

# Great Writing 3

*From Great Paragraphs to Great Essays*

SECOND EDITION

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We would also like to acknowledge the thousands of students that the three of us have taught over the years. Although it is impossible to single out one or two students, we realize that this book is the result of our interactions with our writing students from many classes in several countries over many years. As our students learned to improve their writing, we learned to improve our teaching methods and materials.

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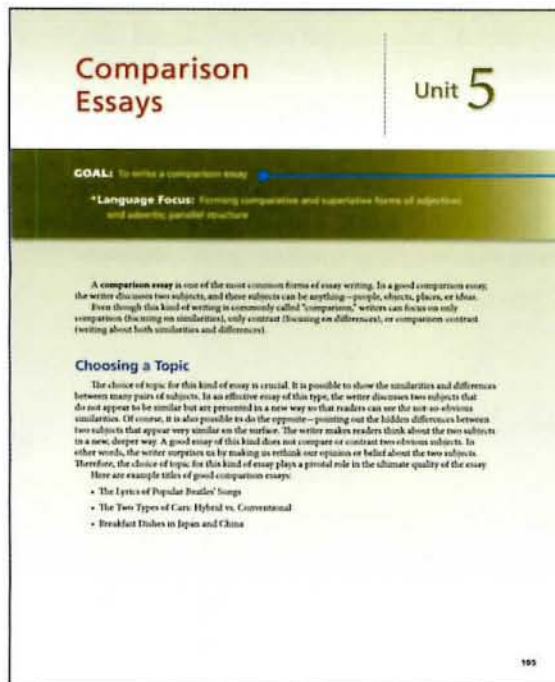
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# Guided Tour



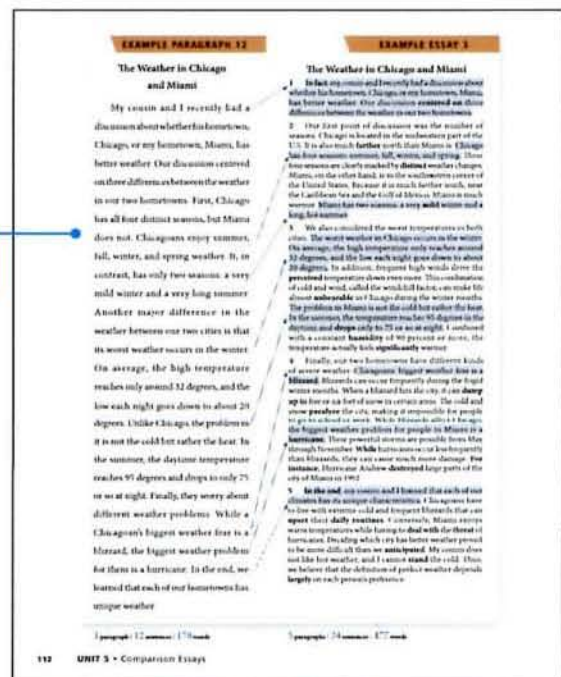
## NEW TO THIS EDITION

A new **four-color design** allows for engaging, easy-to-follow lessons.



**Goals** at the beginning of every unit provide a clear road map for the instruction that follows.

**Student writing models** help students focus on specific writing skills and multiple rhetorical structures.



## Writer's Note

### Adverbs of Degree

There are several types of **adverbs**, including adverbs of manner (quickly, loudly), time (now, yesterday), place (here, there), frequency (always, never), and degree. Adverbs of degree tell the extent of something. Some common examples are *very*, *extremely*, *completely*, *relatively*, and *nearly*.

In the essay "The Weather in Chicago and Miami," page 112, find the adverbs of degree *significantly* and *largely*.

**Writing Tip:** For better writing, try to avoid the overused adverb *very*. Instead, use other adverbs of degree that will make your writing sound more precise.

## 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 112, to find the missing word forms. The first one is done for you.

Noun	Verb	Adjective	Adverb
1. decision	<i>decide</i>	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



For more practice with word forms, try Unit 5, Activity 3 on the Great Writing 3 Website: [rh.henle.com/greatwriting](http://rh.henle.com/greatwriting).

**Writer's Note** sections provide relevant writing-skill instruction that supports the unit's writing goals.

**Guided, structured activities** help students to quickly master writing tasks.

**Integrated grammar lessons** teach and practice the grammar necessary to accomplish the writing goals of the unit.

## Language Focus

### 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 7 Using Comparatives, Superlatives, and Parallel Structure

If an underlined part of a sentence below is incorrect, write a correction above it.

- The most expensive items in this company's budget are employee salaries, communication costs, and supplies that are used in the office.
- Without a doubt, I think Cairo is more interesting to visit than either Buenos Aires or Tokyo.
- 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.
- 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.
- Some doctors believe that it is most healthy to eat several small meals each day than it is to eat one big meal.



For more practice with comparatives, superlatives, and parallel structure, try Unit 5, Activities 5 and 6 on the Great Writing 3 Website: [rh.henle.com/greatwriting](http://rh.henle.com/greatwriting).



# Introduction to Paragraphs

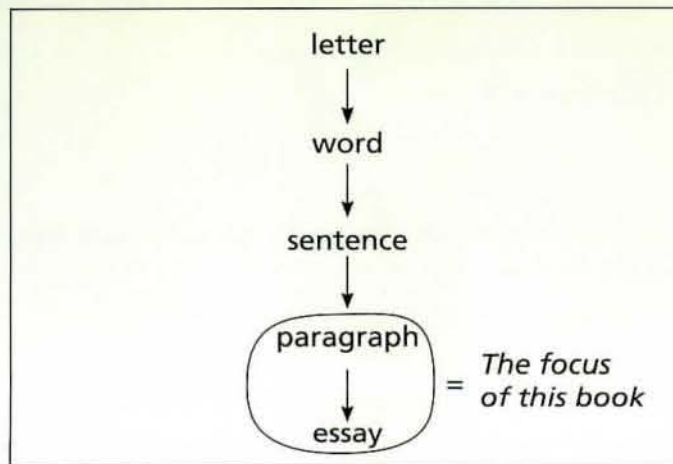
## Unit 1

**GOAL:** To understand paragraph parts

**\* Language Focus:** Identifying verbs and fragments; nouns and noun forms

### What Is a Paragraph?

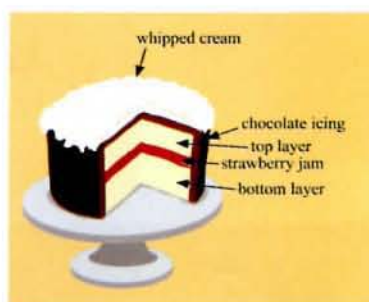
A **paragraph** is a collection of sentences that describe, discuss, or explain one central idea. Generally, a paragraph is composed of one topic sentence, a number of other sentences that support the topic sentence, and a concluding sentence. As you will learn later in this book, paragraphs can be combined into essays just as sentences can be combined into paragraphs.



Connections



To better understand what a paragraph is, we must look at its individual parts. The three main parts of a paragraph are (1) the topic sentence, (2) the supporting detail sentences, and (3) the concluding sentence.



The parts of a good cake

Lorem ipsum dolor sit amet, ← topic sentence  
 consectetur adipiscing elit, ← supporting detail sentence  
 morbi commodo nisi ipsum sed  
 phasellus gravida. Nullam sit  
 amet enim. Suspendisse id velit  
 vitae ligula velut. Aliquam  
 erat volutpat. Sed quis velit. ← supporting detail sentence  
 Nulla facilis. Nulla eget libero.  
 Vivamus pharetra quis posuere  
 sapien. Nam consectetur. Sed  
 aliquam, enim eget euismod  
 ultramagis, lectus enim nisi  
 ultramagis sed, fermentum  
 blandit enim sed eget ipsum.  
 Maecenas vitae nulla consequat  
 ornare lectus facilis. ← concluding sentence

The parts of a good paragraph

Think about a cake. Although we think of a cake as one unit of food, it is actually made up of different parts. No single part is the cake; it is a good cake only when it includes all of the parts in the right amount. As you read about the parts of a good paragraph, remember this simple analogy to the parts of a good cake. 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 convey. 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. Although it can be found in any part of the paragraph, the topic sentence is frequently the first sentence in the paragraph.

### 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: **Cars** can be used in **many different situations**.

↑  
main subject

↑  
controlling idea: *situations where people use cars*

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

Topic sentence: **Cars** have **changed** enormously **in the past 50 years**.

↑  
main subject

↑  
controlling idea: *the change of cars over a certain period of time*

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

Topic sentence: Different **cars** can **appeal to different people**.

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

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

Now look at the next example:

Topic sentence: **Cars** were invented in the twentieth century.

↑  
main subject

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

## ACTIVITY 1 Selecting a Good Topic Sentence

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

1. \_\_\_\_ a. Bilingual dictionaries can help non-native learners in two very important ways.  
\_\_\_\_ b. In a bilingual dictionary, the information is presented in two different languages.
2. \_\_\_\_ a. The accused person has to appear in court as part of a successful trial process.  
\_\_\_\_ b. The accused person must do three important things to ensure a successful trial.
3. \_\_\_\_ 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 true age of a fossil.
4. \_\_\_\_ a. Computers have changed people's communication patterns in several ways.  
\_\_\_\_ b. Computers are expensive.
5. \_\_\_\_ a. There are five skills a person must learn in order to play a guitar.  
\_\_\_\_ b. An electric guitar needs to be plugged into an amplifier.



## ACTIVITY 2 Studying Topic Sentences in a Paragraph

Discuss the questions that come before the following process paragraph with your classmates. Then read the paragraph. Answer the questions after the paragraph.

The topic of this process paragraph is how to change a flat tire. It is a simple process, but many people have a difficult time completing this procedure.

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

### EXAMPLE 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 can be very heavy. Using the lug nut wrench, remove all of the lug nuts from the tire. 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 new tire and **verify** 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 tire

**spare:** extra

**elevate:** to raise

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

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

**screw:** to twist

**verify:** to make sure, check for accuracy

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

**fastened:** attached

**in no time:** very quickly

3. 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

4. Underline the topic sentence.

5. 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 must perform certain functions and have 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. *SUVs 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. *SUVs are useful to parents with three or more children* is a good topic sentence because it is specific. It gives a reason why SUVs are useful and for whom.

4. It cannot be too specific.

A good topic sentence is not too specific. *An SUV can hold up to six adults* limits the topic. 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 compact car is the best car for a small family.* The underlined words in this sentence are the controlling idea.

### ACTIVITY 3 Recognizing Effective Topic Sentences

Consider what you already know about topic sentences. Then 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. The first one has been done for you.

1. General topic: digital cameras

- ☒ a. Digital cameras have more features than film cameras.
- ☐ b. Digital cameras are expensive.
- ☐ c. You can delete the pictures on a digital camera.

2. 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.

3. 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.

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.



For more practice with identifying good topic sentences, try Unit 1, Activity 1 on the *Great Writing 3* Web site: [elt.heinle.com/greatwriting](http://elt.heinle.com/greatwriting)



### 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. Hybrid cars are becoming very popular these days.

The reader expects to learn why hybrid cars are becoming popular.

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

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

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

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

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

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

### ACTIVITY 4 Reviewing Topic Sentences and Controlling Ideas

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

1. \_\_\_\_ a. North Americans drink about half a billion cups of coffee every day.  
\_\_\_\_ b. Coffee is the drink of choice for many North Americans.  
\_\_\_\_ c. Most North Americans drink coffee in order to wake up in the morning.
2. \_\_\_\_ a. Yesterday was the tenth of April.  
\_\_\_\_ b. Yesterday, I spilled spaghetti sauce on my shirt during my lunch break.  
\_\_\_\_ c. Yesterday, I had a terrible day at work.
3. \_\_\_\_ a. My best friend and I had a wonderful time at the amusement park last week.  
\_\_\_\_ b. We rode three different roller coasters.  
\_\_\_\_ c. My best friend and I enjoyed the roller coasters more than the Ferris wheel.

4. \_\_\_\_ a. In the United States, 721,000 high school athletes participated in track and field last year.  
\_\_\_\_ b. The sport of track and field is very old.  
\_\_\_\_ c. The sport of track and field has increased in popularity in recent years.
5. \_\_\_\_ a. My iguana's trip to the veterinarian's office was a catastrophe.  
\_\_\_\_ b. My iguana scratched the veterinarian when she tried to pick it up.  
\_\_\_\_ c. People do not like iguanas.



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

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

1. Lying is bad.

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---

2. It is important to work hard.

---

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3. The Louvre is located in Paris, France.

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## ACTIVITY 6 Writing Topic Sentences

Read the cause-effect paragraph (Example Paragraph 2), the process paragraph (Example Paragraph 3), and the classification paragraph (Example Paragraph 4) on the following pages. Write a topic sentence for each paragraph in the space provided. Be sure your sentence includes a controlling idea.

### EXAMPLE PARAGRAPH 2

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

It burns calories more quickly than any other form of exercise. In fact, running burns twice as many calories as swimming, the second best calorie-burning activity. While swimmers burn around 600 calories per hour, runners can burn up to 1,200 calories per hour. Running is also a great form of exercise because it can be done almost anywhere. Finally, running is a budget-friendly activity; the only thing a runner needs to purchase is a good pair of running shoes.

### EXAMPLE PARAGRAPH 3

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

First, you can start by looking in the help-wanted section of the newspaper. After checking the newspaper, you may want to search various online job sites. When you have found an interesting company, try visiting the company in person. Ask whether there are any openings even if no positions are advertised. Do not forget to have a good résumé ready to give to a **prospective** employer. Make sure that it **highlights** all of your previous employment and education. Finally, remember that **persistence** is the key to getting the job you want. By following these steps, rest assured that you will find a job sooner rather than later.

**prospective:** potential

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

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

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

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. 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, which includes all the written information about the set and the actors' dialogs, and grows into a movie. **Regardless of** the type of acting, it is safe to say that 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

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

**a craft:** a skill, expertise



## Building Better Sentences

Correct and varied sentence structure is essential to the quality of your writing. For further practice with Example Paragraph 3 and Example Paragraph 4, go to Practice 1 on page 219 in Appendix 1.

### Brainstorming



## Writer's Note

### Brainstorming

Imagine that a man is talking on the phone and suddenly sees thick black smoke coming out from behind a closed door. What should he do?

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. \_\_\_\_\_

Congratulations! 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. Come up with 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 cell phones are changing our society
- Why I like a particular type of movie
- A place I would like to visit one day
- Some dangers of going to the beach
- A person who changed my life

#### ***Brainstorming Box***

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

\_\_\_\_\_



## ACTIVITY 8 Writing Your Own Paragraph

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

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### Supporting Sentences

Think of **supporting sentences** as helpers for the topic sentence. They describe, explain, clarify, or give examples of the main idea in the topic sentence. Supporting sentences support and explain the topic. 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:* Many elderly people enjoy playing golf.  
*Supporting sentence:* Golf gives them 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? The first one has been done for you.*

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.

\_\_\_\_\_  
\_\_\_\_\_



For more practice with topic sentences and supporting sentences, try Unit 1, Activity 2 on the *Great Writing 3*  
Web site: [elt.heinle.com/greatwriting](http://elt.heinle.com/greatwriting)



## Writer's Note

### Avoiding Unrelated Sentences

Some writers tend to give too much information about a topic. They try to 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.

(NOTE: For more practice on unity, see Unit 2, pages 45–47.)

## ACTIVITY 10 Identifying Good Supporting Sentences

Read the following classification paragraph (Example Paragraph 5) and descriptive paragraph (Example Paragraph 6). For each numbered sentence, write good supporting sentence or unrelated sentence below the paragraph. Then explain your answer.

### EXAMPLE PARAGRAPH 5

#### The Features of a Good Restaurant

There are certain qualities that are typical of a good restaurant. Good restaurants provide fast and friendly service. The hostesses and servers are friendly and courteous at all times. In addition, the servers make sure that customers receive their food in a timely fashion. (1.) Since customers go to a restaurant to eat, obviously the quality of the food is important. (2.) Some of the best-quality cheeses can be imported from France. A good restaurant also uses fresh ingredients in its dishes, which are usually served hot. (3.) Good restaurants also have a pleasant atmosphere. They pay attention to details such as the decorations, lighting, and cleanliness.

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

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

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

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### A Capital Trip

One of my greatest vacations was spent in Washington, D.C. (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 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, D.C. has a lot to offer its visitors!

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



For more practice with identifying unrelated sentences, try Unit 1, Activity 3 on the *Great Writing 3*  
 Web site: [elt.heinle.com/greatwriting](http://elt.heinle.com/greatwriting)



### Building Better Sentences

Correct and varied sentence structure is essential to the quality of your writing. For further practice with “The Features of a Good Restaurant,” go to Practice 2 on page 220 in Appendix 1.

## Identifying Verbs and Fragments

Every sentence in English has a verb. Look at the underlined verbs in these examples:

For years, Egyptians have complained about the traffic problem in their capital city.

Contrary to the opinion of some tourists, British cuisine is a rich mixture of many different sources and traditions.

Through the careful study of geography, teachers can at the same time help their students with history.

Read aloud the same three sentences without the verbs. A sentence without a verb is called a **fragment**. A fragment is a serious error in composition. You will practice avoiding fragments in this unit and in subsequent units in this book.

## ACTIVITY 11 Checking for Fragments

Read these sentences about studying vocabulary. The subject in each clause is underlined. Circle the verb that goes with each subject. If the subject has a verb, write correct on the line. If a verb is missing, write fragment on the line and add an appropriate verb in the correct place. The first one has been done for you.

correct , fragment

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



For more practice with sentences and fragments, try Unit 1, Activity 4 on the *Great Writing 3* Web site: [elt.heinle.com/greatwriting](http://elt.heinle.com/greatwriting)



## Language Focus

### 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 has only one form.

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

these methods

several people

numerous cases

two tests

many reasons

other decisions

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

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

### ACTIVITY 12 Editing for Noun Forms

Read these sentences about people who take care of their elders. 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 22 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 rest of this **centuries** 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.



For more practice with noun forms, try Unit 1, Activity 5 on the *Great Writing 3* Web site: [elt.heinle.com/greatwriting](http://elt.heinle.com/greatwriting)

### ACTIVITY 13 Brainstorming for Topic Sentences

*For each topic below, brainstorm ideas for a topic sentence. (You will use your topic sentences to practice supporting ideas in Activity 14.)*

1. Your favorite zoo animal

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

2. A person you know

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

3. A city that you would like to visit

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 worst airline disasters in modern times occurred three decades ago.

Who? Who was involved in the disaster?

What? What happened?

When? When did this disaster happen?

Where? Where did the disaster happen?

Why? Why did the disaster happen?

Other: How many people were affected by the disaster?

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.*

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## Concluding Sentences

A **concluding sentence** concludes, or wraps up, a paragraph. It lets the reader know that you have finished talking about the idea introduced by the topic sentence.

### 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:**
  - a. Restating the **main idea** of the topic sentence.  
Look at the concluding sentence in Example Paragraph 6, “A Capital Trip”:  
*Clearly, Washington, D.C. has a lot to offer its visitors!*
  - b. Offering a **suggestion**, giving an **opinion**, or making a **prediction**.  
Look at the concluding sentence in Example Paragraph 1, “Changing the 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. Try to use these items in the activities that follow.

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

#### Examples:

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

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

NOTE: You will find transition boxes placed strategically throughout this book to help you learn where you can add transitional words. See the Brief Writer’s Handbook with Activities, pages 210–213, for more information on connectors and transitions.

## ACTIVITY 17 Writing Concluding Sentences

Go back to Example Paragraph 2 (page 9) and Example Paragraph 5 (page 14). Write a concluding sentence for each paragraph. Use a different type of concluding statement for each one. Circle the function of each concluding statement.

1. Example Paragraph 2 (page 9)

Topic: Exercise

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What does the concluding statement do?

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

2. Example Paragraph 5 (page 14)

Topic: Restaurants

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What does the concluding statement do?

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



For more practice with concluding sentences and transitions, try Unit 1, Activity 6 on the *Great Writing 3* Web site: [elt.heinle.com/greatwriting](http://elt.heinle.com/greatwriting)

## Four Features of a Well-Written Paragraph

All 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. (You will learn about coherence in the next unit.)
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. You do this on a word processor by pressing the “tab” key.
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

Read the opinion paragraph and answer the questions that follow it.

### EXAMPLE 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 a similar drug **controversy**. 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 their sports careers more than their lives.

**plague:** to cause severe problems

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

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

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

Correct and varied sentence structure is essential to the quality of your writing. For further practice with "The Dark Side of Cycling," go to Practice 3 on page 221 in Appendix 1.

### ACTIVITY 19 Bringing It All Together

Read the definition paragraph (Example Paragraph 8) and the classification paragraph (Example Paragraph 9). Underline the topic sentence of each one. Then circle the sentence that is not a good supporting sentence. (You will find one in each paragraph.) Write a concluding sentence on the lines that follow each paragraph. If possible, use transitions from the box on page 22.

#### EXAMPLE PARAGRAPH 8

##### Writing Centers

Writing centers offer wonderful programs where students can go to get help with their writing. Writing center tutors generally do not proofread a student's paper but rather find **fundamental** mistakes in the paper and teach the student how to avoid making those mistakes in the future. Writing centers can help students in areas such as grammar, punctuation, brainstorming, organization, and format. Typically, more women use writing centers than men. Many students also go to writing centers to get help in doing research or documenting outside sources. The help that students receive at writing centers is valuable **as** many centers are staffed by English professors or professional writers. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**fundamental:** basic

**as:** because

## 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. The first one has been done for you.

1. spare

extra

necessary

2. to highlight

to hide

to show

3. to elevate

to move upward

to move downward

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. a trial	in court	in school
11. to bloom	buildings	flowers
12. in no time	never	quickly
13. thus	however	therefore
14. a controversy	disagreement	unimportant
15. stuck	cannot read	cannot move
16. fossils	very old	very young
17. fastened	connection	speed
18. a venue	a place	a time
19. to purchase	to announce	to buy
20. principal	extra	main

## 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. The first one has been done for you.

- |                        |  |
|------------------------|--|
| 1. for / to            | A sports car appeals <u>to</u> a certain type of customer. |
| 2. a fact / an opinion | to verify _____  |
| 3. vehicle / business  | to tow a _____   |
| 4. become / gain       | to _____ popular   |
| 5. key / plague        | a _____ feature  |

- |                              |                                       |
|------------------------------|---------------------------------------|
| 6. souvenir / wide           | a _____ selection of things           |
| 7. know / stay               | to _____ in contact with a person     |
| 8. in / on                   | to spill sauce _____ your shirt       |
| 9. sharp metal / metal sharp | 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 3, 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 five of the vocabulary words or phrases presented in Activity 20 and Activity 21. Underline these words and phrases in your paragraph.
- Include the four features of a well-written paragraph from page 23.

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

### Brainstorming Box

[illegible]

## ACTIVITY 23 Peer Editing

*Exchange books with a partner and look at Activity 22. Read your partner's writing. Then use Peer Editing Sheet 1 on page 239 to help you comment on your partner's writing. Be sure to offer positive suggestions and comments that will help your partner improve his or her writing. Consider your partner's comments as you revise your own writing.*



## Writer's Note

### 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.
- Find a straightforward but polite way to suggest improvements. Make suggestions in a direct but constructive way. Do not write general comments, such as "This is very bad" or "You don't make any sense." Instead, use specific statements such as "I found this part a little confusing because . . ." or "What do you mean to say here?"
- When you return the Peer Editing Sheet, discuss your comments about the writing with your partner.

## 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.

First, read the paragraph guidelines below. Then take out a piece of paper. Read the writing prompt below the guidelines. As quickly as you can, brainstorm some ideas about this topic. You should spend no more than 5 minutes on brainstorming.

You will then have 25 minutes to write one paragraph about your topic. At the end of the 25 minutes, your teacher will collect your work and return it to you at a later date.

### 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

## Unit 2

**GOAL:** To understand purpose, audience, clarity, unity, coherence

**\* Language Focus:** Using clear, descriptive language; clear pronoun reference

### 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
- unity
- audience
- coherence
- clarity

### 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 following two questions on the basis of your experiences. Then read the process paragraph (Example Paragraph 10) and answer the questions that come after it.



1. Have you ever used a grill? On what occasions? Where?

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2. Why do some people choose to grill food rather than cook it in the kitchen?

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### EXAMPLE PARAGRAPH 10

#### Grilling

Preparing a grill for a summer cookout is easy if you follow certain steps. First, it is important to start with a clean grill, so you should remove all **rust** from the grilling surface. Next, remove the top **rack** and place one layer of **charcoal briquettes** on the bottom rack. **Stack** the briquettes in a pyramid shape with the highest point at the center of the grill. **Once** the briquettes have

**rust:** corroded metal

**a rack:** a metal grid on which food is cooked

**charcoal:** black material consisting mostly of carbon that is used as a fuel

**briquettes:** small blocks of charcoal used as fuel for grilling

**stack:** to pile on top of

**once:** after

been stacked, cover them with lighter fluid. Make sure the liquid is not near any open **flame** as you cover the charcoal. After the charcoal has been soaked in fluid, use a long match or a long lighter to **ignite** it. Be careful not to burn yourself since the **fumes** of the lighter fluid may ignite before the charcoal catches fire. You should wait for the flames to die out and the charcoal to turn white. Finally, spread the briquettes out in an **even** layer and replace the top rack. Once you have followed these simple steps, you are ready to grill!

a flame: fire

soak: to make very wet

ignite: to start a fire, light

fumes: vapors, odors, or exhaust

catch fire: to begin to burn

even: consistent, level (opposite: *uneven*)

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

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

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

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### ***Purpose Statement***

Good writers often remind themselves of their writing topic as they write. Writers often create a **purpose statement** before they begin writing their paragraph to help them maintain the focus of their paragraph once they start writing it.

A purpose statement is a short sentence that clearly defines the purpose of the paragraph, which is the reason for writing the information in paragraph form. The purpose statement will help you to stay on your topic and maintain the focus of your writing. You can think of a purpose statement as a type of pre-topic sentence exercise.

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." That is, some writers lose focus and begin to write about other information. Unfortunately, it can be very easy to 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:

<i>Topic:</i>	How to play dominoes
<i>Purpose statement:</i>	The purpose of this paragraph is to explain to the reader how to play the game called dominoes.
<i>Topic:</i>	The effects of insufficient sleep
<i>Purpose statement:</i>	The purpose of this paragraph is to tell the negative effects or results of not getting enough sleep each night.
<i>Topic:</i>	The messiest room that I have ever seen
<i>Purpose statement:</i>	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. The first one has been done for you.

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 effects of watching too much TV

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

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6. *Topic:* How to learn up to 50 idioms per day

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

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## 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 that the writer expects to read the paragraph. 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.

first-person words

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

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

second-person word

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, remove the rust from the grilling surface.*

The **third person** refers to the person or thing that is being spoken about. Think of the third person as someone telling a story about another person or thing. 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*). Most academic paragraphs use third person.

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

third-person words





## Writer's Note

### Consistent Pronoun Usage

A paragraph should stay consistent with respect to person. In other words, 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 brought pizza home for dinner. He told his mother that you should wait until it cooled down before eating it.

---

---

Most of the writing that you do for school is considered formal writing. The first person is generally used in writing a personal story (narrative) or description. 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.

Type of Writing	Person	Level of Writing
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

*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. The first one has been done for you.*

## Five Elements of Good Writing

## 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. The two Language Focus sections in this unit can help writers to achieve better clarity.

Here are two ways that you can improve clarity:

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

---

### Language Focus

#### Using Clear, Descriptive Language

To improve clarity, it is important for writers to choose words that give an accurate description of their topic. Some words are vague and unclear, and effective writers avoid them. You can think of these unclear words as being too common or boring. Examples of these words are *nice* and *good*. What does *nice* really mean? What does someone really mean when they use *good* to describe something or someone? Read the following sentences that a student wrote in a report about an athlete:



*Usain Bolt of Jamaica shocked the world at the 2008 Olympic Games in Beijing with his world-record performances. He is a good runner.*

The first sentence uses specific vocabulary, such as the verb *shock* and the noun *performance*. The second sentence appears much weaker in contrast. In the second sentence, the adjective *good* does not tell us very much about the athlete. It does very little to tell us what makes him stand out from his competitors. It does not match the skill of an athlete who has won an Olympic medal. An effective writer would certainly choose a more descriptive word than *good* to inform readers. Better adjective choices might include *phenomenal* or *exceptional*.

*Usain Bolt of Jamaica shocked the world at the 2008 Olympic Games in Beijing with his world-record performances. He is an exceptional runner.*

In this sentence, the adjective *exceptional* is more descriptive and informative than the word *good*. Other possible alternatives include *outstanding*, *premier*, and *unique*. For a sentence to express the exact meaning that the writer wants to share with readers, the writer must use clear and precise words.

## 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. The first two have been done for you.

- |          |                  |                   |                   |
|----------|------------------|-------------------|-------------------|
| 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   | _____            | _____             | _____             |



For more practice with clear and precise words, try Unit 2, Activity 1 on the *Great Writing 3*  
Web site: [elt.heinle.com/greatwriting](http://elt.heinle.com/greatwriting)



## Writer's Note

### Adding Description

Good writers also strive to make their writing clear and specific by adding adjectives or prepositional phrases.

*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.

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

## 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 house \_\_\_\_\_
5. the wide street \_\_\_\_\_
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 came from 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

*Answer the following questions based on your experiences. Then read the descriptive paragraph (Example Paragraph 11) and answer the questions that come after it.*

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?

#### EXAMPLE 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  
**hustle:** to hurry, move quickly  
**tremendous:** very big  
**the pace:** the speed

**a busser:** a helper who cleans tables in a restaurant  
**carelessly:** the opposite of *carefully*  
**the flow:** the movement  
**juggling:** balancing

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

5. Underline the concluding sentence.
6. What type of concluding sentence is it? (*Circle one.*)
- restatement / suggestion / opinion / prediction



## Building Better Sentences

Correct and varied sentence structure is essential to the quality of your writing. For further practice with “Behind the Scenes in a Restaurant,” go to Practice 4 on page 222 in Appendix 1.

### ACTIVITY 9 Clarity in a Paragraph

*Refer to Example Paragraph 11 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

## Language Focus

### Clear Pronoun Reference

Another thing that good writers do to maintain clarity is to make sure that every pronoun refers to a specific noun. If the exact meaning, or reference, of the pronoun is not clear, then you should repeat the noun or use a synonym of that noun.

Children should not be allowed to watch horror movies for many reasons.  
They say that these movies can disturb children.

In the above sentence, who is “they”? Does *they* refer to the children? To horror movies? Or to people in general? Because we do not know who or what *they* refers to, we consider it as having an unclear pronoun reference. The easiest way to correct this problem is to use a precise noun. In this case, it would be better to say the following:

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 about food. The number in parentheses at the end of each item 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 so much 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 6 errors with pronoun reference. Improve the clarity of the sentences by changing the boxed words to words or phrases that are more specific.



### EXAMPLE 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, 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	_____



For more practice with pronoun references, try Unit 2, Activity 2 on the *Great Writing 3* Web site: [elt.heinle.com/greatwriting](http://elt.heinle.com/greatwriting)

## 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.

#### EXAMPLE 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.

**guidelines:** general rules

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

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

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

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

**vacuum:** to clean a rug or carpet with a type of machine



You can use a purpose statement to help establish your purpose, and you can also use it 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 Example 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 reader 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 4 does not support the purpose of the paragraph, it should not be included.

5. Do Sentences 5–7 maintain the unity of the paragraph?

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

6. What about Sentence 8? 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

Correct and varied sentence structure is essential to the quality of your writing. For further practice with "Cleaning 101," go to Practice 5 on page 223 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 reason that they do not belong.

### EXAMPLE 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 theatre.

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



For more practice with unity, try Unit 2, Activity 3 on the *Great Writing 3* Web site:  
[elt.heinle.com/greatwriting](http://elt.heinle.com/greatwriting)



## Building Better Sentences

Correct and varied sentence structure is essential to the quality of your writing. For further practice with “Movie Types,” go to Practice 6 on page 224 in Appendix 1.

### Element 5: Coherence

A piece of writing is said to have **coherence** when all of its parts are organized and flow smoothly and logically from one idea to the next. Writers strive for coherence so that the reader can follow along 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.



For more practice with sequencing information, try Unit 2, Activity 4 on the *Great Writing 3* Web site: [elt.heinle.com/greatwriting](http://elt.heinle.com/greatwriting)

### *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, writers can also use pronouns to take the place of 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:	<i>for example</i>	<i>for instance</i>	<i>namely</i>
To add information:	<i>and</i>	<i>next</i>	<i>in addition</i>
To compare or contrast:	<i>in contrast</i>	<i>by comparison</i>	<i>on the other hand</i>
To show time:	<i>finally</i>	<i>after</i>	<i>before</i>
To emphasize:	<i>for these reasons</i>	<i>obviously</i>	<i>without a doubt</i>
To show sequence:	<i>first (second, third, etc.)</i>	<i>next</i>	<i>at the same time</i>
To summarize:	<i>therefore</i>	<i>thus</i>	<i>in conclusion</i>

NOTE: See the Brief Writer's Handbook with Activities, pages 210–213, for more information on transitions and connectors.



For more practice with transitions, try Unit 2, Activity 5 on the *Great Writing 3* Web site: [elt.heinle.com/greatwriting](http://elt.heinle.com/greatwriting)





### 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

Proofreading sounds like an easy thing to do, but many writers have trouble doing a good job proofreading their work. You will be much happier with your final writing assignment if you follow these suggestions.

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.

NOTE: See the Brief Writer's Handbook with Activities, pages 187–191, for more tips on Editing Your Writing.



### 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.





## 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.

- |                  |                   |                 |
|------------------|-------------------|-----------------|
| 1. up to 50      | 48 or 49          | 50 or 51        |
| 2. a grill       | for clothes       | for food        |
| 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. soaked        | very cold         | very wet        |
| 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           |

## 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 / stack      | to _____ certain steps                  |
| 2. catch / take        | the paper will _____ fire               |
| 3. an idea / a purpose | to fulfill _____                        |
| 4. business / fire     | to ignite a _____                       |
| 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 | _____ beans                             |
| 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 18, and develop it into a paragraph. (Do not choose the sentence that you already developed into a paragraph in Unit 1, Activity 16, page 21.)

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

**Brainstorming Box**

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

Follow these guidelines:

- Include the four features of a well-written paragraph from page 23 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 from page 49.
- Use at least five of the vocabulary words or phrases presented in Activity 15 and Activity 16.  
Underline these words and phrases in your paragraph.

## ACTIVITY 18 Peer Editing

*Exchange books with a partner and look at Activity 17. Read your partner's writing. Then use Peer Editing Sheet 2 on page 241 to help you comment on your partner's writing. Be sure to offer positive suggestions and comments that will help your partner improve his or her writing. Consider your partner's comments as you revise your own writing.*

### 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.

First, read the paragraph guidelines below. Then take out a piece of paper. Read the writing prompt below the guidelines. As quickly as you can, brainstorm some ideas about this topic. You should spend no more than 5 minutes on brainstorming.

You will then have 25 minutes to write one paragraph about your topic. At the end of the 25 minutes, your teacher will collect your work and return it to you at a later date.

#### 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

## Unit 3

**GOAL:** To understand four types of paragraphs

**\* Language Focus:** Subject-verb agreement; word forms

In Units 1 and 2, we saw examples of seven different kinds of paragraphs:

- process
- descriptive
- definition
- opinion
- cause-effect
- comparison
- classification

Based on the names of these types of writing, can you guess what kind of information you would find in each one?

We use different types of paragraphs to say different things to our readers. For example, if we wanted to talk about the similarities or differences between two cars, we would use a comparison paragraph. If we wanted to describe how a scientist uses a microscope, we would use a process paragraph.

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

Each type of paragraph differs from the others in its form and purpose. Good writers know the different 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

Read the following descriptive paragraph. Answer the questions that come after it.

#### EXAMPLE PARAGRAPH 15

##### Four Unforgettable Days

I will never forget December of 2001 when my hometown in New York was hit by one of the worst winter storms in its history. **Blinding** snowstorms attacked Buffalo and its surrounding **suburbs** for four consecutive days. The snow fell so hard that I could not see my car parked in my driveway or my neighbor's house across the street. When I tried to drive to a friend's house during a temporary **lull** in the storm, I had to drive with my head out the side window because I could not see through the foggy windshield. The snow hit my face like **miniature** bullets, and **icicles** formed in my hair. In fact, the snow fell so hard that, while most



**blinding:** vision-blocking

a **suburb:** a residential area around a larger city

a **lull:** a quiet or calm period

**miniature:** tiny

**an icicle:** a long, thin ice formation

storms are measured in inches, this one was measured in feet. By the time the storm finally let up four days later, more than seven feet of snow had fallen. What I saw when I opened my second story bedroom window shocked me. My entire neighborhood had disappeared under a thick white blanket of snow! As I looked out the open window, my breath visible in the cool, crisp air, I could not see a single car or bush. Everything was completely buried in the serene landscape. I was glad when the snowplows cleared the streets and we were able to return to our normal routines.

let up: to stop  
serene: peaceful, tranquil

a snowplow: a truck that clears the streets of snow

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. does not define \_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_



## Building Better Sentences

Correct and varied sentence structure is essential to the quality of your writing. For further practice with “Four Unforgettable Days,” go to Practice 7 on page 224 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. However, the most obvious exception when a writer would use *I* is when he or she writes about a personal experience. The writer paints a picture with words, and very often the writer appears in the writing, such as in Example Paragraph 15. There is no other way to express *I* except with the word *I*. However, do not use *I* in other kinds of academic writing without consulting your teacher first.

### Original Student Writing: Descriptive Paragraph

Now it is your turn to write a descriptive paragraph. As you write, keep in mind everything that you learned about the parts of a paragraph in Unit 1 and the five elements of good writing in Unit 2.

#### ACTIVITY 2 Descriptive Paragraph Practice

*Complete the following items and then write a descriptive paragraph. Remember to use words that appeal to the five senses. 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 may come up with your own topic:
  - Describe your house
  - Tell about the features of your new cell phone
  - Describe how you felt when . . .
  - Give your impression of . . .

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

2. Audience: \_\_\_\_\_
3. Person (first, second, or third): \_\_\_\_\_
4. Purpose statement: \_\_\_\_\_  
\_\_\_\_\_
5. Topic sentence with a controlling idea: \_\_\_\_\_  
\_\_\_\_\_
6. Supporting details (two to four): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

[illegible]

### ACTIVITY 3 Peer Editing

*Exchange books with a partner and look at Activity 2. Read your partner's writing. Then use Peer Editing Sheet 3 on page 243 to help you comment on your partner's writing. Be sure to offer positive suggestions and comments that will help your partner improve his or her writing. Consider your partner's comments as you revise your own writing.*

## 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 (These methods are described in Unit 5, pages 106–109.)

**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 following comparison paragraph. Answer the questions that come after it.

### EXAMPLE PARAGRAPH 16

#### Writing and Dancing

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 vocabulary and grammar skills to **enhance** their language skills. 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**.

**mirror:** to resemble

**enhance:** to improve

**accuracy:** correctness, exactness

**endurance:** stamina, ability to continue

**a trait:** a characteristic

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? (*Circle one.*)

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

Correct and varied sentence structure is essential to the quality of your writing. For further practice with "Writing and Dancing," go to Practice 8 on page 225 in Appendix 1.

### Original Student Writing: Comparison Paragraph

Now it is your turn to write a comparison paragraph. As you write, keep in mind everything you learned about the parts of a paragraph in Unit 1 and the five elements of good writing in Unit 2.

### ACTIVITY 5 Comparison Paragraph Practice

Complete the following items and then write a comparison 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 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: \_\_\_\_\_

### Brainstorming Box

This image shows a blank white page. There are dark, irregular borders along the top, bottom, and left edges, which appear to be artifacts from scanning or the edge of the paper. The main body of the page is completely empty and white.

2. Audience: \_\_\_\_\_
3. Person (first, second, or third): \_\_\_\_\_
4. Purpose statement: \_\_\_\_\_  
\_\_\_\_\_
5. Topic sentence with a controlling idea: \_\_\_\_\_  
\_\_\_\_\_
6. Supporting details (two to four): \_\_\_\_\_  
\_\_\_\_\_

[illegible]

## ACTIVITY 6 Peer Editing

*Exchange books with a partner and look at Activity 5. Read your partner's writing. Then use Peer Editing Sheet 4 on page 245 to help you comment on your partner's writing. Be sure to offer positive suggestions and comments that will help your partner improve his or her writing. Consider your partner's comments as you revise your own writing.*



For more practice with topic sentences for descriptive paragraphs and comparison paragraphs, try Unit 3, Activity 1 on the *Great Writing 3* Web site: [elt.heinle.com/greatwriting](http://elt.heinle.com/greatwriting)



## Language Focus

### Subject-Verb Agreement

All sentences in English contain a verb. The simple present tense has two forms: the base form and the *-s/es* form. For example, here are the two forms of the verb *write*:

*write*      I **write**. They **write**.

*writes*     She **writes**.

The *-s/es* form is used with third-person singular nouns and subject pronouns (*he, she, it*).

One of the most common mistakes nonnative writers make is to omit the *-s/es* in the present tense. Another common mistake is to write *-s/es* when the subject is not third-person singular. This mistake is called an error in **subject-verb agreement**. The form of the verb depends on the subject of the sentence. If you first find the subject, you can write the verb correctly.

Sometimes students are confused because of the opposite ways in which verbs and nouns are made plural. We usually add *-s/es* to a noun to make it plural:

1 cat → 2 cats

However, *-s/es* added to a verb can make it singular:

*We watch.* → *She watches.*

Another common subject-verb agreement mistake involves prepositional phrases. A prepositional phrase includes a preposition, such as *for, at, from, by, with, without, in, of*, and the noun or pronoun that follows.

The owner of these restaurants is Italian.

↑                      ↑  
PREPOSITION      NOUN

The noun in a prepositional phrase does not usually affect the number (singular or plural) of the verb in the sentence. Some students choose the form of the verb by looking at the nearest noun. Remember that the noun in a prepositional phrase is *never* the subject of a sentence. (The noun or pronoun in a prepositional phrase is called the object of the preposition.)

Study the following examples. In each sentence, the subject is underlined, the verb is in bold type, and the prepositional phrase is in brackets. Notice that the verb agrees with the subject, even when the noun in the prepositional phrase comes between the subject and the verb.

The main product [of Brazil] is coffee.

The main product [of Brazil and Colombia] is coffee.

The main products [of Brazil] are coffee and aluminum.

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

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



Answers: 1. lives → live; 2. is → are; 3. does → do; 4. was → were

## ACTIVITY 7 Editing for Subject-Verb Agreement

Read this definition paragraph about fireworks displays (Example Paragraph 17). Find the 2 errors in subject-verb agreement. Underline the errors and write the corrections above them.

### EXAMPLE PARAGRAPH 17

#### Celebrating with Fireworks

In many countries around the world, public displays of fireworks mark holidays. For example, Mexicans celebrates Independence Day on September 16th with parades, fairs, fireworks, and rodeos. The Chinese ring in the new year each year by lighting strings of firecrackers. In addition, many Americans celebrate Independence Day on July 4th by attending large fireworks displays. People across the world uses fireworks in a variety of ways to celebrate different holidays.



For more practice with subject-verb agreement, try Unit 3, Activity 2 on the *Great Writing 3* Web site: [elt.heinle.com/greatwriting](http://elt.heinle.com/greatwriting)

## Language Focus

### 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 opinion paragraph about capital punishment (Example Paragraph 18). It contains 6 errors in word form. Underline each error and write the correct form above it.

### EXAMPLE PARAGRAPH 18

#### Why I Disagree with Capital Punishment

When I consider capital punishment, I have to admit that I do not agreement with it. Although it is truth that some people will not commit a crime because they are afraid of capital punishment, I am not sure that this is the best way to handle this situation. What is the main reason that I am against capital punish? In most cases, it is impossibly to know whether someone is guilt or not. The government can make mistakes, which means that an innocence person can be killed. The killing of an innocent person is a mistake that cannot be rectified.



For more practice with errors in word forms, try Unit 3, Activity 3 on the *Great Writing 3* Web site: [elt.heinle.com/greatwriting](http://elt.heinle.com/greatwriting)

## 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)

**Uses:** A cause-effect paragraph can be used to show the following:

- the causes of something
- the consequences, or effects, of something

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

## ACTIVITY 9 Analyzing a Cause-Effect Paragraph

Read the following cause-effect paragraph. Answer the questions that come after it.

### EXAMPLE PARAGRAPH 19

#### Clinical Depression

How many times have you heard the phrase “I am feeling depressed today”? People tend to misuse the term *depression* to refer to the normal ups and downs of daily life. In reality, depression is a serious illness that can be caused by many factors. Perhaps the most common cause of depression is genetics. People who are born with low levels of **serotonin and dopamine** cannot experience pleasure in the same way that balanced people can. People with low levels of these substances do not experience happiness from typically happy events. Another cause of depression is substance abuse. When drugs enter the bloodstream, they alter the brain’s normal chemical balance. Consequently, people who use chemical substances may experience short-term or long-term depression. Finally, environmental factors can cause clinical depression. Failed relationships, traumatic events, or an excessively unhappy childhood can trigger depression. Regardless of its cause, depression is an illness that needs to be taken seriously.

**serotonin and dopamine:** chemicals in the human brain that affect the way we feel

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? (*Circle one.*)  
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 \_\_\_\_\_

---

### Original Student Writing: Cause-Effect Paragraph

Now it is your turn to write a cause-effect paragraph. As you write, keep in mind everything you learned about the parts of a paragraph in Unit 1 and the five elements of good writing in Unit 2.

### ACTIVITY 10 Cause-Effect Paragraph Practice

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

2. Audience: \_\_\_\_\_
3. Person (first, second, or third): \_\_\_\_\_
4. Purpose statement: \_\_\_\_\_  
\_\_\_\_\_
5. Topic sentence with a controlling idea: \_\_\_\_\_  
\_\_\_\_\_
6. Supporting details (two to four): \_\_\_\_\_  
\_\_\_\_\_

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

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## ACTIVITY 11 Peer Editing

*Exchange books with a partner and look at Activity 10. Read your partner's writing. Then use Peer Editing Sheet 5 on page 247 to help you comment on your partner's writing. Be sure to offer positive suggestions and comments that will help your partner improve his or her writing. Consider your partner's comments as you revise your own writing.*

## 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 that come after it.

### EXAMPLE 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 runs races that are anywhere from 1,600 to 10,000 meters long and has a thin, **lean** muscle tone. 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

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? (*Circle one.*)  
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

Correct and varied sentence structure is essential to the quality of your writing. For further practice with "Runners," go to Practice 9 on page 226 in Appendix 1.

### Original Student Writing: Classification Paragraph

Now it is your turn to write a classification paragraph. As you write, keep in mind everything you learned about the parts of a paragraph in Unit 1 and the five elements of good writing in Unit 2.

### ACTIVITY 13 Classification Paragraph Practice

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 types of cars.
  - Describe different types of students on a campus.
  - Classify different types of airline jobs.

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

#### Brainstorming Box

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 14 Peer Editing



## Writer's Note

Before you begin writing, be sure you remember what the focus of your paragraph is. Are you going to describe something (descriptive), show the reasons for or effects of something (cause-effect), or explain the parts of something (classification)? 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.

## ACTIVITY 15 Identifying Types of Paragraphs

Go back to Units 1 and 2 to find an example for each of these types of paragraphs. Write the title of the paragraph and the page number.

- |                          |              |             |
|--------------------------|--------------|-------------|
| 1. <b>comparison</b>     | Title: _____ | Page: _____ |
| 2. <b>descriptive</b>    | Title: _____ | Page: _____ |
| 3. <b>cause-effect</b>   | Title: _____ | Page: _____ |
| 4. <b>classification</b> | Title: _____ | Page: _____ |



## Building Better Vocabulary

### ACTIVITY 16 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. obvious         | difficult to see | easy to see      |
| 2. endurance       | stamina          | turbulence       |
| 3. temporary       | forever          | for a short time |
| 4. a display       | a story          | a show           |
| 5. to let up       | to continue      | to stop          |
| 6. a term          | a special worker | a word or phrase |
| 7. characteristics | advantages       | features         |
| 8. to enhance      | to improve       | to persuade      |
| 9. lean            | not fat          | not cold         |
| 10. blind          | cannot move      | cannot see       |
| 11. excessive      | too much         | not enough       |
| 12. traits         | acknowledgments  | characteristics  |
| 13. a lull         | a quiet time     | a very busy time |
| 14. extremely      | probably         | very             |
| 15. a microscope   | for science      | for mathematics  |



16. key	essential	possible
17. serene	hectic	tranquil
18. to trigger	to make happen	to make right
19. a suburb	around a city	a type of weather
20. such as	examples	responses

### ACTIVITY 17 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. our / to our             | to return _____ normal routines                  |
| 2. of / in                  | the morals _____ each person                     |
| 3. for / of                 | to give your impression _____ (something)        |
| 4. give / have              | to _____ a big impact on the audience            |
| 5. agree / produce          | to _____ on a plan                               |
| 6. for / of                 | the strengths _____ this plan                    |
| 7. handle / release         | How would you _____ this situation?              |
| 8. differences / weaknesses | the _____ between two plans                      |
| 9. for / of                 | the duration _____ a race                        |
| 10. 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. last / kind             | It may _____ just a few seconds.                 |

## 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.

First, read the paragraph guidelines below. Then take out a piece of paper. Read the writing prompt below the guidelines. As quickly as you can, brainstorm some ideas about this topic. You should spend no more than 5 minutes on brainstorming.

You will then have 25 minutes to write one paragraph about your topic. At the end of the 25 minutes, your teacher will collect your work and return it to you at a later date.

### 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.

# Descriptive Essays: Moving from Paragraph to Essay

## Unit 4

**GOAL:** To understand similarities between paragraphs and essays; to write a descriptive essay

**\*Language Focus:** Describing with the five senses; prepositions of place

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 and depth about a topic. Essays allow the writer to go into more detail about a particular topic. In an essay, each main point is presented in an individual paragraph. This means that more examples, explanations, and details can be written about specific **points of development**.

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

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



# Reviewing Paragraph Basics

## Descriptive Paragraphs and Essays

### ACTIVITY 1 Studying an Example Paragraph

Read and study the following descriptive paragraph. Work with a partner to answer the questions that come before and after the paragraph. These questions will help you to understand the content and the organization of the paragraph.

1. Have you ever worked in an office? If so, describe the office where you worked.

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---

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2. How do you imagine the ideal office would look? \_\_\_\_\_

---

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#### EXAMPLE PARAGRAPH 21

##### My Daily Prison

I often get the impression that my workplace is a prison. For instance, the level of security at my customer service company is incredible. I have to **punch in** a special code to enter the parking lot; then the security guard carefully examines my **badge** even though he has seen me every day for the past four



years! The cafeteria also reminds me of prison. When it is time for lunch, I look around at the dark gray walls. There are no pictures hanging there, just a thin layer of grease. We line up and

**punch in:** to enter numbers using a keypad

**a badge:** an identification card, usually containing a photograph

**shuffle** slowly through the line, hoping for a new recipe. However, we get **wilted** salad, **lumpy** **mashed potatoes** with salty **gravy**, and a fatty chicken thigh. After lunch, I head back to my closed-in **cubicle** and wait for our conference meeting time. It is always the same. The supervisor enters and **reads off**, in a robotic voice, the latest company problems and concerns. We sit quietly, not allowed to speak. After the meeting, I go back to work on the **chain gang**. Time seems to **stand still** in my prisonlike workplace, but I always manage to make it to 5:00 P.M.

**shuffle**: to walk slowly while dragging your feet

**wilted**: limp, not fresh

**lumpy**: having lumps, describing a sauce that lacks normal consistency

**mashed potatoes**: crushed potatoes usually mixed with butter and milk

**gravy**: a sauce made of the juices of cooked meat

a **cubicle**: a small work space usually made out of temporary or movable walls

**read off**: to read aloud a list of items or information

a **chain gang**: traditionally a group of prisoners connected by chains around their ankles, doing hard labor outdoors

**stand still**: to not move

3. Underline the topic sentence and circle the controlling idea.
4. List at least three general examples of how the writer's workplace is similar to a prison.

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## ACTIVITY 2 Studying an Example Essay

Now read a descriptive essay that is based on the paragraph in Activity 1. Answer the questions that come after it.

### EXAMPLE ESSAY 1

#### Prisoner at Work

**I** I am not a criminal. I am an honest, hardworking individual who follows the laws and stays out of trouble. However, I can imagine what a prison feels like. All I have to do is think about the customer service company where I work. From the time I arrive at work to the time I leave, I get the **distinct** impression that I am **indeed** in prison.

**distinct**: clear, unmistakable

**indeed**: in fact, in reality



2 Before I even enter my building at 9:00 A.M., I get the feeling that I am entering a high-security building. I punch in a special code to enter the parking lot. The cold metallic arm slowly swings up, allowing me to pass. As I get out of my car and proceed toward the entrance, I must prepare my badge for inspection. A stern guard wearing a black and white uniform takes a look at my photo and glances up at my face. I have seen him every day for the past four years, yet he continues to do this as if he has never laid eyes on me before! After successfully getting past the guard, I enter the lobby of my building. I must then empty my purse of all sharp objects, such as keys and nail files. I walk through the metal detector, and if I am lucky, the alarm does not sound. I walk down the frigid hallway until I come to a steel door with a sign that says, "Authorized personnel only." My ten-digit number must be punched in correctly for the door to open. I am relieved when the light shines green and I can enter on the first try.

3 My workday has begun, and I know that it will follow the same routine as every other day. As I get to my dull cubicle, I look around and see that all my coworkers' cubicles are exactly like mine. Like prison cells, they are the same size, decorated the same way, and separated from each other by partitions. From 9:00 to 9:30, I answer the usual e-mails from other employees. After that, I get busy with my telephone work. When customers call in, I have a "speech" that I read to them. There is no creativity on my part. I cannot veer from the company's statement. Just like a prisoner, I have no freedom of speech.

4 My lunchtime routine never changes either. At 12:30, we all proceed to the cafeteria. The moment we walk in, we are bombarded by the powerful smell of fried food and grease. I look around and see that the cafeteria decor has not changed. The walls are lifeless and gray. There are no pictures or other wall hangings, just a thin layer of grease. We line up and move through the line slowly, hoping for a new recipe. Alas, the food choices are the same as usual: wilted salad, lumpy mashed potatoes with salty gravy, and a fatty chicken thigh. The most colorful item in the food line is the dessert—jiggly gelatin—but I never pick up a bowl. That would really mean that I was in prison . . . or a hospital!

swing: to move

proceed: to move forward, enter

stern: strict

glance: to look at quickly

frigid: very cold

dull: not bright, uninteresting

a partition: a wall-like barrier, usually temporary

veer: to change, move away from

gelatin: a fruit-flavored dessert

5 Thirty minutes later, we are back in our cubicles, preparing for our afternoon meetings. The enormous conference room contains an oval conference table with twenty shabby chairs. Like clockwork, the supervisor enters at precisely the same time each day. She reads through her routine list of problems and concerns. As employees, we do not speak. We sit like prisoners and listen to our “warden’s” robotic voice telling us what we are doing well and what we are doing wrong. We are also given reports to fill out during these meetings. There is no room for creativity in these reports. The multiple-choice answers require only a quick check mark. After that, I go back to work on the chain gang. I answer phone calls, input information in the computer, and glance at my watch. Time seems to stand still, but somehow, I always make it to 5:00 P.M.

6 That is my professional life. I make a good living, and my salary allows me to live comfortably. However, the atmosphere is oppressive. I walk into my office building, and my creative thought processes shut down. This mindless feeling continues until I drive out of the parking lot. If I were a stronger person, perhaps I would think about changing careers. However, everyone knows the stories of prisoners who are finally released from jail. Many of them find that they miss the routines of a prison, and they end up going back.

shabby: worn, run-down  
like clockwork: as planned

oppressive: restrictive, limiting  
end up: to result in

1. What is the main idea of the essay?

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2. Find the sentence in Paragraph 1 that is similar to the topic sentence of “My Daily Prison” (Example Paragraph 21). Write it here.

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(The key sentence in a paragraph is the topic sentence. In an essay, a similar key sentence is called the thesis statement.)



## Writer's Note

### 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. It gives the reader a reason to keep reading the essay. It is important to remember that the hook should not be the main idea or the thesis of the essay.



For practice with hooks, try Unit 4, Activity 1 on the *Great Writing 3* Web site: [elt.heinle.com/greatwriting](http://elt.heinle.com/greatwriting)

3. Reread paragraphs 2–5 of the essay. Underline the topic sentence of each of these paragraphs.
4. In the introductory paragraph (Paragraph 1), what is the hook (how does the writer describe herself)?  
\_\_\_\_\_
5. The writer uses many adjectives to help describe her job. Find the adjectives that describe these nouns:
  - a. guard (Paragraph 2) \_\_\_\_\_
  - b. cubicle (Paragraph 3) \_\_\_\_\_
  - c. food (Paragraph 4) \_\_\_\_\_
  - d. layer (Paragraph 4) \_\_\_\_\_
  - e. conference room (Paragraph 5) \_\_\_\_\_
6. Reread the conclusion (Paragraph 6). How does the writer connect the conclusion of the essay to the introduction (hook) of the essay?  
\_\_\_\_\_



## Building Better Sentences

Correct and varied sentence structure is essential to the quality of your writing. For further practice with "Prisoner at Work," go to Practice 10 on page 227 in Appendix 1.

## Outlining a Descriptive Essay

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

### ACTIVITY 3 Completing a Descriptive Essay Outline

Study the incomplete outline below of "Prisoner at Work," pages 81–83, and fill in the missing information.

#### I. Introduction (Paragraph 1)

- A. Hook: Comparison to criminals
- B. Connecting information: Imagining life as a prisoner
- C. Thesis: \_\_\_\_\_

#### II. Body Paragraph 1 topic sentence: Before I even enter my building at 9:00 A.M., I get the feeling that I am entering a high-security building.

- A. \_\_\_\_\_
  - 1. Metallic arm
  - 2. Allows me to pass
- B. A stern guard is waiting for me.
  - 1. \_\_\_\_\_
  - 2. \_\_\_\_\_
  - 3. He does the same thing every day.
- C. \_\_\_\_\_
  - 1. I empty my purse.
  - 2. I walk through the metal detector and down the hallway.
- D. \_\_\_\_\_

#### III. Body Paragraph 2 topic sentence: \_\_\_\_\_

- A. Describe my cubicle.
  - 1. \_\_\_\_\_
  - 2. Same size as everyone else's, same decorations, separated by partitions



SUPPORT

B. My morning routine1. Answer e-mails

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

3. No freedom of speechIV. Body Paragraph 3 topic sentence: My lunchtime routine never changes either.A. Description of cafeteria atmosphere.1. Smell of fried food and grease

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

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

SUPPORT

B. We line up for the food.C. Description of food choices

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

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

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

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

V. Body Paragraph 4 topic sentence: Thirty minutes later, we are back in our cubicles, preparing for our afternoon meetings.A. Conference room1. Supervisor enters same time every day.

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

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

4. Given reports to fill out

SUPPORT

B. Back to the office

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

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

VI. Conclusion (Paragraph 6)

A. Restate my job and describe the atmosphereB. Connect it to prisoners' lives

## Language Focus

### 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. Very 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. The first one has been done for you. When you have finished, compare answers with your classmates' answers. Which senses do your adjectives appeal to?

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

## Two Ways to Organize Descriptive Essays

Commonly, descriptive essays are organized according to **time** (in what order things happen) or **space** (what is seen from left to right, top to bottom, etc.).

### ACTIVITY 5 Organizing with Time

Reread "Prisoner at Work," pages 81–83. How does the writer use time to organize the information in the essay?

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### ACTIVITY 6 Organizing with Space

Study the following essay. It describes a restaurant using spatial organization. Then work with a partner to draw a sketch showing the placement of what the writer describes. Use a separate piece of paper.

#### EXAMPLE ESSAY 2

##### 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**. I think the leader of the group has just finished telling a joke. These young women are wearing brightly colored career outfits; they probably decided to go out directly after work. It is, in fact, a Wednesday night. At the table just to the right of these women sits a couple. I can clearly see their shiny wedding rings on their ring fingers. In addition, I can now see that they are arguing about something. They are **hunched** forward, and their faces are **tense**. Perhaps they do not want others

**gather:** to meet together

**trendy:** popular and in style

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

**heartily:** deeply

**hunched:** bent forward

**tense:** rigid, serious

in the restaurant to hear what they are fighting about. The man is holding his cup tightly. The woman is anxiously tearing 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.

3 In the center area of the restaurant, 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.

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.

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.

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

**whisper:** to speak softly

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

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

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

**state-of-the-art:** modern, the latest model

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

**lighthearted:** happy, not serious

**a chuckle:** a small laugh

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

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

**nuances:** very small or subtle differences



## Building Better Sentences

Correct and varied sentence structure is essential to the quality of your writing. For further practice with “The Restaurant,” go to Practice 11 on page 227 in Appendix 1.

### Language Focus

#### Prepositions of Place

To clearly describe a situation or event using spatial organization, writers often use prepositions of location. Study the following list.

above	at	by	near	over
across from	below	in front of	next to	to the right
along	between	inside	on	under

#### ACTIVITY 7 Using Prepositions of Place

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

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



For more practice with prepositions of place, try Unit 4, Activity 2 on the *Great Writing 3* Web site: [elt.heinle.com/greatwriting](http://elt.heinle.com/greatwriting)



### Writer's Note

#### 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 just 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. This blueprint calls for five paragraphs, but an essay can have more than five paragraphs. Regardless of the number of paragraphs, every essay has an introduction, supporting body paragraphs, and a conclusion.

## Understanding the Writing Process: The Seven Steps

“True ease in writing  
comes from art, not chance,  
as those move easiest  
who have learned to dance.”

—Alexander Pope

What this famous quote means is that great writers are not born knowing how to write, but rather they acquire their skill through practice. The following section will show you the process that many writers follow when they write an essay. These seven steps will help you write cohesive essays about many different topics. First, read the seven steps. Then study the steps and answer the questions when prompted to do so.

- 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.* Since writing is an expression of your thoughts and ideas, it is easier to write about something you know well; it is even better to write about something you are passionate or excited about. List at least three things that you know well:

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- b. *Choose something that you are interested in and want to learn about.* This is a great way to improve your mind, discover a new hobby, or decide if you like something without even doing it. For example, if you have an interest in skydiving but have never done it, you might decide to find information about that topic and then write about it.

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## Step 2: Brainstorm

Brainstorm ideas for your topic. *Brainstorming* is a term that describes the process writers use to get their ideas about a topic onto paper. (See Unit 1, pages 10–11.) There are many ways to brainstorm, and you might already have a preferred method. If not, try each of these techniques and see which one works best for you.

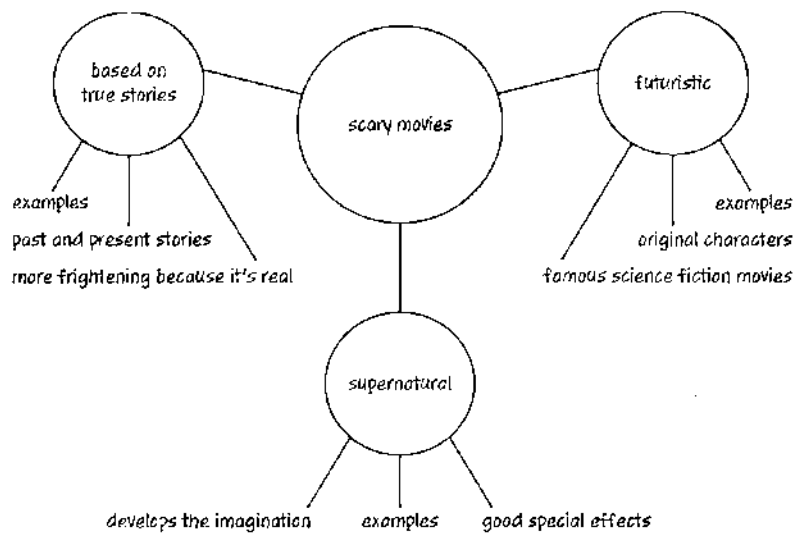
- a. *Jot down ideas.* Write down everything about the topic that comes to mind. Your ideas do not have to be in sentence form. Do not worry about grammar, spelling, order, or organization. Just transfer ideas directly from your brain to the paper as fast as they come to you. For practice, quickly write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

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- b. *Make a cluster diagram.* Write down an idea and draw a circle around it. Branching off from that idea, draw lines to related ideas. For an essay about types of horror movies, a cluster diagram might look like the one on the next page. 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 puts pen to paper and writes whatever comes to his or her mind. The idea is to keep writing without stopping. If you drift off topic, that's fine—just keep putting words on paper, and eventually they will come back to your topic. This is a great brainstorming 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
Music Downloads	_____
	_____
My First Trip on an Airplane	_____
	_____

The Popularity of Video Games

Stopping Pollution

Choosing a College Major

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 ending with the least important.

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.

school bus in front of your house

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

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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 “Prisoner at Work” on pages 85–86 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 an outline of how the information in the essay is presented. In other words, it serves as a template for your audience, and any reader should be able to read your thesis and 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 change your thesis statement as you work on developing your essay.



For more practice with stated or implied theses, try Unit 4, Activity 3 on the *Great Writing 3*  
Web site: [elt.heinle.com/greatwriting](http://elt.heinle.com/greatwriting)

## 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 different 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.



### EXAMPLE PARAGRAPH 22

#### 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

Correct and varied sentence structure is essential to the quality of your writing. For further practice with Example Paragraph 22, go to Practice 12 on page 228 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 12–13, 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.

### **Conclusion 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 in Appendix 2) 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 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 initially. 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	<i>then, next, in addition, moreover, besides, furthermore</i>
create contrast	<i>however, nevertheless, conversely, on the other hand, in contrast</i>
emphasize	<i>above all, especially, in fact, surely, most importantly, equally important</i>

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 179--186.



For more practice with transitions, try Unit 4, Activity 4 on the *Great Writing 3* Web site: [elt.heinle.com/greatwriting](http://elt.heinle.com/greatwriting)



### ACTIVITY 8 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. shabby             | in good condition   | in poor condition      |
| 2. gravy              | clothes             | sauce                  |
| 3. a hook             | for fishing         | for swimming           |
| 4. ideal              | probable            | perfect                |
| 5. to whisper         | to say softly       | to move around         |
| 6. to collapse        | to fall             | to stink               |
| 7. distinct           | clear               | foggy                  |
| 8. nuances            | little differences  | little rules           |
| 9. to head to a place | to go to a place    | to depart from a place |
| 10. stern             | friendly            | strict                 |
| 11. to clink          | to make a sound     | to complete slowly     |
| 12. a badge           | for a book          | for a person           |
| 13. tense             | fun, relaxed        | serious, anxious       |
| 14. indeed            | false               | true                   |
| 15. heartily          | deeply              | openly                 |
| 16. lighthearted      | happy               | a little sad           |
| 17. to swing          | to move             | to scream              |
| 18. state-of-the-art  | modern              | traditional            |
| 19. to drown out      | to die in the water | to cover a sound       |
| 20. a partition       | a divider           | a reason               |



## ACTIVITY 9 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. color / machine        | a dull _____                                 |
| 3. by / like              | _____ clockwork                              |
| 4. information / potatoes | mashed _____                                 |
| 5. feeling / trouble      | to stay out of _____                         |
| 6. names / vehicles       | to jot down ten _____                        |
| 7. lettuce / spaghetti    | wilted _____                                 |
| 8. on / to                | to proceed _____ the next step               |
| 9. purpose / fear         | to have a _____ of something                 |
| 10. mop / code            | to punch in a _____                          |
| 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 / for              | to glance _____ 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 10 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 major sporting event

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

### **Step 2: Brainstorm**

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

#### **Brainstorming Box**

### **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 stated or implied? Write it here and circle the type.

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

(implied / stated)

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 “Prisoner at Work” on pages 85–86.

Next, exchange outlines with a partner. Read your partner’s outline. Then use Peer Editing Sheet 7 on page 251 to help you comment on your partner’s outline. Use your partner’s feedback to revise your 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 transition phrases in your draft for clarity and unity. Look for areas that might need clarification or improved flow and use transition words or phrases there. Try to have at least two transitions in each paragraph.

Use at least five of the vocabulary words or phrases presented in Activity 8 and Activity 9. Underline these words and phrases in your essay.

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

Good writers actively seek input from fellow writers. They seek ideas and specific suggestions. Exchange papers from Step 4 with a partner. Read your partner’s writing. Then use Peer Editing Sheet 8 on page 253 to help you comment on your partner’s writing. Be sure to offer positive suggestions and comments that will help your partner improve his or her writing. Consider your partner’s comments as you revise your own writing.

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

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

1. ☐ I included a thesis statement that contains a clear topic and points of development.
2. ☐ Each body paragraph has a clear topic sentence.
3. ☐ My thoughts and ideas are organized clearly in each paragraph.
4. ☐ I used a variety of descriptive adjectives.
5. ☐ I used prepositions correctly.
6. ☐ My use of punctuation is correct.
7. ☐ I used connecting transition words and expressions correctly.
8. ☐ The concluding paragraph has words and phrases that signal the end of the essay.
9. ☐ The conclusion is free of any new ideas that were not mentioned in the introductory paragraph.
10. ☐ I used at least five of the vocabulary words or phrases presented in Activity 8 or Activity 9. I remembered to underline them.

## Additional Topics for Writing

*Here are five more ideas for writing a descriptive essay.*

- TOPIC 1:** Write about the house that you grew up 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 2:** Describe a favorite building or kind of architecture. Why do you like it? What effect does it have on you?
- TOPIC 3:** Describe a family tradition. Write about what happens during this time, who is involved, and what the importance of the tradition is.
- TOPIC 4:** Describe a very emotional moment or day in your life. Try to include some impressions that you had that day.
- TOPIC 5:** Describe the perfect place to relax. How do the characteristics of this place lead to your relaxation?

## 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.

First, read the essay guidelines below. Then take out a piece of paper. Read the writing prompt below the guidelines. As quickly as you can, write a basic outline for this writing prompt (including the thesis and your three main points). You should spend no more than 5 minutes on your outline.

You will then have 40 minutes to write a 5-paragraph descriptive essay about your topic. At the end of the 40 minutes, your teacher will collect your work and return it to you at a later date.

### 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.

# Comparison Essays

## Unit 5

**GOAL:** To write a comparison essay

**\*Language Focus:** Forming comparative and superlative forms of adjectives and adverbs; parallel structure

A **comparison essay** is one of the most common forms of essay writing. In a good comparison essay, the writer discusses two subjects, and these subjects can be anything—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 essay of this kind 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 for this kind of essay plays a pivotal role in the ultimate quality of the essay.

Here are example titles of good comparison essays:

- The Lyrics of Popular Beatles’ Songs
- The 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 Personal Computers
- \_\_\_\_\_ 3. The Worst Day of My Professional Life
- \_\_\_\_\_ 4. Life as a Single Child and Life with Siblings
- \_\_\_\_\_ 5. Male Bosses and Female Bosses
- \_\_\_\_\_ 6. The Steps in Writing a Successful Résumé
- \_\_\_\_\_ 7. Major Personality Types of Young Children
- \_\_\_\_\_ 8. Home Cooking versus Restaurant Cooking
- \_\_\_\_\_ 9. The Unforeseen Effects of Intercontinental Travel
- \_\_\_\_\_ 10. A Comparison of the Book *Pride and Prejudice* and a Film Version



For more practice with titles for comparison essays, try Unit 5, Activity 1 on the *Great Writing 3* Web site: [elt.heinle.com/greatwriting](http://elt.heinle.com/greatwriting)

## Organization of a Comparison Essay

Writers organize a comparison essay in two major ways. In the **block method**, the writer discusses all the chosen points of comparison of the first subject and then uses the same points of comparison to discuss the second subject. An alternative way is the **point-by-point method**. Here, the writer discusses one point of comparison at a time of both subjects. Though other organizational methods are possible, these two techniques are the most common.

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: Life in London in 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

SUPPORT

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

### 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: Life in London in 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

#### A. Subject 1: London in 1900

#### B. Subject 2: London in 2000

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

#### A. Subject 1: London in 1900

#### B. Subject 2: London in 2000

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

#### A. Subject 1: London in 1900

#### B. Subject 2: London in 2000

### V. Conclusion

## Supporting Details

The essay "Life in London in 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
<p>Life in London in 1900 and 2000</p> <ul style="list-style-type: none"> <li>I. Introduction</li> <li>II. London in 1900 <ul style="list-style-type: none"> <li>A. Population</li> <li>B. Technology <ul style="list-style-type: none"> <li>1. lighting</li> <li>2. heating</li> <li>3. transatlantic communication systems</li> </ul> </li> <li>C. Transportation</li> </ul> </li> <li>III. London in 2000 <ul style="list-style-type: none"> <li>A. Population</li> <li>B. Technology <ul style="list-style-type: none"> <li>1. lighting</li> <li>2. heating</li> <li>3. transatlantic communication systems</li> </ul> </li> <li>C. Transportation</li> </ul> </li> <li>IV. Conclusion</li> </ul>	<p>Life in London in 1900 and 2000</p> <ul style="list-style-type: none"> <li>I. Introduction</li> <li>II. Population <ul style="list-style-type: none"> <li>A. London in 1900</li> <li>B. London in 2000</li> </ul> </li> <li>III. Technology <ul style="list-style-type: none"> <li>A. London in 1900 <ul style="list-style-type: none"> <li>1. lighting</li> <li>2. heating</li> <li>3. transatlantic communication systems</li> </ul> </li> <li>B. London in 2000 <ul style="list-style-type: none"> <li>1. lighting</li> <li>2. heating</li> <li>3. transatlantic communication systems</li> </ul> </li> </ul> </li> <li>IV. Transportation <ul style="list-style-type: none"> <li>A. London in 1900</li> <li>B. London in 2000</li> </ul> </li> <li>V. Conclusion</li> </ul>



## Writer's Note

### Variety of Outlines

In this unit, you are learning how to develop a formal outline. In addition to formal outlines with Roman numerals (*I*, *II*, etc.), there are informal ways to outline an essay. Some writers prefer to use a simple numerical listing of just their main points. Other writers prefer to use full sentences in their outlines. If your instructor requires a certain type of outline, use that one. However, if there is no specific requirement, then use an outlining system that helps you, the writer, produce the best essay possible.

## 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 below to fill in the missing pieces.

opinion	Effects	Miami	Temperature
Point of comparison 3	Names of seasons	hurricanes	Introduction
Thesis statement	Restate	Location	Chicago

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

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

- A. Chicago
  - 1. Blizzard
  - 2. When blizzards occur
  - 3. \_\_\_\_\_ of a blizzard
- B. Miami
  - 1. Hurricane
  - 2. When \_\_\_\_\_ occur
  - 3. Effects of a hurricane

V. Conclusion

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





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

Work with a partner to answer the questions that come before and after the following paragraph and essay. These questions will help you to understand each one's content and organization. Review the paragraph on the left. You read this paragraph—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.



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.

---

---

---

### 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. 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 its worst weather occurs in the winter. On average, the high temperature reaches only around 32 degrees, and the low each night goes down to about 20 degrees. Unlike Chicago, the problem in 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, 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 / 178 words

### 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 U.S. 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, 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 windchill 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 / 478 words



**constitute:** to equal, make up  
**a nightmare:** a bad dream  
**in fact:** really, truly, for example  
**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  
**drop:** to go down  
**humidity:** water in the air  
**significantly:** much, considerably  
**a blizzard:** a severe winter storm marked by very strong winds and heavy snowfall  
**dump:** to drop, usually in a pile

**up to:** as much as, as high as  
**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)  
**for instance:** for example  
**destroy:** to completely ruin  
**in the end:** the final result  
**upset:** to bother, force out of the usual position  
**a daily routine:** what we do every day  
**deal with:** to handle, cope with  
**a threat:** a danger, potential problem  
**anticipate:** to believe possible, expect  
**stand:** to tolerate, put up with  
**largely:** mostly

Answer the following questions based on the content of Example Essay 3 “The Weather in Chicago and Miami.”

3. What points of comparison does the writer compare in this essay?

---

4. What method of organization does the writer use: point-by-point or block?

---

5. Circle the writer’s hook.

6. Underline the thesis statement. Is the thesis restated in the conclusion (Paragraph 5)? \_\_\_\_\_

If yes, underline that sentence (or sentences).

7. Underline one supporting sentence in each body paragraph (Paragraphs 2, 3, and 4).

8. 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.

---



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## Building Better Sentences

Correct and varied sentence structure is essential to the quality of your writing. For further practice with the paragraph “The Weather in Chicago and Miami,” go to Activity 13 on page 229 in Appendix 1. For further practice with the essay “The Weather in Chicago and Miami,” go to Activity 14 on page 230 in Appendix 1.



## Writer's Note

### Adverbs of Degree

There are several types of **adverbs**, including adverbs of manner (*quickly, loudly*), time (*now, yesterday*), place (*here, there*), frequency (*always, never*), and degree. Adverbs of degree tell the extent of something. Some common examples are *very, extremely, completely, relatively*, and *nearly*.

In the essay "The Weather in Chicago and Miami," page 112, find the adverbs of degree *significantly* and *largely*.

**Writing Tip:** For better writing, try to avoid the overused adverb *very*. Instead, use other adverbs of degree that will make your writing sound more precise.

### 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 112, to find the missing word forms. The first one is done for you.

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



For more practice with word forms, try Unit 5, Activity 3 on the *Great Writing 3* Web site: [elt.heinle.com/greatwriting](http://elt.heinle.com/greatwriting)

## 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. Use a brainstorming technique from Unit 4, pages 92–93. 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.) NOTE: For additional practice, repeat this activity with one of the other four titles.*

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

### Brainstorming Box

Organizational method: point-by-point\*

Outline:

I. Introduction

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

\_\_\_\_\_

II. Body Paragraph 1 (Point of comparison 1): \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

III. Body Paragraph 2 (Point of comparison 2): \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

SUPPORT

SUPPORT

\*For this exercise, we have chosen point-by-point. If you can use this method, then the block method should be relatively easy.



IV. Body Paragraph 3 (Point of comparison 3): \_\_\_\_\_

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 210–213, for more information on connectors and transitions.

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

## ACTIVITY 6 Analyzing Connectors and Transitions

Reread the essay "The Weather in Chicago and Miami," page 112. 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): \_\_\_\_\_  
\_\_\_\_\_



For more practice with transitions, try Unit 5, Activity 4 on the *Great Writing 3* Web site:  
[elt.heinle.com/greatwriting](http://elt.heinle.com/greatwriting)

## Language Focus

### Forming the Comparative and Superlative of Adjectives and Adverbs

1. For one-syllable adjectives and two-syllable adjectives ending in -y, add -er and -est to form the comparative and superlative forms (*cold / colder / the coldest; happy / happier / the happiest*).

NOTE: Exceptions include *good / better / the best; bad / worse / the worst; far / farther / the farthest*.

For a sports car, I think that black is **better** than white, but **the best** color is red.

2. Other adjectives are preceded by *more* and *the most* to form the comparative and superlative forms (*more beautiful / the most beautiful*).
3. Adverbs that end in -ly are preceded by *more* and *the most* (*slowly / more slowly / the most slowly*). One-syllable adverbs follow the same rule as one-syllable adjectives (*fast / faster / the fastest*).

My car's engine warms up **more** quickly than your car's.

4. When the items being compared are the same, use *as + adjective/adverb + as* or *the same + noun + as*.

In my opinion, Chicago is **as** wonderful **as** Miami.

Sylvia attends **the same** school **as** Martin.

## Language Focus

### Parallel Structure

1. 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)

2. 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 7 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 interesting 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.



For more practice with comparatives, superlatives, and parallel structure, try Unit 5, Activities 5 and 6 on the *Great Writing 3* Web site: [elt.heinle.com/greatwriting](http://elt.heinle.com/greatwriting)



## Working with Language in a Comparison Essay

Read the whole essay “The Wonder of Flight” (Example Essay 4) in Activities 8–12. Then go back and complete each activity.

### ACTIVITY 8 Combining Sentences

Use the three pieces of information that follow the paragraph to compose a sentence that fits in the blank.

#### EXAMPLE 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 9 Using Connectors and Transitions

Complete the sentences with the connectors and transitions in the box.

both	for example	as	when	both	also
------	-------------	----	------	------	------

### EXAMPLE 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 10 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.

### EXAMPLE 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.

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## ACTIVITY 11 Editing for Errors

*This paragraph contains 7 errors. They are in articles (2), passive voice (1), subject-verb agreement (1), verb tense (2), and word form (1). Mark these errors and write the corrections above them.*

### EXAMPLE 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 12 Using Correct Grammar

*Key grammar points are practiced in this paragraph. Underline the correct form of the word or phrase in parentheses.*

### EXAMPLE 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

Correct and varied sentence structure is essential to the quality of your writing. For further practice with “The Wonder of Flight,” go to Practice 15 on page 231 in Appendix 1.

### ACTIVITY 13 Analyzing an Essay

Answer these questions about “The Wonder of Flight” (Example Essay 4).

1. What two things does the writer compare in this essay?

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2. What method of organization does the writer use: point-by-point or block?

---

3. What is the writer’s hook? Write it here.

---

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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?

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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.

---

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### 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.

1. frigid	cold	windy
2. to soar	to decrease	to increase
3. to anticipate	to need	to expect
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	similarly	in a friendly manner
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 plane	a part of a climate
15. fuel	damage	gasoline
16. a threat	something good	something bad
17. to upset your routine	to change your routine	to continue your routine
18. conversely	the opposite	the same
19. humid	dry	wet
20. whereas	although	because

## ACTIVITY 15 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. talking / communication | _____ costs                                   |
| 11. of / in                 | 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 16 Writing Your Original Essay

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*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 page 255 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 five of the vocabulary words or phrases presented in Activity 14 and Activity 15. 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 page 257 to help you comment on your partner's writing. Be sure to offer positive 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

1. ☐ I included a thesis statement that contains a clear topic and points of development.
2. ☐ The purpose of my essay is clear.
3. ☐ I followed either the block or point-by-point method carefully.
4. ☐ I discussed points of comparison (block) and/or the subjects for each point of comparison (point-by-point) in the same order.
5. ☐ I used comparison connectors and transitions correctly.
6. ☐ I used adverbs of degree correctly.
7. ☐ All my word forms are correct.
8. ☐ I used comparative and superlative forms correctly.
9. ☐ Items in lists have parallel structure.
10. ☐ The concluding paragraph has words and phrases that signal the end of the essay.
11. ☐ The conclusion is free of any new ideas that were not mentioned in the introductory paragraph.
12. ☐ I used at least five of the vocabulary words or phrases presented in Activity 14 and Activity 15. I remembered to underline them.

## Additional Topics for Writing

*Here are five more ideas for writing a comparison essay.*

**TOPIC 1:** Choose one modern convenience such as a cell phone, air-conditioning, or cars, and compare life before this invention and life now.

**TOPIC 2:** Describe the qualities of two kinds of professions.

**TOPIC 3:** Compare or contrast shopping at stores and shopping online.

**TOPIC 4:** Write about two ways to prepare for a big test.

**TOPIC 5:** Compare or contrast two types of transportation.

## 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.

First, read the essay guidelines below. Then take out a piece of paper. Read the writing prompt below the guidelines. As quickly as you can, write a basic outline for this writing prompt (including the thesis and your three main points). You should spend no more than 5 minutes on your outline.

You will then have 40 minutes to write a 5-paragraph comparison essay about your topic. At the end of the 40 minutes, your teacher will collect your work and return it to you at a later date.

### Comparison Essay Guidelines

- Use the point-by-point method.
- Remember to give your essay a title.
- Double-space your essay.
- Write as legibly as possible (if you are not using a computer).
- 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

## Unit 6

**GOAL:** To write a cause-effect essay

**\* Language Focus:** Ways of expressing past actions; preposition combinations with nouns

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, 2007, was poor.	Over 20 cars were involved in an accident that was 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 night.	
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 dramatically.
	Exchange rates for the currency decrease in value.



## 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 Leaving College
- \_\_\_\_\_ 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*



For more practice with titles for cause-effect essays, try Unit 6, Activity 1 on the *Great Writing 3* Web site: [elt.heinle.com/greatwriting](http://elt.heinle.com/greatwriting)

## 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:  $\Rightarrow$  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  $\Rightarrow$  swimming and surfing
2. Warm sand  $\Rightarrow$  volleyball and looking for shells

#### B. Picnics

1. Socializing
2. Grilling outdoors

#### C. Outdoor sports

1. Individual sports like golf
2. Team outdoor sports  $\Rightarrow$  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 smoking. The outline is missing important pieces. First, write down as much information as you can about the negative effects of smoking. Compare your answers with a classmate. Then use the words and phrases above the outline on the next page to fill in the missing pieces.*

### Brainstorming Box



opinion	Hook	the main points	Addiction
Physical	teeth	thesis	smokers
unacceptable	Cancer	Thesis statement	Social

# Title: The Harmful Effects of Smoking

## I. Introduction

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

## II. Body Paragraph 1: \_\_\_\_\_ effects

SUPPORT

- A. Stains \_\_\_\_\_
- B. Causes wrinkles
- C. Causes premature aging

## III. Body Paragraph 2: Physiological effects

SUPPORT

- A. \_\_\_\_\_
- B. Exercise is difficult
- C. \_\_\_\_\_

## IV. Body Paragraph 3: \_\_\_\_\_ effects

SUPPORT

- A. Nonsmokers usually do not socialize with \_\_\_\_\_
- B. Cannot smoke in many restaurants
- C. Becoming socially \_\_\_\_\_ (passing of no-smoking laws in restaurants)

## V. Conclusion

- A. Restate \_\_\_\_\_
- B. Summarize \_\_\_\_\_
- C. Concluding statement: A suggestion, \_\_\_\_\_, or prediction



For practice with thesis statements for cause-effect essays, try Unit 6, Activity 2 on the *Great Writing 3*  
Web site: [elt.heinle.com/greatwriting](http://elt.heinle.com/greatwriting)

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

Work with a partner to answer the questions that come before and after the following paragraph and essay. These questions will help you to understand each one's content and organization. Review the paragraph on the left. You read this paragraph—on the topic of depression—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.

1. Can you name two things that cause people to feel depressed? Explain which one you think is a bigger problem.

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2. Have you or someone you know ever been depressed or diagnosed with clinical depression? What was the cause of this depression?

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3. What do you think is the most helpful thing for people who are depressed?

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## Clinical Depression

How many times have you heard the phrase “I am feeling depressed today”? People tend to misuse the term *depression* to refer to the normal ups and downs of daily life. In reality, depression is a serious illness that can be caused by many factors. Perhaps the most common cause of depression is genetics. People who are born with low levels of serotonin and dopamine cannot experience pleasure in the same way that balanced people can. People with low levels of these substances do not experience happiness from typically happy events. Another cause of depression is substance abuse. When drugs enter the bloodstream, they alter the brain’s normal chemical balance. Consequently, people who use chemical substances may experience short-term or long-term depression. Finally, environmental factors can cause clinical depression. Failed relationships, traumatic events, or an excessively unhappy childhood can trigger depression. Regardless of its cause, depression is an illness that needs to be taken seriously.

1 paragraph / 12 sentences / 155 words

## Clinical Depression

1 “I am feeling depressed today” is a phrase that is **uttered** by countless people each day. These individuals tend to misuse the term *depression* to refer to the normal ups and downs of daily life. In reality, depression is a serious illness. A clinically depressed person is in a constant state of sadness because of three main factors: genetics, **substance abuse**, or **environment**.

2 Perhaps the most common cause of depression is genetics. People who are born with low levels of serotonin and dopamine in their brains cannot experience pleasure in the same way that balanced people can. As a result, these people do not experience happiness from normal happy events. They require extreme **circumstances** to experience the same level of happiness that a balanced person would experience from a lesser event. For example, a clinically depressed person might **derive** less satisfaction from earning an A for an entire course than a balanced person would experience from earning an A on an individual assignment.

3 Another cause of depression is substance abuse. When drugs enter the **bloodstream**, they alter the brain’s normal chemical balance. Afterward, people who use these **chemical substances** may experience short-term or long-term depression due to the chemical changes in their brains. As a **case in point**, an alcoholic can develop depression because of the constant altering of the levels of dopamine in his or her brain. An alcoholic can experience an intense, short-term “high” followed by an equally intense, short-term “low.”

4 Finally, environmental factors can **trigger** clinical depression. Failed relationships, such as a divorce or a **falling out** between family members, can leave a person in a state of depression in which the person is unable to handle himself or herself. Traumatic events, such as the death of a family member or the witnessing of a murder, are environmental factors that can send a person into depression. Likewise, an abusive childhood often leads to **bouts** of clinical depression as an adult.

5 Depression can be caused by factors such as genetics, substance abuse, or environment. Regardless of its cause, depression is a serious illness that **afflicts** millions of people throughout the world. Fortunately, it can be treated through various forms of **counseling** and/or medication, but for this to happen, it is essential that one be able to recognize the symptoms.

5 paragraphs / 21 sentences / 381 words

**utter:** to say, speak

**substance abuse:** misusing any kind of drug

**environment:** surroundings

**a circumstance:** a situation

**derive:** to get, obtain

**the bloodstream:** the blood in your body

**a chemical substance:** alcohol, prescription drugs, illegal drugs

**a case in point:** an example, for instance

**trigger:** to cause, start

**a falling out:** a serious argument

**a bout:** a short period

**afflict:** to affect in a negative manner, bother

**counseling:** therapy

*Answer the following questions based on the content of Example Essay 5 "Clinical Depression."*

4. Does the writer tell about causes, effects, or both? \_\_\_\_\_
5. Underline the writer's hook.
6. Circle the thesis statement. Is the thesis restated in the conclusion (Paragraph 5)? If yes, underline that sentence.
7. What are the three main causes of depression?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
8. In Paragraph 4, the writer discusses environmental factors that can cause depression. List those three factors here:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
9. How does the writer organize the essay: categorically, chronologically, or order of importance?  
\_\_\_\_\_



## Building Better Sentences

Correct and varied sentence structure is essential to the quality of your writing. For further practice with "Clinical Depression," go to Practice 16 on page 231 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 Example Essay 5 "Clinical Depression," page 136, to find the missing word forms. The first one has been done for you.

Noun	Verb	Adjective	Adverb
1. <u>sadness</u>	sadden	sad	sadly
2. depression	depress	depressing/ _____	depressingly
3. abuse	abuse	_____	abusively
4. _____	realize	real	really
5. _____	level	level	levelly
6. environment	X	_____	environmentally
7. intensity	intensify	_____	intensely
8. _____	X	genetic	genetically



For more practice with word forms, try Unit 6, Activity 3 on the *Great Writing 3* Web site: [elt.heinle.com/greatwriting](http://elt.heinle.com/greatwriting)

## 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 92–93. 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.) NOTE: For additional practice, repeat this activity with one of the other four titles.

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

### Brainstorming Box



Organizational method (circle one):    focus on CAUSES    focus on EFFECTS

Supporting details (circle one):        categorical        chronological        order of importance

### Outline:

#### I. Introduction

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

\_\_\_\_\_

#### II. Body Paragraph 1 (Cause or Effect 1): \_\_\_\_\_

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

\_\_\_\_\_

#### III. Body Paragraph 2 (Cause or Effect 2): \_\_\_\_\_

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

\_\_\_\_\_

#### IV. Body Paragraph 3 (Cause or Effect 3): \_\_\_\_\_

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

\_\_\_\_\_

#### V. Conclusion

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

\_\_\_\_\_

SUPPORT

SUPPORT

SUPPORT

## Connectors and Transitions

Study the chart of common cause-effect structures.

NOTE: For more information on connectors and transitions, see the Brief Writer's Handbook with Activities, pages 210–213.

Showing Cause-Effect	
Within a Sentence	Between Sentences
<b>because of</b> + noun <b>because</b> + S + V <b>another</b> (cause/effect/reason) <b>owing to</b> + noun <b>due to</b> + noun S + V, <b>so</b> S + V S + V <b>so (that)</b> S + V	<b>As a result / Therefore / Because of this, S + V</b>

## ACTIVITY 6 Analyzing Connectors and Transitions

Reread the essay "Clinical Depression," page 136. 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: \_\_\_\_\_



For more practice with transitions, try Unit 6, Activity 4 on the *Great Writing 3* Web site: [elt.heinle.com/greatwriting](http://elt.heinle.com/greatwriting)

### Language Focus

#### Ways of Expressing Past Actions

Because we often write about events that happened in the past, it is important for good writers to be able to express ideas in the past accurately. Here are four verb tenses that can express past actions.

##### **Simple Past**

The simple past tense is formed by adding *-ed/-d* to the base form of regular verbs. Irregular verbs use a variety of forms. We use the simple past—the most common way of expressing past actions—for an action that is complete.

Because she **worked** so hard, her business **became** very successful.

↑  
regular

↑  
irregular

##### **Past Progressive**

The past progressive tense uses *was* or *were* and the *-ing* form of the verb. We use the past progressive tense especially for an action that was in progress in the past and was interrupted by another (usually shorter) action.

I **was studying** for my final exam when I got the terrible news.

↑  
past progressive

↑  
interruption

##### **Present Perfect**

Verbs in the present perfect tense consist of *have* or *has* plus the past participle, such as *gone* and *lived*. The present perfect can describe two kinds of past actions. One kind is an action that began in the past and continues now.

These people **have lived** in this area for almost a century.

The second type is a completed action that is important to the current situation or discussion. This second use is particularly common near the beginning of essays because the present perfect tense helps readers to connect past events with the current situation, which



is often the main focus of the essay. In fact, good writers often use the present perfect in the opening paragraph of an essay to establish background information, which involves past events, for the current readers. In other words, this second type of present perfect is connecting past events to the present.

Many citizens are upset because the government **has increased** taxes again.

### Past Perfect

The past perfect tense is formed with *had* and the past participle, such as *gone* and *worked*. This verb tense is not so common. In fact, the most common error occurs when writers overuse the past perfect. (*Hint: If you cannot think of a specific reason to use the past perfect tense, do not use it. Use the simple past instead.*) The past perfect tense is used when there are two past actions and the writer wants to clearly show which one happened first. The earlier action is in the past perfect, and the other action is usually expressed in simple past tense.

Dinosaurs **had disappeared** long before humans appeared on the earth.

↑  
past perfect  
(1st action)

↑  
simple past  
(2nd action)

## ACTIVITY 7 Practicing with Present and Past Tense

Read the following paragraph completely first. Then underline the correct verb tense in parentheses.

### EXAMPLE 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 (6. are not / were not / had not been) aware of their children's activities. Whatever the cause, however, it is clear that only through education can this destructive behavior be stopped.



For more practice with verb tenses, try Unit 6, Activity 5 on the *Great Writing 3* Web site: [elt.heinle.com/greatwriting](http://elt.heinle.com/greatwriting)



## Building Better Sentences

Correct and varied sentence structure is essential to the quality of your writing. For further practice with “Possible Causes of Bullying,” go to Practice 17 on page 232 in Appendix 1.

### Language Focus

#### 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 this language focus 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.

### EXAMPLE 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.



For more practice with preposition combinations with nouns, try Unit 6, Activity 6 on the *Great Writing 3* Web site: [elt.heinle.com/greatwriting](http://elt.heinle.com/greatwriting)



## Working with Language in a Cause-Effect Essay

First, read the whole essay “The Benefits of a Healthy Lifestyle” (Example Essay 6) in Activities 9–13. Then go back and complete each activity.

### ACTIVITY 9 Combining Sentences

Use the three pieces of information that come after the paragraph to compose a sentence that fits in the blank.

#### EXAMPLE 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.

- 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.



For more practice with combining sentences, try Unit 6, Activity 7 on the *Great Writing 3* Web site: [elt.heinle.com/greatwriting](http://elt.heinle.com/greatwriting)

## ACTIVITY 10 Using Connectors and Transitions

Complete the sentences with the connectors and transitions in the box.

Equally beneficial

also

Another

For instance

so that

Thus

### EXAMPLE 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. On the basis of these comments, rewrite this paragraph on the blank lines.

### EXAMPLE ESSAY 6 (cont.)

3 People who take care of themselves stand to gain psychological (1.) <sup>word form</sup> beneficial. Because of the effects their healthy choices have on their bodies, they generally feel better about themselves.

Fragment

(2.) While regular exercise produces endorphins, which are the body's natural mood enhancer.

subject-verb agreement  
Eating healthy (3.) give your body the nutrients it needs for radiant skin and strong muscles.

(4.) They are also better equipped to deal with the stress of day-to-day life. (5.) Most important, people who take care of themselves agree that they feel better about themselves because they look better they have an increased confidence in themselves. (6.) They can lift weights to make them stronger.

Now rewrite the paragraph with corrections.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

## ACTIVITY 12 Editing for Errors

*This paragraph contains 6 errors. They are in articles (2), subject-verb agreement (1), verb tense (2), and word form (1). Mark these errors and write the corrections above them.*

### EXAMPLE 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.*

### EXAMPLE 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” (Example 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 order of importance?

\_\_\_\_\_



### Building Better Sentences

Correct and varied sentence structure is essential to the quality of your writing. For further practice with “The Benefits of a Healthy Lifestyle,” go to Practice 18 on page 233 in Appendix 1.



### 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.

- |                   |                 |                   |
|-------------------|-----------------|-------------------|
| 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       |



## 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 childhood obesity on an individual child.
- 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 138–139. Then exchange outlines with a partner. Read your partner's outline. Then use Peer Editing Sheet 11 on page 259 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 five of the vocabulary words or phrases presented in Activity 15 and Activity 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 on page 261 to help you comment on your partner's writing. Be sure to offer positive 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**

1. ☐ I included a thesis statement that contains a clear topic and points of development.
2. ☐ The purpose of my essay is clear.
3. ☐ Each body paragraph has a clear topic sentence.
4. ☐ My thoughts and ideas are organized clearly in each paragraph.
5. ☐ I used several cause-effect essay transition expressions correctly.
6. ☐ I used verb tenses correctly, including the past tenses. I avoided any unnecessary changes in verb tense.
7. ☐ I used preposition combinations with nouns correctly.
8. ☐ The concluding paragraph has words and phrases that signal the end of the essay.
9. ☐ The conclusion restates the main points of development.
10. ☐ The conclusion is free of any new ideas that were not mentioned in the introductory paragraph.
11. ☐ I used at least five of the vocabulary words or phrases presented in Activity 15 and Activity 16. I remembered to underline them.

## Additional Topics for Writing

*Here are five more ideas for writing a cause-effect essay.*

**TOPIC 1:** Explain the effects of stress on any aspect of your life.

**TOPIC 2:** Tell about the effects the invention of e-mail has had on society.

**TOPIC 3:** Discuss possible reasons (causes) why people mistreat their friends or loved ones.

**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.

First, read the essay guidelines below. Then take out a piece of paper. Read the writing prompt below the guidelines. As quickly as you can, write a basic outline for this writing prompt (including the thesis and your three main points). You should spend no more than 5 minutes on your outline.

You will have 40 minutes to write a 5-paragraph cause-effect essay about your topic. At the end of the 40 minutes, your teacher will collect your work and return it to you at a later date.

#### 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 people avoid getting involved in politics?



# Classification Essays

## Unit 7

**GOAL:** To write a classification essay

**\*Language Focus:** The passive voice; adjective clauses

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 organizes 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, 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. Whichever principle of organization is chosen, the writer must be careful that all types of each category be represented in the essay.





## 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 Computer 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



For more practice with titles for classification essays, try Unit 7, Activity 1 on the *Great Writing 3* Web site: [elt.heinle.com/greatwriting](http://elt.heinle.com/greatwriting)

## 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 Example Essay 7 on page 160.)

TV acting	Form	Type/Category 3	Screenplay
Same set	No editing	Cue cards	Introduction
Thesis statement	Memorize lines	Boredom	Stories change every week

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. Actor responsibilities

1. Actors rehearse 5–6 days

2. Shooting on the last day

D. Advantages

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

2. Director's help

3. Taped until it is just right

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

SUPPORT

- A. \_\_\_\_\_
  - 1. Shakespeare's plays on stage
  - 2. Modern plays on stage
- B. Story/set
  - 1. Stories are repeated
  - 2. \_\_\_\_\_
- C. Actor responsibilities
  - 1. Study for months
  - 2. Importance of understudies
- D. Disadvantages
  - 1. \_\_\_\_\_
  - 2. Great one day/terrible the next

IV. Body Paragraph 3 ( \_\_\_\_\_ ): Film acting

SUPPORT

- A. Form
  - 1. \_\_\_\_\_
  - 2. Becomes a movie
- B. Story/set
  - 1. On location
  - 2. Beginning, middle, and end
- C. Actor responsibilities
  - 1. \_\_\_\_\_
  - 2. Do not study in chronological order
- D. Advantages or disadvantages
  - 1. Repeat scenes (advantage)
  - 2. \_\_\_\_\_ (disadvantage)

V. Conclusion

- A. Restate the thesis statement
- B. Summarize the main points
- C. Concluding statement: A suggestion, opinion, or prediction





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

Work with a partner to answer the questions that come before and after the following paragraph and essay. These questions will help you to understand each one's content and organization. In both Example Paragraph 25 and Example Essay 7 on page 160, the writer discusses different kinds of acting. The paragraph on the left has been expanded into a five-paragraph classification 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.



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?

---

---

---

### 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 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

### 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, the most common form 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 **cue** cards and off-camera directors who can help them to deliver their lines. Television scenes can be taped repeatedly until the actors **get it just right**. With TVs in **practically** every household, it is **no wonder** this is the most common form of acting.

3 Another form of acting is stage acting. Plays, **ranging** from Shakespearean classics to modern **tales**, can be performed in places ranging from large halls to small theaters. 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

millennia: thousands of years (plural form of a millennium)  
 evolve: to change, usually over time  
 rehearse: to practice  
 shooting: filming  
 a cue: a word or signal marking the moment for an actor to speak  
 get something (just) right: to do something correctly  
 practically: almost

no wonder: not surprising  
 ranging: extending, going  
 a tale: a story, fable  
 that is: specifically, to be exact  
 boredom: dullness, lacking excitement  
 rank: to classify (usually by some type of hierarchy)  
 regardless of: no matter what, despite  
 a craft: a skill, an area of expertise

Answer the following questions based on the content of Example Essay 7 "The Many Faces of Acting."

7. 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
8. Circle the writer's hook.
9. Underline the thesis statement. Is the thesis restated in the conclusion (Paragraph 5)? \_\_\_\_\_  
 If so, underline that sentence (or sentences).
10. In Paragraph 2, the author writes about the duties of TV writers. What three things are they responsible for creating?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
11. Which paragraph talks about actors getting bored? \_\_\_\_\_  
 Explain why these types of actors might get bored while acting.  
 \_\_\_\_\_  
 \_\_\_\_\_
12. Reread the concluding paragraph of Example 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

Correct and varied sentence structure is essential to the quality of your writing. For further practice with the paragraph “The Many Faces of Acting,” go to Practice 19 on page 234 in Appendix 1. For further practice with the essay “The Many Faces of Acting,” go to Practice 20 on page 235 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 essay “The Many Faces of Acting,” page 160, to find the missing word forms. The first one is done for you.

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



For more practice with word forms, try Unit 7, Activity 3 on the *Great Writing 3* Web site: [elt.heinle.com/greatwriting](http://elt.heinle.com/greatwriting)



## 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 92–93. 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.)  
NOTE: For additional practice, repeat this activity with one of the other four titles.

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

### Brainstorming Box

Principle of organization: \_\_\_\_\_

Outline:

#### I. Introduction

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

\_\_\_\_\_

II. Body Paragraph 1 (Type/Category 1): \_\_\_\_\_

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

\_\_\_\_\_

III. Body Paragraph 2 (Type/Category 2): \_\_\_\_\_

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

\_\_\_\_\_

IV. Body Paragraph 3 (Type/Category 3): \_\_\_\_\_

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

\_\_\_\_\_

#### V. Conclusion

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

\_\_\_\_\_

## Connectors and Transitions

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 210–213, for more information on connectors and transitions.

Listing and Giving Examples	
Within a Sentence	Between Sentences
<b>this type of</b> + noun (classifying) <b>another</b> + noun (listing)	<b>In addition</b> , S + V (giving additional information) <b>For example</b> , S + V (giving an example) <b>For instance</b> , S + V (giving an example) <b>Finally</b> , S + V (giving the last example)
Relationship	
Within a Sentence	Between Sentences
<b>during</b> + noun (time relationship) <b>before</b> + present participle (time relationship) <b>regardless of</b> + noun (contrasting) <b>if</b> + noun + verb (condition)	<b>That is</b> , S + V (restating) <b>Still</b> , S + V (contrasting)

### ACTIVITY 6 Analyzing Connectors and Transitions

Reread the essay "The Many Faces of Acting" on page 160. 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 above for help.)

- "This type of \_\_\_\_\_."  
Function: \_\_\_\_\_
- "For instance, \_\_\_\_\_."  
Function: \_\_\_\_\_
- "Another \_\_\_\_\_."  
Function: \_\_\_\_\_
- "During \_\_\_\_\_."  
Function: \_\_\_\_\_
- "That is, \_\_\_\_\_."  
Function: \_\_\_\_\_



For more practice with transitions, try Unit 7, Activity 4 on the *Great Writing 3* Web site:  
[elt.heinle.com/greatwriting](http://elt.heinle.com/greatwriting)

## Language Focus

### The Passive Voice

In the passive voice, the subject (agent) of the sentence becomes the receiver of the action. Study these four steps in forming the passive voice.



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.

(This step is primarily used when this information is new or important. For example, in the sentence *Those cars are made in Korea by workers*, the phrase *by workers* is unnecessary because it is obvious that workers made the cars.)

Active voice: Andre broke his new cricket bat.

Passive voice: The new cricket bat was broken **by** Andre.

NOTE: In English, the most important information is contained in the subject, which is generally placed near the beginning of a sentence. This noun or pronoun is usually the doer of the action, which results in a subject-verb-object sentence. However, when the receiver of the action (rather than the doer) becomes the main focus of attention, we use the passive voice. Thus, the passive voice is used to put more emphasis on the receiver of the action than on the subject (agent).





## Writer's Note

### Using the Passive Voice

Though the passive voice is a correct English sentence construction, some writers overuse it. Writers should use the passive voice only when it is necessary. If you have three consecutive sentences with the passive voice, it is almost always a good idea to revise one or more of them to take an active verb.

## Language Focus

### Adjective Clauses

Adjective clauses are used to combine two ideas (simple sentences) into one complex sentence. Study the following rules and examples:

1. Adjective clauses must contain a subject and a verb.
2. The subject of an adjective clause can be *who* (people), *which* (things), or *that* (people or things).

Joann lived in a city. The city was polluted.

Joann lived in a city *that was polluted*.

3. If the information in the adjective clause is necessary to clarify *who* or *what*, do not use a comma to separate the ideas. However, if the information in the adjective clause is not necessary to understand the meaning of the sentence, use a comma, or pair of commas, to separate the adjective clause from the rest of the sentence. Study the examples below.

Necessary Information	Unnecessary Information
The city <b>that we will visit last on our trip</b> is located in central Florida.	Orlando, <b>which we will visit last on our trip</b> , is located in central Florida.
NOTE: When the writer says <i>the city</i> , it is not clear which city the writer is talking about. The adjective clause ( <i>that we will visit last on our trip</i> ) is important information for readers because it tells them which city in central Florida the writer is referring to.	NOTE: When the writer says <i>Orlando</i> , the readers know which city the writer is talking about. The information about when the writer will visit this city does not affect our ability to know that the writer is referring to Orlando.





## ACTIVITY 7 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 mother, 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.



For more practice with the passive voice and adjective clauses, try Unit 7, Activities 5 and 6 on the *Great Writing 3* Web site: [elt.heinle.com/greatwriting](http://elt.heinle.com/greatwriting)

## Working with Language in a Classification Essay

First, read the whole essay “Vacations for Everyone” (Example Essay 8) in Activities 8–12. Then go back and complete each activity.

### ACTIVITY 8 Combining Sentences

Use the three pieces of information that follow the paragraph to compose a sentence that fits in the blank.



### EXAMPLE 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 long weekend.
- b. It can be a spontaneous getaway.
- c. It can be a trip around the world.



For more practice with combining sentences, try Unit 7, Activity 7 on the *Great Writing 3*  
Web site: [elt.heinle.com/greatwriting](http://elt.heinle.com/greatwriting)

## ACTIVITY 9 Using Connectors and Transitions

Complete the sentences with the connectors and transitions from the box.

Regardless of	For example	Finally	For instance	If	Another
---------------	-------------	---------	--------------	----	---------

### EXAMPLE 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 10 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.

### EXAMPLE 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.

*How is this sentence related to the topic?* *fragment*

(1.) Fighting is dangerous, especially in foreign countries. (2.) Because each person is paying *wrong word*  
for himself. Transportation costs tend to be lower as well. Good friends (3.) which know how to negotiate each other's needs can also avoid fighting over what to see. Basically, the closer the friendship, the (4.) easy it is to decide on travel itineraries. If friends are close, even a terrible trip will not ruin the friendship. (5.) However, some friends bond even more when they experience travel emergencies together. A special closeness (6.) is create during the trip. They share both the (7.) goodness and the bad memories.

*not parallel* *wrong transition* *passive voice* *word form*

Now rewrite the paragraph with corrections.

---

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## ACTIVITY 11 Editing for Errors

*This paragraph contains 7 errors. They are in articles (2), passive voice (1), subject-verb agreement (2), parallelism (1), and word form (1). Mark these errors and write the corrections above them.*

### EXAMPLE 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 12 Using Correct Grammar

*Key grammar points are practiced in this paragraph. Underline the correct word or phrase in parentheses.*

### EXAMPLE 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 13 Analyzing the Essay

Answer these questions about “Vacations for Everyone” (Example 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

Correct and varied sentence structure is essential to the quality of your writing. For further practice with “Vacations for Everyone,” go to Practice 21 on page 236 in Appendix 1.



### 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.*

- |                      |                 |                    |
|----------------------|-----------------|--------------------|
| 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            |

## ACTIVITY 15 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 16 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 page 163. Then exchange outlines with a partner. Read your partner's outline. Then use Peer Editing Sheet 13 on page 263 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 classification essay. Be sure to use at least five of the vocabulary words or phrases presented in Activity 14 and Activity 15. 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 14 on page 265 to help you comment on your partner's writing. Be sure to offer positive 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**

1. ☐ I included a thesis statement that contains a clear topic and points of development.
2. ☐ My essay is clearly a classification essay. The purpose of my essay is clear.
3. ☐ Each body paragraph has a clear topic sentence.
4. ☐ All examples of this topic fit into one of the categories listed.
5. ☐ Supporting details in the paragraphs are parallel.
6. ☐ I used connecting transition words and expressions correctly.
7. ☐ My use of punctuation is correct.
8. ☐ The concluding paragraph has words and phrases that signal the end of the essay.
9. ☐ The conclusion is free of any new ideas that were not mentioned in the introductory paragraph.
10. ☐ I used at least five of the vocabulary words or phrases presented in Activity 14 and Activity 15. I remembered to underline them.

## Additional Topics for Writing

*Here are five more ideas for writing a classification essay.*

**TOPIC 1:** Classify pets into three 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.

First, read the essay guidelines below. Then take out a piece of paper. Read the writing prompt below the guidelines. As quickly as you can, write a basic outline for this writing prompt (including the thesis and your three main points). You should spend no more than 5 minutes on your outline.

You will then have 40 minutes to write a 5-paragraph classification essay about your topic. At the end of the 40 minutes, your teacher will collect your work and return it to you at a later date.

#### 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 Web sites for improving your English.



# 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.

### EXAMPLE 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 the former Soviet Asian republics, 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.

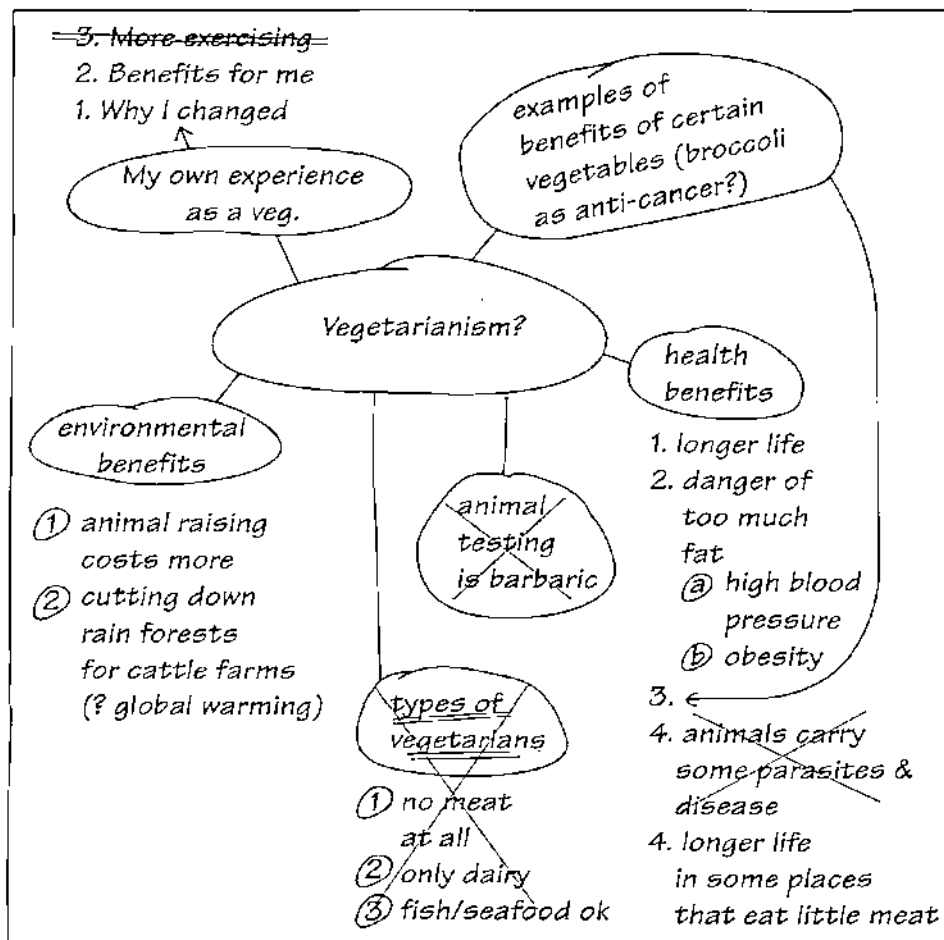
## Step 2: Brainstorm

The next step for Hamda was to brainstorm.

In this step, you write every idea that pops into your head about your topic. 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.

Brainstorming methods include jotting down ideas, making a web diagram, and freewriting. (See Units 1 and 4.)

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 in a library looking 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, however, that any information you get from an outside source needs to be noted in your essay as an outside source. 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 213–215 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 a 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 twenty 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 punctuation 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, <sup>causes</sup> thing that makes a great many deaths, including the unnecessarily high number of

deaths from heart-related problems. Vegetarianism has caught on slowly in some parts

of the world. <sup>and it</sup> Vegetarianism is a way of life that can help improve not only the quality of

people's lives but also people's longevity. <sup>the quality but also the length of people's lives</sup>

This  
is not  
a  
topic  
sentence

Because demand for meat animals is so high, Cattle are being raised in areas where the rain forest once stood. As rain forest land is cleared in massive amounts in order to

make room for the cattle ranches, the environmental balance is being upset. This could

have serious consequences for us in both the near and long term. <sup>For example,</sup> <sup>transition?</sup> How much of the current

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

<sup>You need a more specific topic relating to health.</sup>

Meat contains a high amount of fat. Eating this fat has been connected in research cases with certain kinds of cancer. Furthermore, eating animal fat can lead to obesity, and obesity can cause many different kinds of diseases, for example, obesity can cause people to slow down and their heart to have to work harder. This results in high blood pressure.

Meat is high in cholesterol, and this only adds to the health problems. With the high consumption of animal fat by so many people, it is no wonder that heart disease is a leading killer.

Hamda's first draft

On the other hand, eating a vegetarian diet can improve a person's health. And <sup>necessary?</sup> vegetables taste so good. In fact, it can even save someone's life. Eating certain kinds

of vegetables, such as broccoli, brussel sprouts, and cauliflower, has been shown to

reduce the chance of having colon cancer later in life. <sup>combine sentences?</sup> Vegetables do not contain

the "bad" fats that meat does. Vegetables do not contain cholesterol, either. Native

inhabitants of areas of the world where mostly vegetables are consumed, notably

certain areas of the former Soviet republics, routinely live to be over one hundred.

Good  
sentence

Although numerous scientific studies have shown the benefits of vegetarianism for people in general, I know firsthand how my life has improved since I decided to give up meat entirely.

In 2006, I saw a TV program that discussed problems connected to animals that are raised for

food. The program showed how millions of chickens are raised in dirty, crowded conditions

until they are killed. The program also talked about how diseases can be spread from cow or

pig to humans due to unsanitary conditions. Shortly after I saw this show, I decided to try life

without eating meat. Although it was difficult at first, I have never regretted my decision to

become a vegetarian. I feel better and my friends tell me that I look better than ever before.

not  
related  
to  
your  
topic

Being a vegetarian has many benefits. Try it.

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

This is too short!  
How about making a  
prediction or suggestion  
for the reader. The previous  
paragraph told how the writer  
became a vegetarian, so  
doesn't it make sense for the  
conclusion to say something  
like "I'm sure your life will  
be better too if you become a  
vegetarian"?



**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 12 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 making 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 179–180.

Of course, the very last thing to do is to turn the paper in and hope that you get a good grade!



## Writer's Note

### Proofreading

One good way to proofread your essay is to first 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 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

that they are not cut out *prep* 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

support himself or his family. The notion of working, earning a decent salary, and enjoy life is  
*pronoun agreement*      *// 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

puno. (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.

*An Immigrant in the Family*

*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 Pusan 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.

#### EXAMPLE 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.

### EXAMPLE 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.

### EXAMPLE 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 may submit their applications by mail.

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.

Washington, the first president of the United States, was a clever military leader.

SUBJECT (NOUN)

APPOSITIVE

VERB

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 26th the same day as Jeff's birthday.
14. Lance Armstrong an American won the Tour de France seven consecutive years.
15. My brother who lives in Morocco has straight hair. (I have several brothers.)
16. My brother who lives in Kazakhstan has curly hair. (I have only one brother.)
17. That laptop is the lightest laptop that I have ever held.
18. Venezuela produces a great deal of oil so it is a member of OPEC.
19. Sun Cash Coffee Shop which has hundreds of locations just opened a new one down the street.
20. 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 friend's 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 213–215 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% 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 copy of 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 10 punctuation errors in this paragraph and make corrections above the errors.

### EXAMPLE 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 10 punctuation errors in this paragraph and make corrections above the errors.

### EXAMPLE 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 10 punctuation errors in this paragraph and make corrections above the errors.

### EXAMPLE 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 (or independent clauses). Compound sentences usually use a coordinating conjunction (connector) to combine the two sentences. The coordinating conjunctions are

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.

	S	V		S	V	
for	Meagan	<u>studied</u> hard,	for	she	<u>wanted</u> to pass the test.	
	S	V		S	V	
and	Meagan	<u>studied</u> hard,	and	her classmates	<u>studied</u> , too.	
	S	V		V	S	V
nor	Meagan	<u>did not study</u> hard,	nor	did	she	<u>pass</u> the test.
	S	V		S	V	
but	Meagan	<u>studied</u> hard,	but	her brother	<u>did not study</u> at all.	
	S	V		S	V	
or	Meagan	<u>studied</u> hard,	or	she	<u>would have failed</u> the test.	
	S	V		S	V	
yet	Meagan	<u>studied</u> hard,	yet	she	<u>was not</u> happy with her grade.	
	S	V		S	V	
so	Meagan	<u>studied</u> hard,	so	the test	<u>was</u> 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 breath.
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 reporter's 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 210–213.

Unlike coordinating conjunctions, which join two independent clauses but are not part of either clause, subordinating conjunctions are actually part of the dependent clause.

Joe played tennis **after** Vicky watched TV.

**INDEPENDENT CLAUSE**    **DEPENDENT CLAUSE**

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. In each case, read the entire essay before you complete the activities.

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 4 underlined verbs are correct. If not, draw a line through the verb and write the correct form above the verb.

#### EXAMPLE 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.

## Activity 6 Verb Forms

Read this paragraph carefully. Then write the correct form of the verbs in parentheses.

### EXAMPLE 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 2 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 7 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 comes 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.

Purpose	Coordinating Conjunctions (connect independent clauses)	Subordinating Conjunctions (begin dependent clauses)	Transitions (usually precede independent clauses)
Examples			For example, For instance, To illustrate, Specifically, In particular,
Information	and		In addition, Moreover, Furthermore, Next, First,
Comparison			Similarly, Likewise, In the same way, By comparison,
Contrast	but	while although besides	In contrast, However, On the other hand, Conversely, Instead, Nevertheless,
Refutation			On the contrary,
Concession	yet	although though even though	Nevertheless, Even so, Admittedly, Despite this,

Purpose	Coordinating Conjunctions (connect independent clauses)	Subordinating Conjunctions (begin dependent clauses)	Transitions (usually precede independent clauses)
Emphasis			In fact, Instead, Especially, Above all, Most importantly, Equally important, Actually, For this reason, For these reasons, Obviously, Without a doubt,
Clarification			In other words, In simpler words, More simply,
Reason/Cause	for	because since	Because of this,
Result	so	so so that owing to due to	As a result, As a consequence, Consequently, Therefore, Thus,
Time or Sequence 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		so that in order that	
Choice	or		

Purpose	Coordinating Conjunctions (connect independent clauses)	Subordinating Conjunctions (begin dependent clauses)	Transitions (usually precede independent clauses)
Conclusion			In conclusion, To summarize, As we have seen, In brief, In closing, To sum up, Finally, Because of this (noun), Because of these (nouns), As a result, Certainly, Indeed, Overall, In the end, Therefore, Thus, Hence, For this reason, For these reasons, Surely, In sum,

## Citations and Plagiarism

Imagine this situation: You have invited some friends over for dinner. Because you did not have time to make a dessert, you stop at a local bakery and pick up a cake. After dinner, your friends compliment you on the delicious cake you made. How do you respond? Most people would give credit to the person who made the cake: "I'm glad you liked it, but I didn't make it. I bought it at Sunshine Bakery." By clarifying that the cake was not yours, you are rightfully giving the credit to Sunshine Bakery. The same concept holds true in writing.

When you write a paragraph or an essay, you should use your own words for the most part. Sometimes, however, writers want to use ideas that they have read in another piece of writing. For example, writers may want to use a quotation from a famous politician if they are writing an essay about a recent election. In this case, the writer must indicate that the idea or the words came from someone else and give credit to that writer. The action of indicating that a writer's words are not original but rather from another source is called **citing**. In academic writing, it is imperative that a writer cite all information that is not original.

If writers do not give credit for borrowed ideas or borrowed words, they make a serious error. In fact, it is academic theft, and such stealing of ideas or words cannot be tolerated at all. It is not acceptable to use even a few words from another source without citing the source—the amount of information that you borrow is irrelevant. If you steal one sentence or one paragraph, it is still stealing. Stealing someone else's ideas or words and using them in a piece of writing as if they were the writer's original ideas is called plagiarism. In an academic setting, plagiarism is considered a very serious offense. In most schools, there are serious academic consequences for plagiarizing any work. For example, some schools require the paper to receive a score of 0 (zero). Other schools will expel the student permanently. In some instances, schools will take both of the above steps.

Does this mean then that writers cannot use other people's words or ideas? No, not at all. In fact, good writing can be strengthened further by using facts from outside sources or quotes from officials to support key points or ideas, so writers should borrow appropriate information. The key to avoiding plagiarism is to cite the source of the information.

Many students have a difficult time knowing when to use a citation, especially if they believe the information is general knowledge. For example, Hessa, a student from the United Arab Emirates (UAE), is writing an essay about her country. She knows that the UAE is made up of seven emirates. Does she need to cite this information? If Hessa is writing this essay in an English-speaking country where people may not know that there are seven emirates, she needs to cite the information. If, however, the information is common knowledge in Hessa's academic community, she would not have to cite the information. In the end, it is better to cite the information than to risk being accused of plagiarism. Before turning in any piece of writing, it is helpful to mark any information that is not your original writing. For any information that you mark, you need to give credit to the person, organization, or Web site that originally wrote it by citing the sources.

## Citing: Using a Direct Quotation or Paraphrasing

When you use material from another source, you have two choices: using a **direct quotation** or **paraphrasing**. If a writer uses the exact words (a direct quotation) from a source, the borrowed words must be placed in quotation marks. If a writer borrows an idea from a source but uses his or her original words to express this idea, the writer has used a method called paraphrasing. Paraphrasing does not require quotation marks because the writer is not using the exact words from the original source. However, whether a writer is using an exact quotation or a paraphrased version, the information is not original and must be cited.

### Example of a Direct Quotation

Notice that this paragraph from *Vocabulary Myths* (Folse, 2004) contains a direct quote. When you use a direct quote, you must state the name of the author, the date of the publication, and the page number of the direct quotation.

One of the first observations that second language learners make in their new language is that they need vocabulary knowledge to function well in that language. How frustrating it is when you want to say something and are stymied because you do not know the word for a simple noun even! In spite of the obvious importance of vocabulary, most courses and curricula tend to be based on grammar or a combination of grammar and communication strategies rather than vocabulary. As a result, even after taking many courses, learners still lack sufficient vocabulary knowledge. Vocabulary knowledge is critical to any communication. Wilkins (1972) summarizes the situation best with "While without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed" (p. 111).



## Example of a Longer Quotation

Notice that this paragraph from *Vocabulary Myths* (Folse, 2004) contains a longer direct quote. In this case, the direct quotation is set off differently than original writing.

As more and more empirical research in second language study is made available and results provide important insight into our questions about vocabulary learning and teaching, the education pendulum is swinging back toward some more “traditional” methods, including those which rely on explicit instruction from the teacher. This in turn begs the question of what kinds of classroom activities, especially vocabulary activities, are effective for L2 learners. Carter and McCarthy (1988) conclude that

although it suffered neglect for a long time, vocabulary pedagogy has benefited in the last fifteen years or so from theoretical advances in the linguistic lexicon, from psycholinguistic investigations into the mental lexicon, from the communicative trend in teaching, which has brought the learner into focus, and from developments in computers. What is perhaps missing in all this is more knowledge about what happens in classrooms when vocabulary crops up (p. 51).

## Example of a Paraphrase

Notice that this paragraph from *Vocabulary Myths* (Folse, 2004) contains a paraphrase, or summary, of a concept from a work written by Eskey in 1988. Instead of using any phrases or sentences from Eskey’s work, Folse uses a sentence in the paragraph that summarizes Eskey’s work and connects that idea to the current paragraph and audience. When you paraphrase material, you must state the name of the author and the date of the publication.

While lack of vocabulary knowledge is a problem across all skill areas, it is especially apparent in ESL reading. Eskey (1988) found that not being able to recognize the meaning of English words automatically causes students who are good readers in their native language to do excessive guesswork in the second language and that this guessing slows down the process of reading.

## Bibliography

In addition to providing information on sources in places where they are used within your writing, you should also list all the works, or sources, of the words and ideas you used in the final **bibliography**, or list of works cited, at the end of your paper.

Citation methods vary according to academic professions and fields, so you should ask your instructor about the citation system that is required in your coursework.

Study the following example of a bibliography that lists the four works used in the preceding examples. The first, third, and fourth entries are books. The second entry is a chapter in an edited volume.

### Bibliography

- Carter, R., and M. McCarthy. 1988. *Vocabulary and language teaching*. New York: Longman.
- Eskey, D. 1988. Holding in the bottom: An interactive approach to the language problems of second language readers. In *Interactive approaches to second language reading*, edited by P. Carrell, J. Deveine, and D. Eskey. Cambridge: Cambridge University Press.
- Folse, K. 2004. *Vocabulary myths: Applying second language research to classroom teaching*. Ann Arbor: University of Michigan Press.
- Wilkins, D. 1972. *Linguistics in language teaching*. London: Edward Arnold.



# Appendices

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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 towards 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 towards 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: *towards the coast*  
*towards the coast* (of North Carolina)  
or  
*towards the North Carolina coast*

Now read this improved, longer sentence:

Yesterday afternoon, a strong storm moved quickly towards 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.

Note that the first exercise in Practice 1 has been done for you.

### Practice 1 Unit 1, Example Paragraphs 3 and 4

A. Example Paragraph 3, page 9

1. Do not forget something.
2. Have a résumé ready.
3. The résumé should be good.
4. You should give it to a prospective employer.

Do not forget to have a good résumé ready to give to a prospective employer.

B. Example Paragraph 4, page 10

1. Plays are performed in many different venues.
2. Plays are performed in large halls.
3. Plays are performed in small theaters.

---

---

C. Example Paragraph 4, page 10

1. There is a type of acting.
2. It is the third type.
3. It is film acting.

---

---

**Practice 2 Unit 1, "The Features of a Good Restaurant," page 14**

A.

1. Good restaurants provide service.
2. The service is fast.
3. The service is friendly.

---

---

B.

1. A good restaurant also uses ingredients in its dishes.
2. The ingredients are fresh.
3. The dishes are usually served hot.

---

---

C.

1. They pay attention to details.
2. The details are the decorations.
3. The details are the lighting.
4. The details are the cleanliness.

---

---

**Practice 3 Unit 1, "The Dark Side of Cycling," page 24**

A.

1. Certain drugs help cyclists.
2. They help them ride faster than normal.
3. They help them ride farther than normal.

---

---

B.

1. Some of the drugs work by increasing the number of blood cells.
2. The blood cells are red.
3. The blood cells are in the body.

---

---

C.

1. It is unfortunate.
2. These athletes value their careers.
3. They value their careers more than their lives.
4. Their careers are in sports.

---

---

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.

---

---



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, "Movie Types," page 47**

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, "Four Unforgettable Days," page 56**

A.

1. Snowstorms attacked Buffalo and its surrounding suburbs.
2. The snowstorms were blinding.
3. The snowstorms lasted for four consecutive days.

---

---

B.

1. My entire neighborhood had disappeared.
2. It disappeared under a blanket of snow.
3. The blanket was thick and white.

---

---

C.

1. Everything was buried.
2. The burial was complete.
3. It was buried in the serene landscape.

---

---

**Practice 8 Unit 3, "Writing and Dancing," page 61**

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 vocabulary skills.
3. They develop their grammar skills.
4. 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, "Runners," page 72**

A.

1. Sprinters run the shortest distances.
  2. The races only last a few seconds.
  3. This may happen.
- 
- 

B.

1. A good runner must be something.
  2. A good runner must be versatile.
  3. The runner is a middle-distance runner.
- 
- 

C.

1. He must possess a combination.
  2. She must possess a combination.
  3. The combination includes speed.
  4. The combination includes endurance.
- 
-



**Practice 10 Unit 4, "Prisoner at Work," page 81**

**A. (Paragraph 2)**

1. The arm is metallic.
  2. The arm is cold.
  3. It slowly swings up.
  4. It allows me to pass.
- 
- 

**B. (Paragraph 3)**

1. I answer the e-mails.
  2. The e-mails are usual.
  3. The e-mails come from other employees.
  4. I do this from 9:00 to 9:30.
- 
- 

**C. (Paragraph 5)**

1. She reads through her list.
  2. The list is routine.
  3. The list contains problems.
  4. The list contains concerns.
- 
- 

**Practice 11 Unit 4, "The Restaurant," page 88**

**A. (Paragraph 1)**

1. Friends gather to go to the movies.
  2. Friends gather to go to a local meeting place.
  3. Friends gather to go to a trendy restaurant.
- 
-

B. (Paragraph 2)

1. I can see a group of four women.
  2. They are young.
  3. I see them at one table.
- 
- 

C. (Paragraph 4)

1. He is alone.
  2. He is not lonely.
  3. This is definite.
- 
- 

**Practice 12 Unit 4, Example Paragraph 22, page 96**

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, "The Weather in Chicago and Miami" (paragraph),  
page 112**

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.
  2. The low each night goes down to about 20 degrees.
  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, “The Weather in Chicago and Miami” (essay), page 112**

A. (Paragraph 4)

1. Chicagoans have a fear.
  2. The fear is weather-related.
  3. The fear is a blizzard.
  4. This is their biggest fear.
- 
- 

B. (Paragraph 4)

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. (Paragraph 5)

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, “The Wonder of Flight,” page 122**

**A. (Paragraph 5)**

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. (Paragraph 5)**

1. Models have controls.
  2. Real planes have controls.
  3. The controls are similar.
- 
- 

**C. (Paragraph 5)**

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, “Clinical Depression” (essay), page 136**

**A. (Paragraph 2)**

1. As a result, these people do not experience something.
  2. That experience is happiness.
  3. The happiness comes from normal events.
  4. The happiness comes from happy events.
- 
-

B. (Paragraph 3)

1. Drugs enter the bloodstream.
  2. They alter the normal chemical balance.
  3. The balance is of the brain.
- 
- 

C. (Paragraph 4)

1. Likewise, an abusive childhood leads to bouts of depression.
  2. This happens often.
  3. The depression occurs as an adult.
  4. The depression is clinical.
- 
- 

**Practice 17 Unit 6, Example Paragraph 23, page 141**

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, "The Benefits of a Healthy Lifestyle"**

A. (Paragraph 1, page 144)

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. (Paragraph 2, page 145)

1. Another benefit is healthier-looking skin.
2. This is a physical benefit.
3. People notice this benefit.

---

---

C. (Paragraph 3, page 146)

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, "The Many Faces of Acting" (paragraph), page 160**

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.

---

---



**A. (Paragraph 1)**

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. (Paragraph 3)**

1. Rehearsing for acting can take months.
  2. The acting is on the stage.
  3. All the actors must memorize their lines.
- 
- 

**C. (Paragraph 4)**

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, "Vacations for Everyone"

A. (Paragraph 2, page 169)

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. (Paragraph 3, page 170)

1. A closeness is created.
  2. The closeness is special.
  3. The closeness occurs during the trip.
- 
- 

C. (Paragraph 4, page 171)

1. They have more chances of getting plane seats.
  2. The seats are on stand-by.
  3. Sometimes their seats are upgraded to first class.
- 
-

## Appendix 2

### Peer Editing Sheets





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?                                   |     |    |



## Peer Editing Sheet 2 Unit 2, Activity 18, page 54

### Paragraph

Writer:

Date:

Peer Editor:

1. What is the general topic of the paragraph?

Write the topic sentence here:

2. Is the writing formal or informal?

Does this style suit the topic and audience?

If not, why not?

Comment as specifically as possible about Items 3–5 below. Use space on the back if necessary.

3. Does the paragraph have unity?

4. Does the paragraph have coherence?

5. Does the paragraph maintain clarity?

6. Circle the concluding sentence. Do you think it is a good concluding sentence?

If not, how would you improve it?





## Peer Editing Sheet 3 Unit 3, Activity 3, page 60

### Descriptive Paragraph

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 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. Does the writer effectively appeal to the reader's senses?   | Yes | No |
| 9. Is the paragraph clear and easy to follow?   | Yes | No |
| 10. Is the level of writing appropriate for the audience?   | Yes | No |
| 11. Does the paragraph stay consistent with respect to person?  | Yes | No |
| 12. Does the paragraph effectively accomplish its purpose?  | Yes | No |
| 13. Does the paragraph have unity?  | Yes | No |
| 14. Does the paragraph have coherence?  | Yes | No |
| 15. Do the words and sentences maintain clarity?  | Yes | No |



## Peer Editing Sheet 4 Unit 3, Activity 6, page 64

### Comparison Paragraph

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 controlling idea?                      | Yes | No |
| 5. Is the paragraph indented?   | Yes | No |
| 6. Does the paragraph talk about one idea?  | Yes | No |
| 7. Does the writer stick to only comparing or only contrasting?                                 | Yes | No |
| 8. Is the concluding sentence one of these types: restatement, suggestion, opinion, prediction? | Yes | No |
| Which one?  |     |    |
| 9. Is the paragraph clear and easy to follow?   | Yes | No |
| 10. Is the level of writing appropriate for the audience?                                       | Yes | No |
| 11. Does the paragraph stay consistent with respect to person?                                  | Yes | No |
| 12. Does the paragraph effectively accomplish its purpose?                                      | Yes | No |
| 13. Does the paragraph have unity?  | Yes | No |
| 14. Does the paragraph have coherence?  | Yes | No |
| 15. Do the words and sentences maintain clarity?  | Yes | No |



# Peer Editing Sheet 5 Unit 3, Activity 11, page 71

## Cause-Effect Paragraph

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 controlling idea?  | Yes | No |
| 5. Does the paragraph talk about one idea?  | Yes | No |
| 6. Does the paragraph have a concluding sentence that restates the main idea or brings the paragraph to a logical conclusion? | Yes | No |
| 7. Does the topic have a real cause-effect relationship?  | Yes | No |

Circle the type of focus of the paragraph:    focus on causes    focus on effects

- |  |     |    |
|--|-----|----|
| 8. Is the paragraph clear and easy to follow?                  | Yes | No |
| 9. Is the level of writing appropriate for the audience?       | Yes | No |
| 10. Does the paragraph stay consistent with respect to person? | Yes | No |
| 11. Does the paragraph effectively accomplish its purpose?     | Yes | No |
| 12. Does the paragraph have unity?                             | Yes | No |
| 13. Does the paragraph have coherence?                         | Yes | No |
| 14. Do the words and sentences maintain clarity?               | Yes | No |





# Peer Editing Sheet 6 Unit 3, Activity 14, page 75

## Classification Paragraph

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 controlling idea?                          | Yes | No |
| 5. Does the paragraph talk about one idea?  | Yes | No |
| 6. Does the paragraph have a concluding sentence that brings the paragraph to a logical conclusion? | Yes | No |
| 7. (Circle <i>a</i> or <i>b</i> .) Does the writer  |     |    |
| a. show different types or categories?  |     |    |
| b. differentiate between the parts of something?  |     |    |
| 8. Does the writer classify without overlap between groups?   | Yes | No |
| 9. Is the paragraph clear and easy to follow?   | Yes | No |
| 10. Is the level of writing appropriate for the audience?   | Yes | No |
| 11. Does the paragraph stay consistent with respect to person?                                      | Yes | No |
| 12. Does the paragraph effectively accomplish its purpose?  | Yes | No |
| 13. Does the paragraph have unity?  | Yes | No |
| 14. Does the paragraph have coherence?  | Yes | No |
| 15. Do the words and sentences maintain clarity?  | Yes | No |



Peer Editing Sheet 7 Unit 4, Activity 10, Step 3, page 102  
Descriptive Essay Outline

Writer:

Date:

Peer Editor:

1. What is being described in the outline?
2. Is the hook interesting?                      If not, how could it be made more interesting?
3. What is the general impression that the reader will get from reading this description?
4. What is being described in the topic sentences of each body paragraph?  
Paragraph 2:  
Paragraph 3:  
Paragraph 4:
5. Are the supporting details related to each topic sentence? If not, what changes should be made?
6. How will the writer end the essay?
7. Do you think the essay will be interesting?                      Write any additional suggestions here.





Writer:

Date:

Peer Editor:

Essay Title:

1. In a few words, what is the essay about?
  
  
  
  
  
2. Read the body paragraphs. Underline all the descriptive adjectives. Which paragraph has the most descriptive adjectives?  
Can you think of two new descriptive adjectives that could be added to the essay?  
Write these adjectives here and then in the essay where they would be the most effective.  
(a.) (b.)
  
3. Does the writer use more than one sense to help the reader experience the event instead of just telling about it? Which sense does the writer address the most?
  
  
  
  
  
4. What suggestions or changes would you make for a more descriptive essay?
  
  
  
  
  
  
  
  
  
  
5. What general impression does the reader take away from this essay?
  
  
  
  
  
  
  
  
  
  
6. Is the conclusion successful? Why or why not?



Writer:

Date:

Peer Editor:

1. Is the thesis statement clear? If not, make suggestions for changes.
  
2. Do these two subjects have enough similarities and/or differences for a good comparison essay? If not, why not?
  
3. Does each paragraph topic for development clearly state the point of comparison? If not, make suggestions for improvement.
  
4. The best part of the outline is
  
5. Questions I still have about the outline are



Writer:

Date:

Peer Editor:

Essay Title:

1. In a few words, what is the essay about?
2. Identify the hook. Is it effective?                      Make any suggestions here.
3. Does each body paragraph contain a clear topic sentence?                      If not, underline any sections that need improvement.
4. What method of organization does the writer use: block or point-by-point?
5. List the main points of comparison that the writer discusses.
6. Do the supporting details give examples? (Ask *Who? What? Where? When? Why?* and *How?* about the topic sentence.) If there are not enough examples, put an asterisk (\*) next to the places that need more supporting information.
7. Does the writer use connectors correctly?                      If not, circle any incorrect connectors or any places that need connectors.
8. Does the writer restate the thesis in the conclusion?                      If not, bring this to the writer's attention.





Writer:

Date:

Peer Editor:

1. What kind of essay will this be: cause or effect? Can you tell this from the thesis statement? If not, what changes can you suggest to make the purpose of the essay clearer?
2. How many body paragraphs are there? Is each topic for development related to the thesis? If not, mark the topics that you think need more work.
3. Do the supporting details relate to the topic sentence? If not, write any suggestions that you have here.
4. How are the supporting details organized: by category, in chronological order, or by order of importance?
5. The best part of the outline is
6. Questions I still have about the outline are



Writer:

Date:

Peer Editor:

Essay Title:

1. In a few words, what is the essay about?
  
2. Reread the introductory paragraph. Do the ideas progress smoothly from the hook to the thesis statement?  
If not, what suggestions for changes would you make?
  
3. Do all the topic sentences support the thesis statement?  
the reason for your opinion. Mark any that do not and write
  
4. Look at the supporting details in each paragraph. Are they related to the topic sentence?  
If not, underline the details that need revision.
  
5. Check the connectors in the essay. Is it easy to understand the connection between the causes and effects? If not, what is missing or needs to be changed?





Writer:

Date:

Peer Editor:

1. Is this topic appropriate for a classification essay? If not, make suggestions for changes.
2. Is the thesis statement clear? If not, make suggestions for changes.
3. What principle of organization does the writer use to classify the topic?
4. What is the topic for Paragraph 3?
5. Now look at the details listed in the outline for Paragraph 3. Do you think these are sufficient to develop a good paragraph? Can you think of any other details that should be added?
6. The best part of the outline is
7. Questions I still have about the outline are



Writer:

Date:

Peer Editor:

Essay Title:

1. In a few words, what is the essay about?
  
2. Identify the hook. Is it effective?                      Make any suggestions here.
  
3. Does each body paragraph contain a clear topic sentence?                      If not, underline any sections that need improvement.
  
4. How did the writer organize the essay?                      List the main categories or classifications that the writer uses.
  
5. Does the writer use connectors correctly?                      If not, circle any incorrect connectors or any places that need connectors.
  
6. Are the supporting details parallel in each body paragraph? If not, make suggestions for improvement.



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