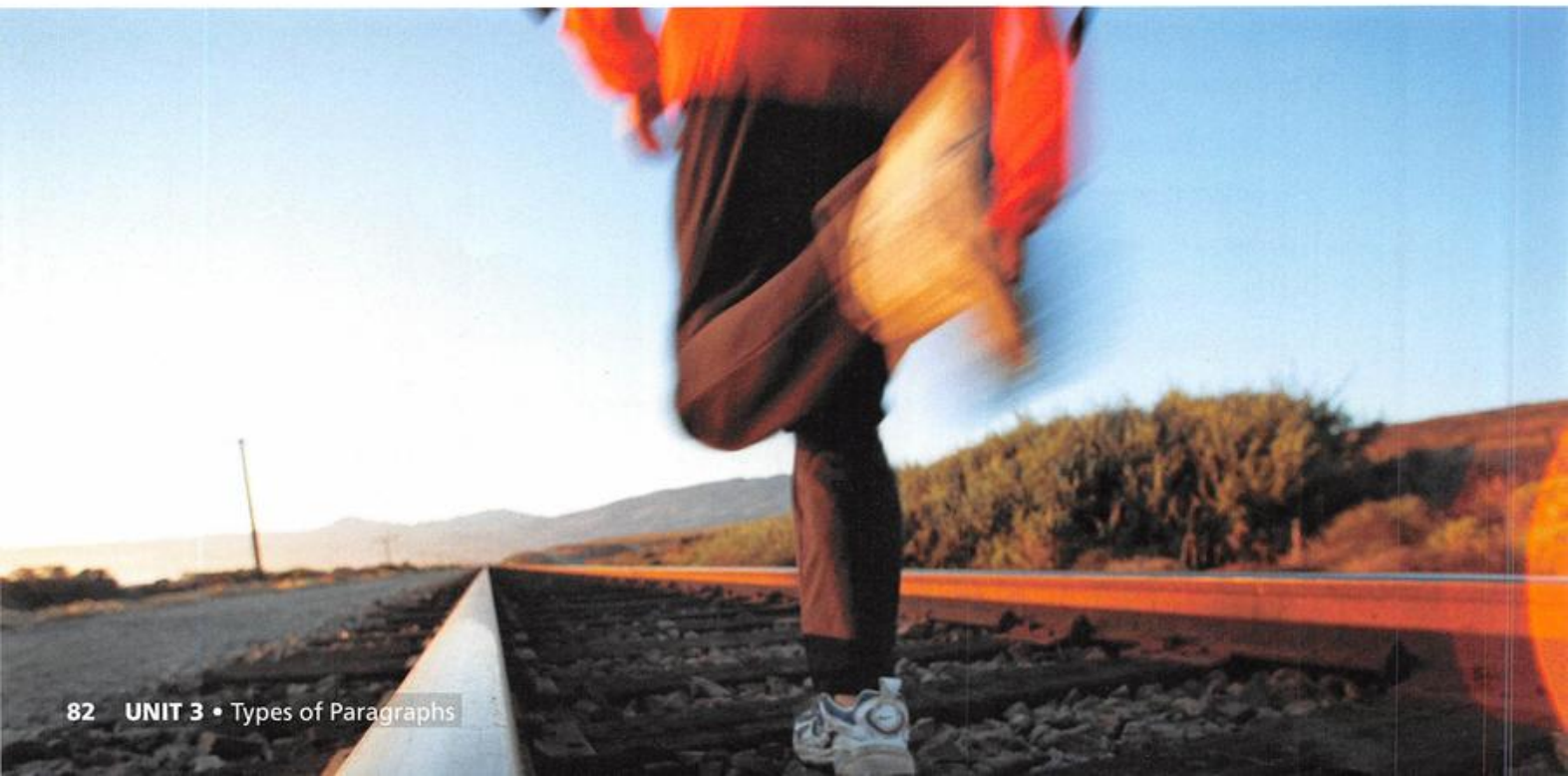
**versatile:**

well-rounded, adaptable

**a spectrum:** a range

**lean:** having very little fat

**the duration:** the length of time



### Post-Reading

1. What is the topic of this paragraph? \_\_\_\_\_  
\_\_\_\_\_
2. Underline the topic sentence. Circle the controlling idea.
3. Underline the concluding sentence.
4. What type of concluding sentence is used?  
☐ restatement      ☐ suggestion      ☐ opinion      ☐ prediction
5. What is the writer's purpose in writing this paragraph? \_\_\_\_\_  
\_\_\_\_\_
6. Write what you think the writer's purpose statement was. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. What features of a classification paragraph do you see in this paragraph? Put a check mark (✓) next to each feature you found and then explain your answer.  
  
\_\_\_\_\_ a. a thing being classified \_\_\_\_\_  
\_\_\_\_\_  
  
\_\_\_\_\_ b. different groups \_\_\_\_\_  
\_\_\_\_\_  
  
\_\_\_\_\_ c. distinct categories with no overlap \_\_\_\_\_  
\_\_\_\_\_  
  
\_\_\_\_\_ d. descriptions \_\_\_\_\_  
\_\_\_\_\_  
  
\_\_\_\_\_ e. identifying characteristics \_\_\_\_\_

**Building Better Sentences:** For further practice, go to Practice 9 on page 238 in Appendix 1.

### ACTIVITY 13 Writing a Classification Paragraph

Complete the items below and then write a classification paragraph. Use at least two vocabulary words or phrases that you have learned in this book. Underline these words and phrases in your paragraph.

1. First, choose a topic and then brainstorm ideas for that topic. Here are some topics to choose from, or you can come up with your own topic:

- Classify different parenting styles
- Describe different types of students on a campus
- Classify different types of airline jobs

Your topic: \_\_\_\_\_

Brainstorm area:

2. Audience: \_\_\_\_\_

3. Person (first, second, or third): \_\_\_\_\_

4. Purpose statement: \_\_\_\_\_

\_\_\_\_\_

5. Topic sentence with a controlling idea: \_\_\_\_\_

\_\_\_\_\_



6. Supporting details (two to four): \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

If you need ideas for words and phrases, see the Useful Vocabulary for Better Writing on pages 226–229.

### Writer's Note

#### Remembering the Purpose of Your Paragraph

Before you begin writing, be sure you remember what the focus of your paragraph is. Reread your topic sentence. If the purpose is not clear in the topic sentence, change it so that your readers will know what to expect in the paragraph.

## Building Better Vocabulary

### ACTIVITY 14 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. obvious*	difficult to see	easy to see
2. endurance	stamina	turbulence
3. temporary*	for a short time	forever
4. a display*	a show	a story
5. desolate	empty	scary
6. a term	a special worker	a word or phrase
7. characteristics	advantages	features
8. to enhance*	to improve	to persuade

9. lean	not cold	not fat
10. blind	cannot move	cannot see
11. excessive	not enough	too much
12. traits	acknowledgments	characteristics
13. remnants	new things	old things
14. extremely	probably	very
15. a microscope	for mathematics	for science
16. key	essential	possible
17. rigor	correctness	difficulty
18. to trigger*	to make happen	to make right
19. exorbitant	exciting	expensive
20. such as	examples	responses

\*Indicates words that are part of the Academic Word List. See pages 224–225 for a complete list.

### ACTIVITY 15 Using Collocations

Fill in each blank with the word or phrase 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.

- our / to our                      to return \_\_\_\_\_ normal routines
- in / of                              the morals \_\_\_\_\_ each person
- for / of                            to give your impression \_\_\_\_\_ (something)
- give / have                      to \_\_\_\_\_ a big impact on the audience
- agree / produce                to \_\_\_\_\_ on a plan
- for / of                            the strengths \_\_\_\_\_ this plan
- handle / release                How would you \_\_\_\_\_ this situation?
- differences / weaknesses      the \_\_\_\_\_ between two plans
- for / of                            the duration \_\_\_\_\_ a race
- neighborhood / weather      the entire \_\_\_\_\_

- |                       |  |
|-----------------------|--|
| 11. for / of          | the advantages and disadvantages _____ this plan |
| 12. event / person    | a traumatic _____                                |
| 13. quality / surface | on the _____                                     |
| 14. in / on           | to spend hours _____ a place                     |
| 15. kind / last       | It may _____ just a few seconds.                 |

## Original Student Writing

### ACTIVITY 16 Writing Your Own Paragraph

Choose a type of paragraph from this unit that you would like to write. Then choose your topic.

Your topic: \_\_\_\_\_

Brainstorm area:



**Purpose statement:** \_\_\_\_\_

---

Write a paragraph following these guidelines:

- Include the four features of a well-written paragraph from page 28 in Unit 1.
- Consider your audience and person (first, second, or third).
- Decide whether to write in a formal or informal style.
- Focus on clarity, unity, and coherence.
- Use transitional words and phrases from page 27.
- Use at least two of the vocabulary words or phrases presented in Activities 14 and 15. 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 226–229.

### **ACTIVITY 17** Peer Editing

Exchange books with a partner and look at Activity 16. Read your partner's paragraph. Then use Peer Editing Sheet 6 on [NGL.Cengage.com/GW3](http://NGL.Cengage.com/GW3) to help you comment on your partner's paragraph. There is a sample in Appendix 2. Be sure to offer suggestions and comments that will help your partner improve his or her writing. Use your partner's comments as you revise your own paragraph.

## **Additional Topics for Writing**

Here are some ideas for paragraphs. When you write, follow the guidelines in Activity 16.

### **PHOTO**

**TOPIC:** Look at the photo on pages 64–65. Write about learning something new outside of the classroom.

**TOPIC 2:** Write a paragraph comparing two types of music.

**TOPIC 3:** Describe a famous landmark that you know well. It can be man-made or natural.

**TOPIC 4:** What are the causes and effects of obesity in children?

**TOPIC 5:** Compare your decision-making skills of today with those of when you were ten years old. How have they changed? What do you focus on now that you did not when you were a child?

## 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 paragraph guidelines and 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.

### Paragraph Guidelines

- Remember to give your paragraph a title.
- Double-space your paragraph.
- Write as legibly as possible (if you are not using a computer).
- Include a topic sentence that consists of the main subject and a controlling idea.
- End your paragraph with a one-sentence conclusion.
- Try to give yourself a few minutes before the end of the activity to review your work. Check for spelling, verb tense, and subject-verb agreement mistakes.

---

*Classify the four different types of paragraphs that are explained in this unit.*



Unit  
**4**

# Descriptive Essays: Moving from Paragraph to Essay



A woman sits quietly and ponders the beauty of Western Desert, Sahara, Egypt.



**OBJECTIVES** To understand similarities between paragraphs and essays  
To describe with the five senses  
To understand prepositions of location  
To write a descriptive essay



*Can you describe the  
perfect place to relax?*



# Reviewing Paragraph Basics

In Units 1–3, we reviewed the basics of paragraph writing. We learned that a paragraph is a group of thoughts about one idea that includes a main subject and a controlling idea.

An essay is very similar to a paragraph in its organization and order, but an essay includes more information about a topic. In an essay, each main point is presented in an individual paragraph. This means that more examples, explanations, and details can be written about specific **points of development**.

The following chart shows the relationship between the parts of a paragraph and the parts of an essay.

Comparison of Paragraphs and Essays		
Purpose of Parts	Paragraph	Essay
<b>Introduction</b> <ul style="list-style-type: none"><li>• Gets readers interested.</li><li>• Gives the main idea.</li></ul>	Topic sentence	Hook Thesis statement
<b>Body</b> <ul style="list-style-type: none"><li>• Organizes the main points.</li><li>• Gives supporting information.</li></ul>	Supporting sentences	Supporting paragraphs Topic sentences
<b>Conclusion</b> <ul style="list-style-type: none"><li>• Signals the end of the writing.</li></ul>	Concluding sentence	Concluding paragraph

## Descriptive Paragraphs and Essays

### ACTIVITY 1 Studying a Descriptive Paragraph

Discuss the Preview Questions with a classmate. Then, read the paragraph and answer the questions that follow.

#### Preview Questions

1. Have you ever worked in a restaurant? If so, describe the atmosphere.
2. What do you imagine you would see regularly if you worked in a restaurant?



### Scenes from a Restaurant

I walk into the restaurant's dining room and **take in** all the action—people **from all walks of life** interacting with each other. At one table, I can see a group of four young women. They are all laughing **heartily**. At the table just to the right of these women sits a young couple. She is nervously playing with the diamond ring on her left hand. Are they arguing? In the center area of the restaurant, five men in their thirties and forties are sitting around a table directly in front of a large tropical plant. They look happy to be here. In the far right corner of the restaurant, a middle-aged man is sitting alone. I can smell his **top-of-the-line** cologne whenever I pass by as I **head to** the kitchen. Although he is alone, he is definitely not lonely. His **state-of-the-art** cell phone has not left his ear since he came in. This is my job. I take food orders and watch people, from couples fighting to people having a good time talking. My job might not be the most socially rewarding job in the world, but every night I learn something new about the **nuances** of human interaction, and that makes me happy.

**to take in:** to observe

**from all walks of life:**  
all different types of  
people

**heartily:** deeply

**top-of-the-line:** the  
best quality

**to head to:** to move in  
the direction of

**state-of-the-art:** latest  
and best

**a nuance:** very small  
or hardly noticeable  
difference

### Post-Reading

1. Underline the topic sentence and circle the controlling idea.
2. List at least three groups of people the writer describes.

---



---



---

### Thesis statement

You know that the key sentence in a paragraph is called a topic sentence. In an essay, a similar key sentence is called the **thesis statement**. The thesis statement gives the reader a clear idea of what the essay will discuss. The thesis statement is usually the last sentence in the introduction.



## The Hook

Do you know what a hook is? A hook is found on the end of a fishing pole and is used to catch fish. In writing, a **hook** is a sentence or sentences that catch the reader's attention at the beginning of the essay. Good writers use hooks to get the reader "hooked" in the first paragraph of an essay. The hook gives the reader a reason to keep reading the essay. Hooks can be questions, quotes, descriptions, or other interesting pieces of information that attract the reader.



### ACTIVITY 2 Studying a Descriptive Essay

Read the essay that is based on the paragraph in Activity 1. Answer the questions that follow.

#### Essay 1

### The Restaurant

1 On any given weekend, young people get together for an evening of fun. Friends **gather** to go to the movies, to a local meeting place, or to a **trendy** restaurant. These are normal activities, but not for me. I am a server. While my friends are socializing at get-togethers or in restaurants, I work in the dining room of a popular eating place. It is 8:00 p.m. and I **scan** the restaurant and take in all the action—people from all walks of life interacting with each other.

2 In the left corner of the restaurant are several small round tables, and at this moment, they are all occupied. At one table, I can see a group of four young women. They are all laughing heartily. The thinnest one has just finished telling a joke. These women are wearing brightly colored career outfits; they probably decided to go out directly after work. It is, in fact, a Friday night. At the table just to the right of these women sits a couple. She is nervously playing with the diamond ring on her left hand. Are they arguing? They are **hunched** forward, and their faces are **tense**. Perhaps they do not want others in the restaurant to hear what they are talking about. The man is holding his cup tightly. The woman **anxiously** begins to tear her napkin into tiny pieces. I am glad that I cannot hear what they are saying; their body language speaks more loudly than any words that I could ever hear.

**to gather:** to meet together

**trendy:** popular and in style

**to scan:** to examine something from one point to another

**hunched:** bent forward

**tense:** rigid, serious

**anxiously:** nervously, in a worried manner

3 In the center of the dining room things are happening. Five men in their thirties and forties are sitting around a table directly in front of a large tropical plant. They look happy to be here. They are talking and laughing. One guy **whispers** something to the guy next to him, and the other three insist that these two reveal what they are whispering about. The oldest guy is elegantly dressed in a **cashmere** sweater. The other four are wearing long-sleeved shirts. Because all five of them are wearing ties, they must have just come from the office. Every now and then, one of them will touch the table a few times as he is speaking, perhaps to emphasize a particular point. To me, it appears that they are having a very lively discussion, and each of them cannot wait to jump in to offer something to the conversation.

**to whisper:** to speak softly

**cashmere:** a soft, expensive type of wool

4 In the far right corner of the restaurant, a middle-aged man is sitting alone. I can smell his top-of-the-line cologne whenever I pass by as I head to the kitchen. Although he is alone, he is definitely not lonely. His state-of-the-art cell phone has not left his ear since he came in. I cannot tell whether his phone call is business or pleasure because he **alternates** from serious tones to **lighthearted chuckles**. Every once in a while, he asks his server to refresh his cup of coffee. He adds sugar and stirs his coffee rather loudly, but the noisy **clinking** of the spoon against his coffee cup is **drowned out** by the music that is being played.

**to alternate:** to switch back and forth between two things

**lighthearted:** happy, not serious

**a chuckle:** a small laugh

**a clinking:** a sound that is made when two objects, such as glasses, hit each other

**to drown out:** to overpower a sound with a louder sound

5 This is my job. I take food orders and watch people, from couples fighting to people having a good time talking. I do not pretend to be a psychologist, but it is interesting to watch people interact. My job might not be the most socially rewarding job in the world, but every night I learn something new about the nuances of human interaction. That makes me happy.

### **Post-Reading**

1. What is the main idea of the essay?

---

---

2. Find the sentence in Paragraph 1 that is similar to the topic sentence of “Scenes from a Restaurant” (Paragraph 21). Write it here.

---

---

3. Reread Paragraphs 2–4 of the essay. Underline the topic sentence of each of these paragraphs.

4. In the introduction (Paragraph 1), what is the hook (what gives the reader a reason to keep reading)?

---

5. The writer uses many adjectives to give clear descriptions. Find the adjectives that describe these nouns:
- a. outfits (Paragraph 2) \_\_\_\_\_
  - b. sweater (Paragraph 3) \_\_\_\_\_
  - c. cologne (Paragraph 4) \_\_\_\_\_
  - d. chuckles (Paragraph 4) \_\_\_\_\_
  - e. job (Paragraph 5) \_\_\_\_\_
6. Reread the conclusion (Paragraph 5). How does the writer connect the conclusion of the essay to the introduction (hook) of the essay?
- \_\_\_\_\_

**Building Better Sentences:** For further practice, go to Practice 10 on page 238 in Appendix 1.

## Outlining a Descriptive Essay

Working with an outline after you have read an essay helps you to understand the essay's structure.

### ACTIVITY 3 Completing a Descriptive Essay Outline

Study the incomplete outline below of "The Restaurant" from pages 94–95, and fill in the missing information.

#### I. Introduction (Paragraph 1)

- A. Hook: What others do on a Friday night
- B. Connecting information: Description of these activities
- C. Thesis: \_\_\_\_\_

- II. Body Paragraph 1 (Paragraph 2) topic sentence: In the left corner of the restaurant are several small round tables, and at this moment, they are all occupied.



A. Four young women

- SUPPORT
1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_

B. \_\_\_\_\_

- SUPPORT
1. Married or engaged
  2. \_\_\_\_\_
  3. Woman is
  4. The man is

III. Body Paragraph 2 (Paragraph 3) topic sentence: In the center of the dining room, things are happening.

A. Five happy men

- SUPPORT
1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_

B. My reaction to them.

- SUPPORT
1. \_\_\_\_\_
  2. \_\_\_\_\_

IV. Body Paragraph 3 (Paragraph 4) topic sentence: \_\_\_\_\_

A. Middle-aged man

- SUPPORT
1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_

V. Conclusion (Paragraph 5)

A. Restate my job

B. How I feel about my job.

# Grammar for Writing

## Describing with the Five Senses

It is important for a writer to use vocabulary that gives the reader information as vividly and clearly as possible. Good writers use words that appeal to the five senses: sight, taste, touch, hearing, and smell. By using these senses, the writer *shows* rather than *tells* the ideas in the essay. Compare these examples:

*Poor:* The boy entered the room. He was very tired.

*Better:* The boy entered the room, and we heard the thud as his body collapsed on the floor.

*Poor:* His clothing was dirty.

*Better:* First, I saw that his clothing was dirty, but then I noticed that the air around him smelled of sour milk.

### ACTIVITY 4 Focusing on Sense Words

Study the nouns on the left. Write three adjectives to describe each noun. When you have finished, compare answers with your classmates' answers. Which senses do your adjectives appeal to?

1. a park	<u>littered</u>	<u>lush</u>	<u>green</u>
2. a wedding dress	<u>                    </u>	<u>                    </u>	<u>                    </u>
3. a horse	<u>                    </u>	<u>                    </u>	<u>                    </u>
4. a cup of soup	<u>                    </u>	<u>                    </u>	<u>                    </u>
5. a professor	<u>                    </u>	<u>                    </u>	<u>                    </u>
6. a pop singer	<u>                    </u>	<u>                    </u>	<u>                    </u>
7. a car	<u>                    </u>	<u>                    </u>	<u>                    </u>
8. a party	<u>                    </u>	<u>                    </u>	<u>                    </u>
9. a university	<u>                    </u>	<u>                    </u>	<u>                    </u>
10. a book	<u>                    </u>	<u>                    </u>	<u>                    </u>

# Grammar for Writing

## Using Prepositions of Location to Describe

To be precise in description, writers often need to indicate where something or someone is, especially in relation to something or someone else. For example, if you are describing a room, you can describe what is on the right side, what is on the left side, what is on the ceiling, and what is on the floor.

When you tell the location of something, it is important to use the correct **preposition of location**, followed by a noun. This noun after a preposition is called the **object of the preposition**. This preposition and noun combination is called a **prepositional phrase** (e.g., *in the kitchen*).

Study these examples (the prepositional phrases are bold).

The new bank is **on Wilson Road near the park**. (two prepositional phrases)

**On the left**, there is an old sofa. **On the right**, there are two wooden chairs.

**Next to the river**, there is a grassy field that goes **from Wilson Road to the corner of Maple Street and Lee Road**. (two prepositional phrases)

## Common Prepositions of Location

above	before	far from	on top of
across	behind	from	opposite
after	below	in	outside
against	beneath	in back of	over
ahead of	beside	in front of	past
along	between	inside	throughout
among	beyond	near	under
around	by	next to	
at	close to	on	

### ACTIVITY 5 Using Prepositions of Location

Look around your classroom. Write four original sentences based on what you see. Use prepositions of location from the chart above. In addition, try to use vivid adjectives in your sentences.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



## ACTIVITY 6 Studying a Descriptive Essay

Read the descriptive essay that is organized according to a sequence of events.

### Essay 2

#### A Day on an Island

- 1 I am a **seasoned** traveler and have visited countless places on my own, so it is rare when I experience an organized **excursion**. Last month, while I was on a cruise of the southern Mediterranean, I decided to try a group excursion for the first time. The eight-hour day trip was to an island called Djerba, off the southern coast of Tunisia. What a wonderful trip it was.
- 2 Our travel group landed onshore at 9 a.m., and were greeted by a small and **unassuming** tour company bus. We hopped on the old Fiat and pulled away from the dock. As I looked out my window I noticed that the island had a monopoly on a single type of tree: the palm. Was I **hallucinating**? These trees seemed to be waving at me and saying hello: “Welcome to Djerba, traveler!”
- 3 After a short drive away from the port, we entered the resort area. I have seen countless resorts in my life, and I was looking up, waiting to see the high-rise buildings that I expected would line the coast. Instead I was greeted by low, **squat** buildings that were shaded by these **breathtaking** palms.

**seasoned:** experienced

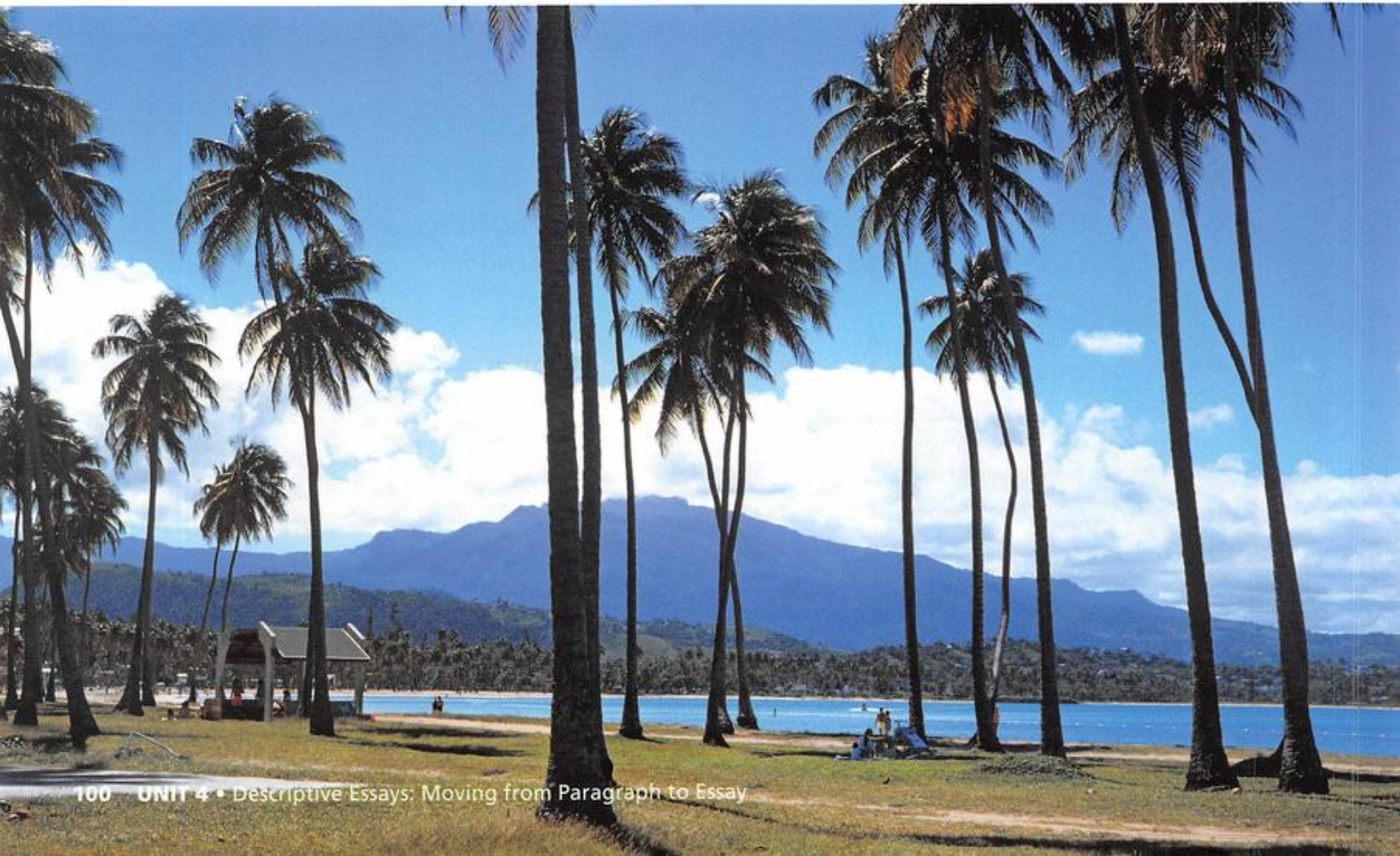
**an excursion:** a short trip

**unassuming:** modest

**to hallucinate:** to see something that is not there

**squat:** short

**breathtaking:**  
magnificent;  
spectacular





- 4 At around 10:30 a.m. we got off the bus for a walking tour in the town center. What a relief it was to stretch our legs and take a leisurely **stroll** through the town. I immediately noticed the **prevailing** colors: blue and white. Every structure in this area was whitewashed and adorned with blue window shutters. The **façades** of the homes were **porcelain** faces with penetrating **azure** eyes.
- 5 At 1 p.m. our tour group made its way down an old stone path to a local **eatery** that our guide had recommended. At this point I decided to separate myself from the other “cruisers” and meet some of the locals. Besides, I was used to traveling alone, and this guided tour was starting to bore me. I slowed my pace until I could not see the tour group anymore. This was the perfect time for me to get to know the locals a bit. I particularly enjoy examining elderly people going about their daily routines. At one point, I stopped and smiled at a tanned, middle-aged woman who was balancing a big jug of water on her head. She and her friend actually stopped walking and allowed me to take a picture with them. By this point I had forgotten all about lunch with my travel mates. The “water jug” woman, named Kaouther, then invited me to her home for Djerban sweets and tea.
- 6 The late afternoon sun was trying to break through the magical blue shutters of Kaouther’s living room. How lucky I was, at that exact moment, to take a quick look at my watch and notice the time. I needed to head back to the port to board the cruise ship. **Rummaging** through my bag, I found a key chain that I had brought from home. I presented it to Kaouther, who then humbly gave me a small box of sweets to take with me.
- 7 The combination of scenery and genuine kindness of the people is what made me fall in love with this Mediterranean island. I will continue traveling in the future, but it will be difficult to find a place that **tops** this one.

**a stroll:** leisurely walk

**prevailing:** customary; main

**a façade:** the front of a building

**porcelain:** fine ceramic material used for dolls

**azure:** the blue color often seen on a clear sunny day

**an eatery:** restaurant

**to rummage:** to search through some items, looking for something

**to top:** to surpass; improve on

### Post-Reading

Now complete the chart with descriptive details from the essay.

Time	Descriptive details
9 – 10:30 a.m.	
10:30 a.m. – 1 p.m.	
1 p.m. – end of excursion	

## Five-Paragraph Essay Blueprint

No writer—not even a professional writer—sits down and writes an essay from the introduction to the conclusion. Effective writers approach an essay as many small pieces of writing that are done step-by-step. Now that you have learned the fundamentals of paragraphs, moving to the essay is easy. An essay is a collection of paragraphs, organized much like an individual paragraph with an introduction, a body, and a conclusion. Now, you will learn how to write an essay step-by-step, paragraph-by-paragraph.

An essay can have as few as three paragraphs or as many as ten (or more) paragraphs. In this book, you will study a good blueprint for writing all kinds of essays: the five-paragraph essay. In other classes, you may have to write a much longer essay, but the basic organization of a five-paragraph essay can easily be expanded for any kind of essay that you need to write.

A five-paragraph essay consists of the following parts:

1. **Introduction paragraph:** Hook, connecting ideas, thesis statement (with **points of development**)
2. **First body paragraph:** Topic sentence, supporting details, concluding/transitional sentence
3. **Second body paragraph:** Topic sentence, supporting details, concluding/transitional sentence
4. **Third body paragraph:** Topic sentence, supporting details, concluding/transitional sentence
5. **Conclusion paragraph:** Restatement of thesis and points of development; suggestion, opinion, or prediction

As you can see, an essay is a collection of related paragraphs that work together. Regardless of the number of paragraphs, every essay has an introduction, supporting body paragraphs, and a conclusion.

## Understanding the Writing Process: The Seven Steps

The following section will show you the process that many writers follow when they write an essay. Read and study the seven steps. Then answer the questions that follow.

Step 1: Choose a topic

Step 2: Brainstorm

Step 3: Outline

Step 4: Write the first draft

Step 5: Get feedback from a peer

Step 6: Revise the first draft

Step 7: Proofread the final draft



## Step 1: Choose a Topic

You can choose a topic in a couple of ways.

- a. **Choose something familiar.** It is easier to write about something you know well. It is even better to write about something you care or are excited about. List at least three things that you know well:

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- b. **Choose something that you are interested in and want to learn about.** For example, if you have an interest in skydiving but have never tried it, you might decide to find information about that topic and then write about it.

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## Step 2: Brainstorm

Brainstorm ideas for your topic. Here are three techniques you can try.

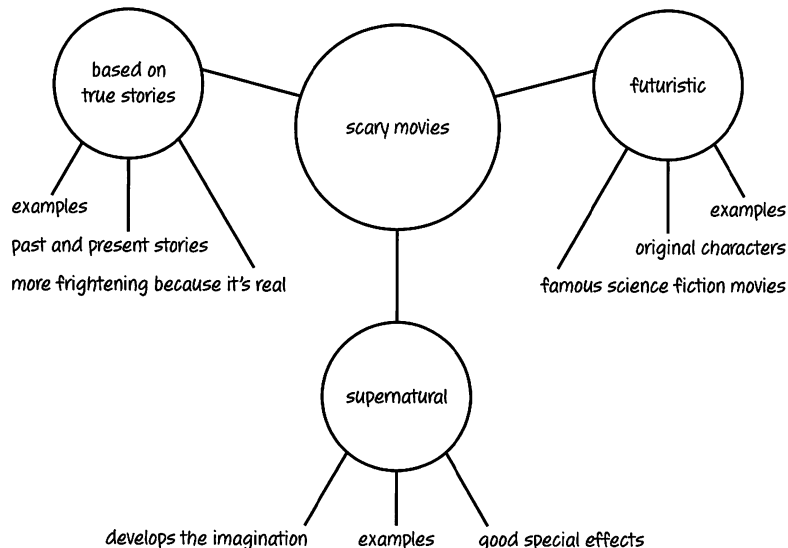
- a. **Jot down ideas.** Write down everything about the topic that comes to mind. Your ideas do not have to be in sentence form. Do not worry about grammar, spelling, order, or organization. Just transfer ideas directly from your brain to the paper as fast as they come to you. For practice, quickly write down everything you know about superstitions below:

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- b. **Make a cluster diagram.** Write down an idea and draw a circle around it. Branching off from that idea, draw lines to related ideas. For an essay about types of horror movies, a cluster diagram might look like the one below. What examples can you think of if you were to write more details in the diagram?



- c. **Freewrite.** Freewriting is a technique in which a writer writes whatever comes to his or her mind. The idea is to keep writing without stopping. This is a good technique to use when you are having trouble coming up with ideas. Practice freewriting with this sentence starter:

Yesterday was a terrible day for me because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Step 3: Outline

After you have brainstormed ideas for an essay, it is important to be very sure of the purpose of the essay. Are you going to describe something? Compare two things? Show cause and effect? Argue a point? A common essay error is that the writer gets off topic. This error often happens because the writer was not clear about the purpose of the essay or did not stay focused on the purpose of the essay.

Read the following essay titles. What do you think the writer's purpose is?

Title	Purpose
E-books versus Print Books	_____ _____
My First Trip on an Airplane	_____ _____
The Popularity of Video Games	_____ _____
Reducing Pollution	_____ _____
The Perfect Career	_____ _____

After you have given some thought to the purpose of your essay, it is time to organize your ideas in a simple outline. Look at the ideas in your brainstorming notes from Step 2. Do any ideas jump out at you or seem very interesting? Circle the things that seem to fit the purpose of your essay. During this step, you must choose how you are going to organize these ideas:

- In chronological order (order of events as they occur in time)
- In spatial order: based on a logical order (what you see)

- In order of importance: the least important idea (reason, example) first, then the second most important one, with the most important idea last. This can also be done in opposite order, with the most important or strongest point of development coming first and the least important at the end.

You can put numbers next to the items you have chosen from your brainstorming to show where they will appear in your essay. Group your ideas into three main categories. These will be the three points of development for your three body paragraphs. Study this example:

A student is writing an essay that classifies different types of schooling. She has written down many ideas but has not organized them in a logical order. Read her list of ideas and write them down under an appropriate category. Some may belong in more than one category.

ride a school bus	vacation days	variety of teachers
study at your own pace	few distractions	uniforms
flexible study and relax time	private teachers	reduced lunch prices
various clubs and sports	free education	
<b>Homeschooling</b>	<b>Public School</b>	<b>Private School</b>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

There are several ways to write a simple outline, but many writers use the traditional outline format that includes these sections:

- I. **Introduction** paragraph with hook, connecting information, and thesis statement
- II. **Body** paragraph 1 with topic sentence, supporting details, and concluding/transitional sentence
- III. **Body** paragraph 2 with topic sentence, supporting details, and concluding/transitional sentence
- IV. **Body** paragraph 3 with topic sentence, supporting details, and concluding/transitional sentence
- V. **Conclusion** paragraph with restatement of thesis and points of development; suggestion, opinion, or prediction

Refer to the outline of “The Restaurant” on pages 96–97 for more information.

One important difference between a paragraph and an essay is that an essay has a **thesis statement**. The topic sentence in a paragraph tells what the paragraph is about, but a thesis statement in an essay states the topic and gives a preview of how the information in the essay is presented. Any reader who reads your thesis should get a clear idea of what you are trying to accomplish. Some writers find it helpful to refer to their purpose statement when creating their thesis statement.



There are two types of thesis statements:

**Implied thesis:** The main points are not stated. Instead, they are implied in the thesis statement.

Buying a car is not as easy as it sounds because there are many factors to consider.

**Stated thesis:** The main points are clearly stated in the thesis statement.

Buyers should keep in mind many factors when purchasing a car: price, gas mileage, and functionality.

The underlined words are called **points of development**. Many writers use points of development in their thesis statement because they greatly simplify organizing the essay. These points of development become the three points that you will use in topic sentences for the three body paragraphs of your essay.

Remember that you may need to revise your thesis statement as you work on developing your essay.

## Step 4: Write the First Draft

No two writers approach a writing assignment the same way. Some writers begin with the introduction and proceed from paragraph to paragraph. Other writers prefer to work on various paragraphs at different times. In fact, you do not need to start with the introductory paragraph. Some writers find it best to write a first draft of the introductory paragraph that they refine after they have completed the whole essay. Choose the order that is easiest for you.

### *Introductory Paragraph*

The introductory paragraph consists of the hook and the connecting information, which leads from the hook to the thesis. Study the following example.



### A Common Fear

According to several recent surveys, the biggest fear of most people is their fear of making a speech in public. More than a fear of spiders or death, public speaking is something that often causes people to break out into a cold sweat, start shaking uncontrollably, and even feel as though they are about to die. Fear of public speaking can come from a number of sources, including childhood events and continuous media attention to the problem. Perhaps more important than the causes of this phobia are the strategies for overcoming fear of public speaking. Many people are unaware that the fear of speaking in front of others can be overcome by visualization exercises, deep breathing, and preparedness.

hook: beginning  
of introductory  
paragraph

connecting  
information

thesis statement:  
end of introductory  
paragraph

Reread the hook. In your opinion, does it catch readers' attention and make them interested in reading further? \_\_\_\_\_

Why or why not? \_\_\_\_\_

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Now reread the connecting information. Do you see a pattern from general to more specific?

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**Building Better Sentences:** For further practice, go to Practice 12 on page 240 in Appendix 1.

### Body Paragraphs 1–3

Each of these paragraphs is based on and will explain one of your points of development in the thesis statement, whether it is stated or implied. The topic sentence will state your point of development for that paragraph.

Supporting sentences follow the topic sentence. Remember from Unit 1, pages 15–16, that each supporting sentence has a specific function: to describe, to give reasons, to give facts, to give examples, or to explain. Good writers choose wording and placement very carefully to make their meaning clear.

## **Concluding Paragraph**

The purpose of the conclusion is to recap or summarize for the reader the main idea of the essay. An essay should read just as a typical class period unfolds. For example, the teacher tells the students what they are going to learn (introductory paragraph, thesis), the teacher then teaches the lesson (body paragraphs, points of development), and finally, the teacher recaps or reviews what he or she taught that day (conclusion, restatement of thesis).

Try restating your thesis in the conclusion. To restate your thesis means that you should write the basic idea of the thesis statement but in a different way. Effective writers do this to clarify for the reader what has just been said.

An effective writer can also restate the points of development in the conclusion. This helps readers to recall the three main points that they just learned about without having to go back and reread the thesis.

After the restatement, the conclusion should give the reader something to think about. Good conclusions often end with a suggestion, an opinion, or perhaps a prediction. These types of general statements effectively end an essay.

## **Step 5: Get Feedback from a Peer**

By far, one of the very best ways to improve any piece of writing is to ask a peer to review it and offer suggestions. For example, is there any part of the writing that is not clear? Is there a vocabulary word that needs to be clarified? Is there an idea that is not explained completely enough? Perhaps your peer editor will suggest adding adjectives in certain places to make your writing more vivid.

This book has special forms (Peer Editing Sheets on [NGL.Cengage.com/GW3](http://NGL.Cengage.com/GW3)) for getting feedback from peers, but you should never feel that you are limited to the questions on the forms.

## **Step 6: Revise the First Draft**

Every good writer revises a first draft. It is important to incorporate feedback from peers as well as ideas that you can think of now that were not apparent at first. Use feedback from both peers and your instructor. The longer you wait between writing the first draft and revising your paper, the more you will be able to read the paper as a new writer and offer better feedback and changes to your own paper.

If you are not sure about how to revise a certain part, do not be afraid to ask another student or a teacher for help.

## **Step 7: Proofread the Final Draft**

Because good writing is never accomplished on the first try, it is important to edit your writing and make changes to enhance the essay. You can edit and revise your paper or have a teacher, friend, or family member help you.

As you look back at your essay, you can use a simple technique to improve the quality and clarity of your writing: adding connecting and transition words, phrases, or sentences. Using transitions does the following to your writing:

- Improves clarity
- Shows the relationship between ideas
- Improves the flow of the essay
- Connects paragraphs



Remember that transitions can be as small as one word when used at the beginning, middle, or end of a sentence. Use transitional words in sentences to perform the following functions:

- |                 |   |
|-----------------|---|
| Add an idea     | then, next, in addition, moreover, besides, furthermore                     |
| Create contrast | however, nevertheless, conversely, on the other hand, in contrast           |
| Emphasize       | above all, especially, in fact, surely, most importantly, equally important |

In some cases, an entire sentence may act as a transition, such as at the end of a body paragraph. These sentences also work well as concluding sentences. For more help with the seven steps in the writing process, see the *Brief Writer's Handbook with Activities*, pages 192–198.

## Building Better Vocabulary

### ACTIVITY 7 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. gather	come together	take apart
2. trendy	clothes	sauce
3. a hook	for fishing	for swimming
4. ideal	perfect	probable
5. to whisper	to move around	to say softly
6. to collapse*	to fall	to stink
7. scan	look	touch
8. nuances	little differences	little rules
9. to head to a place	to depart from a place	to go to a place
10. anxiously	read	wait
11. to clink	to complete slowly	to make a sound
12. reveal	speak	walk
13. tense*	fun, relaxed	serious, anxious
14. chuckle	happy	sad

\*Words that are part of the Academic Word List. See pages 224–225 for a complete list.

15. heartily	deeply	openly
16. lighthearted	happy	a little sad
17. cashmere	book	sweater
18. state-of-the-art	modern	traditional
19. cold sweat	shower	nervous
20. drown out	noise	water

### ACTIVITY 8 Using Collocations

Fill in each blank with the word or phrase 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. stand / throw          | to _____ still                               |
| 2. happy / studying       | _____ to be here                             |
| 3. by / like              | _____ clockwork                              |
| 4. information / potatoes | mashed _____                                 |
| 5. feeling / trouble      | to stay out of _____                         |
| 6. names / vehicles       | to jot down ten _____                        |
| 7. honesty / office       | come from the _____                          |
| 8. on / to                | to proceed _____ the next step               |
| 9. fear / purpose         | to have a _____ of something                 |
| 10. kitchen / pieces      | to tear something into _____                 |
| 11. remember / remind     | You _____ me of someone I used to work with. |
| 12. all / some            | _____ you need to do is                      |
| 13. by / from             | to be released _____ jail                    |
| 14. person / survey       | according to a recent _____                  |
| 15. at / with             | to interact _____ someone                    |

## Original Student Writing: Descriptive Essay

In this section, you will write a descriptive essay using the seven steps you learned earlier in the unit.

### ACTIVITY 9 Writing Your Original Essay

As you work through this activity, refer to the seven steps in the writing process to guide your writing.

### **Step 1: Choose a Topic**

Read the following list of topics. Choose one that you like or another topic that your teacher approves. This topic will be the main subject of your descriptive essay.

- The qualities of an ideal friend
- What makes a good teacher
- Your favorite place
- A surprising result in a sporting event

Your topic: \_\_\_\_\_

### **Step 2: Brainstorm**

Using a method that works for you, brainstorm ideas about your topic.

Brainstorm area:

### **Step 3: Outline**

What is the purpose of your essay? What information do you want to share with your audience and why?

Will your thesis be direct or indirect? Write it below and circle the type.

Thesis statement: \_\_\_\_\_

\_\_\_\_\_ (direct / indirect)

Based on your brainstorming, decide what information you are going to include in your essay and how it will be organized—in chronological order, in spatial order, or in order of importance. Then list your three main points of development.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Now write an outline. Use a separate piece of paper. If you need an example of supporting information for an outline, refer to the outline of “The Restaurant” on pages 96–97.



Next, exchange outlines with a partner. Read your partner's outline. Then use Peer Editing Sheet 7 on [NGL.Cengage.com/GW3](http://NGL.Cengage.com/GW3) to help you comment on your partner's outline. Use your partner's comments as you revise your own outline.

#### ***Step 4: Write the First Draft***

On a separate piece of paper or on a computer, write the first draft of your essay. Use the information from Steps 1–3 to help you write the draft. If you are handwriting your first draft, remember to skip lines because it will be easier for you to make changes if you have adequate space. All writers find areas of their work that need changes, so do not assume that this first draft is your actual final paper.

Be sure to check the transitional phrases in your draft for clarity and unity. Look for areas that might need clarification or improved flow and use transitional words or phrases there. Try to have at least two transitions in each paragraph.

Use at least two of the vocabulary words or phrases presented in Activities 7 and 8. Underline these words and phrases in your essay.

#### ***Step 5: Get Feedback from a Peer***

Good writers actively seek input from fellow writers. Exchange first drafts from Step 4 with a partner. Read your partner's draft. Then use Peer Editing Sheet 8 on [NGL.Cengage.com/GW3](http://NGL.Cengage.com/GW3) to help you comment on your partner's draft. Be sure to offer suggestions and comments that will help your partner improve his or her draft. Use your partner's comments as you revise your own draft.

#### ***Step 6: Revise the First Draft***

Check to make sure that you use correct vocabulary and punctuation, and clear language in your essay.

#### ***Step 7: Proofread the Final Draft***

Use the following checklist to review your final draft. Use all the feedback that you have received, including peer feedback, instructor comments, and self-evaluation. In addition, try reading your essay aloud. When you finish, add a title to your essay.

#### **☒ Final Draft Checklist**

- ☐ I included a thesis statement that contains a clear topic and points of development.
- ☐ Each body paragraph has a clear topic sentence.
- ☐ My thoughts and ideas are organized clearly in each paragraph.
- ☐ I used a variety of descriptive adjectives.
- ☐ I used prepositions correctly.
- ☐ My use of punctuation is correct.
- ☐ I used connecting transitional words and expressions correctly.
- ☐ The concluding paragraph has words and phrases that signal the end of the essay.
- ☐ The conclusion does not introduce any new ideas.
- ☐ I used at least two of the vocabulary words or phrases presented in Activities 7 and 8. I underlined them.

If you need ideas for words and phrases, see the Useful Vocabulary for Better Writing on pages 226–229.

## Additional Topics for Writing

Here are five more ideas for writing a descriptive essay.

### PHOTO

**TOPIC:** Look at the photo on pages 90–91. Describe the perfect place to relax. How do the characteristics of this place lead to your relaxation?

**TOPIC 2:** Write about the house that you lived in when you were a child. What did it look like? What memories do you have of this house? What impression did this house leave on you?

**TOPIC 3:** Describe a favorite building or kind of architecture. Why do you like it? What effect does it have on you?

**TOPIC 4:** Describe a family tradition. Write about what happens during this time, who is involved, and what the importance of the tradition is.

**TOPIC 5:** Describe a very emotional moment or day in your life. Try to include some impressions that you had that day.

## 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 essay guidelines and the writing prompt.
3. Write a basic outline (including the thesis and your three main points).
4. Write a five-paragraph essay.
5. You have 40 minutes to write your essay.

### Descriptive Essay Guidelines

- Remember to give your essay a title.
- Double-space your essay.
- Write as legibly as possible (if you are not using a computer).
- Decide whether you are going to organize your ideas according to time or space.
- Include a short introduction that serves as background information, three body paragraphs that effectively describe the scene, and an appropriate conclusion.
- Use a variety of descriptive adjectives that focus on the senses in your writing.
- Try to give yourself a few minutes before the end of the activity to review your work. Check for spelling, verb tense, and subject-verb agreement mistakes.

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*Write a description of the perfect place to study.*



## Comparison Essays



Visitors to Mount Saint Helens in Washington, US, compare the cone of the mountain to an earlier photo taken before the volcano erupted.



**OBJECTIVES** To write a comparison essay  
To recognize word forms and common suffixes  
To form the comparative and superlative of adjectives and adverbs  
To understand parallel structure



*Can you compare a place  
before and after a major  
event?*



# Comparison Essays

A **comparison essay** is one of the most common forms of essay writing. In a comparison essay, the writer discusses two subjects, and these subjects can be anything, including people, objects, places, or ideas.

Even though this kind of writing is commonly called “comparison,” writers can focus on only comparison (focusing on similarities), only contrast (focusing on differences), or comparison-contrast (writing about both similarities and differences).

## Choosing a Topic

The choice of topic for this kind of essay is crucial. It is possible to show the similarities and differences between many pairs of subjects. In an effective essay of this type, the writer discusses two subjects that do not appear to be similar but are presented in a new way so that readers can see the not-so-obvious similarities. Of course, it is also possible to do the opposite—pointing out the hidden differences between two subjects that appear very similar on the surface. The writer makes readers think about the two subjects in a new, deeper way. A good comparative essay does not compare or contrast two obvious subjects. In other words, the writer surprises us by making us rethink our opinion or belief about the two subjects. Therefore, the choice of topic directly affects the quality of the essay.

Here are example titles of good comparison essays:

- Going Out to See a Movie and Watching One at Home
- Two Types of Cars: Hybrid vs. Conventional
- Breakfast Dishes in Japan and China

### ACTIVITY 1 Choosing Appropriate Topics and Titles

Read these ten essay titles. Put a check mark (✓) next to the five that are the most appropriate for a comparison essay. Be prepared to defend your choices.

- \_\_\_\_\_ 1. Why People Should Be Vegetarians
- \_\_\_\_\_ 2. Laptop Computers and Desktop Computers
- \_\_\_\_\_ 3. The Worst Day of My Professional or Academic Life
- \_\_\_\_\_ 4. Life as an Only Child and Life with Siblings
- \_\_\_\_\_ 5. Male Bosses and Female Bosses
- \_\_\_\_\_ 6. The Steps in Writing a Successful Resume
- \_\_\_\_\_ 7. Major Personality Types of Young Children
- \_\_\_\_\_ 8. Home Cooking vs. Restaurant Cooking
- \_\_\_\_\_ 9. The Unforeseen Effects of Intercontinental Travel
- \_\_\_\_\_ 10. A Comparison of the Book *Pride and Prejudice* and a Film Version

# Organization of a Comparison Essay

Writers organize a comparison essay in two ways. In the **block method**, the writer discusses the points of comparison of the first and second subject separately. In the **point-by-point method**, the writer discusses one point of comparison of both subjects together.

Regardless of which method you use, you must choose **points of comparison** of the two subjects to compare and contrast. For example, if your two subjects are life in London in 1900 and life in London in 2000, you might include these three points of comparison in your essay: population, technology, and transportation.

## Block Method

In this method, the writer discusses points of comparison about one subject first before discussing the same points about the second subject. It is important to discuss the points of comparison in the same order. Here is an example of an outline using the block method.

### Title: Snapshots of London: 1900 and 2000

#### I. Introduction

- A. Hook
- B. Connection information
- C. Thesis statement: Though London in 1900 was quite different from London in 2000 in many ways, important similarities existed in population, technology, and transportation.

#### II. Body Paragraph 1 (Subject 1): London in 1900

- A. Point of comparison 1: Population
- B. Point of comparison 2: Technology
- C. Point of comparison 3: Transportation

SUPPORT





### III. Body Paragraph 2 (Subject 2): London in 2000

- SUPPORT**
- A. Point of comparison 1: Population
  - B. Point of comparison 2: Technology
  - C. Point of comparison 3: Transportation

### IV. Conclusion

Remember that the purpose of your essay is to clearly point out similarities and/or differences. In the block method, sometimes the specific similarities or differences and the degree of similarity or difference are not so clear. Good writers make sure that readers can see the comparisons and contrasts clearly.

## Point-by-Point Method

In the point-by-point method, information about the two subjects is contained within each paragraph, thus making the writer's comparison or contrast much easier for the reader to understand. In this method, the writer discusses one point of comparison about both subjects first before discussing the second point of comparison about both subjects and then the third point of comparison. (You must use at least two points of comparison.)

Be sure to discuss the subjects in the same order for each point of comparison. Here is an example of an outline using the point-by-point method.

### Title: **Snapshots of London: 1900 and 2000**

#### I. Introduction

- A. Hook
- B. Connection information
- C. Thesis statement: Though London in 1900 was quite different from London in 2000 in many ways, important similarities existed in population, technology, and transportation.

#### II. Body Paragraph 1 (Point of comparison 1): Population

- SUPPORT**
- A. Subject 1: London in 1900
  - B. Subject 2: London in 2000

#### III. Body Paragraph 2 (Point of comparison 2): Technology

- SUPPORT**
- A. Subject 1: London in 1900
  - B. Subject 2: London in 2000

#### IV. Body Paragraph 3 (Point of comparison 3): Transportation

- SUPPORT**
- A. Subject 1: London in 1900
  - B. Subject 2: London in 2000

#### V. Conclusion

## Supporting Details

The essay “Snapshots of London: 1900 and 2000” will have supporting sentences for each point of comparison. For an example of supporting details, we can look at some of the details generated to support *technology*. The following chart shows how this information for *technology* is handled in each method of essay organization.

Block Method	Point-by-Point Method
Title: Snapshots of London: 1900 and 2000	Title: Snapshots of London: 1900 and 2000
I. Introduction	I. Introduction
II. London in 1900	II. Population
A. Population	A. London in 1900
B. Technology	B. London in 2000
1. lighting	III. Technology
2. heating	A. London in 1900
3. transatlantic communication systems	1. lighting
C. Transportation	2. heating
III. London in 2000	3. transatlantic communication systems
A. Population	B. London in 2000
B. Technology	1. lighting
1. lighting	2. heating
2. heating	3. transatlantic communication systems
3. transatlantic communication systems	IV. Transportation
C. Transportation	A. London in 1900
IV. Conclusion	B. London in 2000
	V. Conclusion

### ACTIVITY 2 Making an Outline for a Comparison Essay

Here is an outline for an essay that compares the weather in two cities. The outline is missing important pieces. Use the words and phrases from the box to fill in the missing pieces.

Chicago	Effects	hurricanes	Introduction
Location	Miami	Names of seasons	opinion
Point of comparison	Restate	Temperature	Thesis statement

Title: The Weather in Chicago and Miami

- I. \_\_\_\_\_
- A. Hook
- B. Connecting information
- C. \_\_\_\_\_

## II. Body Paragraph 1 (Point of comparison 1): The number of seasons

### A. Chicago

1. Location
2. Number of seasons
3. Names of seasons

SUPPORT

### B. Miami

1. \_\_\_\_\_
2. Number of seasons
3. \_\_\_\_\_

## III. Body Paragraph 2 (Point of comparison 2): The worst temperature

### A. \_\_\_\_\_

1. Worst season
2. Supporting fact: Temperature

SUPPORT

### B. \_\_\_\_\_

1. Worst season
2. Supporting fact: \_\_\_\_\_

## IV. Body Paragraph 3 (\_\_\_\_\_ 3): Bad weather

### A. Chicago

1. Blizzard
2. When blizzards occur
3. \_\_\_\_\_ of a blizzard

SUPPORT

### B. Miami

1. Hurricane
2. When \_\_\_\_\_ occur
3. Effects of a hurricane

SUPPORT



## V. Conclusion

- A. \_\_\_\_\_ the thesis statement
- B. Summarize the main points
- C. Concluding statement: a suggestion, a(n) \_\_\_\_\_, or a prediction

### ACTIVITY 3 From an Example Paragraph to an Example Essay

Discuss the Preview Questions with a classmate. Then, read the paragraph and essay and answer the questions that follow. These questions will help you to understand each one's content and organization. You read the paragraph on the left—on the topic of weather—in Unit 2. This paragraph has been expanded into a five-paragraph comparison essay on the right. The highlighted portions of the essay are the same as, or similar to, portions of the paragraph. Notice that many of the supporting examples in the paragraph have become main ideas for topic sentences in the essay.

#### Preview Questions

1. What do you know about the weather in Chicago? Miami?
2. In your opinion, what is the best weather? Can you think of a place that has what you consider to be the best weather? Explain why you have selected this place.



## Paragraph 12

### The Weather in Chicago and Miami

My cousin and I recently had a discussion about whether his hometown, Chicago, or my hometown, Miami, has better weather. Our discussion centered on three differences between the weather in our two hometowns. First, Chicago has all four distinct seasons, but Miami does not. Chicagoans enjoy summer, fall, winter, and spring weather. Miami, in contrast, has only two seasons: a very mild winter and a very long summer. Another major difference in the weather between our two cities is that Chicago's worst weather occurs in the winter. On average, the high temperature reaches only around 32 degrees Fahrenheit, and the low each night goes down to about 20 degrees. Unlike Chicago, the problem in Miami is not the cold but rather the heat. In the summer, the daytime temperature reaches 95 degrees and drops to only 75 or so at night. Finally, they worry about different weather problems. While a Chicagoan's biggest weather fear is a blizzard, the biggest weather problem for them is a hurricane. In the end, we learned that each of our hometowns has unique weather.

1 paragraph / 12 sentences / 179 words

## Essay 3

### The Weather in Chicago and Miami

1 People usually have very strong opinions about what **constitutes** good weather, and one person's idea of good weather may easily be another person's weather **nightmare**. In fact, my cousin and I recently had a discussion about whether his hometown, Chicago, or my hometown, Miami, has better weather. Our discussion **centered on** three differences between the weather in our two hometowns.

2 Our first point of discussion was the number of seasons. Chicago is located in the midwestern part of the United States. It is also much **farther** north than Miami is. Chicago has four seasons: summer, fall, winter, and spring. These four seasons are clearly marked by **distinct** weather changes. Miami, on the other hand, is in the southeastern corner of the United States. Because it is much farther south, near the Caribbean Sea and the Gulf of Mexico, Miami is much warmer. Miami has two seasons: a very **mild** winter and a long, hot summer.

3 We also considered the worst temperatures in both cities. The worst weather in Chicago occurs in the winter. On average, the high temperature only reaches around 32 degrees Fahrenheit, and the low each night goes down to about 20 degrees. In addition, frequent high winds drive the **perceived** temperature down even more. This combination of cold and wind, called the wind chill factor, can make life almost **unbearable** in Chicago during the winter months. The problem in Miami is not the cold but rather the heat. In the summer, the temperature reaches 95 degrees in the daytime and drops only to 75 or so at night. Combined with a constant **humidity** of 90 percent or more, the temperature actually feels **significantly** warmer.

4 Finally, our two hometowns have different kinds of severe weather. Chicagoans' biggest weather fear is a **blizzard**. Blizzards can occur frequently during the frigid winter months. When a blizzard hits the city, it can **dump up to** five or six feet of snow in certain areas. The cold and snow **paralyze** the city, making it impossible for people to go to school or work. While blizzards affect Chicago, the biggest weather problem for people in Miami is a **hurricane**. These powerful storms are possible from May through November. **While** hurricanes occur less frequently than blizzards, they can cause much more damage. For instance, Hurricane Andrew destroyed large parts of the city of Miami in 1992.

5 In the end, my cousin and I learned that each of our climates has its unique characteristics. Chicagoans have to live with extreme cold and frequent blizzards that can **upset** their daily routines. Conversely, Miami enjoys warm temperatures while having to **deal with** the **threat** of hurricanes. Deciding which city has better weather proved to be more difficult than we **anticipated**. My cousin does not like hot weather, and I cannot **stand** the cold. Thus, we believe that the definition of perfect weather depends largely on each person's preference.

5 paragraphs / 34 sentences / 481 words



**to constitute:** to equal, make up  
**a nightmare:** a bad dream  
**to center on:** to focus on  
**farther:** more distant (far, farther, the farthest)  
**distinct:** clearly different  
**mild:** not very hot or very cold  
**perceived:** felt by the senses  
**unbearable:** cannot bear, cannot stand  
**the humidity:** water in the air  
**significantly:** much, considerably  
**a blizzard:** a severe winter storm marked by  
 very strong winds and heavy snowfall  
**to dump:** to drop, usually in a pile

**up to:** as much as, as high as  
**to paralyze:** to cause to be unable to move  
**a hurricane:** a severe tropical storm marked by very  
 strong winds and heavy rainfall  
**while:** although, though (shows contrast)  
**to upset:** to bother, force out of the usual position  
**to deal with:** to handle, cope with  
**a threat:** a danger, potential problem  
**to anticipate:** to believe possible, expect  
**to stand:** to tolerate, put up with

### Post-Reading

1. What points of comparison does the writer use in this essay?  
 \_\_\_\_\_
2. What method of organization does the writer use: point-by-point or block?  
 \_\_\_\_\_
3. Circle the writer's hook.
4. Underline the thesis statement. Is the thesis restated in the conclusion (Paragraph 5)?  
 \_\_\_\_\_ If yes, underline that sentence (or sentences).
5. Underline one supporting sentence in each body paragraph (Paragraphs 2, 3, and 4).
6. Reread the concluding paragraph. Does the writer offer a **suggestion**, an **opinion**, or a **prediction**?  
 Circle the appropriate word in bold here and write the sentence from the essay.  
 \_\_\_\_\_  
 \_\_\_\_\_

**Building Better Sentences:** For further practice, go to Practice 13 on page 240 and Practice 14 on page 241 in Appendix 1.



# Grammar for Writing

## Recognizing Word Forms and Common Suffixes

Many English words have different forms for different parts of speech—**noun**, **verb**, **adjective**, or **adverb**. Some words have **suffixes** or endings that indicate the part of speech. Notice the suffixes in these parts of speech:

Part of Speech	Purpose	Common Suffixes	Examples
Noun	Names a person or thing	-ion vacation -ment entertainment -er teacher -ness sadness -ity activity -ence difference	In this photo, you can see the <b>beauty</b> of a sunset.
Verb	Shows action or being	-ify classify -ize realize -en blacken -ate generate	The city will <b>beautify</b> several neighborhoods.
Adjective	Describes or modifies a noun	-ful beautiful -ent different -able comfortable -ive inventive -ial financial -y windy	That is the most <b>beautiful</b> baby I've ever seen.
Adverb	Modifies a verb, adjective, or another adverb	-ly quickly extensively	Susan sings <b>beautifully</b> .

Sometimes a word can function as different parts of speech without any change in ending. For example, the word *paint* can be a noun (*Where is the paint?*) or a verb (*Let's paint the kitchen.*). The word *hard* can be an adjective (*The candy is hard.*) or an adverb (*She studied hard.*). Always check your writing for the correct word forms.

See how quickly you can find the adverbs *usually*, *easily*, and *largely* in Essay 3 on page 122.

### ACTIVITY 4 Finding Word Forms in Essays

Study the word forms below and fill in the missing forms. If you need help, refer to “The Weather in Chicago and Miami,” page 122, to find the missing word forms.

Noun	Verb	Adjective	Adverb
1. decision	<u>decide</u>	decisive	decisively
2. consideration	_____	considerate	considerately
3. _____	add	additional / added	additionally
4. frequency	frequent	frequent	_____
5. uniqueness	X	_____	uniquely
6. _____	threaten	threatening	threateningly
7. _____	differ	_____	differently
8. perception	_____	perceptive / perceived	perceptively

## ACTIVITY 5 Brainstorming and Outlining Practice

In Activity 1, you chose the five best titles for good comparison essays. Choose one of those five titles and brainstorm some ideas for the topic. Then with a partner, in a small group, or on your own, develop a general outline for an essay. (You will not write this essay.)

For additional practice, repeat this activity with one of the other four titles.

**Topic:** \_\_\_\_\_

**Brainstorm area:**

Organizational method: point-by-point

### Outline:

#### I. Introduction

Thesis statement: \_\_\_\_\_

#### II. Body Paragraph 1 (Point of comparison 1):

Details: \_\_\_\_\_

SUPPORT

#### III. Body Paragraph 2 (Point of comparison 2):

Details: \_\_\_\_\_

SUPPORT

#### IV. Body Paragraph 3 (Point of comparison 3):

**SUPPORT** Details: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### V. Conclusion

Concluding statement: \_\_\_\_\_

## Connectors and Transitions

Study the chart of common comparing and contrasting structures for connectors and transitions.

See the *Brief Writer's Handbook with Activities*, pages 220–222, for more information on connectors and transitions.

Comparing	
Within a Sentence	Between Sentences
<ul style="list-style-type: none"> <li>• <b>compared to</b> + noun</li> <li>• <b>the same</b> + noun + <b>as</b></li> <li>• <b>as</b> + adjective / adverb + <b>as</b></li> <li>• <b>like</b> + noun</li> <li>• <b>not only</b> _____ <b>but also</b> _____ (parallel structure needed)</li> <li>• <b>both</b> _____ <b>and</b> _____ (parallel structure needed)</li> <li>• <b>also</b></li> <li>• Subject + Verb, <b>and</b> Subject + Verb</li> <li>• Subject + Verb, <b>and</b> Subject + Verb, <b>too</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>In addition</b>, Subject + Verb</li> <li>• <b>Similarly</b>, Subject + Verb</li> <li>• <b>Likewise</b>, Subject + Verb</li> </ul>
Contrasting	
Within a Sentence	Between Sentences
<ul style="list-style-type: none"> <li>• <b>Although / Even though / Though</b> + Subject + Verb, Subject + Verb</li> <li>• <b>Unlike</b> + noun</li> <li>• <b>Whereas / While</b> + Subject + Verb, Subject + Verb</li> <li>• Subject + Verb, <b>but</b> Subject + Verb</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Conversely</b>, Subject + Verb</li> <li>• <b>However</b>, Subject + Verb</li> <li>• <b>On one hand</b>, Subject + Verb</li> <li>• <b>On the other hand</b>, Subject + Verb</li> <li>• <b>In contrast</b>, Subject + Verb</li> <li>• <b>Nevertheless</b>, Subject + Verb</li> </ul>

### ACTIVITY 6 Analyzing Connectors and Transitions

Reread the essay “The Weather in Chicago and Miami,” page 122. Indicate whether the following connectors and transitions are used for comparing or contrasting. Circle the word. Then copy the sentences from the essay that contain each connector or transition.



1. also (comparing / contrasting): \_\_\_\_\_  
\_\_\_\_\_
2. conversely (comparing / contrasting): \_\_\_\_\_  
\_\_\_\_\_
3. while (comparing / contrasting): \_\_\_\_\_  
\_\_\_\_\_
4. on the other hand (comparing / contrasting): \_\_\_\_\_  
\_\_\_\_\_

## Grammar for Writing

### Forming the Comparative and Superlative of Adjectives and Adverbs

Explanation	Examples
For one-syllable adjectives and two-syllable adjectives ending in -y, add -er and -est to form the comparative and superlative forms	Washington, DC is <b>cold</b> in the winter. Boston is <b>colder</b> than Washington, DC. Quebec City is the <b>coldest</b> .
NOTE: Exceptions include <i>good, better, the best; bad, worse, the worst</i> .	For a sports car, I think that black is <b>better</b> than white, but <b>the best</b> color is red.
Other adjectives are preceded by <i>more</i> and <i>the most</i> to form the comparative and superlative forms.	Venice is <b>more beautiful</b> than Rome. Florence is <b>the most beautiful</b> city in Italy.
One-syllable adverbs follow the same rule as one-syllable adjectives.	Rita reads <b>fast</b> . Her brother Marcus reads <b>faster</b> . Their mother reads <b>the fastest</b> .
Adverbs that end in -ly are preceded by <i>more</i> and <i>the most</i> .	Peter drives <b>slowly</b> at night. Peter drives <b>more slowly</b> in the rain. Peter drives <b>the most slowly</b> in the snow.
When the items being compared are the same, use <i>as</i> + adjective/adverb + <i>as</i> or <i>the same</i> + noun + <i>as</i> .	In my opinion, Chicago is <b>as</b> wonderful <b>as</b> Miami. Sylvia attends <b>the same</b> school <b>as</b> Martin.

#### ACTIVITY 7 Practice with Comparatives and Superlatives

Read the eight sentences below. Fill in the correct comparative or superlative form of the word in parentheses.

1. I think Lionel Messi is a (good) \_\_\_\_\_ player than Cristiano Ronaldo.
2. The kitchen is (long) \_\_\_\_\_ than the dining room.

3. M.I.T. has a (difficult) \_\_\_\_\_ curriculum than Harvard, doesn't it?
4. The (hot) \_\_\_\_\_ place I have ever visited is Death Valley, California.
5. Kira likes a (casual) \_\_\_\_\_ style of clothes than her sister.
6. The final exam ended (quickly) \_\_\_\_\_ than everyone anticipated.
7. The (perfect) \_\_\_\_\_ highway in the world has to be Germany's Autobahn.
8. The \_\_\_\_\_ (bad) cup of coffee I ever tasted was in a bus station last month.

## Grammar for Writing

### Parallel Structure

Words in a list should be the same part of speech. Use three nouns, three adjectives, or three verbs, but do not mix these parts of speech.

Though London in 1900 was quite different from London in 2000 in many ways, important similarities existed in population, employment, and transportation. (three nouns)

Phrases and clauses in a list should be parallel. Use a prepositional phrase and another prepositional phrase, a noun clause and another noun clause, and so on.

Survey results can be misleading because there is a huge difference between what people think they do and what people actually do. (two noun clauses)

### ACTIVITY 8 Using Comparatives, Superlatives, and Parallel Structure

If an underlined part of a sentence below is incorrect write a correction above it.

1. The most expensive items in this company's budget are employee salaries, communication costs, and supplies that are used in the office.
2. Without a doubt, I think Cairo is more interested to visit than either Buenos Aires or Tokyo.
3. The car was going as fast as the truck was, but the car had an accident because it turned the corner more sharply than the truck.
4. When you are a first-time visitor to a new city, the more important things that you need are a clean place to stay, good food that you can eat, and enough money to get both of these.
5. Some doctors believe that it is most healthy to eat several small meals each day than it is to eat one big meal.



## ACTIVITY 9 Combining Sentences

Read the whole essay “The Wonder of Flight” (Essay 4). Use the three pieces of information that follow the introduction paragraph below to compose a sentence that fits in the blank.

### Essay 4

## The Wonder of Flight

1 \_\_\_\_\_

\_\_\_\_\_

Since then, I have always enjoyed the emotional freedom of taking off in my single-engine plane and soaring through the sky. Recently Adam, a friend from high school who shares my appreciation of flight, invited me to come with him to a park to fly his remote-controlled model airplane. I was pleasantly surprised to find that the experience of flying a model plane is remarkably similar to piloting a real plane.

- a. I earned my license.
- b. The license was a pilot's license.
- c. I did this when I was fifteen years old.





## ACTIVITY 10 Using Connectors and Transitions

Read the whole essay “The Wonder of Flight” (Essay 4). Complete the sentences with the connectors and transitions in the box.

both	for example	as	when	both	also
------	-------------	----	------	------	------

### Essay 4 (cont.)

- 2      1 \_\_\_\_\_ we arrived at the park, it was interesting to watch my friend prepare his model airplane for flight. The procedures that he followed reminded me of the preflight procedures that I follow each time I fly my real plane. 2 \_\_\_\_\_ model planes and real planes require maintenance to operate them safely.
- 3 \_\_\_\_\_, they 4 \_\_\_\_\_ need to be fueled before takeoff. In a way a model enthusiast serves as the ground crew for his model aircraft. My friend must refuel the plane before each flight and do a visual check of the aircraft. He must 5 \_\_\_\_\_ test the flight controls just 6 \_\_\_\_\_ a real pilot checks the flight controls of his or her plane before takeoff.



## ACTIVITY 11 Editing from Teacher's Comments

Read the whole essay "The Wonder of Flight." Read the paragraph and the teacher's comments. On the basis of these comments, rewrite this paragraph on the blank lines.

### Essay 4 (cont.)

- 3 I was <sup>1</sup> fascinating to learn that a model plane operates under the same basic physics of flight as my real plane <sup>2</sup> is. For example, just like my real plane, Adam's model plane <sup>3</sup> powers a gas engine, which spins a propeller to create forward power. <sup>4</sup> Just like my real plane, Adam's model airplane has a wing, it creates lift. This keeps the model floating in the air. Likewise, both planes use ailerons and flaps to control their direction. <sup>5</sup> Surprisingly, even though the model plane is only five feet long. It flies at about 80 miles per hour, which is just 20 miles per hour <sup>6</sup> slow than my real plane. <sup>7</sup> I like these planes a lot.

word form

wrong word

You need passive voice.

comma splice!

Fragment!

word form

How is this sentence related to the topic of this paragraph?

Now rewrite the paragraph with corrections.

---

---

---

---

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## ACTIVITY 12 Editing for Errors

This paragraph contains seven errors. They are in articles (two), passive voice (one), subject-verb agreement (one), verb tense (two), and word form (one). Mark these errors and write the corrections above them.

### Essay 4 (cont.)

- 4 Although real airplane is controlled from within the cockpit while a model plane is controlled with a remote control, fly each of our planes requires a similar technique. Consequently, because I know how to fly my real plane, I was easily able to fly the model plane. Both has a throttle that controls the speed of the plane. Both are using a rudder on the vertical tail fin that steers the plane left and right while in the air. Also, both use ailerons on the wings that bank the plane to the left or to the right. Both use wheels to taxi to the runway on the ground. In fact, in a real plane, the same foot pedals steered the plane left and right while in the air and guide the plane left and right while on the ground. Similarly, same left-right motion on the remote control is moved both the rudder and the wheels.

## ACTIVITY 13 Using Correct Grammar

Key grammar points are practiced in this paragraph. Underline the correct word or phrase in parentheses.

### Essay 4 (cont.)

- 5 I was (1. delight / delighted) to discover that I could (2. experience / to experience) the wonder and thrill of flight (3. by / for) flying a model airplane. I had never (4. to realize / realized) how (5. similar / similarly) model airplanes are (6. for / to) real (7. airplane / airplanes). Both models and real planes have similar controls. Just like (8. real plane / a real plane), Adam's model (9. required / requires) preflight maintenance, and (10. it operates / they operate) (11. in / on) the same principles of flight as my real plane. I was glad to share (12. these / this) amazing experience with my good friend.

**Building Better Sentences:** For further practice, go to Practice 15 on page 241 in Appendix 1.



## ACTIVITY 14 Analyzing an Essay

Answer these questions about “The Wonder of Flight” (Essay 4).

1. What two things does the writer compare in this essay?

---

2. What method of organization does the writer use: point-by-point or block?

---

3. What is the writer’s hook? Write it here. \_\_\_\_\_

---

4. Underline the thesis statement. Is the thesis restated in the conclusion (Paragraph 5)?

\_\_\_\_\_ If yes, underline that sentence (or sentences).

5. What is the topic of Paragraph 3?

---

6. Reread the concluding paragraph (Paragraph 5). Does the writer offer a **suggestion**, an **opinion**, or a **prediction**? Circle the appropriate word in bold and write the sentence from the essay.

---

---

## Building Better Vocabulary

### ACTIVITY 15 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. frigid	cold	windy
2. to soar	to decrease	to increase
3. to anticipate*	to expect	to need
4. 75 or so	about 75	75 or more
5. nevertheless*	cannot happen	however
6. to paralyze	to permit	to stop
7. hidden	unappreciated	unseen

8. pivotal	common	important
9. likewise*	in a friendly manner	similarly
10. to dump	to drop in a pile	to pick up a pile
11. considerate	kind, nice	quiet, shy
12. unbearable	bad	good
13. a nightmare	a bad dream	a trip at night
14. a propeller	a part of a climate	a part of a plane
15. fuel	damage	gasoline
16. a threat	something bad	something good
17. to upset your routine	to change your routine	to continue your routine
18. conversely*	the same	the opposite
19. humid	dry	wet
20. whereas*	although	because

\*Words that are part of the Academic Word List. See pages 224–225 for a complete list.

### ACTIVITY 16 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.

- heavy / strong                      to have \_\_\_\_\_ opinions about something
- go / turn                              to \_\_\_\_\_ a corner
- control / error                      to use a remote \_\_\_\_\_
- similar / vocabulary              is remarkably \_\_\_\_\_ to
- animal's / company's              the \_\_\_\_\_ budget
- in / on                                  this machine operates \_\_\_\_\_ the principle of
- bosses / effects                      Unforeseen \_\_\_\_\_
- experience / maintain              you can \_\_\_\_\_ the wonder of flight
- have / put                              to \_\_\_\_\_ an accident

10. communication / talking \_\_\_\_\_ costs
11. in / of the extent \_\_\_\_\_ the flooding
12. in / on \_\_\_\_\_ a way
13. hit / rang the blizzard \_\_\_\_\_ the city and its suburbs
14. for / in to play a role \_\_\_\_\_ the quality of your work
15. constitute / pivotal a \_\_\_\_\_ role

## Original Student Writing: Comparison Essay

### ACTIVITY 17 Writing Your Original Essay

In this section, you will write a comparison essay. Use a separate piece of paper for your work. Follow the seven steps in the writing process to complete your essay.

#### Step 1: Choose a Topic

Choose a topic from this list:

- Write about a sports team's (or an athlete's) previous and current performances and records.
- Compare the cuisine of one country with the cuisine of another country.
- Compare or contrast the anticipation and expectation of an important event (such as your first day of school or your first trip on an airplane) with the reality of that event.
- Compare or contrast two important people that you admire.
- Compare or contrast two movies of the same type, such as action, science fiction, or comedy.

#### Step 2: Brainstorm

Using a method that works for you, brainstorm ideas about your topic.

#### Step 3: Outline

Outline your essay using a block or a point-by-point outline. Then exchange outlines with a partner. Read your partner's outline. Then use Peer Editing Sheet 9 on [NGL.Cengage.com/GW3](http://NGL.Cengage.com/GW3) to help you comment on your partner's outline. Use your partner's feedback to revise your outline.

#### Step 4: Write the First Draft

Use the information from Steps 1–3 to write the first draft of your comparison essay. Be sure to use at least two of the vocabulary words or phrases presented in Activities 15 and 16. Underline these words and phrases in your essay.

#### Step 5: Get Feedback from a Peer

Exchange papers from Step 4 with a partner. Read your partner's writing. Then use Peer Editing Sheet 10 on [NGL.Cengage.com/GW3](http://NGL.Cengage.com/GW3) to help you comment on your partner's writing. Be sure to offer suggestions and comments that will help your partner improve his or her writing.



### **Step 6: Revise the First Draft**

Use your partner's comments from Step 5 to help you revise your writing. Check to make sure that you use correct vocabulary, punctuation, and clear language in your essay.

### **Step 7: Proofread the Final Draft**

Use the following checklist to review your final draft. Use all the feedback that you have received, including peer feedback, instructor comments, and self-evaluation. In addition, try reading your essay aloud. When you finish, add a title to your essay.

#### **✓ Final Draft Checklist**

- ☐ I included a thesis statement that contains a clear topic and points of development.
- ☐ The purpose of my essay is clear.
- ☐ I followed either the block or point-by-point method carefully.
- ☐ I discussed points of comparison (block) and/or the subjects for each point of comparison (point-by-point) in the same order.
- ☐ I used comparison connectors and transitions correctly.
- ☐ I used adverbs of degree correctly.
- ☐ All my word forms are correct.
- ☐ I used comparative and superlative forms correctly.
- ☐ Items in lists have parallel structure.
- ☐ The concluding paragraph has words and phrases that signal the end of the essay.
- ☐ The conclusion does not introduce any new ideas.
- ☐ I used at least two of the vocabulary words or phrases presented in Activities 15 and 16. I underlined them.

If you need ideas for words and phrases, see the Useful Vocabulary for Better Writing on pages 226–229.

## **Additional Topics for Writing**

Here are five more ideas for writing a comparison essay.

#### **PHOTO**

**TOPIC:** Look at the photo on pages 114–115. Compare or contrast a place before and after a major event.

**TOPIC 2:** Choose one modern convenience such as cell phones, air-conditioning, or cars, and compare life before this invention and life now.

**TOPIC 3:** Describe the qualities of two kinds of professions.

**TOPIC 4:** Compare or contrast shopping at stores and shopping online.

**TOPIC 5:** Write about two ways to prepare for a big test.

## 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 essay guidelines and the writing prompt.
3. Write a basic outline, including the thesis and your three main points.
4. Write a five-paragraph essay.
5. You have 40 minutes to write your essay.

### Comparison Essay Guidelines

- Remember to give your essay a title.
- Double-space your essay.
- Write as legibly as possible (if you are not using a computer).
- Select an appropriate principle of organization for your topic. For this comparison essay use the point-by-point method.
- Include a short introduction (with a thesis statement), three body paragraphs, and a conclusion.
- Try to give yourself a few minutes before the end of the activity to review your work. Check for spelling, verb tense, and subject-verb agreement mistakes.

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*Compare two stressful jobs.*



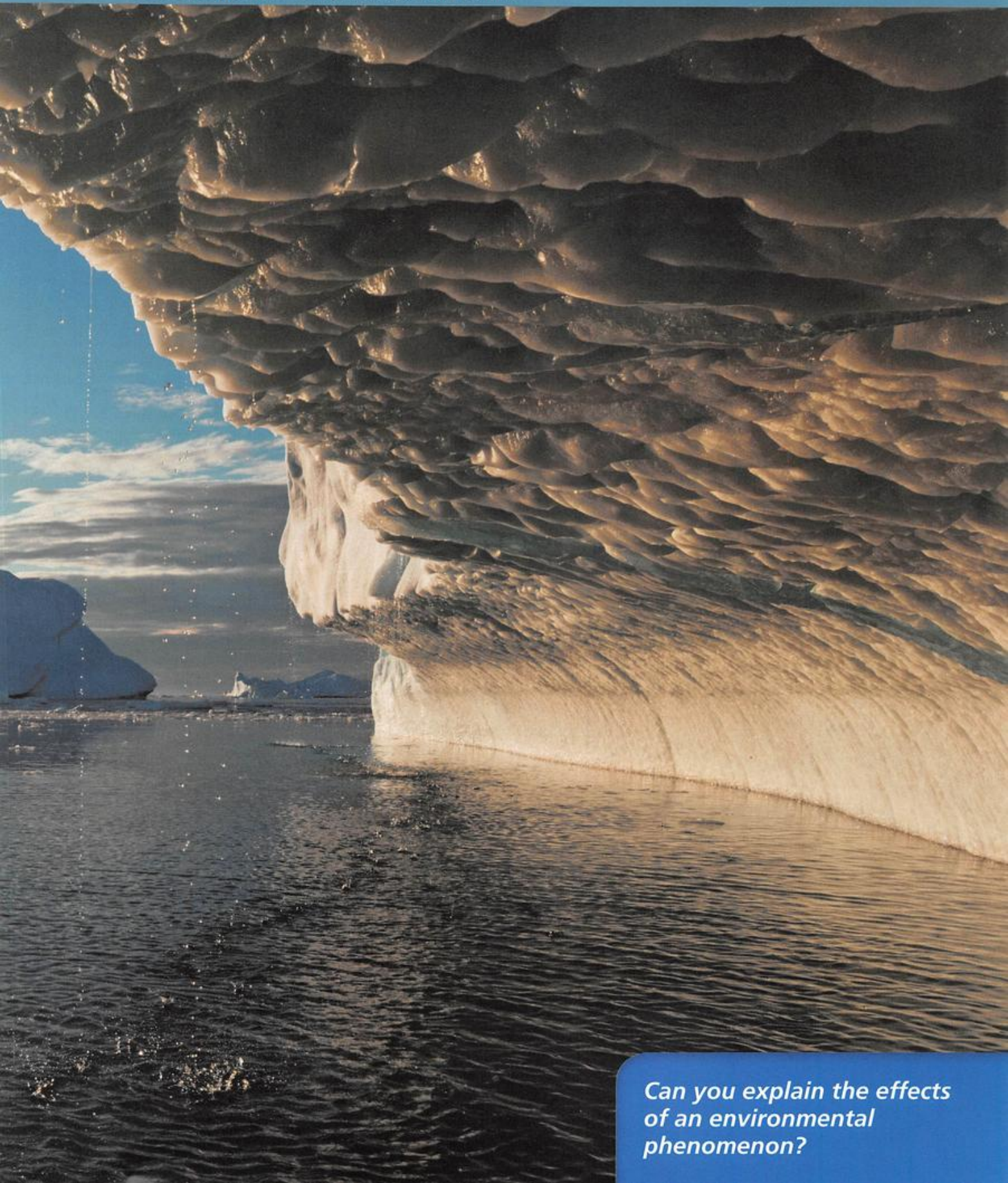
## Cause-Effect Essays



Cracks near the edge of the Ross Ice Shelf in Antarctica show where the next iceberg may break.



**OBJECTIVES** To write a cause-effect essay  
To learn common cause-effect structures  
To understand ways of expressing past actions  
To use preposition combinations with nouns



*Can you explain the effects  
of an environmental  
phenomenon?*



# Cause-Effect Essays

A **cause-effect** essay serves one of two purposes: Either it shows the effects of a thing or event, or it explains the causes of a thing or event. Cause-effect essays deal with the action-result relationship. They explain why things happen (causes) and what happens as a result (effects). They can be written to inform or to persuade.

## Choosing a Topic

In a cause-effect essay it is important to choose a topic that fits a cause-effect relationship. In other words, you need to choose a topic and then describe its causes or its effects.

Here are example titles of good cause-effect essays:

- The Negative Effects of Internet Use
- The Real Causes of the Spanish-American War
- The Unintended Consequences of Government Aid

Consider the following charts that show the relationship of causes and effects.

Cause	Effect
Steve lit fireworks in his backyard at one o'clock in the morning.	His neighbors reported him to the police.
Visibility on the night of March 17, 2013, was poor.	Over 20 cars were involved in an accident on Highway 7.
People are living longer.	Governments can no longer provide the same benefits to everyone.

Causes	Effect
Marwan takes good notes in class.	Marwan gets high scores on his exams.
Marwan studies his notes every day.	
Marwan participates in class.	

Cause	Effects
People lose faith in a country's currency.	The value of the currency decreases.
	Prices on most goods increase.
	Exchange rates for the currency fall.

### ACTIVITY 1 Choosing Appropriate Topics and Titles

Read these ten essay titles. Put a check (✓) next to the five titles that are the most appropriate for a cause-effect essay. Be prepared to defend your choices.

- \_\_\_\_\_ 1. The Causes of War
- \_\_\_\_\_ 2. Some Common Reasons for Quitting a Job
- \_\_\_\_\_ 3. The Beatles: The Greatest Group Ever?
- \_\_\_\_\_ 4. My First Day Working at a Restaurant
- \_\_\_\_\_ 5. The Impact of High Gasoline Prices
- \_\_\_\_\_ 6. Summer Vacations versus Winter Vacations
- \_\_\_\_\_ 7. The Damaging Effects of a Tsunami
- \_\_\_\_\_ 8. How Graduating from College Changed My Life
- \_\_\_\_\_ 9. Inside the Winter Olympics
- \_\_\_\_\_ 10. A Comparison of Mark Twain's *The Adventures of Tom Sawyer* and *The Adventures of Huckleberry Finn*

## Organization of a Cause-Effect Essay

Once you have chosen a topic, you have to decide to write about its causes, effects, or both. Many writers focus on immediate and direct causes or effects. Here is an example of an outline in which the writer looks at the effects of climate on recreational choices and health.





## Title: How Weather Affects Our Daily Lives

### I. Introduction

A. Hook

B. Connecting information

C. Thesis statement: Sunshine can affect people's moods, choice of activities, and fashion.

### II. Body Paragraph 1: Mood

SUPPORT

A. Not trapped inside

B. Increased melatonin production → better mood and sense of well-being

### III. Body Paragraph 2: Activities

SUPPORT

A. Beach

B. Picnics

C. Outdoor sports

### IV. Body Paragraph 3: Fashion

SUPPORT

A. Lighter-colored clothes

B. Lighter fabrics, less fabric

### V. Conclusion

A. Restatement of thesis

B. Summary of the main points

C. Suggestion, prediction, or opinion

## Supporting Details

In a cause-effect essay, you can organize your supporting details in one of three ways: **by category**, **in chronological order**, or **by order of importance**. In the previous essay outline, the effects of sunshine are organized into three different categories. Now that we have categorized the supporting details, we can fill them in using concrete examples. It is clear that the writer is trying to show effects of sunlight. By adding specific examples to the existing outline, the essay will be more detailed.

Study the details for Section III of the essay outline.

### III. Body Paragraph 2: Activities

#### A. Beach

1. Warm water → swimming and surfing
2. Warm sand → volleyball and looking for shells

#### B. Picnics

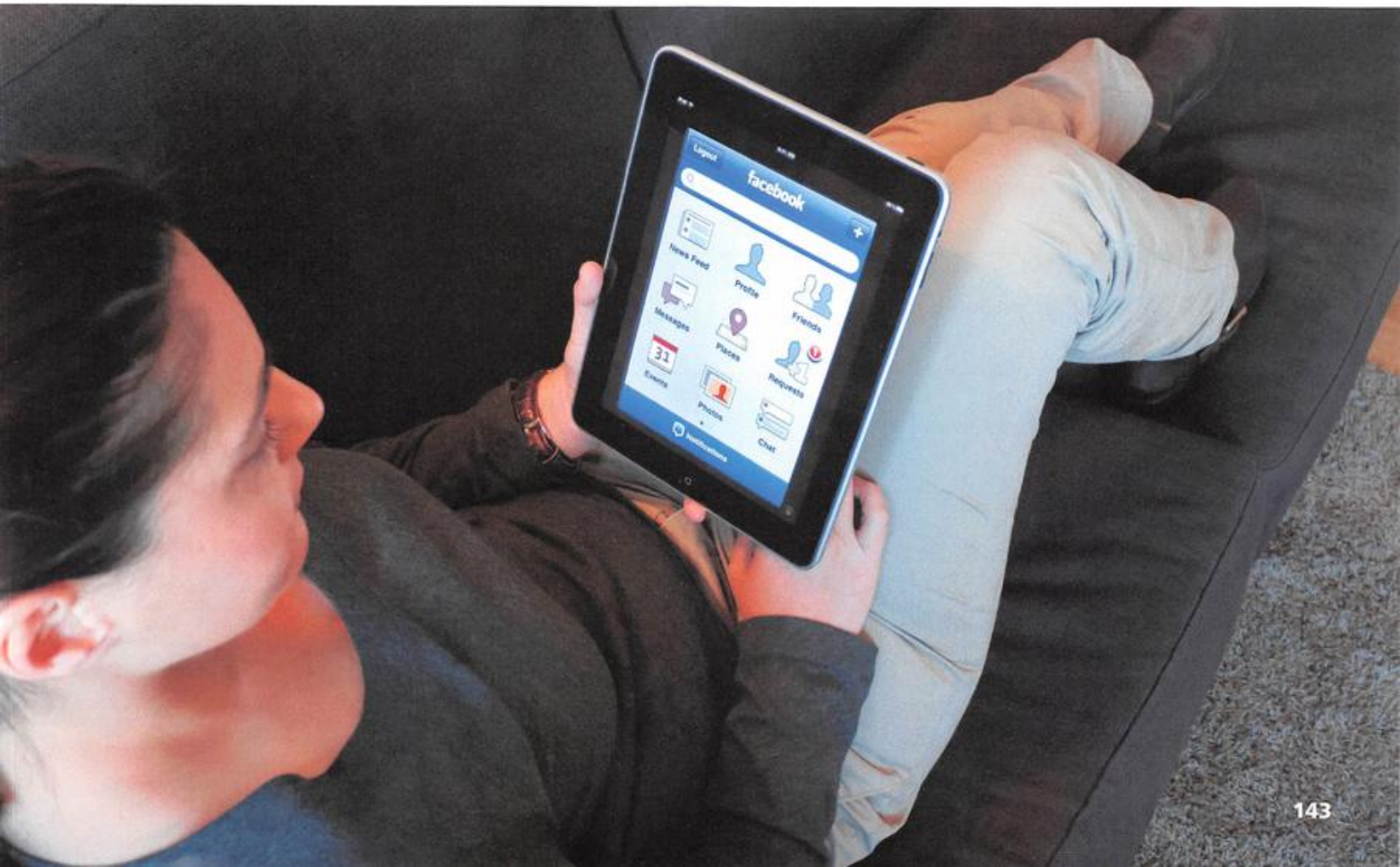
1. Socializing
2. Grilling outdoors

#### C. Outdoor sports

1. Individual sports like golf
2. Team outdoor sports → soccer, flag football, etc.

### ACTIVITY 2 Making an Outline for a Cause-Effect Essay

On the following page, you will read an outline for an essay that discusses the harmful effects of social media. The outline is missing important pieces. First, write down as much information as you can about the negative effects of social media on teens in the brainstorm area. Compare your information with a classmate. Then use the words and phrases above the outline on the next page to fill in the missing pieces.



## Brainstorm area:

depression

eye strain

hook

low grades

opinion

psychological

reduced concentration

thesis

thesis statement

### Title: The Harmful Effects of Social Media on Teens

#### I. Introduction

A. \_\_\_\_\_

B. Connecting information

C. \_\_\_\_\_

#### II. Body Paragraph 1: \_\_\_\_\_ effects

SUPPORT A. Antisocial behavior

B. \_\_\_\_\_

C. Aggressive tendencies

#### III. Body Paragraph 2: Physical effects

SUPPORT A. Lethargy

B. Reduced mobility and overall health

C. \_\_\_\_\_

#### IV. Body Paragraph 3: Educational effects

SUPPORT A. \_\_\_\_\_

B. Low motivation

C. \_\_\_\_\_

#### V. Conclusion

A. Restate the \_\_\_\_\_

B. Summarize the main points

C. Concluding statement: A suggestion, a(n) \_\_\_\_\_, or a prediction



### ACTIVITY 3 From an Example Paragraph to an Example Essay

Answer the Preview Questions with a classmate. Then, read the paragraph and essay and answer the questions that follow. You read the paragraph on the left—on the topic of dropping out—in Unit 3. This paragraph has been expanded into a five-paragraph cause-effect essay on the right. The highlighted portions of the essay are the same as or similar to portions of the paragraph. Notice that many of the supporting examples in the paragraph have become main ideas for topic sentences in the essay.

#### Preview Questions

1. Can you name two reasons that students drop out of the university?

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2. Do you know someone who dropped out of college? What was the main reason?

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3. What would you suggest to students who are thinking about dropping out of school?

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## Paragraph 19

### Dropping Out

University administrators call it “retention,” and it refers to the number of students who choose to stay in college. The truth is, no matter how much these administrators focus on keeping them in school, there are always reasons for students to drop out. One of the most common reasons is financial. Universities, especially private ones, must charge **exorbitant** fees to keep their doors open, and some students do not have the **means** to continue their studies. Other students drop out of school because they find the **rigors** of the coursework too **demanding**. They were not prepared for all the studying involved in maintaining good grades and end up leaving the university after a short time. Finally, there are those students who suffer the personal pressures of being university students. These individuals are away from home for the first time and living with strangers. They cannot cope with the absence of family just yet, so they decide to go back to the nest. Whatever the reasons, it is no joke that “retention” numbers are not as healthy as they may appear on the surface.

1 paragraph / 10 sentences / 183 words

**exorbitant:** very expensive

**means:** way; resources

**rigors:** strictness; severity

**demanding:** difficult; challenging

## Essay 5

### Dropping Out

1 University administrators call it “retention,” and it refers to the number of students who choose to stay in college. It is a lot cheaper for these university heads to try to keep existing students than to recruit new ones. However, this is a difficult task. The truth is, no matter how much these administrators focus on keeping students in school, there are always reasons for them to drop out.

2 One of the most common reasons students drop out of college is financial. Universities, especially private ones, must charge **exorbitant** fees to keep their doors open, and some students do not have the **means** to continue their studies. Even public universities have had to increase their fees. Without adequate amounts of state and federal tax dollars, the increasing cost of tuition, textbooks, housing, and other activities often falls on the student and his or her family. As a result many students drop out of college because of a shortage of funds.

3 Another cause for students to drop out of school is that they find the rigors of the coursework too demanding. Due to being unprepared for all the studying involved in maintaining good grades, these students end up leaving the university after a short time. In high school they may have been overachievers and regularly appeared on the honor roll. College is different. There are few people pushing students to study and do well in all aspects of university life. Students cannot get by “**cramming**” for exams as they did in high school. If new university students do not have the study habits to keep up with the university professors, it will not take long for them to be left behind.

4 Finally, there are those students who suffer the personal pressures of being university students. These individuals are away from home for the first time and living with strangers. They cannot cope with the absence of family. University life does not seem “right” for these individuals. The pull of home is too strong for them, and they succumb to the desire of being back at home.

5 Whatever the reasons, it is no joke that “retention” numbers are not as healthy as they may appear on the surface. Perhaps if administrators and others tried to really understand the reasons behind these “leavers” and attempted some type of intervention, more university students would remain in college.

5 paragraphs / 23 sentences / 393 words

**to cram:** to study for an exam at the last minute



## Post-Reading

1. Does the writer tell about causes, effects, or both? \_\_\_\_\_
2. Underline the writer's hook.
3. Circle the thesis statement. Is the thesis restated in the conclusion (Paragraph 5)? If yes, underline that sentence.
4. What are the three main causes of dropping out of the university?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
5. In Paragraph 4, the writer discusses the difficult study environment for many new students. List those factors here:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
6. How does the writer organize the essay: categorically, chronologically, or order of importance?
  - a. \_\_\_\_\_

**Building Better Sentences:** For further practice, go to Practice 16 on page 242 in Appendix 1.

### ACTIVITY 4 Finding Word Forms in Essays

Study the word forms below and fill in the missing forms. When you are finished, refer to Essay 5 "Dropping Out," on page 146, to check your answers.

Noun	Verb	Adjective	Adverb
1. <i>retention</i>	retain	retained	X
2. choice		chosen	X
3. existence	exist		X
4. difficulty	X		X
5. absence	X		absently
6. increase		increased/increasing	increasingly
7.	X	rigorous	rigorously
8. regularity	X		regularly
9. X	X	good	
10.	examine	examined/examining	X



## ACTIVITY 5 Brainstorming and Outlining Practice

In Activity 1, you chose the five best titles for good cause-effect essays. Choose one of these titles and brainstorm some ideas for the topic. Use a brainstorming technique from Unit 4, pages 103–104. Then with a partner, in a small group, or on your own, develop a general outline for an essay. Below the brainstorm area, indicate what your essay will focus on and how your details will be organized. (You will not write this essay.)

For additional practice, repeat this activity with one of the other four titles.

Topic: \_\_\_\_\_

Brainstorm area:

Organizational method (focus): \_\_\_\_\_

Supporting details: \_\_\_\_\_

Outline:

I. Introduction

SUPPORT

Thesis statement: \_\_\_\_\_

\_\_\_\_\_

II. Body Paragraph 1 (Cause or Effect 1): \_\_\_\_\_

SUPPORT

Details: \_\_\_\_\_

\_\_\_\_\_

III. Body Paragraph 2 (Cause or Effect 2): \_\_\_\_\_

SUPPORT

Details: \_\_\_\_\_

\_\_\_\_\_

IV. Body Paragraph 3 (Cause or Effect 3): \_\_\_\_\_

SUPPORT

Details: \_\_\_\_\_

\_\_\_\_\_

V. Conclusion

Concluding statement: \_\_\_\_\_

\_\_\_\_\_

## Grammar for Writing

### Common Cause-Effect Structures

Study the chart of common cause-effect structures.

For more information on connectors and transitions, see the *Brief Writer's Handbook with Activities*, pages 220–222.

Showing Cause-Effect	
Within a Sentence	Between Sentences
<b>because of</b> + noun <b>because</b> + Subject + Verb <b>another</b> (cause / effect / reason) <b>owing to</b> + noun <b>due to</b> + noun Subject + Verb, <b>so</b> Subject + Verb Subject + Verb <b>so (that)</b> Subject + Verb	<b>As a result / Therefore / Because of this</b> , Subject + Verb

#### ACTIVITY 6 Analyzing Connectors and Transitions

Reread the essay “Dropping Out,” on page 146. Then, copy the sentences from the essay that contain the following connectors and transitions.

1. due to: \_\_\_\_\_

2. another cause: \_\_\_\_\_

3. as a result: \_\_\_\_\_

4. because of: \_\_\_\_\_

# Grammar for Writing

## Ways of Expressing Past Actions

Study the four verb tenses that can indicate past actions to help you express these ideas accurately.

Explanation	Examples
<p>Use the <b>simple past tense</b> for an action that is complete.</p> <p>The <b>simple past tense</b> is formed by adding <i>-ed/-d</i> to the base form of regular verbs. Irregular verbs use a variety of forms.</p>	<p>Because she <b>worked</b> so hard, her business <b>became</b> very successful.</p> <p>worked = regular became = irregular</p>
<p>Use the <b>past progressive tense</b> for an action that was in progress in the past and was interrupted by another action.</p> <p>The <b>past progressive tense</b> is formed with <i>was</i> or <i>were</i> + the <i>-ing</i> form of the verb.</p>	<p>I <b>was studying</b> for my final exam <u>when I got the terrible news</u>.</p> <p><b>was studying</b> = past progressive <u>when I got the terrible news</u> = interruption</p>
<p>The <b>present perfect tense</b> can describe two kinds of past actions.</p> <p>(1) An action that began in the past and continues now.</p> <p>(2) A completed action that is important to the current situation or discussion.</p> <p>The <b>present perfect</b> is formed with <i>have</i> or <i>has</i> + the past participle of the verb.</p>	<p>(1) These people <b>have lived</b> in this area for almost a century.</p> <p>(2) Many citizens are upset because the government <b>has increased</b> taxes again.</p>
<p>Use the <b>past perfect tense</b> when there are two past actions in order to show clearly which one happened first. The earlier action is in the past perfect, and the later action is usually in the simple past tense.</p> <p>The <b>past perfect tense</b> is formed with <i>had</i> + the past participle (<i>gone</i>, <i>worked</i>).</p> <p><i>Note: This tense is not used very often.</i></p> <p><i>Hint: If you cannot think of a specific reason to use the perfect past tense, do not use it. Use the simple past instead.</i></p>	<p>Dinosaurs <b>had disappeared</b> long before humans <u>appeared</u> on the earth.</p> <p><b>had disappeared</b> = past perfect (1st action) <u>appeared</u> = simple past (2nd action)</p>



## ACTIVITY 7 Practicing with Present and Past Tense

Read the following paragraph from beginning to end. Then underline the correct verb tense in parentheses.

### Paragraph 23

#### Possible Causes of Bullying

Bullying behavior can occur for many reasons. Young people often begin bullying because they (1. want / wanted / had wanted) to control those who are weaker than they are. In fact, many bullies act this way because they (2. experience / experienced / have experienced) an attack by a bully themselves. Another reason that some kids bully other children is to establish a well-known identity in school. If they (3. do not have / did not have / have not had) a unique and well-known identity in school before they began bullying, now they (4. do / did / have done). Finally, some children become bullies to get attention. In many households, both parents (5. work / worked / had worked) outside the home, so they have difficulty spending enough quality time with their children. Very often they (6. are not / were not / had not been) even aware of their children's activities. Bullying does not occur in a vacuum. It stems from a number of sources, and it is up to those people closest to the bullies to try to change their destructive and hurtful behaviors.

**Building Better Sentences:** For further practice, go to Practice 17 on page 243 in Appendix 1.



# Grammar for Writing

## Preposition Combinations with Nouns

Advanced writers use correct word combinations. Why do we say *the cause of something* but *the reason for something*? There is no real reason to explain these combinations. Mastering them requires memorization and practice. Study these common combinations.

Common NOUN + PREPOSITION Combinations			
cost of	limitations of	source of	lack of
order of	request for	reason for	need for
state of	alternative to	answer to	application for
increase in	decrease in	trouble with	demand for
(have an) effect on	price of	means of	interest in
Common PREPOSITION + NOUN Combinations			
in reality	by hand	in order	at every point
for dinner	in general	in the beginning	in a hurry
for sale	in writing	in stock	in other words
on television	for the record	out of order	in fact
under pressure	out of date	with reference to	at the same time

### ACTIVITY 8 Practicing with Preposition Combinations with Nouns

Underline the preposition that best completes each sentence.

#### Paragraph 24

#### The Unforeseen Impact of Air Conditioning

I certainly understand that there is a huge need (1. at / by / for / with) air conditioning. (2. By / With / For / At) the same time, however, I am concerned about the negative effects that air conditioning has had (3. at / in / on / with) our lives. To be sure, air conditioning has benefited us, but what has the price (4. of / by / with / in) this benefit been? First of all, people do not get outside as





much. People tend to stay **cooped up** inside their air-conditioned homes. As a result, they are not getting as much fresh air. Second, there has been a decrease (5. on / in / for) the amount of exercise that people are doing. They do not even walk outside on some days, which means that they are (6. at / for / in / to) fact doing a lot less exercising. Finally, the invention of air conditioning has caused us to work longer hours because employers expect us to stay inside our comfortable work space all day long. In sum, air conditioning might appear to be a positive thing, but it has had at least three negative effects.

**cooped up:** stuck in a small, confined space



# Working with Language in a Cause-Effect Essay

Read the whole essay “The Benefits of a Healthy Lifestyle” (Essay 6) presented by paragraphs on pages 154–158. Then go back and complete Activities 9–13.

## ACTIVITY 9 Combining Sentences

Use the three pieces of information in sentences *a.*, *b.*, and *c.* to compose a topic sentence for paragraph 1. Then write the topic sentence below.

- a. There has been a significant increase in the number of obese adults in many countries.
- b. There has been a significant increase in the number of obese children in these same countries.
- c. Because of this, people’s eating and exercising habits have become regular topics in the media.

## Essay 6

### The Benefits of a Healthy Lifestyle

1

Many people are not aware of the effects their diet can have on how they feel. Likewise, they are unaware of the benefits of a regular exercise routine. In fact, there are physical, psychological, and social benefits to living a healthy lifestyle.



## ACTIVITY 10 Using Connectors and Transitions

Complete the sentences with the connectors and transitions in the box.

also	another	in addition
for instance	so that	thus

### Essay 6 (cont.)

- 2 A person can reap physical benefits from choosing to follow a healthy lifestyle. 1 \_\_\_\_\_, proper exercise and a well-balanced diet help a person to maintain a slim, athletic figure. Countless studies have shown that a regular exercise routine significantly reduces the risk of almost every major disease. Healthy habits 2 \_\_\_\_\_ give a person more energy 3 \_\_\_\_\_ they can see more, do more, and experience more from life. 4 \_\_\_\_\_, people who maintain a healthy lifestyle will, on average, outlive their unhealthy counterparts. 5 \_\_\_\_\_ physical benefit that people notice is healthier-looking skin. 6 \_\_\_\_\_, a person can reap many physical benefits from maintaining a healthy lifestyle.





### ACTIVITY 11 Editing from Teacher's Comments

Read the following paragraph and the teacher's comments. Use the comments to rewrite this paragraph on the blank lines.

## Essay 6 (cont.)

3 People who take care of themselves stand to gain psychological

word form

1 beneficial. Because of the effects their healthy choices have on their

bodies, they generally feel better about themselves. 2 While regular

## 2 While regular

## Fragment

exercise produces endorphins, which are the body's natural mood

subject-verb agreement

enhancer. Eating healthy 3 give your body the nutrients it needs for

unclear pronoun reference

radiant skin and strong muscles. 4 They are also better equipped to deal

run-on

with the stress of day-to-day life. 5 Most important, people who take

care of themselves agree that they feel better about themselves because

they look better they have an increased confidence in themselves.

How is this last sentence related to the paragraph?

6 They can lift weights to make them stronger.

Now rewrite the paragraph with corrections.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page or a sheet of stationery.





## ACTIVITY 12 Editing for Errors

This paragraph contains six errors. They are in articles (two), subject-verb agreement (one), verb tense (two), and word form (one). Mark these errors and write the corrections above them.

### Essay 6 (cont.)

- 4      Taking proper care of one's health also leads to better social life. The confidence that a person gains from feeling healthy and in shape improves his or her social and business relationships. Because health-minded people engage in a variety of physical activities, they had increased their chances of meeting people. For example, many people makes friends at the locally gym. Similarly, someone who goes to beach frequently to play volleyball greatly increases his or her chances of meeting people. Since people who pursue a healthy lifestyle are looking and feel better about themselves, they are more likely to have fulfilling social lives.

### ACTIVITY 13 Using Correct Grammar

Key grammar points are practiced in this paragraph. Underline the correct word or phrase in parentheses.

#### Essay 6 (cont.)

- 5 It certainly ( 1 makes / had made / was making / made) sense ( 2 to / for) live a healthy lifestyle; the benefits ( 3 were / are) clear. Although ( 4 changing / changed) one's eating and exercising patterns may be difficult at first, it becomes easier with time. People ( 5 do not / did not / had not) have to start by changing ( 6 their / his) whole lives; they can start by making small changes each day or each week ( 7 until / before) they have transformed themselves. ( 8 While / After) pursuing a ( 9 health / healthy) lifestyle may require a good deal of time and energy, the physical, psychological, and social benefits (10 are / were / have been / had been) well worth the effort.

### ACTIVITY 14 Analyzing the Essay

Answer these questions about "The Benefits of a Healthy Lifestyle" (Essay 6).

1. What is the topic of the essay?
2. Does the writer tell about causes, effects, or both?
3. Underline the writer's hook.
4. What are the three main effects of living a healthy lifestyle?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
5. Underline the thesis statement. Is the thesis restated in the conclusion (Paragraph 5)?  
\_\_\_\_\_  
If yes, underline that sentence (or sentences).
6. In Paragraph 2, the writer writes about the physical benefits of a healthy lifestyle. List three of the benefits here:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
7. How does the writer organize the essay: categorically, chronologically, or in order of importance?  
\_\_\_\_\_

**Building Better Sentences:** For further practice, go to Practice 18 on page 243 in Appendix 1.



# Building Better Vocabulary

## ACTIVITY 15 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 alter*	to change	to require
2. owing to	because of	regardless of
3. to utter	to think	to say
4. traumatic	very negative	very positive
5. obese	lean	not lean
6. to pursue*	to follow	to postpone
7. a stain	damage	improvement
8. a lack	a mistake	a shortage
9. environment*	surroundings	wishes
10. to engage in	to chip in	to participate in
11. level	even	uneven
12. currency*	freedom	money
13. out of date	recent	not recent
14. the impact*	the cause	the effect
15. a falling out	a disagreement	a sharp decrease
16. slim	thick	thin
17. sand	by the mountain	by the ocean
18. countless	many	none
19. to derive*	to get, take	to give, provide
20. fashion	clothing	personality

\*Words that are part of the Academic Word List. See pages 224–225 for a complete list.



## ACTIVITY 16 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. an effect / a reason        | to have _____ on something                             |
| 2. to / with                   | one thing is an alternative _____ another thing        |
| 3. of / on                     | the benefit _____ exercise                             |
| 4. for / from                  | to derive satisfaction _____ something                 |
| 5. importantly / significantly | the new plan will _____ reduce taxes                   |
| 6. benefits / risks            | to reap the _____                                      |
| 7. shape / smile               | a radiant _____  |
| 8. furniture / reason          | a specific _____                                       |
| 9. for / with                  | to be diagnosed _____ skin cancer                      |
| 10. involved / participated    | to be _____ in an accident                             |
| 11. healthy / fashion          | a _____ lifestyle                                      |
| 12. affect / increase          | to _____ a person's mood                               |
| 13. gain / risk                | to reduce the _____ of skin cancer                     |
| 14. strong / serious           | a _____ illness  |
| 15. for / on                   | There is no longer a demand _____ black and white TVs. |

# Original Student Writing: Cause-Effect Essay

## ACTIVITY 17 Writing Your Original Essay

In this section, you will write a cause-effect essay. Use a separate piece of paper for your work. Follow the seven steps in the writing process to complete your essay.

### **Step 1: Choose a Topic**

Choose a topic from this list:

- Discuss the effects of reality television on society.
- Write about the main reasons (causes) that animals become endangered.
- Discuss three major reasons that people stop being friends.
- Tell about the effects of being bilingual on a person you know.
- Write about the positive effects of nuclear energy.

### **Step 2: Brainstorm**

Using a method that works for you, brainstorm ideas about your topic.

### **Step 3: Outline**

Outline your essay using the cause-effect outline modeled in Activity 5 on pages 148–149. Then exchange outlines with a partner. Read your partner's outline. Then use Peer Editing Sheet 11 on NGL. Cengage.com/GW3 to help you comment on your partner's outline. Use your partner's feedback to revise your outline.

### **Step 4: Write the First Draft**

Use the information from Steps 1–3 to write the first draft of your cause-effect essay. Be sure to use at least two of the vocabulary words or phrases presented in Activities 15 and 16. Underline these words and phrases in your essay.

### **Step 5: Get Feedback from a Peer**

Exchange papers from Step 4 with a partner. Read your partner's writing. Then use Peer Editing Sheet 12 NGL. Cengage.com/GW3 to help you comment on your partner's writing. Be sure to offer suggestions and comments that will help your partner improve his or her writing.

### **Step 6: Revise the First Draft**

Use your partner's comments from Step 5 to help you revise your writing. Check to make sure that you use correct vocabulary and punctuation, and clear language in your essay.

### **Step 7: Proofread the Final Draft**

Use the following checklist to review your final draft. Use all the feedback that you have received, including peer feedback, instructor comments, and self-evaluation. In addition, try reading your essay aloud. When you finish, add a title to your essay.

If you need ideas for words and phrases, see the Useful Vocabulary for Better Writing on pages 226–229.

## ☒ **Final Draft Checklist**

- ☐ I included a thesis statement that contains a clear topic and points of development.
- ☐ The purpose of my essay is clear.
- ☐ Each body paragraph has a clear topic sentence.
- ☐ My thoughts and ideas are organized clearly in each paragraph.
- ☐ I used several cause-effect essay transition expressions correctly.
- ☐ I used verb tenses correctly, including the past tense. I avoided any unnecessary changes in verb tense.
- ☐ I used preposition combinations with nouns correctly.
- ☐ The concluding paragraph has words and phrases that signal the end of the essay.
- ☐ The conclusion restates the main points of development.
- ☐ The conclusion does not introduce any new ideas.
- ☐ I used at least two of the vocabulary words or phrases presented in Activities 15 and 16. I underlined them.

## **Additional Topics for Writing**

Here are five more ideas for writing a cause-effect essay.

### **PHOTO**

**TOPIC:** Look at the photo on pages 138–139. Explain the effects of an environmental phenomenon.

**TOPIC 2:** Tell about the effects the invention of e-mail has had on society.

**TOPIC 3:** Discuss possible reasons (causes) why some people are more generous than others.

**TOPIC 4:** What makes a person successful? (causes)

**TOPIC 5:** Discuss the positive effects of extracurricular activities on students.



## 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 essay guidelines and the writing prompt.
3. Write a basic outline, including the thesis and your three main points.
4. Write a five-paragraph essay.
5. You have 40 minutes to write your essay.

### Cause-Effect Essay Guidelines

- Remember to give your essay a title.
- Double-space your essay.
- Write as legibly as possible (if you are not using a computer).
- Decide how you will organize the main points of your essay: categorically, chronologically, or in order of importance.
- Include a short introduction (with a thesis statement), three body paragraphs, and a conclusion.
- Try to give yourself a few minutes before the end of the activity to review your work. Check for spelling, verb tense, and subject-verb agreement mistakes.

---

*Why do some people avoid getting involved in politics?*

## Classification Essays



Nebraska State Museum holds a collection of various eggs.



**OBJECTIVES** To write a classification essay  
To understand connectors and transitions  
To understand the passive voice  
To understand adjective clauses



Can you write a  
classification essay about  
things found in nature?



# Classification Essays

A well-written classification essay includes all the categories that pertain to the main item that is being classified. The most important element of a classification essay is its **principle of organization**. The principle of organization is the method by which the writer analyzes and then presents the information in the essay. For example, in writing a classification essay on types of movies, a writer can choose among several principles of organization: genre or film type, period in which the movie was made, audience type, character roles, and so on. Once a writer chooses how to classify the movies, he or she can write a classification essay.

## Choosing a Topic

Almost any topic can be used for a classification essay. The key is to select the best **principle of organization**. It is fairly easy to classify cars into price categories: inexpensive, moderate, and expensive. However, such a topic can become a much more interesting essay if the principle of organization is unique. Instead of writing about the prices of cars, a writer can classify cars based on the gas mileage they get or on the types of cars that appeal to young people.





## ACTIVITY 1 Choosing Appropriate Topics and Titles

Read these ten essay titles. Put a check mark (✓) next to the five titles that are the most appropriate for a classification essay. Be prepared to defend your choices.

- \_\_\_\_\_ 1. The Effects of Vegetarianism
- \_\_\_\_\_ 2. Varieties of Technology Jobs
- \_\_\_\_\_ 3. The End of the Day
- \_\_\_\_\_ 4. The Many Types of Students
- \_\_\_\_\_ 5. Beautiful Antarctica
- \_\_\_\_\_ 6. An Argument against Nuclear Power
- \_\_\_\_\_ 7. The Major Personality Types of Leaders
- \_\_\_\_\_ 8. Lifestyles of the Rich and Famous
- \_\_\_\_\_ 9. How to Live Like a Millionaire
- \_\_\_\_\_ 10. Three Forms of Democracy

## Organization of a Classification Essay

Organizing a classification essay is fairly easy. If you classify four types of ethnic restaurants, your essay will contain four body paragraphs. Similarly, if you present three main types of computers, your essay will have three body paragraphs. Make sure that each body paragraph contains the same types of supporting details; in other words, the body paragraphs must be parallel.

Here is a classification essay outline on types of writing. Notice how the supporting details (A, B, and C) are parallel in each body paragraph.

### I. Introduction

A. Hook

B. Connecting information

C. Thesis statement: Most people, at some time in their lives, experience three major types of writing: writing for pleasure, academic writing, and writing in the workplace.

### II. Body Paragraph 1: Writing for pleasure

A. Detail 1: Who does it

B. Detail 2: When it is done

C. Detail 3: What writing tasks are included

SUPPORT

### III. Body Paragraph 2: Academic writing

- SUPPORT**
- A. Detail 1: Who does it
  - B. Detail 2: When it is done
  - C. Detail 3: What writing tasks are included

### IV. Body Paragraph 3: Writing in the workplace

- SUPPORT**
- A. Detail 1: Who does it
  - B. Detail 2: When it is done
  - C. Detail 3: What writing tasks are included

### V. Conclusion

## Supporting Details

By adding specific examples to the existing general outline, the essay will be more detailed. Study the details for Section II of the previous essay outline.

### II. Body Paragraph 1: Writing for pleasure

- A. Detail 1: Who does it
  - 1. Adults
  - 2. Teenagers
  - 3. Children
- B. Detail 2: When it is done
  - 1. During free time (weekends, holidays)
  - 2. Late at night
  - 3. Early in the morning
- C. Detail 3: What writing tasks are included
  - 1. Letters
  - 2. Poems
  - 3. Short stories
  - 4. Personal journals



## ACTIVITY 2 Making an Outline for a Classification Essay

Here is an outline for an essay that classifies different types of acting. (You may remember this classification topic from Unit 1.) The outline is missing important pieces. Use the words and phrases below to fill in the missing pieces. (If you need help, see Essay 7 on pages 172–173.)

boredom	teleprompter	form	introduction
memorize lines	no editing	same set	screenplay
stories change every week	thesis statement	TV acting	Type/Category 3

### Title: The Many Faces of Acting

I. \_\_\_\_\_

A. Hook

B. Connecting information

C. \_\_\_\_\_

II. Body Paragraph 1 (Type/Category 1): \_\_\_\_\_

A. Form

1. TV programs

2. Studio lots

B. Story/set

1. \_\_\_\_\_

2. Writers create new sets, dialogs, and scenes

C. Actors' responsibilities

1. Actors rehearse 5–6 days

2. Shooting on the last day

D. Advantages

1. \_\_\_\_\_

2. Director's help

3. Filmed until it is just right

### III. Body Paragraph 2 (Type/Category 2): Stage acting

- SUPPORT**
- A. \_\_\_\_\_
    - 1. Shakespeare's plays on stage
    - 2. Modern plays on stage
  - B. Story/set
    - 1. Stories are repeated
    - 2. \_\_\_\_\_
  - C. Actors' responsibilities
    - 1. Study for months
    - 2. Importance of understudies
  - D. Disadvantages
    - 1. \_\_\_\_\_
    - 2. Great one day/terrible the next

### IV. Body Paragraph 3 (\_\_\_\_\_): Film acting

- SUPPORT**
- A. Form
    - 1. \_\_\_\_\_
    - 2. Becomes a movie
  - B. Story/set
    - 1. On location
    - 2. Beginning, middle, and end
  - C. Actors' responsibilities
    - 1. \_\_\_\_\_
    - 2. Do not study in chronological order
  - D. Advantages or disadvantages
    - 1. Repeat scenes (advantage)
    - 2. \_\_\_\_\_ (disadvantage)

### V. Conclusion

- A. Restate the thesis statement
- B. Summarize the main points
- C. Concluding statement: A suggestion, opinion, or prediction

### ACTIVITY 3 From an Example Paragraph to an Example Essay

Answer the Preview Questions with a classmate. Then, read the paragraph and essay and answer the questions that follow. These questions will help you to understand the content and organization of each one. You read the paragraph on the left—on the topic of acting—in Unit 1. This paragraph has been expanded into a five-paragraph comparison essay on the right. The highlighted portions of the essay are the same as or similar to portions of the paragraph. Notice that many of the supporting examples in the paragraph have become main ideas for topic sentences in the essay. In both Paragraph 25 and Essay 7 on pages 172–173, the writer discusses different kinds of acting.

#### Preview Questions

1. Have you ever acted in front of an audience? If so, what was the experience like? If not, would you like to act? Why or why not?

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2. Do you think that acting is hard work? Why or why not?

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3. Look at the photo of an actual movie set on the previous page. How does this photo differ from what you imagined a movie set to look like?

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4. What is your favorite type of entertainment that involves acting?

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5. How do you think acting in a movie is different from acting in a television program?

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6. How do you think acting in a movie is different from acting in a live theater setting?

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## Paragraph 25

### The Many Faces of Acting

Modern acting comes in a variety of forms and can be classified in three ways: television acting, stage acting, and film acting. Perhaps the best-known type of acting is television acting. This type of acting generally takes the form of television programs produced on studio lots. Another form of acting is stage acting. In stage

## Essay 7

### The Many Faces of Acting

1 Acting has been a form of entertainment for **millennia**. Through the years, it has **evolved** to serve a global audience. As recently as a few generations ago, one of the most common forms of acting was found on radio programs. During this time, listeners had to imagine the sets, the scenery, and even the physical form of the performers. Nowadays, it is difficult to imagine acting as a form of entertainment without a visual format. Modern acting comes in a variety of forms. Still keeping some of its roots from Greek times, acting can be classified in three ways: television acting, stage acting, and film acting.

2 Perhaps the best-known type of acting is television acting. This type of acting generally takes the form of television programs produced on studio lots. The story lines change from week to week as writers create new sets, dialogs, and scenes for the main characters. Performers come to work five days a week to rehearse their lines. On the final day, the TV cameras are turned on and **shooting** begins. TV actors have the help of written notes from teleprompters or **cue** cards and off-camera directors who can help them to deliver their lines. Television scenes can be recorded repeatedly until the actors get it right. With TVs in practically every household, it is no wonder this is the most common form of acting.

acting, the same performance is repeated, and the sets stay the same for each performance. The shows are performed in places ranging from large halls to small theaters. Finally, there is film acting. Film acting begins with a screenplay, which includes all the written information about the set and the actors' dialogs, and grows into a movie. Whichever form it takes—television, stage, or film—acting is a form of entertainment that many people enjoy.

1 paragraph / 9 sentences / 130 words

3 Another form of acting is stage acting. Plays, **ranging** from Shakespearean classics to modern **tales**, can be performed in various places. In stage acting, the same performance is repeated, and the sets stay the same for each performance. Rehearsing for stage acting can take months because all the actors must memorize their lines. In addition, stage acting is “live,” so the use of understudies—or replacement actors—is crucial. If the star of a stage play is injured or cannot perform, the understudy fills in. Because there is no way to edit the performance, stage performances can be excellent one day and terrible the next. Many people say that there is nothing more entertaining than watching actors performing live on the stage.

4 Finally, there is film acting. Film acting begins with a screenplay, which includes all the written information about the set and the actors' dialogs, and grows into a movie. It can occur anywhere in the world. For instance, if the story line of a film happens to take place in Russia, the film crew and actors can go on location in that country to film. While screenplays have a beginning, a middle, and an end, the filming of movies does not have to be in chronological order. **That is**, actors may memorize their lines for the ending of the movie and film those scenes before working on the beginning. Because it is not a live performance, directors may request that an actor repeat a scene until they are happy with the results. This can lead to boredom on the part of the actor.

5 Whichever form it takes—television, stage, or film—acting as a form of entertainment **ranks** very high on most people's lists of favorite activities to watch. Still, it is interesting to note that different forms of acting have unique characteristics. **Regardless of** the type of acting one enjoys, it is safe to say that the audience appreciates the **craft** of acting and the many hours of enjoyment that it provides.

5 paragraphs / 34 sentences / 564 words

**a millennium:** one thousand years

**to evolve:** to change, usually over time

**to shoot:** to film

**a cue:** a word or signal marking the moment for an actor to speak

**ranging:** extending, going

**a tale:** a story, fable

**that is:** specifically, to be exact

**to rank:** to classify (usually by some type of hierarchy)

**regardless of:** no matter what, despite

**a craft:** a skill, an area of expertise

### Post-Reading

1. What principle of organization does the writer use to classify acting? (*Circle one*)
  - a. genre (comedy, drama, etc.)
  - b. method of delivery to audience
  - c. type of acting
  - d. difficulty
2. Circle the writer's hook.
3. Underline the thesis statement. Is the thesis restated in the conclusion (Paragraph 5)?  
\_\_\_\_\_ If so, underline that sentence (or sentences).
4. In Paragraph 2, the author writes about the duties of TV writers. What three things are they responsible for creating?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
5. Which paragraph talks about actors getting bored? \_\_\_\_\_

Explain why these types of actors might get bored while acting.

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6. Reread the concluding paragraph of Essay 7. Does the writer offer a **suggestion**, an **opinion**, or a **prediction**? Circle the appropriate word in bold and write the sentence from the essay.

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**Building Better Sentences:** For further practice, go to Practice 19 and Practice 20 on page 244 in Appendix 1.



#### ACTIVITY 4 Finding Word Forms in Essays

Study the word forms below and fill in the missing forms. If you need help, refer to the Grammar for Writing in Unit 5 on page 124 and the essay “The Many Faces of Acting” on pages 172–173, to find the missing word forms.

Noun	Verb	Adjective	Adverb
1. evolution	<u>evolve</u>	evolving/evolved	X
2. delivery	_____	delivered	X
3. repetition	repeat	repetitive/repeated	repetitively/ _____
4. entertainment	entertain	_____ /entertained	entertainingly
5. chronology	X	_____	chronologically
6. _____	bore	boring/bored	boringly/boredly
7. rank	_____	ranked	X
8. appreciation	_____	appreciative	appreciatively

#### ACTIVITY 5 Brainstorming and Outlining Practice

In Activity 1, you chose the five best titles for good classification essays. Choose one of the titles and brainstorm some ideas for that topic. Use the brainstorming techniques from Unit 4, pages 103–104. Then with a partner, in a small group, or on your own, develop a general outline for an essay. (You will not write this essay.)

For additional practice, repeat this activity with one of the other four titles.

Topic: \_\_\_\_\_

Brainstorm area:

Principle of organization: \_\_\_\_\_

## Outline:

### I. Introduction

Thesis statement: \_\_\_\_\_  
\_\_\_\_\_

### II. Body Paragraph 1 (Type/Category 1): \_\_\_\_\_

SUPPORT  
Details: \_\_\_\_\_  
\_\_\_\_\_

### III. Body Paragraph 2 (Type/Category 2): \_\_\_\_\_

SUPPORT  
Details: \_\_\_\_\_  
\_\_\_\_\_

### IV. Body Paragraph 3 (Type/Category 3): \_\_\_\_\_

SUPPORT  
Details: \_\_\_\_\_  
\_\_\_\_\_

### V. Conclusion

Concluding statement: \_\_\_\_\_  
\_\_\_\_\_

## Grammar for Writing

### Connectors and Transitions

Connectors and transitions are words or phrases that show the relationship between sentences or ideas within a sentence. Study the chart of common connectors and transitions and their functions (in parentheses) to use in classification essays. See the *Brief Writer's Handbook with Activities*, pages 220–222, for more information on connectors and transitions.

Listing and Giving Examples	
Within a Sentence	Between Sentences
<b>this type of</b> + noun (classifying) <b>another</b> + noun (listing)	<b>In addition</b> , Subject + Verb (giving additional information) <b>For example</b> , Subject + Verb (giving an example) <b>For instance</b> , Subject + Verb (giving an example) <b>Finally</b> , Subject + Verb (giving the last example)
Relationship	
Within a Sentence	Between Sentences
<b>during</b> + noun (time relationship) <b>before</b> + present participle (time relationship) <b>regardless of</b> + noun (contrasting) <b>if</b> + noun + verb (condition)	<b>That is</b> , Subject + Verb (restating) <b>Still</b> , Subject + Verb (contrasting)

## ACTIVITY 6 Analyzing Connectors and Transitions

Reread the essay “The Many Faces of Acting” on pages 172–173. Find the connectors and transition words listed below. Complete each sentence from the essay. Then write the function of the phrase. (Hint: Use the chart on the previous page for help.)

1. “This type of \_\_\_\_\_.”  
Function: \_\_\_\_\_
2. “For instance, \_\_\_\_\_.”  
Function: \_\_\_\_\_
3. “Another \_\_\_\_\_.”  
Function: \_\_\_\_\_
4. “During \_\_\_\_\_.”  
Function: \_\_\_\_\_
5. “That is, \_\_\_\_\_.”  
Function: \_\_\_\_\_

## Grammar for Writing

### The Passive Voice

In English sentences, the most important information is contained in the subject, which is usually near the beginning of a sentence. In contrast, the passive voice is used to put more emphasis on the receiver of the action than on the subject (agent). In the passive voice, the subject (agent) of the sentence becomes the receiver of the action. Study the four steps in forming the passive voice in the chart on the next page.





**Step 1:** Switch the locations of the subject and the object.

Active Voice: **Andre** broke his new cricket **bat**.

Passive Voice: The new cricket **bat** was broken by **Andre**.

**Step 2:** Add a form of the verb *to be*. Keep the verb tense of the original active voice verb.

Active Voice: Andre **broke** his new cricket bat.

Passive Voice: The new cricket bat **was broken** by Andre.

**Step 3:** Change the main verb in the active voice sentence to the past participle in the passive voice.

Active Voice: Andre **broke** his new cricket bat.

Passive Voice: The new cricket bat was **broken** by Andre.

**Step 4:** Add the preposition **by** to show who performed the action. (Note: This step is used only when this information is new or important.)

Active Voice: Andre **broke** his new cricket bat.

Passive Voice: The new cricket bat was broken **by** Andre.

## Using the Passive Voice

Be sure to use the passive voice only when it is necessary. If you have three consecutive sentences with the passive voice, it is a good idea to revise one or more of them to take an active verb.

### ACTIVITY 7 The Passive Voice

Rewrite the following active voice sentences as passive voice sentences.

1. The students made mistakes. \_\_\_\_\_
2. My sister organized the anniversary party for my parents. \_\_\_\_\_
3. Ursula gave a gift to John. \_\_\_\_\_
4. Fire destroyed the forest near our home. \_\_\_\_\_

# Grammar for Writing

## Using Adjective Clauses

Writers often use adjective clauses to define special terms. An **adjective clause** consists of a relative pronoun (*that*, *which*, or *who*) followed by a verb and sometimes an object. It describes the noun that comes before it.

Explanation	Examples
Use <i>that</i> or <i>which</i> for things. ( <i>That</i> is more common.)	<p style="text-align: center;">Adjective Clause</p> <p>Gumbo is a thick <u>soup that contains seafood or meat.</u></p> <p style="text-align: center;">noun   relative   verb   objects                     pronoun</p>
Use <i>who</i> or <i>that</i> for people. ( <i>Who</i> is preferred.)	<p style="text-align: center;">Adjective Clause</p> <p>A goalie is a <u>player who protects his team's goal.</u></p> <p style="text-align: center;">noun   relative   verb   object                     pronoun</p>
Use no commas if the information in the adjective clause is necessary to clarify <i>who</i> or <i>what</i> .	<p>The city <u>that we will visit last on our trip</u> is located in central Florida.</p> <p style="text-align: center;">necessary information</p>
Use comma(s) to separate the adjective clause if the information is not necessary to understand the sentence.	<p>Orlando, <u>which we will visit last on our trip</u>, is located in central Florida.</p> <p style="text-align: center;">unnecessary information</p>





## ACTIVITY 8 Practicing with the Passive Voice and Adjective Clauses

If an underlined part of a sentence is incorrect, write a correction above it.

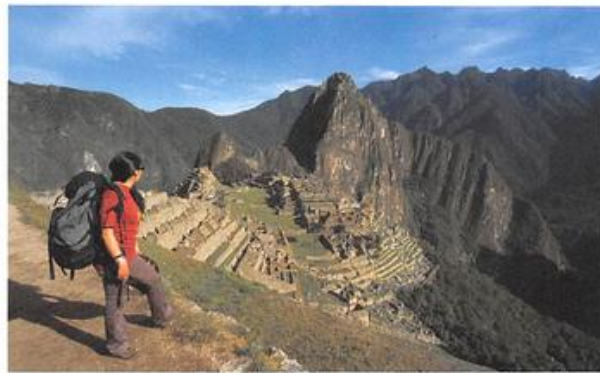
1. My car was drive by my friend, and now the steering wheel is not working properly.
2. Everyone likes the professor which teaches the introduction to psychology course.
3. Oil is produced mainly in the Middle East, but Venezuela, which lies in South America, also produces it.
4. How many times have you eaten in the Italian restaurant who is located downtown?
5. The exam that we took last week was very easy. I am not sure that it was written by my teacher!
6. The skills that are needed by modern soldiers cannot be taught in a six-week crash course before these soldiers sent abroad.
7. Before we continue the discussion that was interrupted yesterday, let me begin today by explaining that pain is something is felt in your brain.
8. The Prague Zoological Garden, one of the most child-friendly zoos, are said to be the number one zoo in Europe.





## ACTIVITY 9 Combining Sentences

Read the whole essay “Vacations for Everyone” (Essay 8) presented by paragraph on pages 181–184. Use the information in sentences *a*, *b*, and *c*, that follow the paragraph to compose the second sentence for the paragraph below.



## Essay 8

### Vacations for Everyone

- 1 On hearing the word *vacation*, most people react positively.

---

---

Prospective travelers spend hours, if not days, researching their travel destination. While the destination has a lot to do with the success of a trip, there are other factors to consider. Seasoned travelers will argue that more important than *where* they go on vacation is *who* they go on vacation with. Vacations can be classified on the basis of travel partners. Vacationers can choose to travel with family, with friends, or alone.

- a. It can be a weekend.
- b. It can be a spontaneous getaway.
- c. It can be a trip around the world.

## ACTIVITY 10 Using Connectors and Transitions

Read the whole essay “Vacations for Everyone” (Essay 8) presented by paragraph on pages 181–184. Complete the sentences with the connectors and transitions from the box.

Another	Finally	For example	For instance	If	Regardless of
---------	---------	-------------	--------------	----	---------------

### Essay 8 (cont.)

- 2 Family travel is special. The success of a trip often depends on the relationship that the family members have with one another.
- 1 \_\_\_\_\_ two brothers do not get along at home, chances are that they will fight during a vacation. 2 \_\_\_\_\_ potential problem is transportation. 3 \_\_\_\_\_, it is much cheaper for a family of four to travel by car than to buy four plane tickets.
- 4 \_\_\_\_\_, finding common sights of interest may be more complicated with family groups. 5 \_\_\_\_\_, Dad might want to see the alligator farm while Mom wants to go shopping, and the kids are looking for a video arcade. 6 \_\_\_\_\_ the problems, a family vacation usually does not change family relationships.

## ACTIVITY 11 Editing from Teacher's Comments

Read the paragraph and the teacher's comments. On the basis of these comments, rewrite this paragraph on the blank lines.

### Essay 8 (cont.)

- 3 Traveling with friends can be an unforgettable experience. Close friends often have similar personalities, so there will probably not be a lot of fighting during the trip. 1 Fighting is dangerous, especially in foreign countries. 2 Because each person is paying for himself. Transportation costs tend to be lower as well. Good friends 3 which know how to negotiate each other's needs can also avoid fighting over what to see. Basically, the closer the friendship, the 4 easy it is to decide

on travel itineraries. If friends are close, even a terrible trip will not ruin the friendship. 5 However, some friends bond even more when they experience travel emergencies together. A special closeness 6 is create during the trip. They share both the 7 goodness and the bad memories.

wrong transition

passive voice

word form

Now rewrite the paragraph with corrections.

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## ACTIVITY 12 Editing for Errors

This paragraph contains seven errors. They are in articles (two), passive voice (one), subject-verb agreement (two), parallelism (one), and word form (one). Mark these errors and write the corrections above them.

### Essay 8 (cont.)

4 Finally, people can choose to travel alone. It takes special person to feel comfortable doing this. This type of individual feel comfortable being alone and having limited company. As for transportation, single travelers are often a luckiest travelers. They have more chances of getting plane seats on stand-by, and sometimes their seats upgrade to first class. This would be impossible to do with a larger group. Sightseeing is also not a problem for single travelers. They can choose to wake up late in the day, sightsee at night, or skip lunch if they feel like it. Conversely, they might experience feelings of lonely from not being able to talk to someone else about the wonderful things they are seeing, the great foods they are eating, and the amazing experiences. Traveling alone can have other benefits as



well. Single travelers are more likely to meet others while on vacation. They do not have anyone else to worry about, so they are free to strike up conversations with strangers. Many single travelers loves the solitary adventure and say that they learn a lot about themselves while traveling.

### ACTIVITY 13 Using Correct Grammar

Key grammar points are practiced in this paragraph. Underline the correct word or phrase in parentheses.

#### Essay 8 (cont.)

5 Different ( 1 form / forms) of travel are available to everyone. ( 2 Person / People) ( 3 who / which) are comfortable with relatives enjoy family outings and ( 4 vacation / vacations). People who ( 5 wants / want) to be sure to have the best time possible while avoiding petty arguments travel with ( 6 his / their) closest friends. People who ( 7 solitary / are solitary) but love the excitement of seeing new places ( 8 choose / are chosen) to travel alone. Whatever the personality, there is a travel ( 9 choose / choice) for (10 every people / everyone).

### ACTIVITY 14 Analyzing the Essay

Answer these questions about “Vacations for Everyone” (Essay 8).

1. What specific topic does the writer classify in this essay?
2. What principle of organization does the writer use: price, travel companions, or destination?
3. Underline the writer’s hook.
4. Circle the thesis statement. Is the thesis restated in the conclusion (Paragraph 5)? If so, underline that sentence (or sentences).
5. What is the topic of Paragraph 3?
6. Reread the concluding paragraph. Does the writer offer a **suggestion**, an **opinion**, or a **prediction**? Circle the appropriate word in bold and write the sentence from the essay.

**Building Better Sentences:** For further practice, go to Practice 21 on page 245 in Appendix 1.

# Building Better Vocabulary

## ACTIVITY 15 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. tasks*	duties, jobs	people, leaders
2. crucial*	unfriendly	important
3. to clarify*	to make clear	to make happen
4. nowadays	currently	not at night
5. tend to cost	never cost	usually cost
6. a cue	assistance	requirement
7. to rank	to put in order	to read one by one
8. to bond*	to connect	to persuade
9. practically dead	almost dead	used to be dead
10. seasoned	experienced	mentioned
11. an outing	a complaint	a trip
12. to rehearse	to listen	to practice
13. petty	not important	not likely
14. properly	correctly	rapidly
15. to evolve*	to change	to pretend
16. to ruin	negative	positive
17. no wonder	surprising	not surprising
18. fairly expensive	\$5	\$500
19. to skip lunch	to eat lunch	to not eat lunch
20. a tale	a flight	a story

\*Words that are part of the Academic Word List. See pages 224–225 for a complete list.

## ACTIVITY 16 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. in / to                    | to pertain _____                            |
| 2. of / in                    | two varieties _____ plants                  |
| 3. from / to                  | ranging _____ Spanish to Arabic             |
| 4. specific / task            | to provide a _____ example                  |
| 5. get / put                  | to _____ it just right                      |
| 6. course / event             | a crash _____                               |
| 7. in / on                    | to perform _____ a stage                    |
| 8. destroy / fight            | to _____ over something                     |
| 9. into / over                | to classify books _____ relevant categories |
| 10. destination / travel      | your final _____                            |
| 11. conversation / limitation | to strike up a _____                        |
| 12. at / on                   | an error _____ the part of the bank         |
| 13. get / put                 | to _____ along with someone                 |
| 14. by / on                   | _____ the basis of                          |
| 15. traveler / trip           | a seasoned _____                            |



# Original Student Writing: Classification Essay

## ACTIVITY 17 Writing Your Original Essay

In this section, you will write a classification essay. Use a separate piece of paper for your work. Follow the seven steps in the writing process to complete your essay.

### **Step 1: Choose a Topic**

Choose a topic from this list:

- Classify jobs by type.
- Write about three study techniques.
- Classify clothing for different occasions and places.
- Classify a specific type of music into three or four subcategories.

### **Step 2: Brainstorm**

Using a method that works for you, brainstorm ideas about your topic.

### **Step 3: Outline**

Outline your essay using the classification essay outline modeled in Activity 5 on pages 175–176. Then exchange outlines with a partner. Read your partner's outline. Then use Peer Editing Sheet 13 on [NGL.Cengage.com/GW3](http://NGL.Cengage.com/GW3) to help you comment on your partner's outline. Use your partner's comments to revise your outline.

### **Step 4: Write the First Draft**

Use the information from Steps 1–3 to write the first draft of your classification essay. Be sure to use at least two of the vocabulary words or phrases presented in Activities 15 and 16. Underline these words and phrases in your essay.

### **Step 5: Get Feedback from a Peer**

Exchange papers from Step 4 with a partner. Read your partner's essay. Then use Peer Editing Sheet 14 on [NGL.Cengage.com/GW3](http://NGL.Cengage.com/GW3) to help you comment on your partner's essay. Be sure to offer suggestions and comments that will help your partner improve his or her writing.

### **Step 6: Revise the First Draft**

Use your partner's comments from Step 5 to help you revise your essay. Check to make sure that you use correct vocabulary, punctuation, and clear language in your essay.

### **Step 7: Proofread the Final Draft**

Use the following checklist to review your final draft. Use all the feedback that you have received, including peer feedback, instructor comments, and self-evaluation. In addition, try reading your essay aloud. When you finish, add a title to your essay.

If you need ideas for words and phrases, see the Useful Vocabulary for Better Writing on pages 226–229.

## ☒ **Final Draft Checklist**

- ☐ I included a thesis statement that contains a clear topic and points of development.
- ☐ My essay is clearly a classification essay. The purpose of my essay is clear.
- ☐ Each body paragraph has a clear topic sentence.
- ☐ All examples of this topic fit into one of the categories listed.
- ☐ Supporting details in the paragraphs are parallel.
- ☐ I used connecting transition words and expressions correctly.
- ☐ My use of punctuation is correct.
- ☐ The concluding paragraph has words and phrases that signal the end of the essay.
- ☐ The conclusion does not introduce any new ideas.
- ☐ I used at least two of the vocabulary words or phrases presented in Activities 15 and 16.  
I underlined them.

## **Additional Topics for Writing**

Here are five more ideas for writing a classification essay.

### **PHOTO**

**TOPIC:** Look at the photo on pages 164–165. Classify a collection of something, such as pets or things found in nature, into distinct categories.

**TOPIC 2:** Classify different college courses that are available to students.

**TOPIC 3:** Write about different types of ethnic restaurants.

**TOPIC 4:** Classify parenting styles.

**TOPIC 5:** Write an essay classifying tourist attractions.

## 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 essay guidelines and the writing prompt.
3. Write a basic outline, including the thesis and your three main points.
4. Write a five-paragraph essay.
5. You have 40 minutes to write your essay.

### Classification Essay Guidelines

- Remember to give your essay a title.
- Double-space your essay.
- Write as legibly as possible (if you are not using a computer).
- Select an appropriate principle of organization for your topic.
- Include a short introduction (with a thesis statement), three body paragraphs, and a conclusion.
- Try to give yourself a few minutes before the end of the activity to review your work. Check for spelling, verb tense, and subject-verb agreement mistakes.

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*Classify types of television programs*



# Brief Writer's Handbook with Activities

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# Understanding the Writing Process: The Seven Steps

This section can be studied at any time during the course. You will want to refer to these seven steps many times as you write your essays.

## The Assignment

Imagine that you have been given the following assignment: *Write an essay in which you discuss one aspect of vegetarianism.* What should you do first? What should you do second, third, and so on? There are many ways to write, but most good writers follow certain steps in the writing process. These steps are guidelines that are not always followed in order.

Look at this list of steps. Which ones do you regularly do? Which ones have you never done?

STEP 1: Choose a topic.

STEP 2: Brainstorm.

STEP 3: Outline.

STEP 4: Write the first draft.

STEP 5: Get feedback from a peer.

STEP 6: Revise the first draft.

STEP 7: Proofread the final draft.

Next, you will see how one student, Hamda, went through the steps to do the assignment. First, read the final essay that Hamda gave her teacher.

## Essay 9

### Better Living as a Vegetarian

- 1 The hamburger has become a worldwide cultural icon. Eating meat, especially beef, is an integral part of many diverse cultures. Studies show, however, that the consumption of large quantities of meat is a major contributing factor toward a great many deaths, including the unnecessarily high number of deaths from heart-related problems. Although it has caught on slowly in western society, vegetarianism is a way of life that can help improve not only the quality of people's lives but also their longevity.
- 2 Surprising as it may sound, vegetarianism can have beneficial effects on the environment. Because demand for meat animals is so high, cattle are being raised in areas where rain forests once stood. As rain forest land is cleared in order to make room for cattle ranches, the environmental balance is upset; this imbalance could have serious consequences for humans. The article "Deforestation: The Hidden Cause of Global Warming" by Daniel Howden explains that much of the current global warming is due to depletion of the rain forests.
- 3 More important at an individual level is the question of how eating meat affects a person's health. Meat, unlike vegetables, can contain very large amounts of fat. Eating this fat has been connected—in some research cases—to certain kinds of cancer. In fact, *The St. Petersburg*



*Times* reports, “There was a statistically significant risk for . . . gastric cancer associated with consumption of all meat, red meat and processed meat” (Rao, 2006). If people cut down on the amounts of meat they ate, they would automatically be lowering their risks of disease. Furthermore, eating animal fat can lead to obesity, and obesity can cause numerous health problems. For example, obesity can cause people to slow down and their heart to have to work harder. This results in high blood pressure. Meat is also high in cholesterol, and this only adds to health problems. With so much fat consumption worldwide, it is no wonder that heart disease is a leading killer.

- 4 If people followed vegetarian diets, they would not only be healthier but also live longer. Eating certain kinds of vegetables, such as broccoli, brussels sprouts, and cauliflower, has been shown to reduce the chance of contracting colon cancer later in life. Vegetables do not contain the “bad” fats that meat does. Vegetables do not contain cholesterol, either. Furthermore, native inhabitants of areas of the world where people eat more vegetables than meat, notably certain areas of Central Asia, routinely live to be over one hundred.
- 5 Some people argue that, human nature being what it is, it is unhealthy for humans to not eat meat. These same individuals say that humans are naturally carnivores and cannot help wanting to consume a juicy piece of red meat. However, anthropologists have shown that early humans ate meat only when other foods were not abundant. Man is inherently a herbivore, not a carnivore.
- 6 Numerous scientific studies have shown the benefits of vegetarianism for people in general. There is a common thread for those people who switch from eating meat to consuming only vegetable products. Although the change of diet is difficult at first, most never regret their decision to become a vegetarian. They feel better, and those around them comment that they look better than ever before. As more and more people are becoming aware of the risks associated with meat consumption, they too will make the change.

## Steps in the Writing Process

### Step 1: Choose a Topic

For this assignment, the topic was given: Write an essay on vegetarianism. As you consider the assignment topic, you have to think about what kind of essay you may want to write. Will you list different types of vegetarian diets? Will you talk about the history of vegetarianism? Will you argue that vegetarianism is or is not better than eating animal products?

Hamda chose to write an argumentative essay about vegetarianism to try to convince readers of its benefits. The instructor had explained that this essay was to be serious in nature and have facts to back up the claims made.

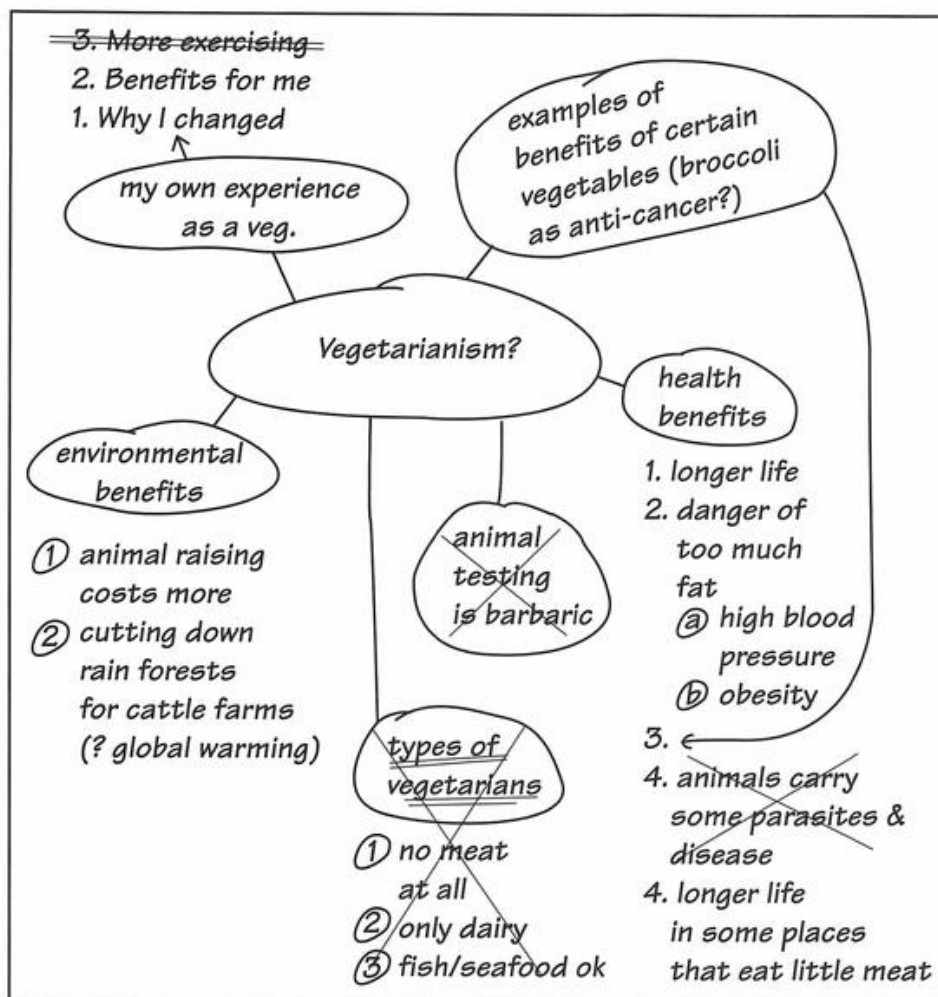
### Step 2: Brainstorm

The next step for Hamda was to brainstorm.

In this step, you write every idea about your topic that pops into your head. Some of these ideas will be good, and some will be bad; write them all. The main purpose of brainstorming is to write as many ideas as you can think of. If one idea looks especially good, you might circle that idea or put a check next to it. If you write an idea and you know right away that you are not going to use it, you can cross it out.



Look at Hamda's brainstorming diagram on the topic of vegetarianism.



Hamda's brainstorming diagram

As you can see from the brainstorming diagram, Hamda considered many aspects of vegetarianism. Notice a few items in the diagram. As she organized her brainstorming, Hamda wrote "examples of benefits of certain vegetables" as a spoke on the wheel. Then she realized that this point would be a good number 3 in the list of health benefits, so she drew an arrow to show that she should move it there. Since one of Hamda's brainstorming ideas (types of vegetarians) seemed to lack supporting details and was not related to her other notes, she crossed it out.

## Getting the Information

How would you get the information for this brainstorming exercise?

- You might read a book or an article about vegetarianism.
- You could spend time searching online for articles on the subject.
- You could write a short questionnaire to give to classmates asking them about their personal knowledge of vegetarian practices.
- You could also interview an expert on the topic, such as a nutritionist.

## Writer's Note

### Doing Research

To get a deeper understanding of your essay topic, you may choose to do some research. Remember that any information you get from an outside source needs to be credited in your essay. Writers do NOT use others' ideas in their writing without giving the proper credit.

Take another look at Hamda's essay. Can you find the places where she used outside sources to back up her ideas?

See the *Citations and Plagiarism* section of the *Brief Writer's Handbook with Activities* on pages 222–223 for more information on citing outside sources and referencing.

## Step 3: Outline

Next, create an outline for the essay. Here is Hamda's rough outline that she wrote from her brainstorming notes.

- I. Introduction
  - A. Define vegetarianism
  - B. List different types
  - C. Thesis statement
- II. Environmental benefits (Find sources to support!)
  - A. Rain forests
  - B. Global warming
- III. Health issues (Find sources to support!)
  - A. Too much fat from meat → obesity → diseases → cancer
  - B. High blood pressure and heart disease
  - C. Cancer-fighting properties of broccoli and cauliflower, etc.
- IV. Counterargument and refutation
  - A. Counterargument: Man is carnivore.
  - B. Refutation
- V. Conclusion
  - A. Restate thesis
  - B. Opinion: Life will improve.

## Supporting Details

After you have chosen the main points for your essay you will need to develop some supporting details. You should include examples, reasons, explanations, definitions, or personal experiences. In some cases, such as this argumentative essay on vegetarianism, it is a good idea to include outside sources or expert opinions that back up your claims.

One common technique for generating supporting details is to ask specific questions about the topic, for example:

- SUPPORT What is it?
- What happened?
- How did this happen?
- What is it like or not like? Why?

## Step 4: Write the First Draft

Next, Hamda wrote her first draft. As she wrote each paragraph of the essay, she paid careful attention to the language she used. She chose a formal sentence structure including a variety of sentence types. In addition, her sentences varied in length, with the average sentence containing almost 20 words. (Sentences in conversation tend to be very short; sentences in academic writing tend to be longer.) Hamda also took great care in choosing appropriate vocabulary. In addition to specific terminology, such as *obesity*, *blood pressure*, and *consumption*, she avoided the conversational *you* in the essay, instead referring to *people* and *individuals*.

In this step, you use information from your brainstorming session and outline to write the essay. This first draft may contain many errors, such as misspellings, incomplete ideas, and comma errors. At this point, you should not worry about correcting the errors. The main thing is to put your ideas into sentences.

You may feel that you do not know what you think about the topic yet. In this case, it may be difficult for you to write, but it is important to just write, no matter what comes out. Sometimes writing helps you think, and as soon as you form a new thought, you can write it.



## Better Living as a Vegetarian

Wow — too abrupt? You don't talk about hamburgers anymore??

Do you like hamburgers? Eating meat, especially beef, is an interesting part of the vocabulary?

daily life around the world. In addition, this high eating of meat is a major contributing word choice?

factor thing <sup>causes</sup> that makes a great many deaths, including the unnecessarily high number of

deaths from heart-related problems. Vegetarianism has caught on slowly in some parts

of the world. <sup>, and it</sup> Vegetarianism is a way of life that can help improve not only the quality of

people's lives but also people's longevity. <sup>the quality but also the length of people's lives</sup>

This is not a topic sentence Because demand for meat animals is so high, Cattle are being raised in areas where the rainforest once stood. As rain forest land is cleared in massive amounts in order to

make room for the cattle ranches, the environmental balance is being upset. This could

have serious consequences for us in both the near and long term. <sup>For example,</sup> <sup>transition?</sup> How much of the current

global warming is due to man's disturbing the rain forest?

<sup>You need a more specific topic relating to health.</sup>

Meat contains a high amount of fat. Eating this fat has been connected in research cases with certain kinds of cancer. Furthermore, eating animal fat can lead to obesity, and obesity can cause many different kinds of diseases, for example, obesity can cause people to slow down and their heart to have to work harder. This results in high blood pressure.

Meat is high in cholesterol, and this only adds to the health problems. With the high consumption of animal fat by so many people, it is no wonder that heart disease is a leading killer.

On the other hand, eating a vegetarian diet can improve a person's health. And <sup>necessary?</sup> vegetables taste so good. In fact, it can even save someone's life. Eating certain kinds of vegetables, such as broccoli, brussel sprouts, and cauliflower, has been shown to reduce the chance of having colon cancer later in life. <sup>combine sentences?</sup> Vegetables do not contain the "bad" fats that meat does. Vegetables do not contain cholesterol, either. Native inhabitants of areas of the world where mostly vegetables are consumed, notably certain areas of the former Soviet republics, routinely live to be over one hundred.

*Good sentence* Although numerous scientific studies have shown the benefits of vegetarianism for people in general, I know firsthand how my life has improved since I decided to give up meat entirely.

In 2006, I saw a TV program that discussed problems connected to animals that are raised for food. The program showed how millions of chickens are raised in dirty, crowded conditions until they are killed. The program also talked about how diseases can be spread from cow or pig to humans due to unsanitary conditions. Shortly after I saw this show, I decided to try life without eating meat. Although it was difficult at first, I have never regretted my decision to become a vegetarian. I feel better and my friends tell me that I look better than ever before

Being a vegetarian has many benefits. Try it.

I like this essay.  
You really need to  
work on  
the conclusion.

*This is too short!*  
How about making a  
prediction or suggestion  
for the reader. The previous  
paragraph told how the writer  
became a vegetarian, so  
doesn't it make sense for the  
conclusion to say something  
like "I'm sure your life will  
be better too if you become a  
vegetarian"?

*not  
related  
to  
your  
topic*



## Making Changes

As you write the first draft, you may want to add information or take some out. In some cases, your first draft may not follow your outline exactly. That is OK. Writers do not always stick with their original plan or follow the steps in the writing process in order. Sometimes they go back and forth between steps. The writing process is much more like a cycle than a line.

Reread Hamda's first draft with her teacher's comments.

## First Draft Tips

Here are some things to remember about the first draft copy:

- The first draft is not the final copy. Even native speakers who are good writers do not write an essay only one time. They rewrite as many times as necessary until the essay is the best that it can be.
- It is OK for you to make notes on your drafts; you can circle words, draw connecting lines, cross out words, or write new information. Make notes to yourself about what to change, what to add, or what to reconsider.
- If you cannot think of a word or an idea as you write, leave a blank space or circle. Then go back and fill in the space later. If you write a word that you know is not the right one, circle or underline it so you can fill in the right word later. Do not stop writing. When people read your draft, they can see these areas you are having trouble with and offer comments that may help.
- Do not be afraid to throw some sentences away if they do not sound right. Just as a good housekeeper throws away unnecessary things from the house, a good writer throws out unnecessary or wrong words or sentences.

The handwriting in the first draft is usually not neat. Sometimes it is so messy that only the writer can read it. Use a word-processing program, if possible, to make writing and revising easier.

## Step 5: Get Feedback from a Peer

Hamda used Peer Editing Sheet 8 to get feedback on her essay draft. Peer editing is important in the writing process. You do not always see your own mistakes or places where information is missing because you are too close to the essay that you created. Ask someone to read your draft and give you feedback about your writing. Choose someone that you trust and feel comfortable with. While some people feel uneasy about peer editing, the result is almost always a better essay. Remember to be polite when you edit another student's paper.

## Step 6: Revise the First Draft

This step consists of three parts:

1. React to the comments on the peer editing sheet.
2. Reread the essay and make changes.
3. Rewrite the essay one more time.

## Step 7: Proofread the Final Draft

Most of the hard work is over now. In this step, the writer pretends to be a brand-new reader who has never seen the essay before. Proofread your essay for grammar, punctuation, and spelling errors and to see if the sentences flow smoothly.

Read Hamda's final paper again on pages 191–192.

### Writer's Note

#### Proofreading

One good way to proofread your essay is to set it aside for several hours or a day or two. The next time you read your essay, your head will be clearer and you will be more likely to see any problems. In fact, you will read the composition as another person would.



# Editing Your Writing

While you must be comfortable writing quickly, you also need to be comfortable with improving your work. Writing an assignment is never a one-step process. For even the most gifted writers, it is often a multiple-step process. When you were completing your assignments in this book, you probably made some changes to your work to make it better. However, you may not have fixed all of the errors. The paper that you turned in to your teacher is called a first draft, which is sometimes referred to as a rough draft.

A first draft can often be improved. One way to improve an essay is to ask a classmate, friend, or teacher to read it and make suggestions. Your reader may discover that one of your paragraphs is missing a topic sentence, that you have made grammar mistakes, or that your essay needs better vocabulary choices. You may not always like or agree with the comments from a reader, but being open to changes will make you a better writer.

This section will help you become more familiar with how to identify and correct errors in your writing.

## Step 1

Below is a student's first draft for a timed writing. The writing prompt for this assignment was "For most people, quitting a job is a very difficult decision. Why do people quit their jobs?" As you read the first draft, look for areas that need improvement and write your comments. For example, does the writer use the correct verb tenses? Is the punctuation correct? Is the vocabulary suitable for the intended audience? Does the essay have an appropriate hook?

### **There Are Many Reasons Why People Quit Their Jobs**

Joann quit her high-paying job last week. She had had enough of her coworkers' abuse. Every day they would make fun of her and talk about her behind her back. Joann's work environment was too stressful, so she quit. Many employees quit their jobs. In fact, there are numerous reasons for this phenomenon.

First, the job does not fit the worker. Job seekers may accept a job without considering their skills. Is especially true when the economy is slowing and jobs are hard to find. The workers may try their best to change themselves depending on the work. However, at some point they realize that they are not cut out in this line of work and end up quitting. This lack of understanding or ability make people feel uncomfortable in their jobs. So they begin to look for other work.

Another reason people quit their jobs is the money. Why do people work in the first place? They work in order to make money. If employees are underpaid, he cannot earn enough to support himself or his family. The notion of working, earning a decent salary, and enjoy life is no longer possible. In this case, low-paid workers have no choice but to quit their jobs and search for a better-paying position.

Perhaps the biggest situation that leads people to quit their jobs is personality conflicts. It is really difficult for an employee to wake up every morning, knowing that they will be spending the next eight or nine hours in a dysfunctional environment. The problem can be with bosses or coworkers but the result is the same. Imagine working for a discriminate boss or colleagues which spread rumors. The stress levels increases until that employee cannot stand the idea of going to work. The employee quits his or her job in the hope of finding a more calm atmosphere somewhere else.

Work should not be a form of punishment. For those people who have problems with not feeling comfortable on the job, not getting paid enough, and not respected, it *does* feel like punishment. As a result, they quit and continue their search for a job that will give them a sense of pride, safety, and friends.

## Step 2

Read the teacher's comments on the first draft of "There Are Many Reasons Why People Quit Their Jobs." Are these the same things that you noticed?

*The title should NOT be a complete sentence.*

### **There Are Many Reasons Why People Quit Their Jobs**

*Consider changing your hook/introduction. The introduction here is already explaining one of the reasons for quitting a job. This information should be in the body of the essay. Suggestion: use a "historical" hook describing how people were more connected to their jobs in the past than they are now.*

Joann quit her high-paying job last week. She had had enough of her coworkers' abuse. Every day they would make fun of her and talk about her behind her back. Joann's work environment was too stressful, so she quit. Many employees quit their jobs. In fact, there are numerous reasons for this phenomenon.

Try to use another transition phrase instead of first, second, etc.

*add transition*  
First, the job does not fit the worker. Job seekers may accept a job without considering their

*word choice—be more specific* *fragment*  
skills. Is especially true when the economy is slowing and jobs are hard to find. The workers may

*word choice—better: “adapt to”*  
try their best to change themselves depending on the work. However, at some point they realize

*prep*  
that they are not cut out in this line of work and end up quitting. This lack of understanding or

*S-V agreement* *fragment*  
ability make people feel uncomfortable in their jobs. So they begin to look for other work.

*word choice—be more specific*  
Another reason people quit their jobs is the money. Why do people work in the first place?

They work in order to make money. If employees are underpaid, he cannot earn enough to  
*pronoun agreement*  
support himself or his family. The notion of working, earning a decent salary, and enjoy life is  
*// not parallel—use “-ing”*

*word choice* *Do you mean “underpaid”?*  
no longer possible. In this case, low-paid workers have no choice but to quit their jobs and

search for a better-paying position.



word choice—too vague

Perhaps the biggest situation that leads people to quit their jobs is personality conflicts. It is

word choice—avoid using “really”      pronoun agreement

really difficult for an employee to wake up every morning, knowing that they will be spending

add another descriptive word here      word choice—too vague

the next eight or nine hours in a dysfunctional <sup>^</sup>environment. The problem can be with bosses

punc. (add comma)

word choice

or coworkers but the result is the same. Imagine working for a discriminate boss or colleagues

word form

S-V agreement

write it out—better: “can no longer”

which spread rumors. The stress levels increases until that employee can't stand the idea of

add transition

word choice—better: “serene”

going to work. <sup>^</sup>The employee quits his or her job in the hope of finding a more calm atmosphere

somewhere else.

thought of as

word choice

Work should not be <sup>^</sup>a form of punishment. For those people who have problems with not

// not parallel—use “-ing”

feeling comfortable on the job, not getting paid enough, and not respected, it *does* feel like

punishment. As a result, they quit and continue their search for a job that will give them a

word choice—better: “camaraderie”

sense of pride, safety, and friends.

## Step 3

Now read the second draft of this essay. How is it the same as the first draft? How is it different? Did the writer fix all the sentence mistakes?

### Two Weeks' Notice

A generation ago, it was common for workers to stay at their place of employment for years and years. When it was time for these employees to retire, companies would offer a generous pension package and, sometimes, a token of appreciation, such as a watch, keychain, or other trinket. Oh, how times have changed. Nowadays, people—especially younger workers—jump from job to job like bees fly from flower to flower to pollinate. Some observers might say that today's workforce is not as serious as yesterday's. This is too simple an explanation, however. In today's society, fueled by globalization, recession, and other challenges, people quit their jobs for a number of valid reasons.

One reason for quitting a job is that the job does not fit the worker. In other words, job seekers may accept a job without considering their aptitude for it. This is especially true when the economy is slowing and jobs are hard to find. The workers may try their best to adapt themselves to the work. However, at some point they realize that they are not cut out for this line of work and end up quitting. This lack of understanding or ability makes people feel uncomfortable in their jobs, so they begin to look for other work.

Another reason people quit their jobs is the salary. Why do people work in the first place? They work in order to make money. If employees are underpaid, they cannot earn enough to support themselves or their families. The notion of working, earning a decent salary, and enjoying life is no longer viable. In this case, underpaid workers have no choice but to quit their jobs and search for a better-paying position.

Perhaps the most discouraging situation that leads people to quit their jobs is personality conflicts. It is extremely difficult for an employee to wake up every morning knowing that he or she will be spending the next eight or nine hours in a dysfunctional and often destructive environment. The discord can be with bosses or coworkers, but the result is the same. Imagine working for a bigoted boss or colleagues who spread rumors. The stress levels increase until that employee can no longer stand the idea of going to work. In the end, the employee quits his or her job with the hope of finding a more serene atmosphere somewhere else.

Work should not be thought of as a form of punishment. For those people who struggle with not feeling comfortable on the job, not getting paid enough, and not being respected, it *does* feel like punishment. As a result, they quit and continue their search for a job that will give them a sense of pride, safety, and camaraderie.

# Capitalization Activities

## Basic Capitalization Rules

1. Always capitalize the first word of a sentence.

Several factors contributed to the failure of the plan.

Because of the weather, all flights were delayed.

All flights were delayed because of the weather.

2. Always capitalize the word *I* no matter where it is in a sentence.

John brought the dessert, and **I** brought some drinks.

Of all the trips that I have taken, **I** will always treasure my trip to Kenya.

The winners of the contest were Nathaniel and **I**.

3. Capitalize proper nouns—the names of specific people, places, or things. Capitalize a person's title, including *Mr.*, *Mrs.*, *Ms.*, and *Dr.* Compare these example pairs.

When our teacher **Mr. Hill** visited his home state of **Arizona**, he took a short trip to see the **Grand Canyon**.

When our teacher visited his home state, he saw many mountains and canyons.

The **Statue of Liberty** is located on **Liberty Island** in **New York**.

There is a famous statue on that island, isn't there?

**Simón Bolívar** was born in **Caracas, Venezuela**, in **July** 1783.

The most noted historic figure was born in the capital city of the country.

4. Capitalize names of countries and other geographic areas. Capitalize the names of people from those areas. Capitalize the names of languages.

People from **Brazil** are called **Brazilians**. They speak **Portuguese**.

People from **Germany** are called **Germans**. They speak **German**.

5. Capitalize titles of works, such as books, movies, and pieces of art. If you look at the example paragraphs and essays in this book, you will notice that each of them begins with a title. In a title, pay attention to which words begin with a capital letter and which words do not.

**A** *Sea without Life*

*The Weather in Chicago and Miami*

*Behind the Scenes in a Restaurant*

*Changing a Tire on Your Car*

*The Features of a Good Restaurant*

*The Dark Side of Cycling*

The rules for capitalizing titles are easy.

- Always capitalize the first letter of a title.
- If the title has more than one word, capitalize all the words that have meaning (content words).
- Do not capitalize small (function) words, such as *a*, *an*, *and*, *the*, *in*, *with*, *on*, *for*, *to*, *above*, *an*, and *or*.



# Capitalization Activities

## ACTIVITY 1

Circle the words that have capitalization errors. Make the corrections above the errors.

1. two months that are more than thirty days long are March and July.
2. why does February never have thirty days?
3. In the original calendar by the romans, September was the seventh Month.
4. The month of august was named for Caesar augustus.
5. The word *april* can be the name of a month or a girl.

## ACTIVITY 2

Complete these statements. Be sure to use correct capitalization. You may need to consult a reference book or an Internet source for some questions.

1. The acronym *USSR* is no longer used because that country does not exist. *USSR* stood for the \_\_\_\_\_ of \_\_\_\_\_ Socialist Republics.
2. The ninth month of the year is \_\_\_\_\_.
3. \_\_\_\_\_ is the capital of Turkey.
4. One of the most popular brands of automobiles is \_\_\_\_\_.
5. The first person to walk on the moon was named \_\_\_\_\_.
6. Parts of Europe were destroyed in \_\_\_\_\_ (1914–1918).
7. My favorite restaurant is \_\_\_\_\_.
8. Seoul, Inchon, and Busan are large cities in \_\_\_\_\_.
9. The summer months are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
10. The last movie that I saw was \_\_\_\_\_.

## ACTIVITY 3

Read the following titles. Rewrite them with correct capitalization.

1. the causes of war \_\_\_\_\_
2. some common reasons for leaving college \_\_\_\_\_
3. the beatles' contribution to rock music \_\_\_\_\_
4. my first day working at a restaurant \_\_\_\_\_
5. the impact of high gasoline prices \_\_\_\_\_
6. a comparison of mark twain's the adventures of tom sawyer and the adventures of huckleberry finn \_\_\_\_\_
7. the damaging effects of a tsunami \_\_\_\_\_
8. why i want to attend oxford university \_\_\_\_\_

#### ACTIVITY 4

Read the following paragraph. Circle the capitalization errors and make corrections above the errors.

#### Paragraph 26

##### Not smart enough to be a robber

One night, two guys decided to rob a Small Store. They got inside the store and began to put things in a bag. Officer Jenkins was driving his car by the store at that very moment. Suddenly, the robbers saw the police car coming near the Store. They rushed outside, but they did not have time to escape. There were two big Bushes near the window, so each robber went behind one of the bushes. Officer jenkins saw one of the robbers and grabbed him. The police officer said, "all right, come with me. Now we have You!" As the police officer was taking away this Criminal, the robber looked back at the other bush and said, "Hey, come on, mike! They've caught us!"

#### ACTIVITY 5

Read the following paragraph. Circle the capitalization errors and make corrections above the errors.

#### Paragraph 27

##### facts about the month of September

september is the ninth month of the year. However, the word *september* comes from the Latin word *septem*, which means "seven." this disparity between seven and nine is because long ago, a different calendar was used in which september was indeed the seventh month. When julius caesar, leader of rome, redid the calendar, he designated september as the ninth month.

## ACTIVITY 6

Read the following paragraph. Circle the capitalization errors and make corrections above the errors.

### Paragraph 28

#### a summary of *a tale of two cities*

Charles dickens published his great work *a tale of two cities* in 1859. “it was the best of times, it was the worst of times; it was the age of wisdom, it was the age of foolishness . . . .” With these famous lines, Charles dickens opens this dramatic story, which tells of life in paris and london at the time of the french revolution. This famous dickens novel describes Life in one of the World’s most chaotic times.

## Punctuation Activities

### End Punctuation

The three most common punctuation marks found at the end of English sentences are the **period**, the **question mark**, and the **exclamation point**. It is important to know how to use all three of them correctly. Of these three, however, the period is by far the most commonly used punctuation mark.

1. **period (.)** A period is used at the end of a declarative sentence.

This sentence is a declarative sentence.

This sentence is not a question.

All three of these sentences end with a period.

2. **question mark (?)** A question mark is used at the end of a question.

Is this idea difficult?

Is it hard to remember the name of this mark?

How many questions are in this group?

3. **exclamation point (!)** An exclamation point is used at the end of an exclamation. It is less common than the other two marks. In fact, a piece of academic writing—whether the assignment is a paragraph or an essay—usually has no exclamation points.

I cannot believe you think this topic is difficult!

This is the best writing book in the world!

Now I finally understand all of these examples!



### ACTIVITY 1

Add the correct end punctuation.

1. Wow, I cannot believe how tall you are
2. Is Abigail going to take her dog for a walk
3. Make sure you brush your teeth before you go to bed
4. How many people are going to the circus
5. Rick leaned the guitar against the wall

### ACTIVITY 2

Look at an article in any newspaper or magazine. Circle every end punctuation mark. Then answer these questions.

1. How many final periods are there? \_\_\_\_\_ (or \_\_\_\_\_ %)
2. How many final question marks are there? \_\_\_\_\_ (or \_\_\_\_\_ %)
3. How many final exclamation points are there? \_\_\_\_\_ (or \_\_\_\_\_ %)
4. What is the total number of sentences? \_\_\_\_\_

Use this last number to calculate the percentages for each of the categories. Does the period occur most often? How common are question marks and exclamation points?

## Commas

The comma has several different functions in English. Here are some of the most common ones.

1. A comma separates a list of three or more things. There should be a comma between the items in a list.

He speaks French and English. (No comma is needed because there are only two items.)

She speaks French, English, and Chinese.

2. A comma separates two sentences when there is a combining word (coordinating conjunction) such as *and*, *but*, *or*, *so*, *for*, *nor*, and *yet*. The easy way to remember these conjunctions is *FANBOYS* (*for*, *and*, *nor*, *but*, *or*, *yet*, *so*).

Six people took the course, but only five of them passed the test.

Sammy bought the cake, and Paul paid for the ice cream.

Students can register for classes in person, or they can submit their applications by email.

3. A comma is used to separate an introductory word or phrase from the rest of the sentence.

In conclusion, doctors are advising people to take more vitamins.

First, you will need a pencil.

Because of the heavy rains, many of the roads were flooded.

Finally, add the nuts to the batter.

4. A comma is used to separate an appositive from the rest of the sentence. An appositive is a word or group of words that renames a noun. An appositive provides additional information about the noun.

subject (noun)                      appositive                      verb  
Washington, the first president of the United States, was a clever military leader.

In this sentence, the phrase *the first president of the United States* is an appositive. This phrase renames or explains the noun *Washington*.

5. A comma is sometimes used with adjective clauses. An adjective clause usually begins with a relative pronoun (*who, that, which, whom, whose, whoever, or whomever*). We use a comma when the information in the clause is unnecessary or extra. (This is also called a nonrestrictive clause.)

The book that is on the teacher's desk is the main book for this class.

(Here, when you say "the book," the reader does not know which book you are talking about, so the information in the adjective clause is necessary. In this case, do not set off the adjective clause with a comma.)

*The History of Korea*, which is on the teacher's desk, is the main book for this class.

(The name of the book is given, so the information in the adjective clause is not necessary to help the reader identify the book. In this case, you must use commas to show that the information in the adjective clause is extra, or nonrestrictive.)

### ACTIVITY 3

Add commas as needed in these sentences. Some sentences may be correct, and others may need more than one comma.

1. For the past three years Jeff has been the IT Manager for a large medical office.
2. Despite the foul weather we had a remarkably smooth flight.
3. My favorite vegetables are broccoli carrots and corn.
4. Ron's favorite vegetables are summer squash and green beans.
5. Tomorrow afternoon I plan on going biking and swimming.
6. First make sure you clean your room.
7. Spain France and Italy are fun countries to visit.
8. Without their ability to use sonar bats would not be able to fly at night.
9. The lion which is often referred to as the king of the jungle is a ferocious hunter.
10. Because of his broken arm Emanuel will not be able to play tennis tomorrow.
11. As part of their vacation Ben Mike and Adam went to visit the village of Tomok.
12. The restaurant is very large and can seat more than 300 people at once.
13. Ellen and Steven's anniversary is April 26 the same day as Jeff's birthday.
14. My brother who lives in Morocco has straight hair. (I have several brothers.)
15. My brother who lives in Kazakhstan has curly hair. (I have only one brother.)
16. That laptop is the lightest one that I have ever held.
17. Venezuela produces a great deal of oil so it is a member of OPEC.
18. Sun Cash Coffee Shop which has hundreds of locations just opened a new one down the street.
19. When you go to bed make sure you turn off all the lights.

# Apostrophes

Apostrophes have two basic uses in English. They indicate either a contraction or a possession.

**Contractions:** Use an apostrophe in a contraction in place of the letter or letters that have been deleted.

He's (he is or he has), they're (they are), I've (I have), we'd (we would or we had)

**Possession:** Use an apostrophe to indicate possession. Add an apostrophe and the letter *s* after the word. If a plural word already ends in *s*, then just add an apostrophe.

Gandhi's role in the history of India

yesterday's paper

the boy's books (One boy has some books.)

the boys' books (Several boys have one or more books.)

## ACTIVITY 4

Correct the apostrophe errors in these sentences.

1. I am going to Stephanies house tonight.
2. My three friends children are all well behaved.
3. Both airlines logos consist of a dark blue wing with multiple stars.
4. Many people have said that it cant be done.
5. The childrens' toys were strewn all over the floor.

# Quotation Marks

Below are three of the most common uses for quotation marks.

1. To mark the exact words that were spoken by someone:

The king said, "I refuse to give up my throne." (The period is inside the quotation marks.)\*

"None of the solutions is correct," said the professor. (The comma is inside the quotation marks.)\*

The king said that he refuses to give up his throne. (No quotation marks are needed because the sentence does not include the king's exact words. This style is called indirect speech.)

\* Note that the comma separates the verb that tells the form of communication (*said*, *announced*, *wrote*) and the quotation.

2. To mark language that a writer has borrowed from another source:

The dictionary defines *gossip* as a "trivial rumor of a personal nature," but I would add that it is usually malicious.

This research concludes that there was "no real reason to expect this computer software program to produce good results with high school students."

According to an article in *The San Jose Times*, about half of the money was stolen. (No quotes are necessary here because it is a summary of information rather than exact words from the article.)

NOTE: See pages 222–223 for more information on citing sources.

3. To indicate when a word or phrase is being used in a special way:

The king believed himself to be the leader of a democracy, so he allowed the prisoner to choose his method of dying. According to the king, allowing this kind of "democracy" showed that he was indeed a good ruler.



## ACTIVITY 5

Add quotation marks where necessary. Some sentences may not need them. Remember the rules for placing commas, periods, and question marks inside or outside the quotation marks.

1. As I walked past the room, I heard the teacher say, Be sure to turn in your homework tomorrow.
2. According to research published in the *Ultimate Medical Guide*, 19.6 percent of people do not brush their teeth on a daily basis, (p. 75) I find that statistic hard to believe.
3. My wife says that I should buy her flowers once a week. I told her that would be fine as long as I could pay with her credit card.
4. When my English friend speaks of a heat wave just because the temperature reaches over 80°, I have to laugh because I come from Thailand, where we have sunshine most of the year. The days when we have to dress warmly are certainly few, and some people wear shorts outside almost every month of the year.
5. The directions on the package read, Open carefully. Add contents to one glass of warm water. Drink just before bedtime.

## Semicolons

The semicolon is used most often to combine two related sentences. After you practice using the semicolon, it will be a very easy and useful punctuation tool in your writing.

- Use a semicolon when you want to connect two simple sentences.
- The function of a semicolon is similar to that of a period. However, in order to use a semicolon, there must be a relationship between the sentences.

Joey loves to play tennis. He has been playing since he was ten years old.

Joey loves to play tennis; he has been playing since he was ten years old.

Both sentence pairs are correct. The main difference is that the semicolon in the second example signals the relationship between the ideas in the two sentences. Notice also that *he* is not capitalized in the second example.

## ACTIVITY 6

The following sentences use periods for separation. Rewrite the sentences. Replace the period with a semicolon and make any other change necessary.

1. Mark and Kathy originally met in California. They moved to Texas two years ago.

---

2. The test was easy. Everyone passed it.

---

3. Chicken is required for chicken noodle soup. Celery is not.

---

4. Two-story houses have stairs in them. Ranches do not.

---

### ACTIVITY 7

Look at a newspaper or magazine. Circle all the semicolons on a page. The number should be relatively small.

NOTE: If the topic of the article is technical or complex, there is a greater chance of finding semicolons. Semicolons are not usually used in informal or friendly writing. Thus, you might see a semicolon in an article about heart surgery or educational research, but not in an ad for a household product or an e-mail or text message to a friend.

## Editing for Errors

### ACTIVITY 8

Find the ten punctuation errors in this paragraph and make corrections above the errors.

#### Paragraph 29

##### Lawn Care.

Taking care of your lawn can be rather simple First if you live in an arid climate you must water your lawn once a week. In addition it is important to fertilize your lawn three to four times a year You must also put weed preventer on your lawn in the fall and in the spring Also, make sure you mow your lawn once a week however make sure you do not cut it too short. Following these simple steps can mean the difference between an average lawn and a great lawn

### ACTIVITY 9

Find the ten punctuation errors in this paragraph and make corrections above the errors.

#### Paragraph 30

##### Healthy Choices

There are many healthy alternatives to childrens' ideas of traditional desserts. For example instead of eating ice cream people can eat frozen yogurt which is lower in both fat and calories Rice cakes make a great afternoon snack Cut-up vegetables can also make a great midday snack To satisfy their sweet tooth people can drink a can of iced tea without sugar, which has zero calories, instead of iced tea with sugar which may have up to 200 calories per serving. By making minor improvements in what we eat and drink we can significantly improve our health.

## ACTIVITY 10

Find the ten punctuation errors in this paragraph and make corrections above the errors.

## Paragraph 31

### A Review

*The Intelligent Investor* which was written by Benjamin Graham is considered by many to be one of the most important books ever written about investing. In this book Graham discusses many different ways, to invest ones money safely and intelligently. Graham offers sound advice based on simple fundamental principles To his credit Graham has many examples of successful investors that he has trained. For example Graham mentored Warren Buffet who is currently one of the richest people in the world and arguably one of the greatest investors to walk the earth. Most people who consider investing their personal finances or investing as a profession end up reading *The Intelligent Investor*

## Sentence Types

English sentence structure includes three basic types of sentences: simple, compound, and complex. These labels indicate how the information in a sentence is organized, not how difficult the content is.

### Simple Sentences

1. Simple sentences usually contain one subject and one verb.

<sup>S</sup> <sup>V</sup>  
[Kids] love television.

<sup>V</sup> <sup>S</sup> <sup>V</sup>  
Does [this] sound like a normal routine?

2. Sometimes simple sentences can contain more than one subject or verb.

<sup>S</sup> <sup>V</sup>  
[Brazil and the United States] are large countries.

<sup>S</sup> <sup>V</sup> <sup>V</sup>  
[Brazil] lies in South America and has a large population.

<sup>S</sup> <sup>V</sup> <sup>V</sup>  
[We] traveled throughout Brazil and ended our trip in Argentina.



## Compound Sentences

Compound sentences are usually made up of two simple sentences (independent clauses). Compound sentences need a coordinating conjunction (connector) to combine the two sentences. The coordinating conjunctions include:

for and nor but or yet so

Many writers remember these conjunctions with the acronym *FANBOYS*. Each letter represents one conjunction: *F* = *for*, *A* = *and*, *N* = *nor*, *B* = *but*, *O* = *or*, *Y* = *yet*, and *S* = *so*.

Remember that a comma is always used before a coordinating conjunction that separates the two independent clauses.

**for** <sup>S</sup> Meagan <sup>V</sup> studied hard, **for** <sup>S</sup> she <sup>V</sup> wanted to pass the test.

**and** <sup>S</sup> Meagan <sup>V</sup> studied hard, **and** <sup>S</sup> her classmates <sup>V</sup> studied, too.

**nor** <sup>S</sup> Meagan <sup>V</sup> did not study hard, **nor** <sup>V</sup> did <sup>S</sup> she <sup>V</sup> pass the test.

**but** <sup>S</sup> Meagan <sup>V</sup> studied hard, **but** <sup>S</sup> her brother <sup>V</sup> did not study at all.

**or** <sup>S</sup> Meagan <sup>V</sup> studied hard, **or** <sup>S</sup> she <sup>V</sup> would have failed the test.

**yet** <sup>S</sup> Meagan <sup>V</sup> studied hard, **yet** <sup>S</sup> she <sup>V</sup> was not happy with her grade.

**so** <sup>S</sup> Meagan <sup>V</sup> studied hard, **so** <sup>S</sup> the test <sup>V</sup> was easy for her.

### ACTIVITY 1

Study the following examples of compound sentences. Draw a box around each subject, underline each verb, and circle each coordinating conjunction.

1. Computers have become a part of our daily lives, and they have greatly influenced our habits.
2. Many people enjoy surfing the Internet, but some people still do not know how to send an e-mail message.
3. Trees provide shade for people to sit under, and they also produce oxygen for people to breathe.
4. Beijing did a fabulous job hosting the 2008 Summer Olympics, and many records were broken there.
5. Should people continue to drive large vehicles, or are they too harmful to the environment?
6. Abi had been to the market many times, but she had never purchased anything there.

## Complex Sentences

Like compound sentences, complex sentences are made up of two parts. Complex sentences, however, contain one independent clause and, at least, one dependent clause. In most complex sentences, the dependent clause is an adverb clause.

## Complex Sentences (with Adverb Clauses)

Adverb clauses begin with subordinating conjunctions, which include the following:

while      although      after      because      if      before

Study the examples below. The adverb clauses are underlined, and the subordinating conjunctions are boldfaced.

The hurricane struck **while** we were at the mall.

**After** the president gave his speech, he answered most of the reporters' questions.

NOTE: A more complete list of subordinating conjunctions can be found in the Connectors section of the *Brief Writer's Handbook with Activities*, pages 220–222.

Unlike coordinating conjunctions, which join two independent clauses but are not part of either clause, subordinating conjunctions are actually part of the dependent clause.

independent clause	dependent clause
Joe played tennis	<b>after</b> Vicky watched TV.

The subordinating conjunction *after* does not connect the clauses *Joe played tennis* and *Vicky watched TV*; *after* is grammatically part of *Vicky watched TV*.

Remember that dependent clauses must be attached to an independent clause. They cannot stand alone as a sentence. If they are not attached to another sentence, they are called fragments, or incomplete sentences. Fragments are incomplete ideas, and they cause confusion for the reader. In a complex sentence, both clauses are needed to make one complete idea so the reader can understand what the writer means. Look at these examples:

Fragment:	After Vicky watched TV
Complete Sentence:	Joe played tennis after Vicky watched TV.
	or
Complete Sentence:	After Vicky watched TV, she went to bed.

### ACTIVITY 2

Study the following examples of complex sentences from the essays in this book. Draw a box around each subject, underline each verb, and circle each subordinating conjunction.

1. According to a recent report, interest in exercise has increased because it can add years to a person's life.
2. People often report an increase in their energy level when they begin to exercise on a daily basis.
3. Because health-minded people engage in a variety of physical activities, they increase their chances of meeting people.
4. Since people who pursue a healthy lifestyle look fit and feel better about themselves, they are more likely to have fulfilling social lives.
5. Although altering one's eating and exercising patterns may be difficult at first, it becomes easier with time.

## Additional Grammar Activities

The two example essays in this section feature different grammatical errors. Each paragraph highlights one kind of error.

Before you complete Activities 1–5, read the whole essay first. Then go back and complete each activity.

### ACTIVITY 1 Verb Forms

Read the paragraph and decide whether the four underlined verbs are correct. If not, draw a line through the verb and write the correct form above the verb.

#### Essay 10

#### Training for a Triathlon

- 1 Training for a triathlon can be difficult, exciting, and rewarding all at the same time. To prepare for a triathlon, there is three disciplines that one must master: swimming, biking, and running. While all three require endurance, each of the three sports require the development of unique skills.

### ACTIVITY 2 Verb Forms

Read this paragraph carefully. Then write the correct form of the verbs in parentheses.

- 2 In most triathlons, the first event to compete in is the swim. Depending on the type of triathlon, the distance can be anywhere from 400 meters to 2.4 miles. Triathletes (train) \_\_\_\_\_ for the swim portion of their race and (do) \_\_\_\_\_ everything that they can (improve) \_\_\_\_\_ their efficiency in the water. In other words, they (work) \_\_\_\_\_ on their form so that they move as fast as possible while (expend) \_\_\_\_\_ as little energy as possible. While most triathletes excel at either the bike or the run, few (be) \_\_\_\_\_ experts at the swim. For this reason, most triathletes (take) \_\_\_\_\_ the approach of just getting through the swim and then (attempt) \_\_\_\_\_ to make up time in either the bike or the run.



### ACTIVITY 3 Connectors

Read the paragraph carefully. Then fill in the blanks with one of these connectors:

while      because      in fact      also

- 3      The second event in a triathlon is the bike. Depending on the type of triathlon, the bike distance can be anywhere from 10 to 112 miles. Beginners average around 15 miles per hour \_\_\_\_\_ advanced riders keep up a blistering pace of more than 25 miles per hour. When training for this event, most triathletes ride a minimum of several hours a week in order to increase their endurance. \_\_\_\_\_, some will ride as much as 20 hours per week. Showing their determination, some riders will \_\_\_\_\_ incorporate cross-training into their routine, such as skiing or rowing. \_\_\_\_\_ the bike is the longest of the three events, many triathletes focus most of their attention on this event.

### ACTIVITY 4 Articles

There are 14 blanks in this paragraph. Read the paragraph and write the articles *a*, *an*, or *the* to complete the sentences. Some blanks do not require articles.

- 4      \_\_\_\_\_ last event in a triathlon is \_\_\_\_\_ run. The run can vary in length from 3 miles to 26.2 miles. Because it is completed after \_\_\_\_\_ athlete has already swum and biked, it is often considered \_\_\_\_\_ most difficult event. Most \_\_\_\_\_ triathletes train for the run by doing \_\_\_\_\_ combination of \_\_\_\_\_ long runs, \_\_\_\_\_ tempo runs, and \_\_\_\_\_ speed workouts. However, \_\_\_\_\_ triathletes need to be careful. Because there are \_\_\_\_\_ three events, it is easy to become injured while \_\_\_\_\_ running. \_\_\_\_\_ pulled hamstrings or \_\_\_\_\_ stress fractures are common injuries among athletes who overtrain.

### ACTIVITY 5 Prepositions

Read this paragraph and write the correct preposition in each blank. Choose from these possible prepositions: *into, in, to, on, around, of, and by*. You may use them more than once.

- 5 \_\_\_\_\_ conclusion, training for a triathlon can be both challenging and rewarding. Triathletes can often be seen riding a bike \_\_\_\_\_ town or swimming in the local pool. It is also not uncommon to run \_\_\_\_\_ them \_\_\_\_\_ a jogging trail with another triathlete or to see them \_\_\_\_\_ a treadmill \_\_\_\_\_ themselves. Wherever they are, triathletes spend a great deal \_\_\_\_\_ time training hard for their sport.

Before you complete Activities 6–10, read the whole essay first. Then go back and complete each activity.

### ACTIVITY 6 Verb Forms

Read this paragraph carefully. Then write the correct form of the verbs in parentheses.

## Essay 11

### The Causes of Heart Disease

- 1 Coronary heart disease (be) \_\_\_\_\_ the number one cause of death worldwide. In fact, it (kill) \_\_\_\_\_ more than 12 million people across the globe each year. Heart disease (be) \_\_\_\_\_ the leading cause of death in adults and is also the leading cause of death in developed nations. Most people (be) \_\_\_\_\_ aware that genetics (do) \_\_\_\_\_ indeed play a role in determining whether or not a person will become afflicted with heart disease. However, there (be) \_\_\_\_\_ many additional causes that people do have control over.

### ACTIVITY 7 Prepositions

Read this paragraph carefully. Write the correct preposition in each blank. Choose from these possible prepositions: *in, on, of, and for*.

- 2 While many people recognize smoking as a leading cause \_\_\_\_\_ lung cancer, few realize that it is also one of the main causes \_\_\_\_\_ heart disease. \_\_\_\_\_ fact, most smoking-related deaths are the result \_\_\_\_\_ the effect that

smoking has \_\_\_\_\_ the heart and blood vessels. Specifically, smoking increases blood pressure, tightens arteries, and causes irregular heartbeats, all of which put added stress \_\_\_\_\_ the heart. Various chemicals \_\_\_\_\_ cigarette smoke also cause the buildup \_\_\_\_\_ fatty plaque \_\_\_\_\_ the arteries, which can cause a person to have a heart attack. One can of course avoid all \_\_\_\_\_ these risk factors simply by choosing not to smoke.

### ACTIVITY 8 Articles

Read the paragraph and write the articles *a*, *an*, or *the* to complete the sentences. Some blanks do not require articles.

- 3 Physical inactivity is another major cause of \_\_\_\_\_ heart disease. For example, people who do not exercise regularly have \_\_\_\_\_ significantly increased risk of having \_\_\_\_\_ heart attack than people who are active. \_\_\_\_\_ regular exercise helps to reduce one's risk of \_\_\_\_\_ heart attack by controlling \_\_\_\_\_ cholesterol levels. In addition, it strengthens \_\_\_\_\_ heart and blood vessels, further protecting \_\_\_\_\_ person from experiencing \_\_\_\_\_ heart attack. Even engaging in \_\_\_\_\_ moderate activity several days \_\_\_\_\_ week will greatly increase \_\_\_\_\_ person's life expectancy. In other \_\_\_\_\_ words, it is possible to greatly reduce the risk of \_\_\_\_\_ heart disease simply by maintaining \_\_\_\_\_ regular workout routine.

### ACTIVITY 9 Comma Splices

Read this paragraph carefully and find the two comma splices. Correct them in one of two ways: (1) change the comma to a period and make two sentences or (2) add a connector after the comma.

- 4 Yet another factor that contributes to heart disease is stress. Stress causes a rise in blood pressure, this puts added demands on the heart. Stress also causes a release of adrenaline, which increases blood pressure and creates an increased need for oxygen, causing the heart to work harder than normal. Stress increases the amount of blood-clotting chemicals in the bloodstream. This increases the risk of blood clots, they can in turn lead to a heart attack. To make matters worse, instead of exercising to combat stress, many people choose to smoke, which further increases their risk for heart disease.



## ACTIVITY 10 Verb Forms

Read the paragraph and decide whether the seven underlined verbs are correct. If not, draw a line through the verb and write the correct form above it.

- 5 While some factors that cause heart disease is not preventable, many contributing factors are, to a certain extent, preventable. People can choose not to smoke or spend time in smoke-filled environments. People can to choose to maintain an active lifestyle. People can also takes actions to limit the amount of stress in their lives. In conclusion, takes an active role in preventing heart disease can adds many years to anyone's life.

## Connectors

Using connectors will help your ideas flow. This appendix presents three kinds of connectors: **coordinating** conjunctions, **subordinating** conjunctions, and **transitions**.

Remember the different comma rules for these three types of connectors:

1. **Coordinating conjunctions** occur between two independent clauses. A comma is used before coordinating conjunctions when they connect two clauses.

Independent clause, + Coordinating + Independent clause.  
Conjunction  
The exam was extremely difficult, **but** all of the students received a passing score.

2. **Subordinating conjunctions** introduce a dependent clause. The dependent clause can come before or after the independent clause.

When a dependent clause begins a sentence, a comma separates it from the independent clause.

Dependent clause, + Independent clause.  
**Although** the exam was extremely difficult, all of the students received a passing score.  
Subordinating  
conjunction

When a dependent clause comes after an independent clause, no comma is used.

Independent clause + Dependent clause.  
All of the students received a passing score **although** the exam was extremely difficult.  
Subordinating conjunction

3. **Transition words** can be used in two main ways. The more common way is for the transition word to begin a sentence and show the relationship between that sentence and the one that came just before it. In this case, a comma separates the transition word from the clause that follows.

Independent clause. + Transition, + Independent clause.  
The exam was extremely difficult. **However**, all of the students received a passing score.

In more formal writing, the two sentences are combined into one sentence, and a semicolon is used before the transition word. A comma is used after the transition word. Notice that in the independent clause that follows the semicolon, the first word is not capitalized.

Independent clause; + Transition, + Independent clause.  
The exam was extremely difficult; **however**, all of the students received a passing score.

# Connectors

Using connectors will help your ideas flow. Remember that when connectors occur at the beginning of a sentence, they are often followed by a comma.

Purpose	Coordinating conjunctions (connect independent clauses)	Subordinating conjunctions (begin dependent clauses)	Transitions (usually precede independent clauses)
Examples			For example, To illustrate, Specifically, In particular,
Information	and		In addition, Moreover, Furthermore,
Comparison			Similarly, Likewise, in the same way,
Contrast	but	while, although	In contrast, However, On the other hand, Conversely, Instead,
Refutation			On the contrary,
Concession	yet	although though even though it may appear that	Nevertheless, Even so, Admittedly, Despite this,
Emphasis			In fact, Actually,
Clarification			In other words, in simpler words, More simply,
Reason/Cause	for	because since	
Result	so	so that	As a result, As a consequence, Consequently, Therefore, Thus,
Time Relationships		after as soon as before when while until whenever as	Afterward, First, Second, Next, Then Finally, Subsequently, Meanwhile, In the meantime,
Condition		if even if unless provided that when	



Purpose	Coordinating Conjunctions (connect independent clauses)	Subordinating Conjunctions (begin dependent clauses)	Transitions (usually precede independent clauses)
Purpose		so that in order that	
Choice	or		
Conclusion			In conclusion, To summarize, As we have seen, In brief, In closing, To sum up, Finally,

## Citations and Plagiarism

When writing a paragraph or an essay, writers should use their own words for the most part. Sometimes, however, writers want to use ideas that they have read in a book, in an article, on a Web site, or even heard in a speech. It can make the paragraph or essay more interesting, more factual, or more relevant to the reader. For example, if a writer is working on a paragraph about a recent election, he or she may want to use a quotation from a famous politician. In this case, the writer must indicate that the words are not his or her own, but that they came from someone else. Indicating that a writer's words are not original is called **citing**. In academic writing, it is necessary for a writer to cite all sources of information that are not original.

**If the information does not come from the writer's head, it must be cited.**

Writers who do not—whether intentionally or unintentionally—give credit to the original author are **plagiarizing**, or stealing, someone else's words. **This is academic theft, and most institutions take this very seriously.**

To avoid plagiarism, it is important to use quotes or a paraphrase which includes an in-text citation, and add a reference or bibliography at the end of your writing.

## Using Quotes

Quotations are used when a writer wants to keep the source's exact words. See the examples.

- ✓ The original reference is the source.
- ✓ The reference itself is the bibliographical reference.
- ✓ Use quotation marks “ ” for original words.
- ✓ The following verbs are often used to introduce quotes.

describes	points out	states
argues	finds	predicts
claims	insists	reports

**Examples:** Here are three different examples of quoting a sentence from a text.

**Original:** There is absolutely no empirical evidence—quantitative or qualitative – to support the familiar notion that monolingual dictionaries are better than bilingual dictionaries for understanding and learning L2.

**Quote 1:** According to Folse (2004), “There is absolutely no empirical evidence—quantitative or qualitative—to support the familiar notion that monolingual dictionaries are better than bilingual dictionaries for understanding and learning L2.”

**Quote 2:** And while instructors continue to push for monolingual dictionaries, “there is absolutely no empirical evidence—quantitative or qualitative—to support



the familiar notion that monolingual dictionaries are better than bilingual dictionaries for understanding and learning L2." (Folse, 2004).

**Quote 3:** As Folse points out, "There is absolutely no empirical evidence – quantitative or qualitative—to support the familiar notion that monolingual dictionaries are better than bilingual dictionaries for understanding and learning L2" (2004).

### Reference/Bibliography

Folse, Keith. *Vocabulary Myths: Applying Second Language Research to Classroom Teaching*. Ann Arbor: University of Michigan Press, 2004.

## Paraphrasing

Sometimes writers want to paraphrase or summarize outside information. In this case, the same rules still hold true. **If it is not from the writer's head, it must be cited.**

**Original:** Every year, the town of Vinci, Italy, receives as many as 500,000 visitors—people coming in search of its most famous son, Leonardo.

**Paraphrase:** Although a small town, Vinci is visited by many tourists because it is the birthplace of Leonardo da Vinci (Herrick, 2009).

**Original:** This quiet, unimposing hill town is relatively unchanged from the time of Leonardo.

**Paraphrase:** Herrick (2009) explains that even after 500 years, the town of Vinci has remained pretty much the same.

### Reference/Bibliography

Herrick, T. (2009, January 1). Vinci: A Visit to Leonardo's Home Town. *Offbeat Travel*. Retrieved May 1, 2013, from [www.offbeattravel.com/vinci-italy-davinci-home.html](http://www.offbeattravel.com/vinci-italy-davinci-home.html).

## Bibliography

**At the end of your paragraph or essay**, you must list the sources you used. There are several formats (APA, Chicago, or MLA) for documenting your sources. Always check with your instructor before turning in a paper or essay. This bibliography usually includes the author(s), the publication name, the city, the publisher, the publication year, the media type, and the page number or website.

Here are some guidelines for referencing different works:

Source	Include	Example
Book	Name of author, title of book, publication city: publisher, and year of publication.	Folse, Keith. <i>Vocabulary Myths: Applying Second Language Research to Classroom Teaching</i> . Ann Arbor: University of Michigan Press, 2004.
Online Article	Name of author (if there is one), title of article, name of Web page, date of publication (if there is one), name of Web site, Accessed date from URL.	"Great Website Design," <i>Website Design Basics</i> , <a href="http://www.websitedesignbasics.com">http://www.websitedesignbasics.com</a> , Accessed June 26, 2013.
Website	Name of Web page, date, name of website. Accessed date, URL.	"Global Warming 101." <i>Union of Concerned Scientists</i> . Accessed December 14, 2012, <a href="http://www.ucsusa.org/global_warming/global_warming_101/">http://www.ucsusa.org/global_warming/global_warming_101/</a> .
Newspaper	Name of author, title of article, name of newspaper, section date, and page numbers.	Smith, Steven, "What To Do in Case of Emergencies." <i>USA Today</i> , December 13, 2008, 2–3.
Speech/Interview	Name of author, title of speech or interview, place or course, and date.	Vestri, Elena. Understanding Logical Fallacies. Lecture, ENGL 102, Khalifa University, Abu Dhabi, Feb. 21, 2013.

# Academic Word List

Averil Coxhead (2000)

The following words are on the Academic Word List (AWL). The AWL is a list of the 570 highest-frequency academic word families that regularly appear in academic texts. The AWL was compiled by researcher Averil Coxhead based on her analysis of a 3.5 million word corpus.

abandon	available	confirm	detect	evolve
abstract	aware	conflict	deviate	exceed
academy	behalf	conform	device	exclude
access	benefit	consent	devote	exhibit
accommodate	bias	consequent	differentiate	expand
accompany	bond	considerable	dimension	expert
accumulate	brief	consist	diminish	explicit
accurate	bulk	constant	discrete	exploit
achieve	capable	constitute	discriminate	export
acknowledge	capacity	constrain	displace	expose
acquire	category	construct	display	external
adapt	cease	consult	dispose	extract
adequate	challenge	consume	distinct	facilitate
adjacent	channel	contact	distort	factor
adjust	chapter	contemporary	distribute	feature
administrate	chart	context	diverse	federal
adult	chemical	contract	document	fee
advocate	circumstance	contradict	domain	file
affect	cite	contrary	domestic	final
aggregate	civil	contrast	dominate	finance
aid	clarify	contribute	draft	finite
albeit	classic	controversy	drama	flexible
allocate	clause	convene	duration	fluctuate
alter	code	converse	dynamic	focus
alternative	coherent	convert	economy	format
ambiguous	coincide	convince	edit	formula
amend	collapse	cooperate	element	forthcoming
analogy	colleague	coordinate	eliminate	found
analyze	commence	core	emerge	foundation
annual	comment	corporate	emphasis	framework
anticipate	commission	correspond	empirical	function
apparent	commit	couple	enable	fund
append	commodity	create	encounter	fundamental
appreciate	communicate	credit	energy	furthermore
approach	community	criteria	enforce	gender
appropriate	compatible	crucial	enhance	generate
approximate	compensate	culture	enormous	generation
arbitrary	compile	currency	ensure	globe
area	complement	cycle	entity	goal
aspect	complex	data	environment	grade
assemble	component	debate	equate	grant
assess	compound	decade	equip	guarantee
assign	comprehensive	decline	equivalent	guideline
assist	comprise	deduce	erode	hence
assume	compute	define	error	hierarchy
assure	conceive	definite	establish	highlight
attach	concentrate	demonstrate	estate	hypothesis
attain	concept	denote	estimate	identical
attitude	conclude	deny	ethic	identify
attribute	concurrent	depress	ethnic	ideology
author	conduct	derive	evaluate	ignorant
authority	confer	design	eventual	illustrate
automate	confine	despite	evident	image

immigrate	liberal	parameter	reinforce	subsidy
impact	license	participate	reject	substitute
implement	likewise	partner	relax	successor
implicate	link	passive	release	sufficient
implicit	locate	perceive	relevant	sum
imply	logic	percent	reluctance	summary
impose	maintain	period	rely	supplement
incentive	major	persist	remove	survey
incidence	manipulate	perspective	require	survive
incline	manual	phase	research	suspend
income	margin	phenomenon	reside	sustain
incorporate	mature	philosophy	resolve	symbol
index	maximize	physical	resource	tape
indicate	mechanism	plus	respond	target
individual	media	policy	restore	task
induce	mediate	portion	restrain	team
inevitable	medical	pose	restrict	technical
infer	medium	positive	retain	technique
infrastructure	mental	potential	reveal	technology
inherent	method	practitioner	revenue	temporary
inhibit	migrate	precede	reverse	tense
initial	military	precise	revise	terminate
initiate	minimal	predict	revolution	text
injure	minimize	predominant	rigid	theme
innovate	minimum	preliminary	role	theory
input	ministry	presume	route	thereby
insert	minor	previous	scenario	thesis
insight	mode	primary	schedule	topic
inspect	modify	prime	scheme	trace
instance	monitor	principal	scope	tradition
institute	motive	principle	section	transfer
instruct	mutual	prior	sector	transform
integral	negate	priority	secure	transit
integrate	network	proceed	seek	transmit
integrity	neutral	process	select	transport
intelligent	nevertheless	professional	sequence	trend
intense	nonetheless	prohibit	series	trigger
interact	norm	project	sex	ultimate
intermediate	normal	promote	shift	undergo
internal	notion	proportion	significant	underlie
interpret	notwithstanding	prospect	similar	undertake
interval	nuclear	protocol	simulate	uniform
intervene	objective	psychology	site	unify
intrinsic	obtain	publication	so-called	unique
invest	obvious	publish	sole	utilize
investigate	occupy	pursue	somewhat	valid
invoke	occur	purchase	source	vary
involve	odd	qualitative	specific	vehicle
isolate	offset	quote	specify	version
issue	ongoing	radical	sphere	via
item	option	random	stable	violate
job	orient	range	statistic	virtual
journal	outcome	ratio	status	visible
justify	output	rational	straightforward	vision
label	overall	react	strategy	visual
labor	overlap	recover	stress	volume
layer	overseas	refine	structure	voluntary
lecture	panel	regime	style	welfare
legal	paradigm	region	submit	whereas
legislate	paragraph	register	subordinate	whereby
levy	parallel	regulate	subsequent	widespread



# Useful Vocabulary for Better Writing

Try these useful words and phrases as you write your essays. Many of these are found in the *Great Writing 3: From Great Paragraphs to Great Essays* models, and they can make your writing sound more academic, natural, and fluent.

## Comparing

Words and Phrases	Examples
NOUN <i>is</i> COMPARATIVE ADJECTIVE <i>than</i> NOUN.	New York <i>is</i> larger <i>than</i> Rhode Island.
S + V + COMPARATIVE ADVERB <i>than</i> NOUN.	Chicago <i>is</i> also much farther north <i>than</i> Miami <i>is</i> .
S + V. <i>In comparison</i> , S + V.	Canada has provinces. <i>In comparison</i> , Brazil has states.
<i>Although</i> NOUN and NOUN <i>are</i> similar in NOUN, ...	<i>Although</i> France and Spain <i>are</i> similar in size, they are different in many ways.
<i>Upon close inspection</i> , S + V.	<i>Upon close inspection</i> , teachers in both schools discovered their students progressed <i>faster</i> when using games.
<i>Compared to</i> ...	<i>Compared to</i> these roses, those roses last a long time.
NOUN and NOUN <i>are</i> surprisingly similar.	Brazil <i>and</i> the United States <i>are</i> surprisingly similar.
<i>The same</i> ...	Brazil has states. <i>The same</i> can be said about Mexico.
<i>Like</i> NOUN, NOUN <i>also</i> ...	<i>Like</i> Brazil, Mexico <i>also</i> has states.
<i>Compared to</i> ...	<i>Compared to</i> U.S. history, Chinese history is complicated.
<i>Both</i> NOUN and NOUN...	<i>Both</i> models <i>and</i> real planes have similar controls.
<i>Also</i> , S + V. / <i>Likewise</i> , S + V.	Good writers spend hours each day developing their language skills to enhance their writing. <i>Likewise</i> , good ballerinas spend countless hours in the gym or studio each week increasing their accuracy and endurance.
<i>Similarly</i> , S + V. / <i>Similar to</i> S + V.	The economies in South America seem to be thriving. <i>Similarly</i> , some Asian markets are doing very well these days.

## Contrasting

Words and Phrases	Examples
S + V. <i>In contrast</i> , S + V.	Algeria is a very large country. <i>In contrast</i> , the U.A.E. is very small.
<i>Contrasted with</i> / <i>In contrast to</i> NOUN	<i>In contrast to</i> Chicago, Miami has only two seasons: a very mild winter and a very long summer.
<i>Although</i> / <i>Even though</i> / <i>Though</i> ...	<i>Though</i> London in 1900 was quite different from London in 2000 in many ways, important similarities existed in population, technology, and transportation.
<i>Unlike</i> NOUN, NOUN...	<i>Unlike</i> Chicago, the problem in Miami is not the cold but rather the heat.
<i>However</i> , S + V.	Canada has provinces. <i>However</i> , Brazil has states.
<i>On the one hand</i> , S + V. <i>On the other hand</i> , S + V.	<i>On the one hand</i> , Maggie loved to travel. <i>On the other hand</i> , she hated to be away from her home.
S + V, yet S + V	People know that eating sweets is not good for their health, yet they continue to eat more sugar and fat than ever before.
NOUN and NOUN <i>are</i> surprisingly different.	Finland <i>and</i> Iceland <i>are</i> surprisingly different.



## Telling a Story/Narrating

Words and Phrases	Examples
<i>When I was</i> NOUN / ADJ, <i>I would</i> VERB.	<i>When I was</i> young, <i>I would</i> go fishing every weekend.
<i>I had never realized...</i>	<i>I had never realized</i> how similar model airplanes are to real airplanes.
<i>I was delighted / thrilled / happy / glad to</i> V	<i>I was delighted</i> to discover that I could experience the wonder and thrill of flight by flying a model airplane.
<i>Then the most amazing thing happened.</i>	I thought my bag was gone forever. <i>Then the most amazing thing happened.</i>
<i>Whenever I think back to that time, ...</i>	<i>Whenever I think back to</i> my childhood, I am moved by my grandparents' love for me.
<i>I will never forget</i> NOUN	<i>I will never forget</i> my wedding day.
<i>I can still remember</i> NOUN / <i>I will always remember</i> NOUN	<i>I can still remember</i> the day I started my first job.
NOUN <i>was the best / worst day of my life.</i>	The day I caught that fish <i>was the best day of my life.</i>
<i>Every time</i> S + V, S + V.	<i>Every time</i> I used that computer, I <i>had</i> a problem.
<i>This was my first</i> NOUN	<i>This was my first</i> time traveling alone.

## Showing Cause and Effect

Words and Phrases	Examples
<i>Because</i> S + V / <i>Because of</i> S + V	<i>Because</i> their races are longer and take more time to complete, distance runners need to be mentally strong so that they can put forth their best performance over the duration of the race.
NOUN <i>can trigger</i> NOUN NOUN <i>can cause</i> NOUN	An earthquake <i>can trigger</i> tidal waves and <i>can cause</i> massive destruction.
<i>While</i> NOUN	<i>While</i> the antibiotics fight infection, there can be terrible side effects.
<i>On account of</i> NOUN / <i>As a result of</i> NOUN / <i>Because of</i> NOUN	<i>On account of</i> the economic sanctions, the unemployment rate skyrocketed.
<i>Therefore</i> , NOUN / <i>As a result</i> , NOUN / <i>For this reason</i> , NOUN / <i>Consequently</i> , NOUN	Markets fell. <i>Therefore</i> , millions of people lost their life savings.
NOUN <i>will bring about</i> NOUN	The use of the Internet <i>will bring about</i> a change in education.
NOUN <i>has had a positive / negative effect on</i> NOUN	Computer technology <i>has had both positive and negative effects on</i> society.
<i>The correlation... is clear / evident.</i>	<i>The correlation</i> between junk food and obesity <i>is clear.</i>

## Stating an Opinion

Words and Phrases	Examples
<i>Without a doubt</i> , doing NOUN <i>is</i> ADJECTIVE <i>idea / method / decision / way.</i>	<i>Without a doubt</i> , walking to work each day is an excellent way to lose weight.
<i>Personally</i> , I <i>believe / think / feel / agree / disagree / suppose</i> that NOUN	<i>Personally</i> , I <i>believe</i> that using electronic devices on a plane <i>should be</i> allowed.
<i>Doing</i> NOUN <i>should not be</i> allowed.	Texting in class <i>should not be</i> allowed.



<i>In my opinion / view / experience, NOUN</i>	<i>In my opinion, talking on a cell phone in a movie theater is extremely rude.</i>
<i>For this reason NOUN / That is why I think NOUN</i>	<i>For this reason, voters should not pass this law.</i>
<i>There are many benefits / advantages to NOUN.</i>	<i>There are many benefits to swimming every day.</i>
<i>There are many drawbacks / disadvantages to NOUN.</i>	<i>There are many drawbacks to eating meals at a restaurant.</i>
<i>I am convinced that S + V.</i>	<i>I am convinced that nuclear energy is safe and energy efficient.</i>
<i>NOUN should be required / mandatory.</i>	<i>Art education should be required of all high school students.</i>
<i>I prefer NOUN to NOUN.</i>	<i>I prefer rugby to football.</i>
<i>To me, banning / prohibiting NOUN makes sense.</i>	<i>To me, banning cell phones while driving makes perfect sense.</i>
<i>For all of these important reasons, S + V.</i>	<i>For all of these important reasons, cell phones in schools should be banned.</i>
<i>Based on NOUN, S + V.</i>	<i>Based on the facts presented, high-fat foods should be banned from the cafeteria.</i>

## Arguing and Persuading

Words and Phrases	Examples
<i>It is important to remember S + V</i>	<i>It is important to remember that school uniforms would only be worn during school hours.</i>
<i>According to a recent survey, S + V</i>	<i>According to a recent survey, the biggest fear of most people is their fear of making a speech in public.</i>
<i>Even more important, S + V</i>	<i>Even more important, statistics show the positive effects that school uniforms have on behavior.</i>
<i>Despite this, S + V</i>	<i>Despite this, many people remain opposed to school uniforms.</i>
<i>S must / should / ought to</i>	<i>Researchers must stop unethical animal testing.</i>
<i>For these reasons, S + V</i>	<i>For these reasons, public schools should require uniforms.</i>
<i>Obviously, S + V</i>	<i>Obviously, citizens will get used to this new law.</i>
<i>Without a doubt, S + V</i>	<i>Without a doubt, students ought to learn a foreign language.</i>
<i>I agree that S + V; however, S + V</i>	<i>I agree that a college degree is important; however, getting a practical technical license can also be very useful.</i>

## Giving a Counterargument

Words and Phrases	Examples
<i>Proponents / Opponents may say S + V</i>	<i>Opponents of uniforms say that students who wear uniforms cannot express their individuality.</i>
<i>On the surface this might seem logical / smart / correct; however, S + V</i>	<i>On the surface this might seem logical; however, it is not an affordable solution.</i>
<i>S + V; however, this is not the case.</i>	<i>The students could attend classes in the evening; however, this is not the case.</i>
<i>One could argue that S + V, but S + V</i>	<i>One could argue that working for a small company is very exciting, but it can also be more stressful than a job in a large company.</i>
<i>It would be wrong to say that S + V</i>	<i>It would be wrong to say that nuclear energy is 100 percent safe.</i>



<i>Some people believe that S + V</i>	<i>Some people believe that nuclear energy is the way of the future.</i>
<i>Upon further investigation, S + V</i>	<i>Upon further investigation, one begins to see problems with this line of thinking.</i>
<i>However, I cannot agree with this idea.</i>	<i>Some people think logging should be banned. However, I cannot agree with this idea.</i>
<i>Some people may say (one opinion), but I (opposite opinion).</i>	<i>Some people may say that working from home is lonely, but I believe that working from home is easy, productive, and rewarding.</i>
<i>While NOUN has its merits, NOUN...</i>	<i>While working outside the home has its merits, working from home has many more benefits.</i>
<i>Although it is true that..., S + V</i>	<i>Although it is true that taking online classes can be convenient, it is difficult for many students to stay on task.</i>

## Reacting/Responding

Words and Phrases	Examples
<i>TITLE by AUTHOR is a / an ...</i>	<i>Harry Potter and the Goblet of Fire by J.K. Rowling is an entertaining book to read.</i>
<i>My first reaction to the prompt / news / article was / is NOUN</i>	<i>My first reaction to the article was fear.</i>
<i>When I read / look at / think about NOUN, I was amazed / shocked / surprised ...</i>	<i>When I read the article, I was surprised to learn of his athletic ability.</i>

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# Appendix 1

## Building Better Sentences

Being a good writer involves many skills, such as being able to use correct grammar, vary vocabulary usage, and state ideas concisely. Some student writers like to keep their sentences simple because they feel that if they create longer and more complicated sentences, they are more likely to make mistakes. However, writing short, choppy sentences one after the other is not considered appropriate in academic writing. Study these examples:

The time was yesterday.

It was afternoon.

There was a storm.

The storm was strong.

The movement of the storm was quick.

The storm moved toward the coast.

The coast was in North Carolina.

Notice that every sentence has an important piece of information. A good writer would not write all these sentences separately. Instead, the most important information from each sentence can be used to create one longer, coherent sentence.

Read the sentences again below and notice that the important information has been circled.

The time was (yesterday.)

It was (afternoon)

There was a (storm.)

The storm was (strong.)

The (movement) of the storm was (quick.)

The storm moved toward the (coast.)

The coast was in (North Carolina.)

Here are some strategies for taking the circled information and creating a new sentence.

1. Create time phrases to introduce or end a sentence: *yesterday + afternoon*
2. Find the key noun: storm
3. Find key adjectives: strong
4. Create noun phrases: a strong + storm
5. Change word forms: movement = move; quick = quickly  
moved + quickly
6. Create prepositional phrases:  
toward the coast (of North Carolina)  
or  
toward the North Carolina coast

Now read this improved, longer sentence:

Yesterday afternoon, a strong storm moved quickly toward the North Carolina coast.



Here are some more strategies for building better sentences:

7. Use coordinating conjunctions (*and, but, or, nor, yet, for, so*) to connect two sets of ideas.
8. Use subordinating conjunctions, such as *after, while, since, and because*, to connect related ideas.
9. Use clauses with relative pronouns, such as *who, which, that, and whose*, to describe or define a noun or noun phrase.
10. Use pronouns to refer to previously mentioned information.
11. Use possessive adjectives and pronouns, such as *my, her, his, ours, and theirs*.

Study the following example.

Susan went somewhere. That place was the mall. Susan wanted to buy new shoes.  
The shoes were for Susan's mother.

Now read the improved, longer sentence:

Susan went to the mall because she wanted to buy new shoes for her mother.

## Practices

This section contains practices for the example paragraphs and essays in Units 1–7. Follow these steps for each practice:

- Step 1** Read the sentences. Circle the most important information in each sentence.
- Step 2** Write an original sentence from the information you circled. Use the strategies listed above.
- Step 3** Go back to the original paragraph/essay to check your sentence. Find the sentence in the paragraph/essay. Compare your sentence with the original sentence. Remember that there is more than one way to combine sentences.

### Practice 1, Unit 1

- A. 1. You should do this finally.  
2. Fill out the application.  
3. Include all other documentation.  
4. The documentation should be necessary.

Finally, fill out the application and include all other necessary documentation.

- B. 1. Plays are performed in many different venues.  
2. Plays are performed in large halls.  
3. Plays are performed in small theaters.

---

---

- C. 1. There is a type of acting.  
2. It is the third type.  
3. It is film acting.

---

---

### Practice 2, Unit 1

- A. 1. There are certain qualities.  
2. These qualities are typical.  
3. They are typical of good restaurants.

---

---

- B. 1. A good restaurant uses ingredients.  
2. The ingredients are fresh.  
3. The ingredients are in its dishes.

---

---

- C. 1. They also pay attention to details.  
2. The details are the decor.  
3. The details are the lighting.  
4. The details are the cleanliness.

---

---

### Practice 3, Unit 1

- A. 1. One of my vacations was spent here.  
2. It was in Washington, DC.  
3. It was one of my greatest vacations.

---

---

- B. 1. These museums were gigantic.  
2. They had marble floors.  
3. The marble was elaborate.  
4. They also had pillars.

---

---

- C. 1. Washington, DC has a lot to offer.  
2. The offer is to its visitors.  
3. This is clear.

---

---

#### Practice 4, Unit 2

- A. 1. A kitchen can be a place.  
2. The place can be very hectic.  
3. The kitchen is in a restaurant.

---

---

- B. 1. Maintaining this flow is a juggling act.  
2. This flow is constant.  
3. This flow is of traffic.  
4. This flow is in the kitchen.  
5. The act is complicated.

---

---

- C. 1. There is action in a kitchen.  
2. The kitchen is in a restaurant.  
3. The action never stops.

---

---

#### Practice 5, Unit 2

- A. 1. Cleaning your room is not difficult.  
2. You should follow some guidelines.  
3. The guidelines are simple.

---

---



- B. 1. It is important to wash your clothes.  
2. Use good-quality laundry detergent.  
3. The detergent will keep them looking neat.  
4. The detergent will keep them looking clean.

---

---

- C. 1. There is a final step.  
2. The step is to mop or vacuum the floor.  
3. This step depends on the surface.

---

---

### Practice 6, Unit 2

- A. 1. There is a category.  
2. It is another category.  
3. It is the nonfiction movie.

---

---

- B. 1. This movie style tells the story of a real person.  
2. This movie style tells the story of an event.  
3. This movie style is popular.  
4. The person is living or dead.

---

---

- C. 1. Perhaps a famous example of this film is *Titanic*.  
2. This is the most famous example.  
3. This is the type of film.

---

---

### Practice 7, Unit 3

- A. 1. In my entire life, I have never witnessed a disaster like the South Aral Sea.  
2. It is an environmental disaster.  
3. The South Aral Sea is disappearing.

---

---

- B. 1. I breathed and tasted the remnants of the ocean.  
2. My breath was deep.  
3. The remnants were salty.

---

---

- C. 1. The disaster will stay with me forever.  
2. The disaster was environmental.  
3. The disaster was in the South Aral Sea.

---

---

### Practice 8, Unit 3

- A. 1. Another similarity is the importance of something.  
2. The similarity is between the two.  
3. The importance is dedication.

---

---

- B. 1. Good writers spend hours each day doing some things.  
2. They develop their language skills.  
3. They do this to enhance their language skills.

---

---

- C. 1. Finally, people hope to entertain.  
2. The entertainment is for the audience.  
3. This occurs in both professions.

---

---

**Practice 9, Unit 3**

- A. 1. Fireworks are used to commemorate occasions.  
2. The occasions are special.  
3. This occurs in many countries around the world.

---

---

- B. 1. Mexicans celebrate Independence Day.  
2. It is on September 16.  
3. They have parades and fairs.  
4. They also have fireworks and rodeos.

---

---

- C. 1. People across the world use fireworks.  
2. The fireworks are spectacular.  
3. They use them in a variety of ways.

---

---

**Practice 10, Unit 4**

- A. 1. I walk into the dining room.  
2. I take in all the action.  
3. The dining room is in a restaurant.

---

---



- B. 1. I can see a group of four women.  
2. They are young.  
3. I see them at one table.

---

---

- C. 1. He is alone.  
2. He is not lonely.  
3. This is definite.

---

---

#### Practice 11, Unit 4

- A. 1. Our travel group landed onshore at 9 a.m.  
2. We were greeted by a tour company bus.  
3. The bus was small.  
4. The bus was unassuming.

---

---

- B. 1. After a drive away from the port, we entered an area.  
2. The drive was short.  
3. The area was a resort.

---

---

- C. 1. I immediately noticed something.  
2. There were prevailing colors.  
3. The colors were blue and white.

---

---

### Practice 12, Unit 4

- A. 1. The biggest fear is their fear of making a speech in public.  
2. This is most people's fear.  
3. This is according to several recent surveys.

---

---

- B. 1. Public speaking is something that often causes people to break out into a cold sweat.  
2. It causes them to start shaking uncontrollably.  
3. It even causes them to feel as though they are about to die.  
4. This fear is more than a fear of spiders or death.

---

---

- C. 1. Many people are unaware of something.  
2. The fear of speaking in front of others can be overcome by some things.  
3. It can be overcome by visualization exercises.  
4. It can be overcome by deep breathing.  
5. It can be overcome by preparedness.

---

---

### Practice 13, Unit 5

- A. 1. Chicagoans enjoy weather.  
2. The weather is summer.  
3. The weather is fall.  
4. The weather is winter.  
5. The weather is spring.

---

---

- B. 1. The high temperature reaches only around 32 degrees Fahrenheit.  
2. The low each night goes down to about 20 degrees Fahrenheit.  
3. This happens on average.

---

---

- C. 1. Finally, they worry about different things.  
2. They worry about problems.  
3. The problems are related to the weather.

---

---

#### Practice 14, Unit 5

- A. 1. Chicagoans have a fear.  
2. The fear is weather-related.  
3. The fear is a blizzard.  
4. This is their biggest fear.

---

---

- B. 1. For instance, Hurricane Andrew destroyed parts of the city.  
2. The city was Miami.  
3. Large parts were destroyed.  
4. This happened in 1992.

---

---

- C. 1. In the end, my cousin and I learned something.  
2. We learned that each of our climates has its characteristics.  
3. The characteristics are unique.

---

---

#### Practice 15, Unit 5

- A. 1. I was delighted to discover something.  
2. I could experience the wonder of flight.  
3. I could experience the thrill of flight.  
4. I experienced this by flying a model airplane.

---

---



- B. 1. Models have controls.  
2. Real planes have controls.  
3. The controls are similar.

---

---

- C. 1. I was glad to share this experience.  
2. This experience was amazing.  
3. I shared it with my good friend.

---

---

**Practice 16, Unit 6**

- A. 1. University administrators call it “retention.”  
2. Retention refers to the number of students.  
3. These students choose to stay in college.

---

---

- B. 1. This leads many students to drop out of college.  
2. They have a shortage of funds.  
3. This is unfortunate.

---

---

- C. 1. These individuals are away from home.  
2. It is their first time.  
3. They are living with strangers.

---

---

### Practice 17, Unit 6

- A. 1. Young people often begin bullying because they want something.  
2. They want to control people.  
3. The people are weaker than they are.

---

---

- B. 1. Another reason that some kids bully other children is to establish an identity.  
2. The identity is well-known.  
3. The identity is in school.

---

---

- C. 1. Finally, children become bullies.  
2. This occurs with some children.  
3. They do this to get attention.

---

---

### Practice 18, Unit 6

- A. 1. In fact, there are benefits to living a healthy lifestyle.  
2. The benefits are physical.  
3. The benefits are psychological.  
4. The benefits are social.

---

---

- B. 1. Another benefit is healthier looking skin.  
2. This is a physical benefit.  
3. People notice this benefit.

---

---

- C. 1. Eating healthy gives your body the nutrients it needs.  
2. The nutrients give radiant skin.  
3. The nutrients give strong muscles.

---

---

**Practice 19, Unit 7**

- A. 1. The type of acting is television acting.  
2. This is the best-known type.  
3. This is perhaps true.

---

---

- B. 1. This type of acting generally takes the form of programs.  
2. They are television programs.  
3. They are produced on studio lots.

---

---

- C. 1. Film acting begins with a screenplay.  
2. The screenplay includes all the written information.  
3. The information is about the set and the actors' dialogs.  
4. The screenplay grows into a movie.

---

---

**Practice 20, Unit 7**

- A. 1. During this time, listeners had to imagine things.  
2. They had to imagine the sets.  
3. They had to imagine the scenery.  
4. They even had to imagine the physical form of the performers.

---

---



- B. 1. Rehearsing for acting can take months.  
2. The acting is on the stage.  
3. All the actors must memorize their lines.

---

---

- C. 1. It is not a live performance.  
2. Directors may request something from an actor.  
3. The actor should repeat a scene until the director is happy with the results.

---

---

**Practice 21, Unit 7**

- A. 1. The success of a trip often depends on something.  
2. It depends on the relationship that the members have with one another.  
3. The members are of the same family.

---

---

- B. 1. A closeness is created.  
2. The closeness is special.  
3. The closeness occurs during the trip.

---

---

- C. 1. They have more chances of getting plane seats.  
2. The seats are on standby.  
3. Sometimes their seats are upgraded to first class.

---

---

# Appendix 2

## Peer Editing Sheet Sample

This is an example of the Peer Editing Sheets available for *Great Writing 3: From Great Paragraphs to Great Essays*. To print them out, go to [NGL.Cengage.com/GW3](http://NGL.Cengage.com/GW3).

### Unit 1

Writer: \_\_\_\_\_ Date: \_\_\_\_\_

Peer Editor: \_\_\_\_\_

1. Does the paragraph have a clear topic sentence? ☐ yes ☐ no
2. Does the topic sentence have a controlling idea? ☐ yes ☐ no
3. Does the paragraph have clear supporting sentences? ☐ yes ☐ no
4. Does each supporting sentence relate to the topic and the controlling idea? ☐ yes ☐ no
5. Is the paragraph indented? ☐ yes ☐ no
6. Does the paragraph talk about one idea? ☐ yes ☐ no
7. Does the paragraph have a concluding sentence that restates the main idea or brings the paragraph to a logical conclusion? ☐ yes ☐ no
8. Is there anything in the paragraph that is not clear to you? If so, write it here.  
\_\_\_\_\_  
\_\_\_\_\_
9. What is one additional piece of information that you would like to know about the topic? \_\_\_\_\_  
\_\_\_\_\_

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