

GREAT WRITING

THIRD EDITION

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

GREAT WRITING 3

From Great Paragraphs to Great Essays

THIRD EDITION

KEITH S. FOLSE

UNIVERSITY OF CENTRAL FLORIDA

DAVID CLABEAUX

ELENA VESTRI SOLOMON

KHALIFA UNIVERSITY OF SCIENCE, TECHNOLOGY,
AND RESEARCH, UAE



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

Third Edition

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

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Scope and Sequence

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| 2 p. 38 FIVE ELEMENTS OF GOOD WRITING | <ul style="list-style-type: none"> • What Makes a Good Paragraph? • Five Elements of Good Writing • Writing Purpose Statements | <ul style="list-style-type: none"> • Using Clear, Descriptive Language • Clear Pronoun Reference | <ul style="list-style-type: none"> • Word Associations • Using Collocations | <p>Original Student Writing: Write Your Own Paragraph</p> <p>Photo Topic: Write a paragraph describing how to make something.</p> <p>Timed Writing Topic: Describe your favorite type of movie.</p> |
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| Unit | Writing | Grammar for Writing | Building Better Vocabulary | Original Student Writing |
|---|--|---|---|--|
| 4 p. 90 DESCRIPTIVE ESSAYS: MOVING FROM PARAGRAPH TO ESSAY | <ul style="list-style-type: none"> • Reviewing Paragraph Basics • Descriptive Paragraphs and Essays • Understanding the Writing Process: The Seven Steps | <ul style="list-style-type: none"> • Describing with the Five Senses • Using Prepositions of Location to Describe | <ul style="list-style-type: none"> • Word Associations • Using Collocations | <p>Original Student Writing: Write a descriptive essay.</p> <p>Photo Topic: Describe the perfect place to relax.</p> <p>Timed Writing Topic: Write a description of the perfect place to study.</p> |
| 5 p. 114 COMPARISON ESSAYS | <ul style="list-style-type: none"> • Organization of a Comparison Essay • Example Comparison Essay • Outline of a Comparison Essay | <ul style="list-style-type: none"> • Recognizing Word Forms and Common Suffixes • Forming the Comparative and Superlative of Adjectives and Adverbs • Parallel Structure | <ul style="list-style-type: none"> • Word Associations • Using Collocations | <p>Original Student Writing: Write a comparison essay.</p> <p>Photo Topic: Compare a place before and after a major event.</p> <p>Timed Writing Topic: Compare two stressful jobs.</p> |
| 6 p. 138 CAUSE-EFFECT ESSAYS | <ul style="list-style-type: none"> • Organization of a Cause-Effect Essay • Example Cause-Effect Essay • Outline of a Cause-Effect Essay • Working with Language in a Cause-Effect Essay | <ul style="list-style-type: none"> • Common Cause-Effect Structures • Ways of Expressing Past Actions • Preposition Combinations with Nouns | <ul style="list-style-type: none"> • Word Associations • Using Collocations | <p>Original Student Writing: Write a cause-effect essay.</p> <p>Photo Topic: Write about the effects of an environmental phenomenon.</p> <p>Timed Writing Topic: Why do some people avoid getting involved in politics?</p> |
| 7 p. 164 CLASSIFICATION ESSAYS | <ul style="list-style-type: none"> • Organization of a Classification Essay • Example Cause-Effect Essay • Outline of a Classification Essay | <ul style="list-style-type: none"> • Connectors and Transitions • The Passive Voice • Using Adjective Clauses | <ul style="list-style-type: none"> • Word Associations • Using Collocations | <p>Original Student Writing: Write a classification essay.</p> <p>Photo Topic: Write a classification essay about things found in nature.</p> <p>Timed Writing Topic: 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 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

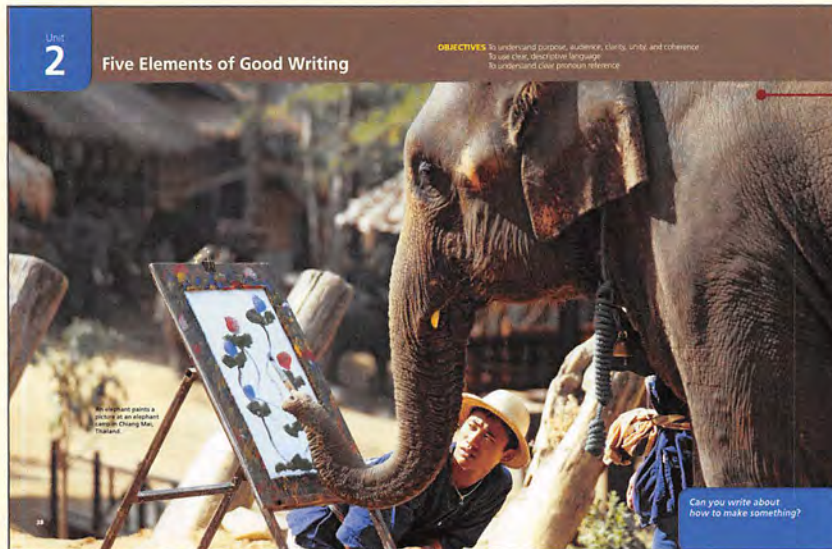
In addition to the *Great Writing 3: From Great Paragraphs to Great Essays* Student Book, the following components help both the instructor and the students expand their teaching and learning.

- **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:** Provides teachers with answer keys, peer editing sheets, and teacher's notes.
- **Student Companion Site at 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

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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 good runner. | From word choice: great Good is vague. Great 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 exceptional runner. | Better word choice: exceptional Exceptional is more precise. Exceptional 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 stunning runner. | Other clear and descriptive words to fit this sentence: outstanding, phenomenal, premier, unique |

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

ACTIVITY 10 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 11 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.

| | | |
|----------------|-------------|-----------------|
| 1. up to 50 | A | 50 or 51 |
| 2. moral | 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 |

8. in fun 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 perspective _____

14. for / in can help you _____ several ways

15. slowly / timely in a _____ fashion

Original Student Writing

ACTIVITY 21 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 24.

If you need ideas for words and phrases, see the Useful Vocabulary for Better Writing on pages 226–228.

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 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 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 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.

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

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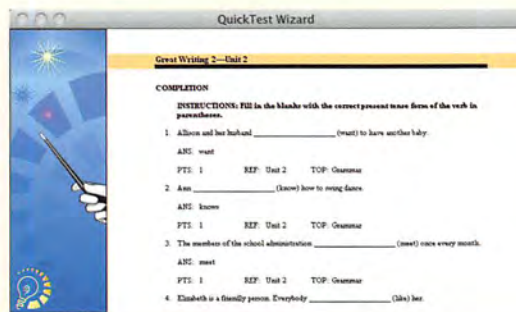
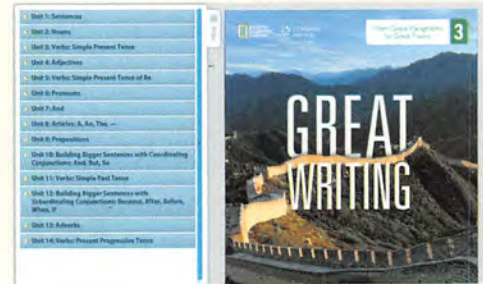
Technology

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.

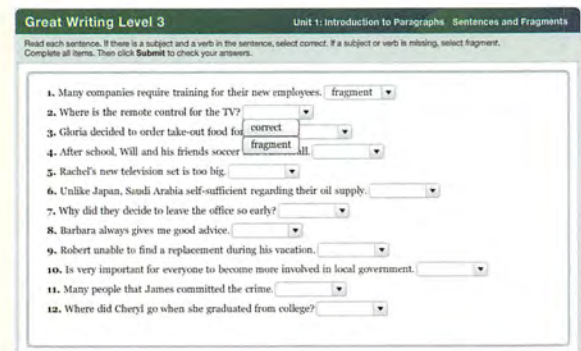
Teacher's Notes, Answer Keys, and Peer Editing Sheets are available online for instructors.



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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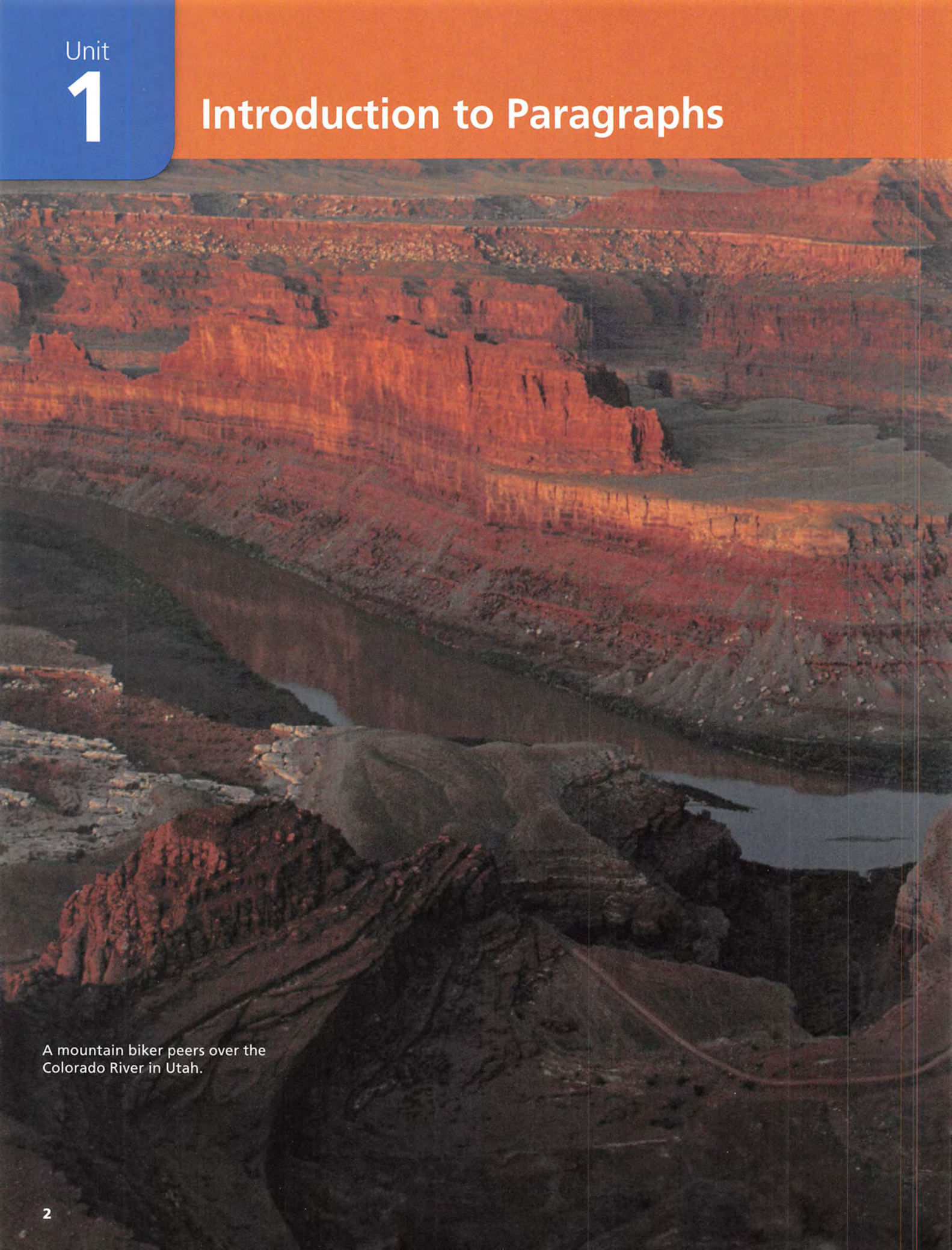
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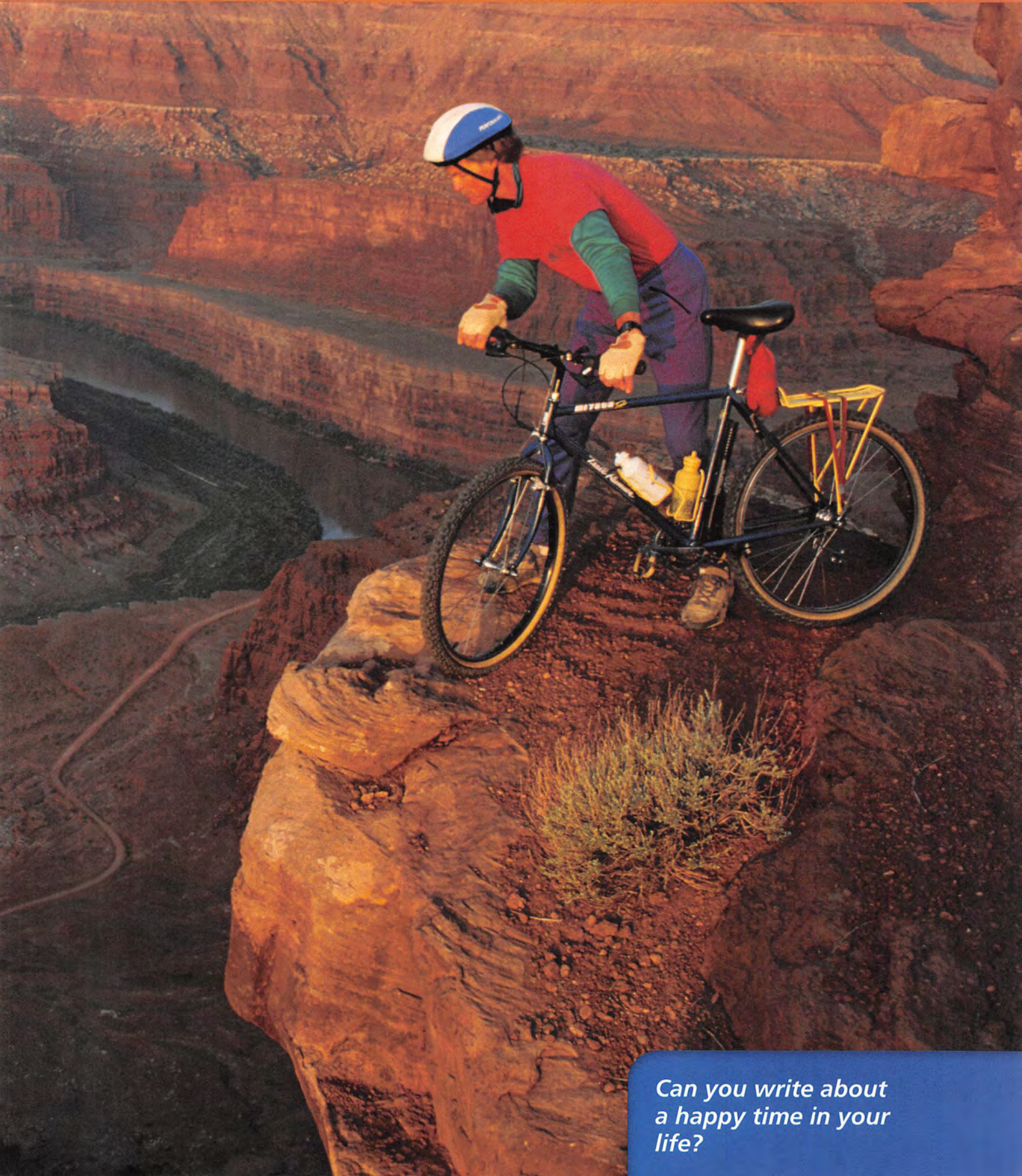
1

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

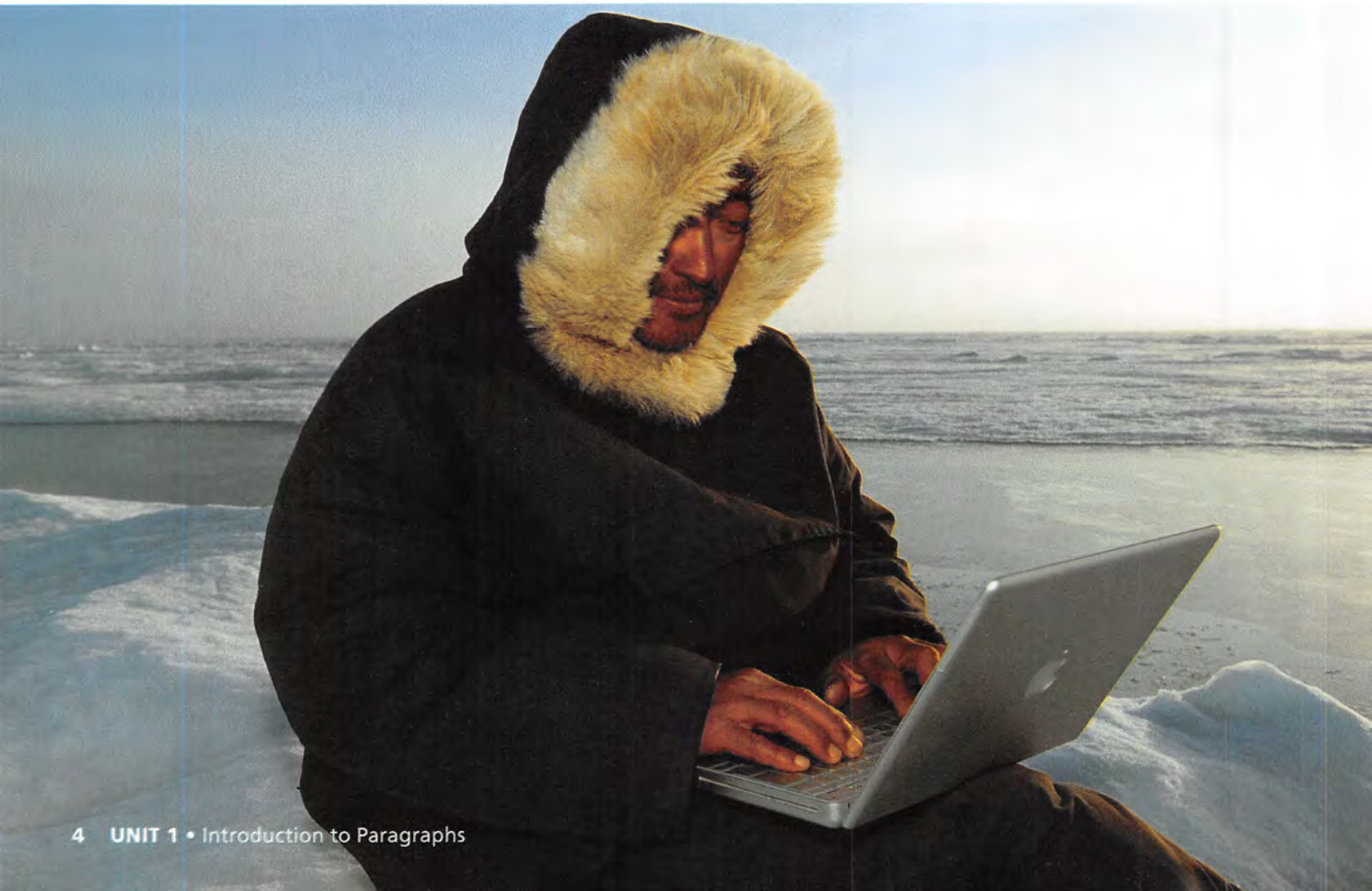
A **topic sentence** tells the reader the main idea or thought that the writer is trying to express. It is a one-sentence summary of the entire paragraph. Each sentence that follows helps to develop the idea presented in the topic sentence.

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



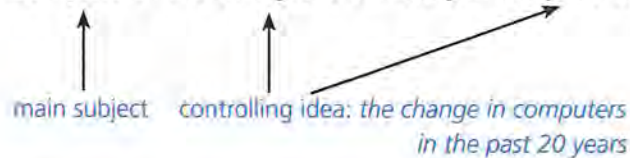
A topic sentence contains the **main subject** of the paragraph and a **controlling idea**. The controlling idea steers the main topic in the direction that the writer wants to take it. Study the following examples.

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



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**.



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

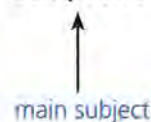
Topic sentence 3: Different **computers** can **appeal** to **different people**.



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.

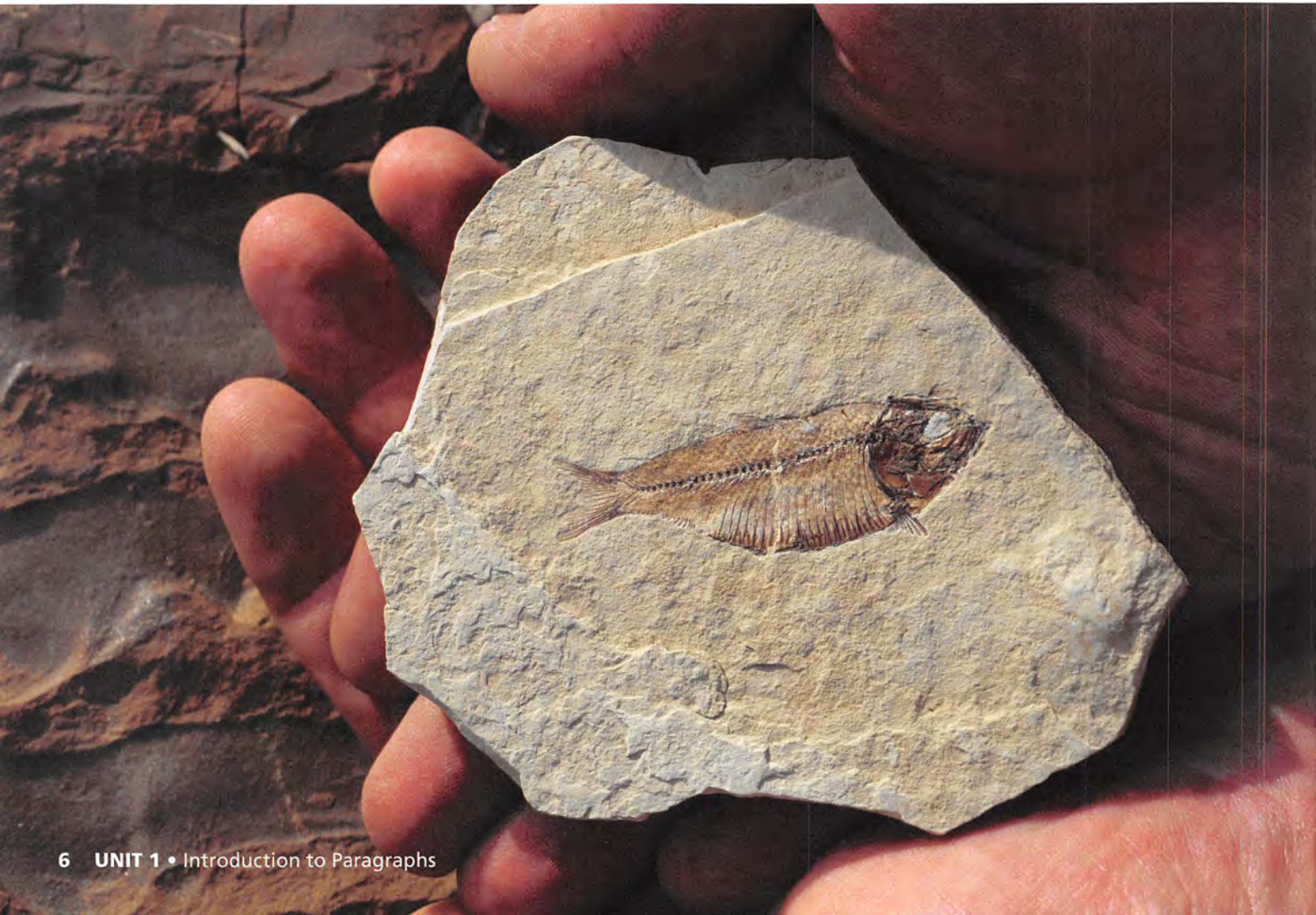


In this sentence, the information is a simple fact. There is not a good controlling idea that a writer can discuss in a paragraph. This is not a good topic sentence because it does not indicate that there is anything more to say about the topic.

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.

- General topic: smartphones
 a. Smartphones have more features than regular phones.
 b. Smartphones are expensive.
 c. You can download apps on a smartphone.
- 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.

- 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.
- 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.
- 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.
- 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.
- 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.

2. It is important to work hard.

3. The Louvre is located in Paris, France.

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

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

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.

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 |
|--|--|
| <p>Every sentence in English must have a verb.</p> <p>When writing, always check or proofread each sentence to make sure it has a verb.</p> | <p>✓ Where is the bank?</p> <p>✓ Wheat is grown in Argentina.</p> <p>✓ Japan produces many different kinds of cars.</p> <p>✓ The house on the corner does not have a garage.</p> <p>✓ Two amazing buildings in the United Arab Emirates are the Burj Al Arab and the Dubai Tower.</p> |
| <p>A sentence without a verb is called a fragment.</p> <p>The word <i>fragment</i> means a piece of something that has been broken off.</p> | <p>✗ Where <u>the</u> bank?</p> <p>✗ Japan <u>many</u> different kinds of cars.</p> <p>✗ Wheat <u>in</u> Argentina.</p> <p>✗ The house on the corner <u>not</u> a garage.</p> <p>✗ Two amazing buildings in the United Arab Emirates <u>the</u> Burj Al Arab and the Dubai Tower.</p> |

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 |
|-------------------------------------|-------------------------------------|--|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 1. <u>Students</u> <u>encounter</u> an incredible amount of new vocabulary every day as <u>they</u> ^{read} English. |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | 2. Some <u>learners</u> this problem by using flash cards. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. What are <u>flash cards</u> , and how do <u>you</u> use them? |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. A <u>flash card</u> a small card for learning vocabulary. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. <u>Learners</u> write the new word on one side of the card, and <u>they</u> a definition on the other side. |
| <input type="checkbox"/> | <input type="checkbox"/> | 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:

| | | |
|----------------------|-----------------------|------------------------|
| <u>these</u> methods | <u>several</u> people | <u>numerous</u> cases |
| <u>two</u> tests | <u>many</u> reasons | <u>other</u> 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. _____

ACTIVITY 16 Writing a Paragraph

Use the supporting sentences and the topic sentence from Activity 15 to write a paragraph. Be sure to use only supporting sentences that relate to the topic sentence and its controlling idea.

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

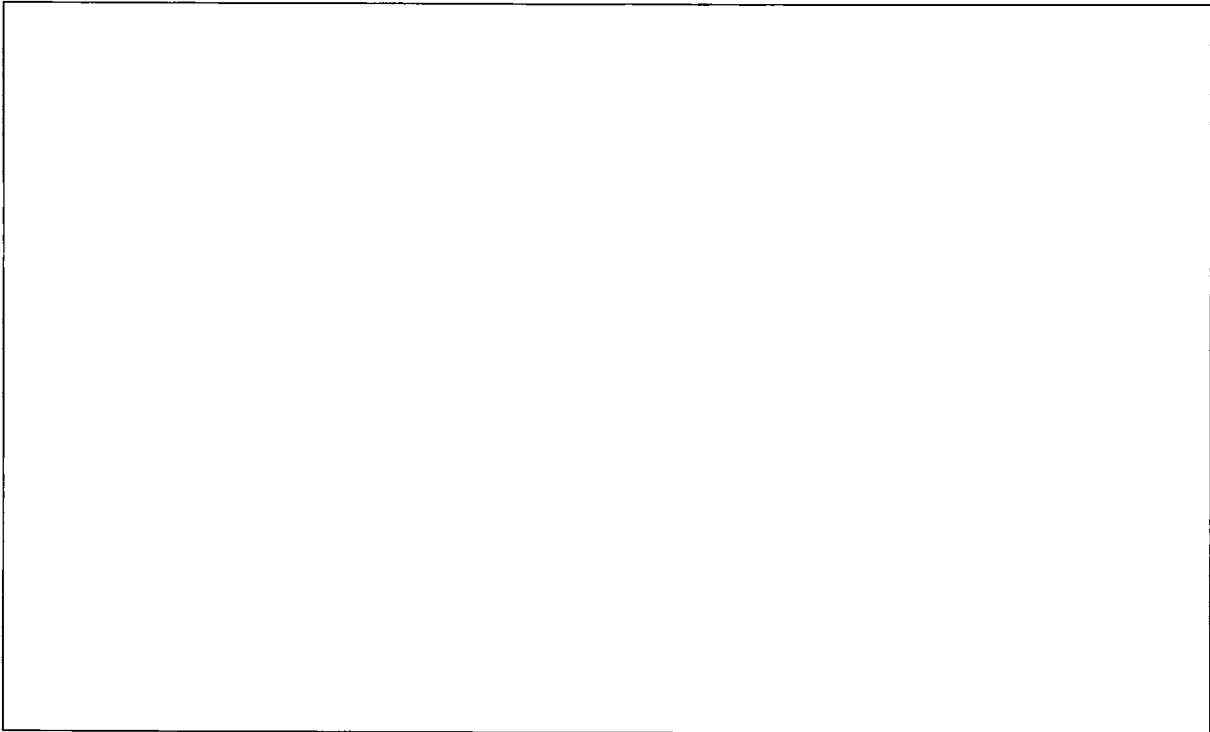
Choose one of the topic sentences from Activity 1, page 6, and develop it into a paragraph. Follow these guidelines:

- 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:



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 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 showing an elephant's trunk holding a paintbrush, painting a picture of flowers on a canvas mounted on an easel. The scene is outdoors, likely at an elephant camp in Chiang Mai, Thailand. The background is slightly blurred, showing trees and structures.

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:

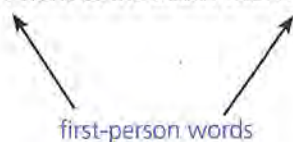
- viewpoint or person (first, second, or third)
- formal or informal writing

Person

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

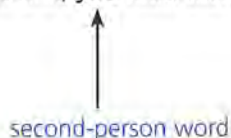
The **first person** refers to the person who is speaking. Paragraphs written in the first person use first-person pronouns (*I, we, me, us, mine, ours*) or first-person possessive adjectives (*my, our*). Paragraphs that explain personal experiences often use the first person.

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.

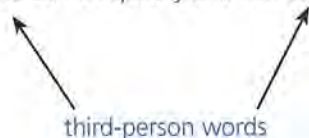
After filling the sink, **you** must then add detergent.



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 good runner. | Poor word choice: good 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 exceptional runner. | Better word choice: exceptional Exceptional is more precise. Exceptional 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: outstanding, phenomenal, premier, unique |

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 | _____ | _____ | _____ |
| 4. big | _____ | _____ | _____ |
| 5. small | _____ | _____ | _____ |
| 6. old | _____ | _____ | _____ |

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, **bussers** 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 she was a student.</p> <p>One of the largest cities in the world is São Paulo, Brazil. It has close to 20 million people in its metropolitan area.</p> <p>Many schools are purchasing tablet computers because they are portable and easy to use.</p> |
| Replace nouns with pronouns to avoid repetition of nouns. | Many schools are purchasing tablet computers because they 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. Most psychologists 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.

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 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.

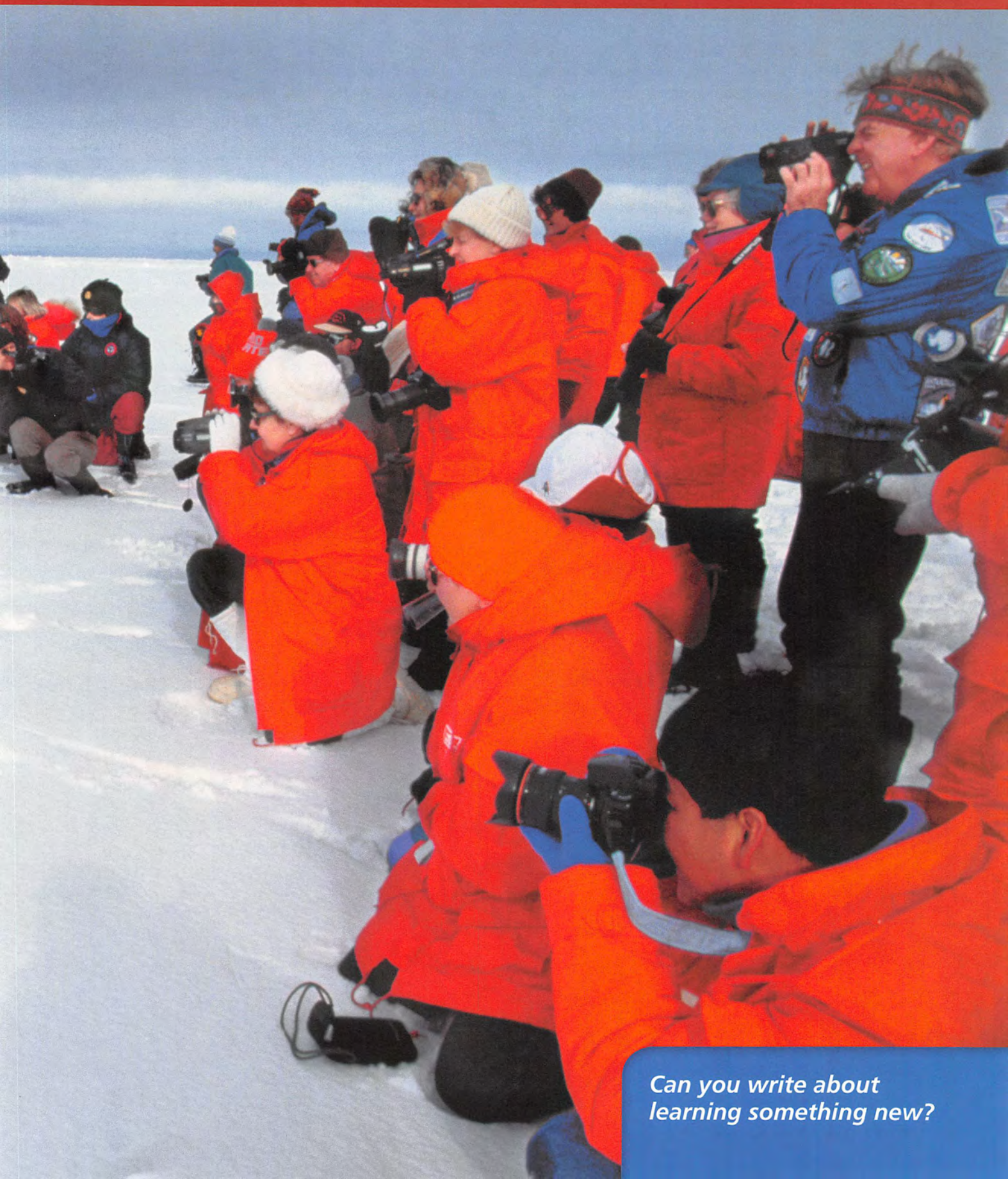
Describe your favorite type of movie.

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: _____

6. Supporting details (two to four): _____

ACTIVITY 3 Peer Editing

Exchange books with a partner and look at Activity 2. Read your partner's paragraph. Then use Peer Editing Sheet 3 on NGL.Cengage.com/GW3 to help you comment on your partner's paragraph. There is a sample in the 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.

Comparison Paragraphs

Purpose: A comparison paragraph shows the similarities and/or differences between two people, things, or ideas.

Key Features: A comparison paragraph has the following features:

- two subjects
- compared similarities or contrasted differences
- similarities or differences that are not so obvious
- point-by-point method or block method

Uses: A comparison paragraph may show the following:

- similarities between two things
- differences between two things
- strengths and weaknesses of something
- advantages and disadvantages of something

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: _____

6. Supporting details (two to four): _____

ACTIVITY 6 Peer Editing

Exchange books with a partner and look at Activity 5. Read your partner’s paragraph. Then use Peer Editing Sheet 4 on 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.



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 write you write we write they write the students write |
| The third person singular verb is formed by adding -s or -es to the end of the verb. | he writes she writes it writes the teacher writes Edgar writes |
| 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 not the subject of the sentence. | ✗ The main product of Brazil and Colombia are coffee. ✓ The main product of Brazil and Colombia is coffee. ✗ The main products of Brazil is coffee and aluminum. ✓ The main product of Brazil is coffee. |
| <i>Tip:</i> Collective nouns in American English are often singular. Use the third person singular. | The team wins every game. The couple works in the city. |
| <i>Tip:</i> The noun after there is or there are is the subject of that sentence. | There is a dictionary on the table. There are three reasons for my decision. |
| Pronouns with every-, some-, or any- are always singular. Nouns with each or every are also singular. | Everyone has an accent of some kind. Every student needs a book and a workbook. |
| Spelling notes for the third person singular: When a verb ends in a consonant + <i>y</i> , change the -y to -i and add -es . When a verb ends in -ch, -sh, -ss, -x, or -zz, add -es . | I try → he tries I watch → she watches I wash → he washes You miss → it misses They tax → the city taxes You buzz → it buzzes |

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

- In my country, most people lives near the coast because the interior is too dry.
- When making a decision about what to do, the morals of a person is very important.
- Sometimes parents and a child does not agree on what is best for the child's future.
- 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.

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 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 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 |
| Introduction <ul style="list-style-type: none">• Gets readers interested.• Gives the main idea. | Topic sentence | Hook Thesis statement |
| Body <ul style="list-style-type: none">• Organizes the main points.• Gives supporting information. | Supporting sentences | Supporting paragraphs Topic sentences |
| Conclusion <ul style="list-style-type: none">• Signals the end of the writing. | 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 | _____ | _____ | _____ |
| 3. a horse | _____ | _____ | _____ |
| 4. a cup of soup | _____ | _____ | _____ |
| 5. a professor | _____ | _____ | _____ |
| 6. a pop singer | _____ | _____ | _____ |
| 7. a car | _____ | _____ | _____ |
| 8. a party | _____ | _____ | _____ |
| 9. a university | _____ | _____ | _____ |
| 10. a book | _____ | _____ | _____ |

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 | |

Building Better Sentences: For further practice, go to Practice 11 on page 239 in Appendix 1.

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:

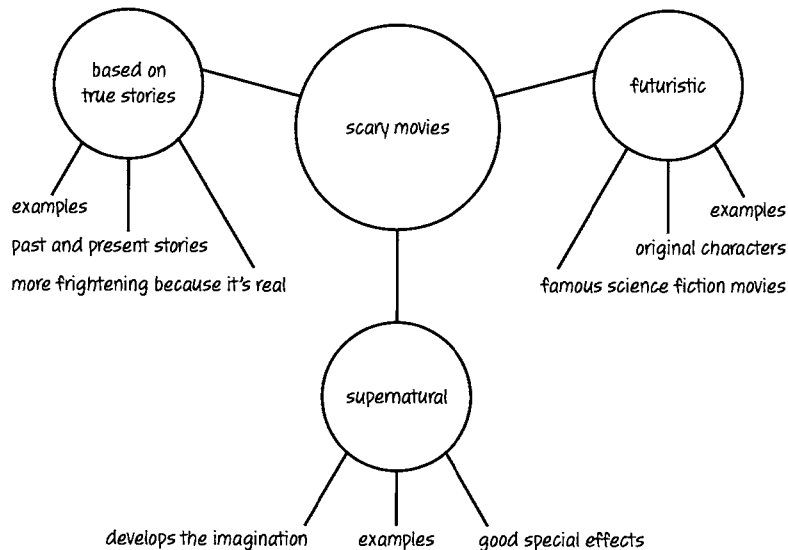
- b. **Choose something that you are interested in and want to learn about.** For example, if you have an interest in skydiving but have never tried it, you might decide to find information about that topic and then write about it.

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:

- 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 | |
| Homeschooling | Public School | Private School |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

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? _____

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

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) 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 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 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.

Write a description of the perfect place to study.

Unit
5

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 beauty of a sunset. |
| Verb | Shows action or being | -ify classify -ize realize -en blacken -ate generate | The city will beautify several neighborhoods. |
| Adjective | Describes or modifies a noun | -ful beautiful -ent different -able comfortable -ive inventive -ial financial -y windy | That is the most beautiful baby I've ever seen. |
| Adverb | Modifies a verb, adjective, or another adverb | -ly quickly extensively | Susan sings beautifully . |

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"> • compared to + noun • the same + noun + as • as + adjective / adverb + as • like + noun • not only _____ but also _____ (parallel structure needed) • both _____ and _____ (parallel structure needed) • also • Subject + Verb, and Subject + Verb • Subject + Verb, and Subject + Verb, too | <ul style="list-style-type: none"> • In addition, Subject + Verb • Similarly, Subject + Verb • Likewise, Subject + Verb |
| Contrasting | |
| Within a Sentence | Between Sentences |
| <ul style="list-style-type: none"> • Although / Even though / Though + Subject + Verb, Subject + Verb • Unlike + noun • Whereas / While + Subject + Verb, Subject + Verb • Subject + Verb, but Subject + Verb | <ul style="list-style-type: none"> • Conversely, Subject + Verb • However, Subject + Verb • On one hand, Subject + Verb • On the other hand, Subject + Verb • In contrast, Subject + Verb • Nevertheless, Subject + Verb |

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 <i>-y</i> , add <i>-er</i> and <i>-est</i> to form the comparative and superlative forms | Washington, DC is cold in the winter. Boston is colder than Washington, DC. Quebec City is the coldest . |
| NOTE: Exceptions include <i>good, better, the best; bad, worse, the worst</i> . | For a sports car, I think that black is better than white, but the best 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 more beautiful than Rome. Florence is the most beautiful city in Italy. |
| One-syllable adverbs follow the same rule as one-syllable adjectives. | Rita reads fast . Her brother Marcus reads faster . Their mother reads the fastest . |
| Adverbs that end in <i>-ly</i> are preceded by <i>more</i> and <i>the most</i> . | Peter drives slowly at night. Peter drives more slowly in the rain. Peter drives the most slowly 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 as wonderful as Miami. Sylvia attends the same school as 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 ¹ fascinating to learn that a model plane operates under the same basic physics of flight as my real plane ² is. For example, just like my real plane, Adam's model plane ³ powers a gas engine, which spins a propeller to create forward power. ⁴ 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. ⁵ 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 ⁶ slow than my real plane. ⁷ 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.

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.

1. heavy / strong to have _____ opinions about something
2. go / turn to _____ a corner
3. control / error to use a remote _____
4. similar / vocabulary is remarkably _____ to
5. animal's / company's the _____ budget
6. in / on this machine operates _____ the principle of
7. bosses / effects Unforeseen _____
8. experience / maintain you can _____ the wonder of flight
9. 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 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 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.

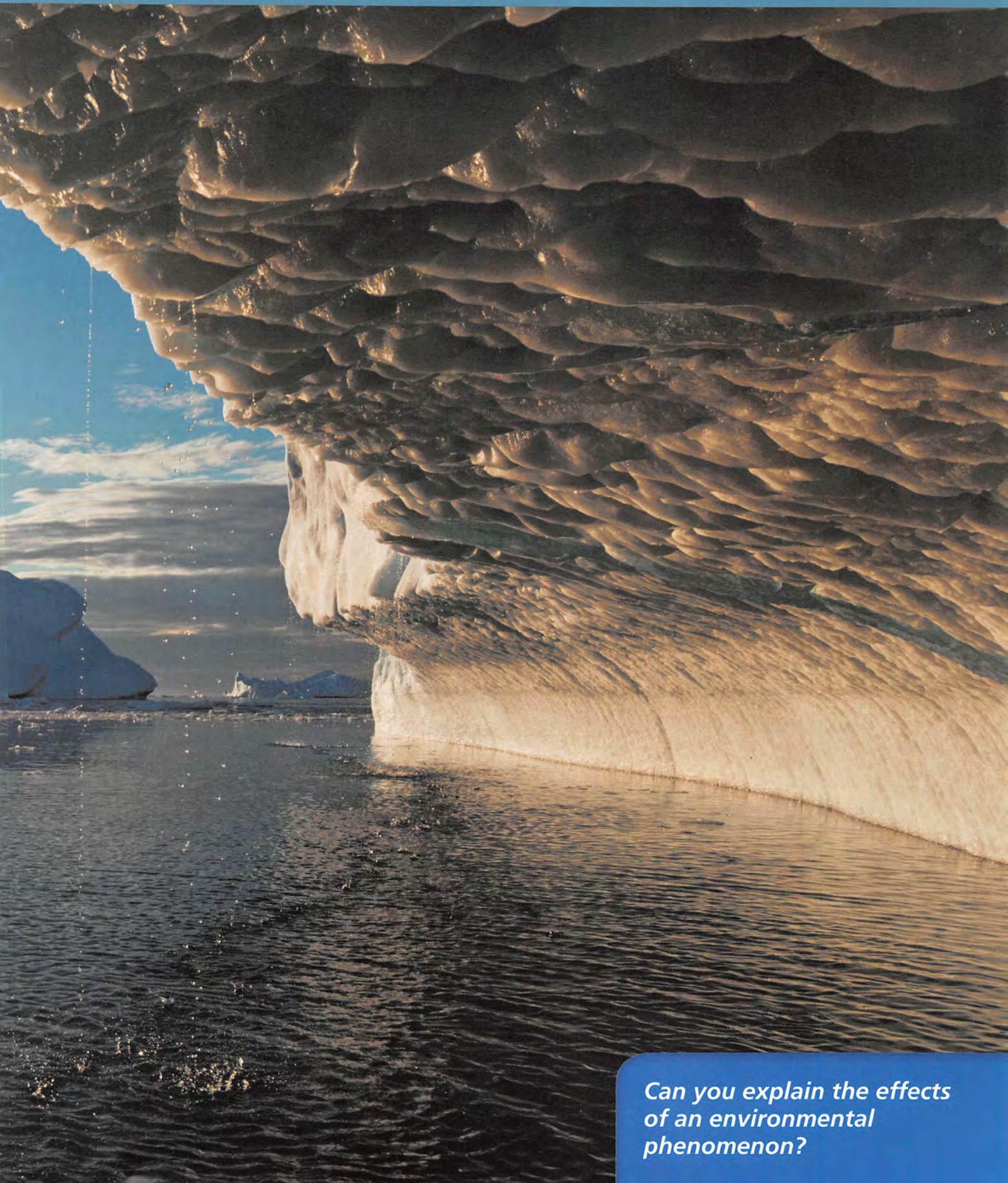
Compare two stressful jobs.

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?

2. Do you know someone who dropped out of college? What was the main reason?

3. What would you suggest to students who are thinking about dropping out of school?



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 |
| because of + noun | As a result / Therefore / Because of this , Subject + Verb |
| because + Subject + Verb | |
| another (cause / effect / reason) | |
| owing to + noun | |
| due to + noun | |
| Subject + Verb, so Subject + Verb | |
| Subject + Verb so (that) 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 simple past tense for an action that is complete.</p> <p>The simple past tense 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 worked so hard, her business became very successful.</p> <p>worked = regular became = irregular</p> |
| <p>Use the past progressive tense for an action that was in progress in the past and was interrupted by another action.</p> <p>The past progressive tense is formed with <i>was</i> or <i>were</i> + the <i>-ing</i> form of the verb.</p> | <p>I was studying for my final exam <u>when I got the terrible news</u>.</p> <p>was studying = past progressive <u>when I got the terrible news</u> = interruption</p> |
| <p>The present perfect tense 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 present perfect is formed with <i>have</i> or <i>has</i> + the past participle of the verb.</p> | <p>(1) These people have lived in this area for almost a century.</p> <p>(2) Many citizens are upset because the government has increased taxes again.</p> |
| <p>Use the past perfect tense 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 past perfect tense 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 had disappeared long before humans <u>appeared</u> on the earth.</p> <p>had disappeared = 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

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

radiant skin and strong muscles. 4 They are also better equipped to deal

unclear pronoun reference
with the stress of day-to-day life. 5 Most important, people who take

run-on
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.



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

SUPPORT

III. Body Paragraph 2 (Type/Category 2): Stage acting

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

SUPPORT

IV. Body Paragraph 3 (_____): Film acting

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)

SUPPORT

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?

2. Do you think that acting is hard work? Why or why not?



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?

4. What is your favorite type of entertainment that involves acting?

5. How do you think acting in a movie is different from acting in a television program?

6. How do you think acting in a movie is different from acting in a live theater setting?

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.

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.

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 |
| this type of + noun (classifying) another + noun (listing) | In addition , Subject + Verb (giving additional information) For example , Subject + Verb (giving an example) For instance , Subject + Verb (giving an example) Finally , Subject + Verb (giving the last example) |
| Relationship | |
| Within a Sentence | Between Sentences |
| during + noun (time relationship) before + present participle (time relationship) regardless of + noun (contrasting) if + noun + verb (condition) | That is , Subject + Verb (restating) Still , 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

How is this sentence related

to the topic? **Fragment!**

wrong word

not parallel

on travel itineraries. If friends are close, even a terrible trip will not ruin the friendship. 5 *wrong transition* However, some friends bond even more when they experience travel emergencies together. A special closeness 6 *passive voice* is create during the trip. They share both the 7 *word form* goodness and the bad memories.

Now rewrite the paragraph with corrections.

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 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 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.

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?

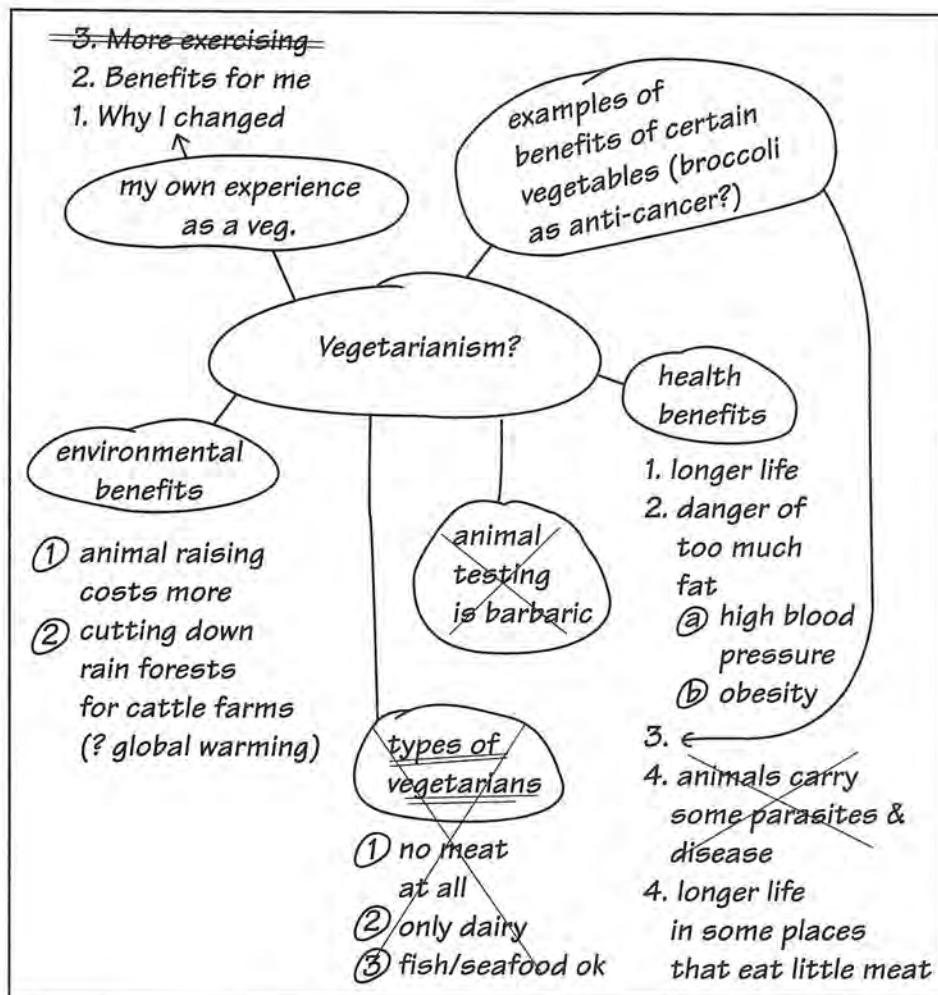
Hamda chose to write an argumentative essay about vegetarianism to try to convince readers of its benefits. The instructor had explained that this essay was to be serious in nature and have facts to back up the claims made.

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 ^{causes} 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. Vegetarianism ^{, and it} is a way of life that can help improve not only the quality of

people's lives but also people's longevity. ^{the quality but also the length of people's lives}

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. ^{For example,} ^{transition?} How much of the current

global warming is due to man's disturbing the rain forest?

You need a more specific topic relating to health.

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 ^{necessary?} 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. ^{combine sentences?} 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.

^{not related to your topic}
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"?

I like this essay. You really need to work on the conclusion.

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 _^ 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. _^ 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 _^ 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.

^S ^V
Kids love television.

^V ^S ^V
Does this sound like a normal routine?

2. Sometimes simple sentences can contain more than one subject or verb.

^S ^V
Brazil and the United States are large countries.

^S ^V ^V
Brazil lies in South America and has a large population.

^S ^V ^V
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 ^S Meagan ^V studied hard, **for** ^S she ^V wanted to pass the test.

and ^S Meagan ^V studied hard, **and** ^S her classmates ^V studied, too.

nor ^S Meagan ^V did not study hard, **nor** ^V did ^S she ^V pass the test.

but ^S Meagan ^V studied hard, **but** ^S her brother ^V did not study at all.

or ^S Meagan ^V studied hard, **or** ^S she ^V would have failed the test.

yet ^S Meagan ^V studied hard, **yet** ^S she ^V was not happy with her grade.

so ^S Meagan ^V studied hard, **so** ^S the test ^V 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 | after 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 Conjunction + Independent clause.
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 | and | | 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.

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> , http://www.websitedesignbasics.com , 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, http://www.ucsusa.org/global_warming/global_warming_101/ . |
| 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 | purchase | somewhat | valid |
| invoke | occur | pursue | 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 <i>and</i> NOUN <i>are similar in</i> NOUN, ... | <i>Although</i> France <i>and</i> Spain <i>are similar in</i> 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 <i>and</i> NOUN <i>are surprisingly similar</i> . | Brazil <i>and</i> the United States <i>are surprisingly similar</i> . |
| <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 <i>and</i> 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, <i>yet</i> S + V | People know that eating sweets is not good for their health, <i>yet</i> they continue to eat more sugar and fat than ever before. |
| NOUN <i>and</i> NOUN <i>are surprisingly different</i> . | Finland <i>and</i> Iceland <i>are surprisingly different</i> . |

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</i> on 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 believe / think / feel / agree / disagree / suppose that</i> NOUN | <i>Personally, I believe that</i> using electronic devices on a plane <i>should be</i> allowed. |
| <i>Doing</i> NOUN <i>should not be allowed.</i> | Texting in class <i>should not be allowed.</i> |

| | |
|---|--|
| <i>In my opinion / view / experience</i> , NOUN | <i>In my opinion</i> , talking on a cell phone in a movie theater is extremely rude. |
| <i>For this reason</i> NOUN / <i>That is why I think</i> NOUN | <i>For this reason</i> , voters should not pass this law. |
| <i>There are many benefits / advantages to</i> NOUN. | <i>There are many benefits to</i> swimming every day. |
| <i>There are many drawbacks / disadvantages to</i> NOUN. | <i>There are many drawbacks to</i> eating meals at a restaurant. |
| <i>I am convinced that</i> S + V. | <i>I am convinced that</i> nuclear energy is safe and energy efficient. |
| NOUN <i>should be required / mandatory</i> . | Art education <i>should be required</i> of all high school students. |
| <i>I prefer</i> NOUN <i>to</i> NOUN. | <i>I prefer</i> rugby <i>to</i> football. |
| <i>To me</i> , <i>banning / prohibiting</i> NOUN <i>makes sense</i> . | <i>To me</i> , <i>banning</i> cell phones while driving <i>makes perfect sense</i> . |
| <i>For all of these important reasons</i> , S + V. | <i>For all of these important reasons</i> , cell phones in schools should be banned. |
| <i>Based on</i> NOUN, S + V. | <i>Based on</i> the facts presented, high-fat foods should be banned from the cafeteria. |

Arguing and Persuading

| Words and Phrases | Examples |
|---|--|
| <i>It is important to remember</i> S + V | <i>It is important to remember that</i> school uniforms would only be worn during school hours. |
| <i>According to a recent survey</i> , S + V | <i>According to a recent survey</i> , the biggest fear of most people is their fear of making a speech in public. |
| <i>Even more important</i> , S + V | <i>Even more important</i> , statistics show the positive effects that school uniforms have on behavior. |
| <i>Despite this</i> , S + V | <i>Despite this</i> , many people remain opposed to school uniforms. |
| S <i>must / should / ought to</i> | Researchers <i>must</i> stop unethical animal testing. |
| <i>For these reasons</i> , S + V | <i>For these reasons</i> , public schools should require uniforms. |
| <i>Obviously</i> , S + V | <i>Obviously</i> , citizens will get used to this new law. |
| <i>Without a doubt</i> , S + V | <i>Without a doubt</i> , students ought to learn a foreign language. |
| <i>I agree that</i> S + V; <i>however</i> , S + V | <i>I agree that</i> a college degree is important; <i>however</i> , getting a practical technical license can also be very useful. |

Giving a Counterargument

| Words and Phrases | Examples |
|--|---|
| <i>Proponents / Opponents may say</i> S + V | <i>Opponents</i> of uniforms <i>say</i> that students who wear uniforms cannot express their individuality. |
| <i>On the surface this might seem logical / smart / correct; however</i> , S + V | <i>On the surface this might seem logical; however</i> , it is not an affordable solution. |
| S + V; <i>however</i> , <i>this is not the case</i> . | The students could attend classes in the evening; <i>however</i> , <i>this is not the case</i> . |
| <i>One could argue that</i> S + V, <i>but</i> S + V | <i>One could argue that</i> working for a small company is very exciting, <i>but</i> it can also be more stressful than a job in a large company. |
| <i>It would be wrong to say that</i> S + V | <i>It would be wrong to say that</i> nuclear energy is 100 percent safe. |

| | |
|---|---|
| <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 |
|--|--|
| TITLE by AUTHOR is a / an ... | Harry Potter and the Goblet of Fire by J.K. Rowling is an entertaining book to read. |
| My first reaction to the prompt / news / article was / is NOUN | My first reaction to the article was fear. |
| When I read / look at / think about NOUN, I was amazed / shocked / surprised ... | When I read the article, I was surprised to learn of his athletic ability. |

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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.

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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