

Capitalization Rules

These are the most important rules for capitalization in English.
Capitalize the following.

Rule	Example
1. The first word in a sentence	M y best friend is my dog.
2. The pronoun I	He and I never argue.
3. Abbreviations and acronyms formed from the first letters of words	USA IBM AIDS UN VW CBS
4. All proper nouns. Proper nouns include	
a. Names of deities	G od A llah S hiva
b. Names of people and their titles	M r. and M rs. J ohn S mith P resident G eorge W ashington
BUT NOT a title without a name	my math professor, the former prime minister
Note : Some writers capitalize titles such as president and prime minister when they clearly refer to one person	The president (or President) will speak to the nation on television tonight.
c. Names of specific groups of people (nationalities, races, and ethnic groups), languages, and religions	A sian J apanese M uslim C aucasian I ndian H ispanic
d. Names of specific places on a map	N ew Y ork C ity N orth P ole I ndian O cean M ain S treet
e. Names of specific geographic areas	the M iddle E ast E astern E urope
BUT NOT the names of compass directions	Drive east for two blocks, and then turn south.

f. Names of days, months, and special days	Monday	Independence Day
	January	Ramadan
BUT NOT the names of the seasons	spring, summer, fall (autumn), winter	
g. Names of specific structures such as buildings, bridges, dams, monuments	Golden Gate Bridge	Aswan High Dam
	the White House	Taj Mahai
h. Names of specific organizations (government agencies, businesses, schools, clubs, teams)	State Department	Bank of Canada
	Harvard University	New York Yankees
	French Students Club	Red Cross
i. Names of school subjects with course numbers	Business Administration 312	
	Chemistry 101	
BUT NOT names of classes without numbers, except languages	chemistry	French literature
j. First, last, and all important words in the books, magazines, newspapers, plays, films, stories, songs, paintings, statues, television program	War and Peace	The Three Little Pigs
	Toronto Star	Paris Match
	Jingle Bells	Indiana Jones and The Temple of Doom
Note : Italicize (or underline) titles of books, magazines, newspapers, plays, and films.		

PRACTICE 1

Capitalization

A. In the following sentences, change small letters to capital letters where necessary.

F I E F F

1. *f*arnaz is a student from *i*ran. She speaks *e*nglish, *f*rench, and *f*arsi.

2. her major is business.
3. thanksgiving is a holiday in both Canada and the united states, but it is celebrated on different days in the two countries.
4. it is celebrated on the fourth thursday in November in the united states and on the second monday in october in canada.
5. istanbul is a seaport city in turkey.
6. greenhills college is located in boston, massachusetts.
7. i am taking four classes this semester: American history, sociology 32, economics 40, and a computer science course.
8. i read a good book last weekend by ernest hemingway called the old man and the sea.
9. my roommate is from the south, so she speaks english with a southern accent.
10. the two main religions in japan are buddhism and shintoism.

B. Editing Practic In the following paragraph, change small letters to capital letters wherever it is necessary.

a future businessman

i would like to introduce my classmate Roberto sanchez. he is from the beautiful island of puerto rico in the caribbean sea. reberto is twenty – one years old. he was born in san juan, the capital city. his native language is spanish. He studied english in elementary school and in high school, too. reberto comes from a large family. he has three older brothers and two younger sisters. he likes to play the electric bass. he and some friends have a small band. sometimes they play on saturday nights at the fantasia club on fourth street in downtown san jose. baseball is his favorite sport. the san francisco giants are his favorite team. now he is studying english at greenhills college. in september of next year, he will begin to study business and computer science at a university. After graduation, he wants to work for a large tech company such as intel or ibm.

Sentence Structure

MODEL Sentence Structure

A Person Who Has Made a Difference : George Lucas

¹Filmmaker George Lucas has changed the film industry in many ways. ²He has written, directed, and produced some of the best-loved movies of our times. ³He has also made major contributions to modern film technology. ⁴At first, Lucas did not plan to become a filmmaker. ⁵His first dream was to become a race car driver. ⁶After a bad accident, however, he decided to go to college. ⁷In college, Lucas studied movie-making and made a number of student films. ⁸Lucas's third feature film, Star Wars, changed everything. ⁹A seemingly simple story of good versus evil, Star Wars became a huge international hit.¹ ¹⁰The movie used new technologies that revolutionized² the film industry. ¹¹One new technology was a special computer-assisted camera crane.³ ¹²Camera operators filmed most of the space fight scenes from the crane. ¹³Lucas is also responsible for the modern THX sound system, which improves the way a movie sounds in theaters.¹⁴His latest innovation⁴ is the use of digital photography in filmmaking. ¹⁵To sum up, George Lucas's love of storytelling and his technological innovations have transformed⁵ movie-making forever.

Questions on the Model

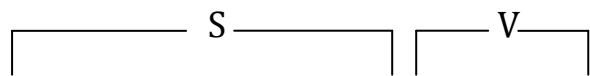
1. In sentence 1, what is the subject? What is the verb? Underline the subject with one line and the verb with two lines.
2. In sentence 7, underline the subject with one line. How many verbs belong to this subject? Underline them with two lines.
3. In the last sentence of the paragraph, underline the verb with two lines. How many subjects are there? Underline them with one line.

Simple Sentences

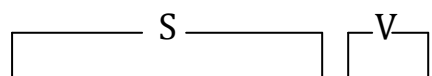
A **sentence** is a group of words that (a) contains at least one subject and one verb and (b) expresses a complete thought.

There are four kinds of sentences in English : **simple sentences, compound sentences, complex sentences, and compound-complex sentences.** First, let's learn about simple sentences.

A **simple sentence** has one subject-verb pair. The subject tells who or what did something. The verb tells the action (jump, work, think) or condition (is, was, seem, appear).



 Filmmaker George Lucas has changed the film industry in many ways.



 One new technology was a special computer-assisted camera crane.

A simple sentence can have one of several possible "formulas," Here are four possibilities. The subject (s) in each sentence are underlined with one line. The verb (s) are underlined with two lines.

- | | Sentence
"formul" |
|---|----------------------|
| 1. <u>The Star Wars movies</u> <u>were</u> international hits. | S V |
| 2. <u>Young people and adults</u> <u>enjoyed</u> them. | S S V |
| 3. <u>The films</u> <u>entertained</u> and <u>thrilled</u> audiences everywhere. | S V V |
| 4. <u>Luke Skywalker</u> and <u>his friends</u> <u>battled</u> evil and <u>made</u>
us laugh at the same time. | S S V V |

Notice that the subject in a simple sentence may have two or more items (sentences 2 and 4). The verb may have two or more items (sentences 3 and 4). These and all simple sentences because there is only one subject-verb pair.

Subject-Verb Agreement

You already know that subjects and verbs agree in number.

My sister **is** married. (*singular*)

My sisters **are** married. (*plural*)

My brother and **are** single. (*plural*)

Subject-verb agreement is sometimes confusing in the following situations.

1. When a sentence begins with the word *there* + the verb *be*, the subject follows the *be* verb. Look ahead to see whether to use a singular or plural verb.

There **is a student** in the hall. (*The verb is is singular to agree with a student.*)

There **are three students** in the hall. (*The verb and is plural to agree with three students.*)

There **was no reason** for his action.

There **were many reasons** for his success.

2. A prepositional phrase (a group of words beginning with a preposition such as *of*, *with*, *in*, *at*, or *on* and ending with a noun or pronoun) can come between a subject and its verb. Prepositional phrases may come after a subject, but *they are not part of the subject*. You should mentally cross them out when you are deciding if the verb should be singular or plural.

One (of my sisters) **is** a singer. (*The subject is one, not sisters.*)

The color (of her eyes) **changes** when she is angry. (*The subject is color, not eyes.*)

Six kinds (of rice) **are** available in the grocery store. (*The subject is kinds. not rice.*)

3. Some words are always singular.

One (of my brothers) **is** a musician.

Neither (of my parents) **is** living.

Much (of my time) **is** spent in the library.

Each (of my brothers) **wants** his own car.

Either (of my sisters) **is** able to baby-sit for you tonight.

Nothing ever **happens** in my life.

Is anyone home?

4. A few words are always plural.

Both (of my parents) **are** teachers.

Several (of the teachers) **speak** my language.

Many (of my friends) **work** in the library.

5. A few words can be either singular or plural. In these cases, you must refer to the noun in the prepositional phrase.

Some (of the money) **was** missing. (*singular*)

Some (of the students) **were** missing. (*plural*)

All (of my time) **is** spent in the library. (*singular*)

All (of my brothers) **are** singers. (*plural*)

Most (of the ice) **was** melted. (*singular*)

Most (of the ice cubes) **were** melted. (*plural*)

A lot (of the work) **was** too easy. (*singular*)

A lot (of the people) **were** angry. (*plural*)

None (of the fruit) **is** fresh. (*singular*)

None (of the apples) **are** fresh. (*plural*)

PRACTICE 2 Identifying Subjects, Verbs, and Prepositional Phrases

Underline the subjects with one line and the verbs with two lines. Put parentheses () around prepositional phrases.

1. My name is Roberto sanchez.
2. I was born (on September 21, 1978,) (in the city) (of San Juan, Puerto Rico.)
3. I am a student at Greenhills College in Boston, Massachusetts.
4. Some of my classes are difficult.
5. Some of the homework is boring.
6. A lot of my classes are in Dante Hall.
7. A lot of my time is spent in the student lounge.
8. My father works in an office.
9. None of my brothers are married.
10. None of the money was stolen.
11. My youngest brother and sister are still in high school.
12. My father understands English but doesn't speak it.
13. In South America, most of the people are Catholic.
14. Neither of my parents has been to the United States.

PRACTICE 3 Subject-Verb Agreement

A. In each sentence, underline the subject with one line and write S above it. Then cross out the incorrect verb form.

- S
↓
1. One of my classmates (is/~~are~~) from my country, El Salvador.
 2. Some of the teachers (speak/~~speaks~~) my language.
 3. Each of the gifts (was/~~were~~) carefully wrapped in gold paper.
 4. One of the words on the test (was/~~were~~) misspelled.
 5. A lot of my classes (was/~~were~~) canceled last week.
 6. A lot of my time (is/~~are~~) spent in the library.
 7. In my country most of the people (want to go/~~wants to go~~) to college.
 8. (~~Do/Does~~) anyone know the correct time?
 9. There (is/~~are~~) several kinds of flowers in the bouquet.

10. There (wasn't/weren't) any electricity in our building last night.
11. The noise from the firecrackers (was/were) loud.

B. Editing Practice Find and correct six errors in subject-verb agreement in the following paragraph.

Young Golf Stars

¹Golf is no longer the sport of rich, middle-aged, white men. ²Young people around the world is taking up¹ the game, and some of them is taking it over.² ³One of the young stars are Sergio Garcia, a fascinating young golfer from Spain. ⁴Sergio was born in 1980 and started playing golf at the age of 3. ⁵He became a professional golfer in 1999 at the age of 19. ⁶Sergio became famous by hitting a golf shot at a target from behind a tree with his eyes closed. ⁷Two other young golf stars are Tiger Woods and Michelle Wie. ⁸Both Tiger and Michelle started playing golf at very young ages, and both has ethnic backgrounds. ⁹Tiger, born in California in 1975, is Thai – African – American – Native – American. ¹⁰Michelle, born in Hawaii in 1989, is Korean – American. ¹¹Each of these two young Americans have shocked the world of golf in different ways. ¹²Tiger shocked everyone by becoming the best golfer in the world while still in his early twenties. ¹³Michelle shocked everyone by competing against me – and beating many of them – at the age of fourteen. ¹⁴It is clear that all three of these young golfers has great futures ahead of them.

Fragments In some languages, you can sometimes leave out the subject in a sentence ; in others, you can sometimes leave out the verb. In English, you must ALWAYS have at least one subject and one verb in every sentence.³ If you leave out either the subject or the verb, your sentence is incomplete. We call an incomplete sentence a **fragment**.

These are fragments. Fragments are sentence errors.

1. Is not easy to get an A in Professor Wilson's class. (There is no subject.)
2. People in New York always in a hurry. (There is no verb.)

To correct Sentence 1 , add a subject :

It is not easy to get an A in Professor Wilson's class.

To correct Sentence 2 , add a verb :

People in New York **are** always in a hurry.

PRACTICE 4 Fragments

A. Step 1 Read each sentence and decide if it is a complete sentence or a fragment. Mark the fragments with an X to show that it is incorrect.

Step 2 Decide what is wrong with each fragment. Is the verb missing? Is the subject missing?

Step 3 Correct each fragment by adding a subject or a verb.

- It is
↓
- X 1. ~~Is~~ very hot today even with the windows open.
2. Jose and Jin the smartest students in the class.
3. They study all the time.
4. The baby finally sleepy.
5. She is closing her eyes.
6. Ms. Woodbury, our grammar teacher, often late on Fridays.
7. Is important for students to get to class on time.

- B. Editing Practice** Find and underline five fragments in the following paragraph. Then correct each one.

My Best Friend

My best friend is Suzanne. We have been friends sine childhood. As children we lived next door to each other in Caracas. Now live in different countries on different continents. She is married to a Venezuelan. Has three children. Her son two years old, and her twin daughters three months old. We haven't seen each other for eight years. We keep in touch by e-mail. Also telephone each other at least once a month

The Writing Process

Very few people pick up a pen or sit down at a computer and produce a perfect piece of writing on the first try. Most writers spend a lot of time thinking before they write and then work through a series of steps while they are composing. The final product is often the result of several careful revisions. It takes patience as well as skill to write well. You should think of writing as a process involving the following steps :

Step One : Prewriting

generating ideas, planning, and organizing your ideas



Step Two : Writing

Using your ideas to write a first draft



Step Three : Revising and Editing

Improving what you have written

In this and the next two chapters, you will learn more about these three steps and practice them.

Step One : Prewriting

For many people, the hardest part of writing is *getting started*. Whether you enjoy writing or not, you will find it easier to write if you do some prewriting exercises to get started. Prewriting is a way to warm up your brain before you write, just as you warm up your car's engine before you drive.

GENERATING IDEAS

Following are several prewriting techniques that writers use to generate ideas. Some of the most popular methods are *brainstorming*, *clustering*, *freewriting*, and *keeping a journal*.

Brainstorming

Brainstorming is a quick way to generate a lot of ideas on a subject. The purpose is to come up with a list of as many ideas as possible without worrying about how you will use them. Your list may include words, phrases, sentences, or even questions. To brainstorm, follow these steps :

1. Begin with a broad topic.
2. Write down as many associations as you can in ten minutes.
3. Add more items to your list by answering the questions *what*, *how*, *when*, *where*, *why*, and *who*.
4. Group to items on the list that go together.
5. Cross out items that do not belong.

Your list may seem very unfocused as you are working on it. But you will later go back and organize the items on your list and decide which ones you want to include in your essay and which you want to discard.

The following is an example of brainstorming on the general subject of superstitions.

TOPIC : SUPERSTITIONS

- | | |
|---|--|
| <i>Friday 13th</i> | <i>eat scrambled eggs for breakfast on day</i> |
| <i>breaking a mirror</i> | <i>of a game</i> |
| <i>always wear pearl necklace for tests</i> | <i>don't walk under ladders</i> |
| <i>look for four-leaf clovers</i> | <i>don't step on cracks</i> |
| <i>don't stay on 13th floor in a hotel</i> | <i>wear green when I fly</i> |
| <i>sit in center of room for tests</i> | <i>use lucky shoelaces in tennis shoes</i> |
| <i>Wear lucky T-shirt for games</i> | <i>switch watch to right wrist for tests</i> |
| <i>Finding a penny</i> | <i>never start a trip on Friday</i> |

In this example, after the author made her list, she read it over, and decided to write an essay that focused on her personal superstitions. She grouped together similar ideas and eliminated items that did not fit in. In the end, she grouped her list into three categories covering superstitions about *school, travel, and sports*

SCHOOL :

- always wear pearl necklace for tests*
- sit in center of room for tests*
- switch watch to right wrist for tests*

TRAVEL :

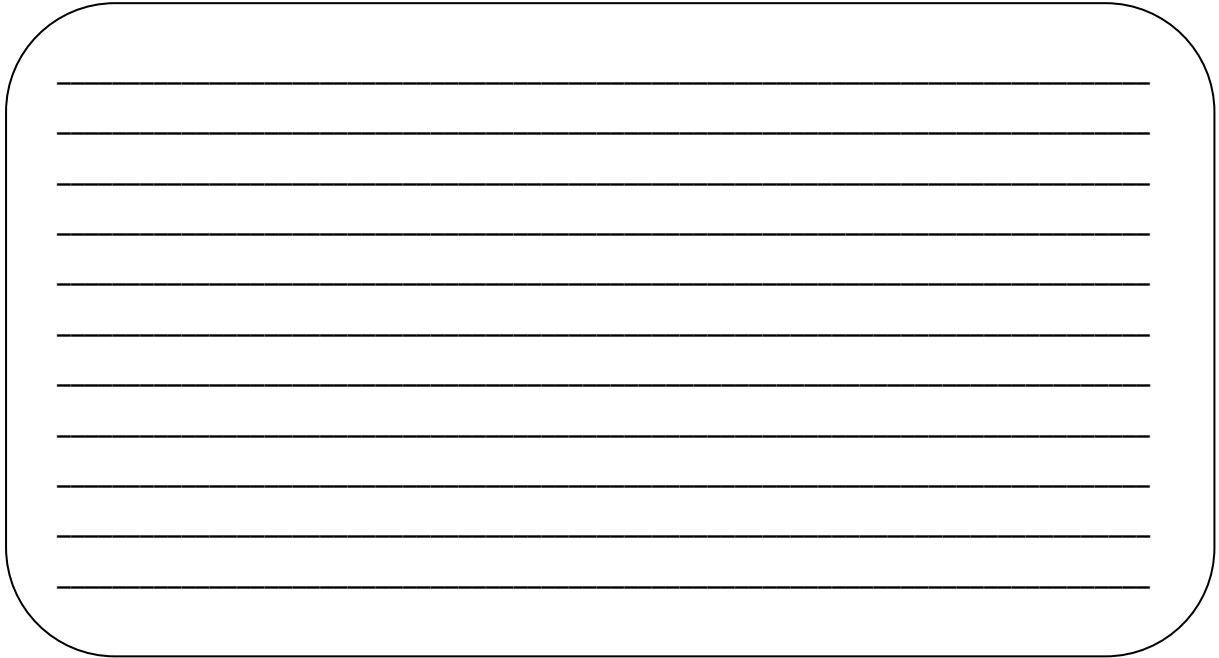
- never start a trip on Friday*
- don't stay on 13th floor in a hotel*
- wear green when I fly*

SPORTS :

- wear lucky T-shirt for games*
- use lucky shoelaces in tennis shoes*
- eat scrambled eggs for breakfast on*
day of a game

Practicing Brainstorming

In the space below, brainstorm a list of ideas for the general topic of *travel*.



A large rounded rectangular box with a black border and rounded corners. Inside the box, there are 12 horizontal lines spaced evenly, providing a space for writing brainstormed ideas.

Now, group similar ideas together and eliminate ones that do not fit in.



A large rounded rectangular box with a black border and rounded corners. Inside the box, there are 12 horizontal lines spaced evenly, providing a space for organizing and eliminating ideas.

Clustering

If you prefer to work with information visually, clustering might be a good technique for you. Clustering is a visual way of generating ideas. It is a technique to show you the connections among your ideas using circles and lines. To cluster, follow these steps :

1. Write your topic in the center of a piece of paper and draw a circle around it.
2. Think about your topic and write ideas that come to mind in circles around the main circle.
3. Connect these ideas to the center circle with a line.
4. Think about each of your new ideas, write more related ideas in circles around them, and connect them to their corresponding ideas with a line.
5. Repeat this process until you run out of ideas.

On the next page is an example of a cluster diagram on the topic of cars. In this example, what topic or topics would the author probably choose to write about? Why?

PLANNING

Part of prewriting is planning and organizing your ideas. Making a simple outline of the ideas you generated from prewriting will help you organize your thoughts as you plan your paragraph. You can use your outline as a guide and refer to it while you are composing.

Here is an example of an outline based on the ideas generated from brainstorming on the topic *superstitions*. Notice that the three headings in this outline are the same three categories determined in the brainstorming exercise.

TOPIC : MY SUPERSTITIONS

1. Superstitions about school

- a. always wear pearl necklace for tests*
- b. sit in center of room for tests*
- c. switch watch to right wrist for tests*

3. Superstitions about sports

- a. wear lucky T-shirt for games*
- b. use lucky shoelaces in tennis shoes*
- c. eat scrambled eggs for breakfast on day of a game*

2. Superstitions about travel

- a. don't stay on 13th floor in a hotel*
- b. never start a trip on Friday*
- c. wear green when I fly*

Making a Simple Outline

A. Prepare an outline based on the groups of similar ideas you created in the brainstorming exercise about travel on page 13.

Topic : Travel

TOPIC SENTENCE	<p>Superstitions affect several aspects of my life. First of all, I have a lot of superstitions about school, especially tests. For example, I always wear the pearl necklace that my grandmother gave me when I have to take a test. I think it brings me good luck, and I am afraid that I will do poorly if I forget to wear it. When I get to school, I always find a seat right in the middle of the room, sit down, and then switch my watch to my right wrist before the test begins. In addition, I am very superstitious about traveling. I will never start a trip on a Friday because I am sure it will bring me bad luck. When I have to stay in a hotel, I refuse to sleep in a room on the 13th floor. For me, 13 is an unlucky number. In addition, I always wear something green, my lucky color, on the first day of a trip. Finally, like many other athletes, I am especially superstitious when it comes to my sport, tennis. When I dress for a match, I always wear the same white T-shirt with my initials on it. I also use the same shoelaces in my sneakers that I have had since I first started playing tennis. As soon as I buy a new pair of sneakers, the first thing I do is replace the laces with my lucky ones. I am also superstitious about my breakfast on the day of a match. I always eat the same thing : eggs and a muffin. All in all, I am superstitious about many aspects of my life.</p>
SUPPORTING SENTENCES	
CONCLUDING SENTENCE	

Notice that this paragraph also contains the following important features :

- The first sentence is indented.
- The first word of every sentence is capitalized.
- Each sentence ends with a period.

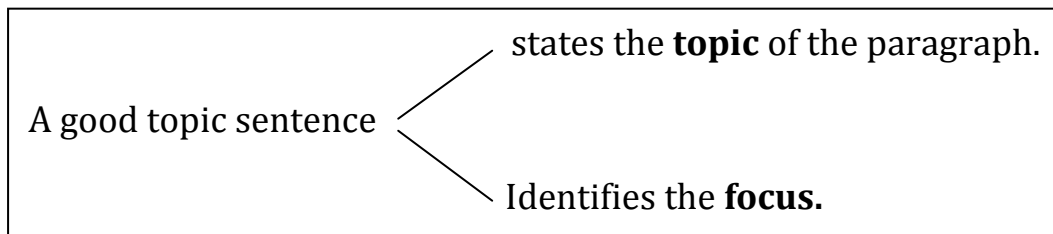
As you draft your paragraph, remember that you need to do several things :

1. State your point in a topic sentence.
2. Support your point.
3. Develop a single focus.
4. Organize sentences logically and add transitions.

State Your Point in a Topic Sentence

When you write a paragraph in English, the most important thing you need to do is to express your main point. This should be written in one clear sentence, *the topic sentence*. The rest of the paragraph must develop and support the point you made in the topic sentence.

The topic sentence is usually the first sentence of a paragraph. It is the most important one in your paragraph because it controls all the other sentences. It states the topic (main idea) and the **focus** (main emphasis) of the paragraph. You can think of the topic sentence as being in control of the whole paragraph. In this way, a topic sentence functions like a traffic sign controlling vehicles on the road. It shows readers which way they are going, just as a traffic sign helps direct drivers.



Look at these these two topic sentences.

A. Nuclear power is our greatest hope for solving the energy crisis.

1. What is the topic of this sentence?

2. What is the focus?

B. Nuclear power is a huge threat to life on the planet.

1. What is the topic of this sentence?

2. What is the focus?

Notice that both sentences have the same topic, but the focus is different.

Analyzing Topic Sentences

For each statement below, underline the topic and draw a circle around the focus.

1. Mahatma Gandhi was an influential leader.
2. E-mail is a great way to stay in touch with your family and friends.
3. The clothes we wear often reflect a lot about our personality.
4. The Japanese subway system is very efficient.
5. Television commercials are often insulting to women.
6. My older brother is a perfectionist.
7. The laws on child abuse should be strictly enforced.
8. Being a twin has both advantages and disadvantages.
9. The new shopping mall has brought many economic benefits to our community.
10. Golf is a difficult sport to master.

A good topic sentence should not be too general or too specific. If a topic sentence is too general, you will not be able to support the topic in one paragraph. If it is too specific, you won't have enough to write about in the rest of the paragraph.

Look at the following topic sentences. One is too general, and the other is too specific.

Swimming is fun.

This statement is too general to be developed adequately into one paragraph. There is too much to say about the topic.

I swim laps for 30 minutes every morning.

This statement is too specific to be developed into a paragraph. There isn't enough to say about the topic.

Now look at this topic sentence. It would be easy to support this sentence in one paragraph. It is not too general or too specific.

Exercising every morning has several positive effects on my health.

Evaluating Topic Sentences

Work with a partner. Read the following statements and put a checkmark next to the three that you think are effective topic sentences. Draw a line through the sentences that are not good topic sentences because they are either too general or too specific. Rewrite those sentences on a separate piece of paper. Discuss the improved topic sentences with you partner.

- _____ 1. My round- trip plane ticket to Ankara, Turkey, cost over \$950.
- _____ 2. The topic of this paragraph is learning new things.
- _____ 3. American music reflects the native music of many of its immigrant groups.
- _____ 4. Everyone needs a hobby.
- _____ 5. American music is the subject of this paragraph.
- _____ 6. The first published collection of African-American music , *Slave Songs of the United States*, appeared in 1867.
- _____ 7. Vacations are expensive.
- _____ 8. Russian is a difficult language to learn.
- _____ 9. Learning how to write in English can be a frustrating experience for many foreign students.
- _____ 10. The Chinese language has ever 50,000 characters.

Writing Topic Sentences

Write a topic sentence for each of the paragraphs below. Be sure that each one states the main point and focus.

Example :

The customs associated with giving gifts vary from country to country.

Whether you are a tourist, a student, or a businessperson, it is important to know the gift-giving customs of the country you are visiting. For example, if you are invited for dinner, flowers are a safe and appreciated gift throughout the world. In much of Europe, however, red roses symbolize romance and would be inappropriate. In Austria and Germany, it is considered bad luck to receive an even number of flowers. If you are in Hong Kong, gifts to avoid are clocks, which symbolize death, and scissors or knives, which indicate the end of the relationship. In Japan, you can impress your hosts by paying attention to the Japanese rules for gift-giving : Always wrap the gift, but not in white paper, as white symbolizes death. In addition, never give four of anything, since the Japanese word for the number four is also the word for death. As in Korea and much of Asia, do not expect your gift to be opened until after you have left. In the Middle East, be careful about admiring on of your host's possessions. He or she my offer it to you and would be insulted if you refused it. No matter where in the world you are, you will feel more comfortable if you take the time to learn some of the local gift-giving customs.

Source : Dos and Taboos Around the World

1. _____

Most often, they keep them for pleasure and companionship. In fact, many people consider their pet to be part of the family. In addition to their value as loved and loving companions, pets serve practical purposes, such as protecting homes and property, destroying insects, and even providing means of transportation. They may also serve as emotional outlets for the elderly or the childless. Recently, the benefit of pet-facilitated psychotherapy has been demonstrated. Finally, some people keep pets for their beauty or rarity or, in the case birds, for their songs.

Source : Encarta

2. _____

For instance, climate affects the kinds of clothes we wear and even the colors we choose to wear. Since it affects the kinds of crops we can grow successfully, it influences our eating habits. Architecture is also affected by climate. Engineers and architects must think about climate when they make decisions about the construction, materials, design, and style of buildings. Even our choice in transportation are determined by the climate in which we live. Climate also plays a big part in economic development. A climate that is too hot, too cold, or too dry makes farming, industry, and transportation difficult and slows down economic development.

3. _____

Symptoms may last for one day or several days and vary greatly in severity. Chronobiologists, scientists who study the effects of time on living things, say that the seriousness of your reaction depends on several factors. One factor is the number of time zones you crossed. Your jet lag will probably be worse if you crossed several time zones. Another factor is whether you flew east to west or west to east. It is easier to adjust after an east-to-west flight. Personality factors also affect how easily you adapt to the new time. For example, “night” people adapt more easily than “morning” people. Extroverts adjust more easily than introverts. Flexible people who don’t mind changes have fewer problems than inflexible people who are rigid and don’t like change. Younger people suffer less than older people. Finally, healthier people usually get over jet lag more easily than people who are sick.

4. _____

For example, hardware stores sold half a million shovels last winter. This was up 75 percent from the year before. Customers also bought 50 million pounds of rock salt, which is used to melt ice. Ice scrapers were another “hot” item. Service stations reported that sales of ice scrapers in December, January, and February equaled sales of the past four years combined. Finally, sales of winter clothes were higher than ever. For example, hat sales were up 13 percent, and retailers sold about 95 million pairs of gloves. Stores that usually sell 150,000 pairs of gloves. Stores that usually sell 150,000 pairs of winter boots sold over 350,000 pairs.

Write several topic sentences on the board to compare and discuss.

Support Your Point

After you have stated your point in the topic sentence, you need to support it with reasons, facts, and examples. As a writer, it is your job to provide enough support to prove the point you made in your topic sentence. Your supporting sentences should be as specific as possible. Supporting sentences that are vague or that merely repeat the point you made in the topic sentence are not effective.

Analyzing Paragraphs for Support

Look at the following two paragraphs. Both begin with the topic sentence *Our family trip to Costa Rica last summer was very exciting, but only one develops it with enough specific support. Choose the paragraph that you think provides enough specific support. Underline examples of specific support.*

Paragraph 1

Our family trip to Costa Rica last summer was very exciting. Every day we saw something new and different. One day we went hiking, which was really an incredible experience. Another day we took a rafting trip down a river. We saw lots of unusual plants and animals that we had never seen before. We did many things that we will never forget. Everyone agreed that this was the best trip we have ever taken.

Paragraph 2

Our family trip to Costa Rica last summer was very exciting. We were there for two weeks, and not a day went by without something unusual happening. On our second day, a boa constrictor swam right in front of us while we were rafting down the Río Claro. Another day, spider monkeys threw branches at us deep in the rain forest. Hiking on the primitive trails in Corcovado National Park, we saw brilliant scarlet macaws and toucans with huge yellow beaks. Whenever we look at the pictures from our trip, we all agree that it was the most exciting one we have ever taken.

Evaluating Support

Read the following sets of paragraphs and answer the questions. Each paragraph begins with a clear topic sentence, but only one paragraph in each set develops the main point with adequate support.

Set 1

Paragraph 1

The repairs on my car were much more expensive than I had anticipated. When I saw the final bill, I was in shock. It was twice as much as I had planned on. I had to pay \$395 to get the brakes repaired and another \$100 to get the wheels aligned. The engine oil change was \$30, and the replacement of the air filter was another \$20.

Paragraph 2

The repairs on my car were much more expensive than I had anticipated. The mechanic did a good job, but I think I was overcharged for everything. I never imagined that the final bill would be so high. In fact, I had to borrow some money from my friend to pay it. The next time my car needs repairs, I'll go to a different garage.

1. Which paragraph provides more specific support?

2. What four supporting details does the author include in the paragraph?

Set 2

Paragraph 1

My chemistry course is very difficult and time consuming. The professor doesn't seem to realize that chemistry isn't the only course we're taking. He gives lots of homework and too much reading. The worst thing is that his lectures are really boring. I'm not interested in chemistry, so I

hate reading the textbook. I know I'm not the only student complaining about this course.

Paragraph 2

My chemistry course is very difficult and time consuming. First of all, we're responsible for two labs every week, which means a minimum of ten hours a week in the lab. To make matters worse, the professor gives at least three tests per month. The questions are very tricky, and we have to memorize long, complicated formulas. Finally, the reading load is also quite heavy – as much as twenty-five pages a night. I often spend all my free time doing the required reading.

1. Which paragraph provides more specific support?

2. What four supporting details does the author include in that paragraph?

Set 3

Paragraph 1

In my opinion, the effects of global warming on the environment could be disastrous. For one thing, deserts will become hotter and drier and continue to expand. Rising seas, caused in part by the melting of half the world's mountain glaciers, will flood low-lying islands and coasts, threatening millions of people. Global warming will change the climate regionally and globally, altering natural vegetation and affecting crop production. Indeed, all kinds of plants and forests, from the tropics to the Arctic tundra, will undergo radical transformation. Finally, higher temperatures could also cause more extreme storms, allowing tropical diseases to invade temperate areas.

Paragraph 2

In my opinion, a warming of the atmosphere would have serious environmental effects. Something needs to be done about this. Once it begins, the trend toward warmer temperatures could be disastrous. It

would speed up the melting of ice caps and raise sea levels. An increase in atmospheric carbon dioxide of 10 percent over the past century has led some authorities to predict a long-term warming of the Earth's climate. This warming could have a severe impact on our environment and the world as we know it. In 1992, over 150 nations signed a treaty to reduce the emission of gases that intensify the greenhouse effect and result in global warming and then in 1997 met in Kyoto, Japan, to discuss it further. Since global warming would probably have a negative effect on our environment. I hope all nations take the treaty seriously.

1. Which paragraph is vague, repetitive, and lacks enough support to prove the point?

2. Which sentences in the paragraph simply restate the topic?

3. Which sentences are true but do not really support the point that global warming could have a profound effect on the environment?

Practice Writing Supporting Sentences

Write three supporting sentences for each of the following topic sentences.

Example :

I am terrible at doing the laundry.

a. I forget to separate the colored clothes from the white ones and sometimes end up with gray underwear.

b. I rarely read the cleaning instructions and have ruined clothes by putting them in the washing machine instead of dry cleaning them.

c. I often shrink my favorite shirts because I leave them in the dryer for too long.

1. I love eating food from different countries.

a.

b.

c.

2. Summer is my favorite season.

a.

b.

c.

3. There is too much violence on television.

a.

b.

c.

4. There are several ways to conserve electricity.

a.

b.

c.

5. It is almost impossible to study in my dormitory.

a.

improve my appearance.

2. After my grandfather moved in with us, I began to realize the benefits of living with an older person. First of all, he had told me a lot of stories about our family history.

_____ Since my grandfather is retired, he has been able to spend a lot of time helping me with my schoolwork.

_____ Most importantly, I've learned to appreciate the special qualities an older person can have.

3. There are many ways to economize on a trip to

_____ and still have a good time. First, you can shop around for the best airfare.

_____ Once you get there, you do not need to stay in the most expensive hotels.

_____ You can also economize on food.

_____ Finally, you should take advantage of all the free cultural and historical offerings.

Develop a Single Focus

In addition to a clear topic sentence and adequate support, a good paragraph must have a single focus. When every sentence contributes to the main idea, the paragraph has a single focus. If a sentence does not relate to the main idea, you should eliminate it.

Analyzing Paragraphs for Single Focus

- A. Read the next two paragraphs. Notice that the first one has a single focus because all the sentences relate to the topic sentence, but the second one includes some information that does not relate to the main idea.**

Paragraph 1

My apartment is in a terrible location. First of all, it is too far way from the important stores and services, It is several miles from a grocery store, bank, post office, library, or pharmacy. To make matters worse, there is no convenient public transportation in my neighborhood. The one bus line near my apartment runs only one bus an hour and has a very limited route. Almost everywhere I need to go involves changing buses and takes a lot of time. In addition, my apartment is in a high-crime area. Gangs of teenagers roam the streets, threatening the neighbors. Last month alone, eight robberies took place on our block. The elderly woman who lives next door had her purse snatched while she was walking her dog. Finally, because my apartment is near an industrial area, the pollution is awful. A nearby chemical plant causes so much smog that it is often hard for me to breathe. I agree with people who say that when you are looking for an apartment, location is everything.

All the sentences in the first paragraph support and develop the single point stated in the topic sentence : “My apartment is in a terrible location.” The paragraph has a single focus.

Paragraph 2

I love the location of my new house. For one thing, it’s a very safe neighborhood, and I’m not afraid to go out alone. There’s almost no crime, and most people don’t even lock their doors. In addition, the neighborhood is in a convenient location. Lots of stores, schools, and restaurants are nearby. Within a few miles, there is also a library, health and fitness center, and movie theater. Most of all, I really like the people who live in this neighborhood. They’re friendly and helpful and seem to want to keep our

community safe and clean. My new house is roomy, comfortable, and sunny, but I need to buy some more furniture.

The focus of this paragraph is expressed in the first sentence : “I love the location of my new house.” Most of the other sentences develop and support this sentence. But the last sentence, “My new house is roomy, comfortable, and sunny, but I need to buy some more furniture” has nothing to do with location. It is not related to the topic. It should NOT be included in this paragraph.

B. The topic of the following paragraph is Boston’s annual New Year’s Eve celebration. As you read it, decide which sentences do not belong in the paragraph because they do not support the topic sentence. Cross out the irrelevant sentences.

Every year on New Year’s Eve, the city of Boston hosts a community celebration called First Night so people can celebrate the new year together. Boston was the first city in the United States to launch a special event to celebrate New Year’s Eve. First Night attracts over 1.5 million people. For the \$20 cost of a First Night button, people gain general admission to many different events. Boston is the higher-education capital of the United States. The two largest universities within the city itself are Boston University and Northeastern University, and in nearby Cambridge are Harvard University and the Massachusetts Institute of Technology. The evening begins with a grand costumed parade around the Boston Common and ends at midnight with fireworks over Boston Harbor. In between, there are more than 250 performances of international music, dance, and theater, as well as puppetry and many films to choose from. Boston is also host to the well-known Boston Marathon, which is run in April. Two hundred cities and towns in the United States, Canada, and Australia have now launched celebrations like the one in Boston for New Year’s Eve.

Which sentences did you cross out? Compare the ones you deleted with those your classmates deleted.

C. Now read the following paragraph and underline the topic sentence. Then decide if any of the sentences are irrelevant and cross them out.

If you suffer from mental or physical stress while flying, you can take several precautions to protect yourself. First of all, you might consider taking a Fearful Flier workshop. The purpose of this workshop is to help replace the myths about flying with facts, such as what makes a plane fly and how crews are trained There are also many interesting workshops you

can take to relieve stress at work. Planning ahead is a second way to cut down on stress. Leave plenty of time for your drive to the airport and have your travel agent make an advance seat assignment for you in a part of the plane you like. Many airports have shops and restaurants where you can spend time between flights. Third, communicate your fears. If the flight crew knows that a passenger is anxious, they will make more of an effort to put you at ease. Another tip is to stay loose, both physically and mentally. Wear loose, comfortable clothing and try to relax. Flex your hands and feet. Get up and walk around. Unfortunately, the food served on many flights is unappetizing. Fifth, don't allow yourself to get bored. Bring along a good book, some magazines, or a lot of absorbing work. Another precaution you can take is to drink plenty of water and fruit juices so that you don't become dehydrated from the pressurized cabin air. Dehydration is one of the most common causes of discomfort among air travelers. Last but not least, keep your ears open by swallowing, chewing gum, or talking.

Source : Car and Travel

Which sentences did you cross out? Compare the ones you deleted with the ones your classmates deleted.

Organize Sentences Logically and Add Transitions

Finally, a good paragraph must be easy to understand. To help readers understand your ideas, you should do two things :

- Arrange the sentences so that the order of ideas makes sense.
- Use transitions to help the reader understand how the ideas in your paragraph are connected.

Organization

The way you arrange your information depends on the kind of paragraph you are writing. For example, if you are telling a story, the logical organization of sentences will be chronological, that is, according to **time order**. If you are describing what your bedroom looks like, you will organize the details according to where they are located. In this case you will use **spatial order**. Finally, if you are discussing example, causes, effects, or reasons, you will probably use **order of importance**. In this type of paragraph, you might begin with the least important item and end with the most important one.

Time Order	Use this method when you are telling a story, describing what happened, giving instructions , or explaining a process.
Spatial Order	Use this method when you are describing what something looks like.
Order of Importance	Use this method to organize ideas, example, and reasons for emphasis. You can order them in various ways ; for example, from least to most important, from general to specific, from most to least familiar, or from simplest to most complex (or the reverse of all of these).

Analyzing Organization

Read the following three paragraphs. Identify the method of organization used in each paragraph : time order, spatial order, or order of importance.

1. My anthropology teacher likes a classroom layout that encourages interaction among students. He sets up the physical space so that it encourages us to interact with each other as much as possible. He likes to have his desk in the center of the room. That means that the students surround him and everyone can always see everyone else. As you walk into the room, the first thing you see is the enormous windows directly opposite the door. If you look to the left, you will see his bulletin boards, which take up the entire back wall of the room. To the right is the computer station with enough computers for ten students. Behind you as you face the windows are the chalkboards. Above the boards, ready to be rolled down whenever we need them, are many different maps of the world. This type of classroom may not work for every teacher, but it works very well for Mr. Carter.

Method of organization : _____

2. Homing pigeons have been known to fly more than 1,600 kilometers in two days. How do they do it? Homing pigeons use a combination of navigational cues to find their way to distant places. One cue they use is the position of the sun. Using the sun as their compass, they compensate for its apparent movement, see both ultraviolet and polarized light, and employ a backup

compass for cloudy days. Another navigational cue homing pigeons use is based on their mental map of the landmarks in their home areas. Even if a pigeon is taken hundreds of kilometers from its loft in total darkness, it will depart almost directly for home when it is released. The most important cue homing pigeons use is the magnetic field of the Earth. Their magnetic compass enables homing pigeons to navigate on cloud and foggy days.

Method of organization : _____

3. The story of the Earth's oceans begins 200 million years ago when the Earth was just a ball of hot rock. At first, its surface was covered with erupting volcanoes, which released huge amounts of gas, including a gas made up of water particles, called water vapor. Eventually the Earth cooled, causing the water vapor to turn back into liquid water and fall from the skies as torrential rain. The rain lasted for thousands and thousands of years. Finally, rainwater filled all the hollows around the Earth's surface, forming oceans and seas. Today, water covers almost three-quarters of the Earth's surface, and over 97 percent of all this water is stored in the Earth's four huge oceans : the Pacific, Atlantic, Indian, and Arctic Oceans.

Method of organization : _____

Transitions

Expressions like *next*, *for example*, and *in back of* are called **transitions**. Transitions are signals that show the connection between one idea and the next. They are important because they guide the reader through a paragraph and make it easy to understand. In this chapter you will learn some transitions for time relationships, spatial relationships, listing additional ideas, and giving examples. In later chapters you will learn other kinds of transitions.

Transition Signals That Indicate Time Relationships

after	eventually	next
as	ever since	recently
as soon as	every year	since
at last	finally	soon afterward
at this point	first	the next day
before	from then on	(week, month, year)
by the time	in between	then
during	later	today
earlier	meanwhile	while

Transition Signals That Indicate Spatial Relationships

above	beside	near
across	between	next to
at the center	in back of	to the left
behind	in front of	to the right
below		

Transition Signals That List Additional Ideas

also	furthermore	next
another reason	in addition	one reason
besides	last	second
finally	last but not least	the most important reason
first of all	most importantly	

Transition Signals That Give Examples

as an illustration	for instance	such as
especially	specifically	to illustrate
for example		

Identifying Transitions

A. Underline the transitions in the following paragraph.

English is only one of the world's 6,800 languages, but it is rapidly becoming a truly international language. First of all, English is the native language of over 400 million people scattered across every continent. In fact, English is used in some way by one out of seven human beings around the globe, making it the most widely spoken language in history. Approximately 50 percent of the world's books are published in English. In addition, three-quarters of all mail, faxes, and electronic messages are written in English. English is also the main language of science, technology, and international business. More than half of all scientific and technical journals are written in English, and over 80 percent of the information stored in computers around the world is in English. Over half of all business deals in Europe are conducted in English, and many more are negotiated in English in other parts of the international business community. Finally, English is the language of sports and entertainment. For example, it is the official language of both the Olympics and the Miss Universe Pageant. English is the language of over 60 percent of the world's radio and TV programs. More than ever before, English is now the most widely used and studied language of the world.

B. Look back at the three paragraphs on pages 35 and 36 and answer the following questions.

1. What kind of transitions were used in the paragraph describing the classroom?

E. On a separate piece of paper, draft the paragraph. Remember to develop each of your supporting points with specific details. Use transitions to help guide your reader from one idea to the next.

Chapter Highlights

Complete the following paragraphs by filling in the blanks. You do not have to use exact words from the chapter as long as the ideas are correct.

There are several things to remember about writing a good paragraph in English. A paragraph is a group of sentences about (1)_____. The most important sentence in a paragraph is the (2)_____. This sentence (3)_____ everything else that goes into your paragraph. All the other sentences (4)_____ by (5)_____. The topic sentence should state the (6)_____ and (7)_____. You will always need to support your topic sentences with (8)_____. In addition to a clear topic sentence and adequate support, a good paragraph must also have a (9)_____ and (10)_____. A paragraph has a single focus if all the supporting details (11)_____ to the topic. A paragraph also needs to be easy to understand. This means it should have a logical organization. Three basic ways to organize information in a paragraph are by (12)_____, (13)_____, and (14)_____. A good paragraph also needs (15)_____ to connect ideas.

Exercise : Practice preparing a story for the essay assignment in this chapter. Choose an event that happened to you that increased your interest in learning about something. List the steps you hope to include in the event, and make notes about one or more conversations that will make your story more memorable. Share your work with a classmate.

Writing Unified Paragraphs

English paragraphs have a characteristic which we refer to as **unity**. This means that they get to the main point quickly and stay with that point throughout the paragraph. English style generally requires the writer to

- make the topic of the paragraph clear very early.
- give only information and examples that are directly related to the topic.
- avoid discussing anything that is not directly related to the topic.

Exercise : Read the following topics. Then determine which sentence cannot be used in the paragraph because it violates the principle of unity.

1. Topic : My father always stressed the importance of education to me.
 - a. He read books to me from the time I was a small child.
 - b. He helped me with my homework every night.
 - c. He worked hard to save money for my college education.
 - d. He encouraged me to get a job in high school so that I could learn the value of hard work.
2. Topic : A teacher I admired got me thinking about going to college.
 - a. She used to connect her lectures to college entrance examination questions.
 - b. Some of my friends and I got some college catalogs to look over.
 - c. She brought a college biology professor in to talk to us about college classes.
 - d. She told us that a degree in biology could lead to medical school and a good career.
3. Topic : I was really worried about how to pay for my college education.
 - a. I found out that a college education would cost me several thousand dollars a year, even at a community college.
 - b. Though both my parents work, they don't earn enough to send their kids to college.

- c. Even if I got a part-time job in high school, I felt like I should use the money I earned to help my family, not to go to college.
 - d. Colleges charge far too much money anyway.
4. Topic : I started looking for ways to finance my education.
- a. I studied really hard so I would do well on the entrance examinations.
 - b. A teacher told me about some books that listed scholarships I could apply for.
 - c. I decided to get a part-time job while I was in high school and probably try to keep it during college.
 - d. After I was accepted, I filled out an application for financial aid.

Grammar You Can Use : Verb Tenses and Time Frames

As you work on your essay about why you want to learn, you will find yourself using a variety of verb tenses : past to tell your story and present and/or future to discuss your plans and present actions. In order to use the tenses successfully, you will need to understand how **time frames** work in English and how the various tenses work to create time frames.

All verb tenses in English belong to one of two time frames : **past** or **present/future**.

<u>PAST TIME FRAME</u> <u>FRAME</u>	<u>PRESENT/FUTURE</u>	<u>TIME</u>
Simple Past (<i>went, saw, looked</i>)	Simple Present (<i>go, sees</i>)	
Past Progressive (<i>was going, were looking</i>)	Present Progressive (<i>is going, am seeing, are looking</i>)	
Past Perfect (<i>had gone, had seen</i>)	Present Perfect (<i>has gone, have seen</i>)	
	Future (<i>will go, is going to go</i>)	

In English writing, there is a strong tendency to maintain time frames by matching verb tenses. A story about something that happened in the past will be told in past tense, even when some of the information is still true today, such as names (*His name was ...*) and

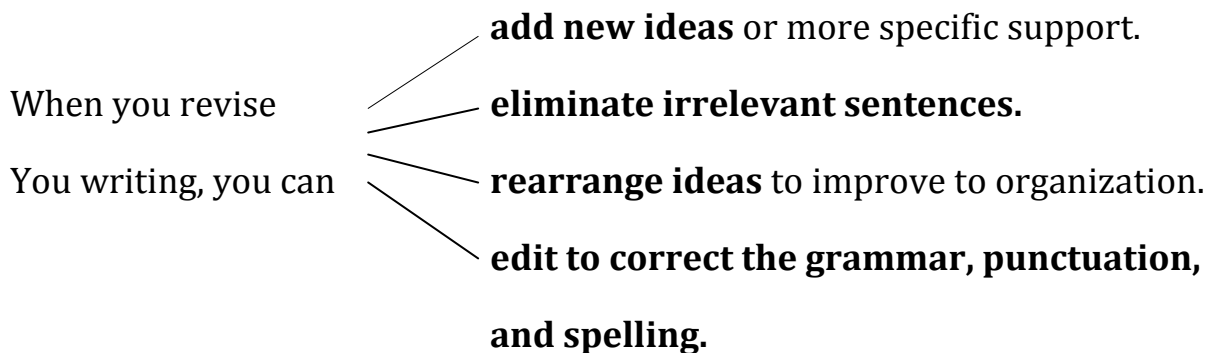
Revising and Editing

It has been said that there is no good writing, only good rewriting. Now that you have practiced the first two steps in the writing process, it is time to turn to the important step of revising and editing.

Step Tree : Revising and Editing

REVISING

Don't forget that writing is a process. A very important part of that process is **revising**. The word *revision* is a combination of the root word *vision* and the prefix *re-* which means "again." When you revise, you "see again." That is, you look at your writing again to see how you can improve it. *Editing* is the final part of the revision step. What kind of changes should you make as you revise?



Remember that it is almost impossible to write a perfect paragraph on your first try. You will need to read over your first draft to look for ways to improve it. First of all, check to see if there is a clear topic sentence. If not, you need to add one. Then, make sure all the sentences relate to the topic stated in the topic sentence. If you find a sentence that does not relate to the topic, delete it. As you read, check the organization. Ask yourself if the sentences are arranged in a logical order. If they are not, you need to rearrange them. Have you included transitional expressions? If not, add

them. Also, make sure you included transitional expressions? If not, add them. Also, make sure you have supported the topic with specific evidence such as details, facts, examples, and reasons. Finally, edit to check the grammar, punctuation, and spelling, and correct any mistakes you find.

Revising Checklist for Paragraphs

1. Is there a clear topic sentence? ___ yes ___ not yet
2. Do all the sentences support the topic sentence? ___ yes ___ not yet
3. Is there enough information to support the topic? ___ yes ___ not yet
4. Are the sentences organized in a logical order? ___ yes ___ not yet
5. Are there transition words to guide the reader
from one idea to the next? ___ yes ___ not yet

If the answer to any of the questions is “not yet,” you need to revise the paragraph.

Read the following paragraphs and identify the problem, or problems, in each one. Use the Revising Checklist above to help you.

1. Ever since I got a part-time job after school, I’ve had trouble managing my time. By the time I get home from work, I don’t have much time to do my schoolwork. I have to rush through my home work, and my assignments are always late. My social life is also suffering. I never seem to have enough time to be with my friends because I’m too busy working. Some of my friends have even stopped inviting me to go out with them. Worst of all, my demanding job leaves me little time for myself. I don’t have time to do the things I really enjoy like reading magazines, taking pictures, and watching movies. Since I have so little time for studying, my grades are falling. Although I need the extra money I make, my job is really eating into my time.

Problem : _____

2. My roommate and I are not very compatible. For one thing, we have different sleeping habits. He likes to stay up late watching TV or listening to music, but I prefer to go to bed early. In addition, he is a

very neat person. He likes the room neat and clean at all times. On the other hand, I am very messy. I never hang up my clothes, and I always have books and papers scattered all over the room. Finally, while my roommate is a very social person, I am quite private. He likes to have his friends in our room and wants our room to be the party place. Luckily, we both like the same kind of music. On the other hand, I need my privacy and think of my room as my own quite space where I can be by myself.

Problem : _____

3. First of all, it is easy to spend more money than I have when I use credit cards. I often charge so much that I can't afford to pay the whole bill when it arrives. Since I can only pay a small amount each month, it's going to take me years to pay off the balance. Another problem I have with credit cards is that it's too easy to buy on impulse. I often end up purchasing things I don't really need or even like that much. I love the new pair of shoes I just charged. The interest rate on many of my cards is very high, and that's also upsetting. Some of my credit cards have a 19 percent interest rate, and the interest charges really add up! Unfortunately, I have ended up with a big debt very quickly. Therefore, I've decided to cut up my credit cards and never use them again.

Problem : _____

EDITING

After you revise your paragraph for content and organization, all you need to do is edit it. **Editing** means looking for and correcting mistakes in grammar, spelling, and punctuation. Finding the mistakes in your paragraph is not always easy, especially if English is not your native language. However, some mistakes are very common, so you should look for them first. The activities below will help you learn to correct some of the most common mistakes that students make.

Agreement of Subjects and Verbs

You already know that every English sentence must have a subject and a verb. In order for a sentence to be grammatically correct, the subject and verb must agree with each other. This means that if the subject is singular, the verb must be singular. If the subject is plural, the verb must be plural.

Example

My friend was late for class.

My friends were late for class.

For subject/verb agreement :

1. Find the main verb in each sentence.
2. Match the verb to its subject.
3. Make sure that the subject and verb agree in number.

Keep the following rules in mind :

- If subjects are joined by *and* , they are considered plural. Use a plural verb.

My friend and I **were** late for class.

- If subjects are joined by *or* or *nor*, the verb should agree with the closer subject.

Use a singular verb if the subject closer to the verb is singular :

Either Jason or Pat **drives** me to school.

Neither Emily nor Ann **plans** to join the tennis club.

Use a plural verb if the subject closer to the verb is plural :

Neither Ann nor her sisters **plan** to join the tennis club.

In the first sentence, Ann is closer to the verb. Because *Ann* is singular, the verb must be singular. In the second sentence, *her sisters* is closer to the verb, so the verb must be plural.

- Make the verb agree with its subject, not with the words that come between the subject and verb :

This now **book** of poems **is** by Pablo Neruda.

The **poems** in this book **are** by Pablo Neruda.

The subject of the first sentence is *book*, which is singular. The subject of the second sentence is *poems*, which is plural.

- Use a singular verb with these pronouns :

anybody	everybody	somebody	nobody
anyone	everyone	someone	no one
anything	everything	something	none
either	one	neither	nothing

Each of the students **is** required to write a five-paragraph essay.
(*Each* is the subject.)

One of the kids **wants** to take a nap. (*One* is the subject.)

Everybody **wants** to start the movie now.

- Use a plural verb with these pronouns :

both	others
few	several
many	

Several of the students **are** required to write a five-paragraph essay.

(*Several* is the subject.)

Others **want** to start the movie later.

- Use a singular verb with expressions of time, money, measurement, weight, and fractions :

Twenty-five dollars **seems** like a reasonable price for this sweater.

Twelve inches **equals** one foot.

Three-fourths is more than one-half.

Practicing Agreement of Subjects and Verbs

Circle the correct verb for each of the following sentences.

1. One of my friends (has/have) a new car.
2. Everyone who works hard in this class (do/does) well.
3. Many of my friends (like/likes) the professor.
4. The instructor (don't/doesn't) give a lot of homework.
5. One of the reasons that I chose to go into medicine (is/are) that I like to work with people.
6. Fifty dollars (is/are) too much to spend on diner at this restaurant.
7. Both Jane and her cousin (go/goes) to the University of Michigan.
8. The book and the movie (has/have)the same ending.

Agreement of Pronouns and Nouns

Remember that a pronoun must refer back to a specific noun. You must use the correct pronoun so your reader knows which noun your pronoun is referring to. A pronoun should agree in number with the noun it refers to. If a pronoun refers to a singular noun, you must use a singular pronoun. If a pronoun refers to a plural noun, you must use a plural pronoun.

When a student eats in the cafeteria, he/she must show a student ID.

When students eat in the cafeteria, they must show a student ID.

For pronoun/noun agreement :

1. Read over your paper, stopping at each pronoun. (Pay special attention to the pronouns *it*, *this*, *they*, and *them*.)
2. Identify the noun that the pronoun replaces. If you can't find the noun, you must add one or change the pronoun to a noun. If you find a noun, make sure it agrees with the pronoun.

As you saw earlier, the following pronouns are singular. Use a singular pronoun when you refer to them.

anybody	everybody	somebody	nobody
anyone	everyone	someone	no one
anything	everything	something	none
either	one	neither	nothing

Practicing Agreement of Pronouns and Nouns

Circle the correct verb for each of the following sentences.

1. Everyone on the team (comes / come) to practice every day.
2. All the team members (has / have) to work hard.
3. Each one of you students (is / are) improving.
4. He said, "Nobody (cares / care) about the game."
5. Someone (is / are) going to pay for this mistake.

Agreement of Possessives and Nouns or Pronouns

Pay special attention to possessives. Just as a pronoun and the noun it refers to must agree, a possessive must agree with the word it refers to. If the word referred to is singular, the possessive adjective or pronoun must be singular. If the word is plural, the possessive adjective or pronoun must be plural.

The little **boy** is holding **his** mother's hand.

The **children** are holding **their** mother's hands.

Each of the girls had **her** own bedroom in the apartment.

Both of our daughters have **their** own cars.

Give it to **Jane**. It's **hers**.

That **book** belongs to me. It's **mine**.

Practicing Agreement of Possessives and Nouns or Pronouns

Circle the correct possessive in each of the following sentences.

1. Both of the students forgot (his / their) notebooks.
2. Neither of my sisters owns (her / their) own house.
3. Matthew likes (his / their) meat cooked well done.
4. The Wexlers send (his / their) children to private school.
5. One of the women has retired from (her / their) job.
6. This isn't Connie's jacket. It's (my / mine).

Sentence Fragments

Every English sentence must have a subject and a verb. It must also express a complete sentence can stand alone. That is, it makes sense by itself. If a sentence lacks either a subject or a verb or is not a complete thought, it is called a **sentence fragment**.

There are three main kinds of fragments :

1. No Subject

Fragment : Did very well on her math exam.

Complete Sentence : Georgette did very well on her math exam.

2. No Verb

Fragment : Both Alexander and his younger sister Lisa.

Complete Sentence : Both Alexander and his younger sister Lisa enjoy tennis.

3. No Independent Clause/Incomplete Thought

Fragment : Before I went to college.

Complete Sentence : Before I went to college, I worked part time at a bank.

A dependent clause is often confused with a complete sentence because it contains a subject and a verb. However, it is not a complete thought.

after	even though	unless	wherever
although	if	until	which
as	in spite of	whatever	while
because	since	when	who
before	so that	whenever	whom
despite	that	where	whose
even if	though	whereas	

A dependent clause must be attached to an independent clause to form a complete sentence with a complete thought. Following is a list of the common words that are used to begin dependent clauses :

Read the following example :

Because the meteorologist predicted rain.

Although this clause has a subject and verb, it is not a complete sentence. It does not make sense by itself.

There are two possible ways to correct this mistake :

1. Make the dependent clause a complete sentence by removing the word *Because*.

Sentence fragment : Because the meteorologist predicted rain.

Complete sentence : The meteorologist predicted rain.

2. Attach the dependent clause to an independent clause.

Sentence fragment : Because the meteorologist predicted rain.

Complete sentence : Because the meteorologist predicted rain, I took my umbrella with me.

Correcting Sentence Fragments

A. Write C in front of each complete sentence. Write F in front of each *sentence fragment*. Then rewrite the fragments so that they are complete sentences.

Example :

 F Works out in the gym every day.

 My father works out in the gym every day.

 1. I love visiting Monet's gardens in Giverny because gardening is my hobby.

 2. Hockey a very dangerous sport if you don't have the right equipment.

 3. Because I couldn't understand the homework.

 4. And ran out of gas on the way to work.

 5. Whenever my next-door neighbor has time.

_____ 6. Although she had a bad cold and hadn't slept well for days.

_____ 7. That my friend told me was the best movie he had ever seen.

B. Write a sentence using each of the following words.

1. after

2. although

3. because

4. before

5. if

6. since

7. unless

8. when

9. until

10. despite

Exchange sentences with a classmate. Check your partner's sentences. Are they all complete sentences?

Run-on Sentences

A **run-on sentence** occurs when two complete sentences are written as one sentence.

Example :

Sue loves to cook she is always in the kitchen.

There are three ways to correct this problem :

1. Use punctuation usually a period, to separate the two sentences.

Run-on sentence : Sue loves to cook she is always in the kitchen.

Correct sentences : Sue loves to cook. She is always in the kitchen.

2. Use a coordinating conjunction (*and, but, for, so, or, nor, yet*) to connect the two clauses.

Run-on sentence : The movie was boring we watched it anyway.

Correct sentence : The movie was boring, but we watched it anyway.

3. Use a subordinating conjunction to connect the two clauses.

Run-on sentence : I'm very hungry I didn't eat breakfast.

Correct sentence : I'm very hungry because I didn't eat breakfast.

Correcting Run-on Sentences

Write C in front of each complete sentence. Write R in front of each run-on sentence. Then correct the run-on sentences.

_____ 1. I like my dentist he is very gentle.

_____ 2. My son bought two T-shirts he thought they were so cool.

_____ 3. It was too cold yesterday to ski we stayed in the lodge all day.

_____ 4. When Jerry finishes work, he'll join us at the party.

_____ 5. The Pilgrims first came to Plymouth, Massachusetts, in 1620 they were seeking religious freedom.

_____ 6. If all twenty-five of us agree, it will be a miracle.

_____ 7. Dennis called to say that his computer is making strange noises he thinks it is broken.

_____ 8. They wanted to play golf but we thought it was too hot we all went swimming instead.

_____ 9. There are several ways to get from New York to Philadelphia the most convenient is by train.

_____ 10. I have a very good memory my husband, on the other hand, does not.

Punctuation

Punctuation marks, such as commas, periods, and quotation marks, help readers interpret sentences. They determine how a sentence should be read and understood. Like most languages, English has certain rules of punctuation. The guidelines below will help you master some of the most important ones.

Period

- Use a period at the end of a statement :

Argentina's economy is a mix of agriculture and industry.

- Use a period with most abbreviations :

Mr. A.M.

Mrs. P.M.

apt. assoc.

Inc.

Question Mark

- Use a question mark at the end of a question :

Who is going to drive me to the airport?

Comma

- Use a comma to separate words or phrases in a series :

The sea around Antarctica is home to dolphins, porpoises, whales, seals, and other sea creatures.

- Use a comma to separate independent clauses joined by a coordinating conjunction :

We left in plenty of time, but we still missed the bus.

I worked hard all day, so I went to bed early.

- Use a comma after many introductory phrases or clauses :

Working late into the night, I drank several cups of strong coffee.

Because I was tired, I went to sleep early last night.

- Use a comma before a direct quote :

Christina said, "The train leaves in half an hour."

- Use a comma between the day of the month and the year :

August 15, 1983

- Use a comma to separate cities from states :

Billings, Montana

Tallahassee, Florida

Colon

- Use a colon to introduce a series :

The museum offers daily tours of the following collections :
American, Asian, Classical and European.

- Use a colon to introduce a long or formal quotation :

Writing about his life, British philosopher Bertrand Russell said : “Three passions, simple but overwhelmingly strong, have governed my life : the longing for love, the search for knowledge, and the unbearable pity for the suffering of mankind.”

Note : The first colon is used to introduce the quotation : the second one introduces a series.

- Use a colon to separate hours from minutes :

3 : 15

6 : 45

- Use a colon after the salutation in a formal letter :

Dear Dr. Brody :

Dear Ms. Rosen :

- Use quotation marks to enclose a direct quote :

Jorge said, “I have already finished my homework.”

- Use quotation marks to identify titles of songs, short stories, poems, articles, essays, and chapters from a book. Underline the titles of longer works such as books and newspapers. Underline the titles of paintings and other works of art. (If you are using a computer, the titles of longer works and art should be in italic type.)

My favorite song is “Imagine” by John Lennon.

One of Andrew Wyeth’s best-known paintings is called Christina’s World.

Practicing Punctuation

Punctuate the following sentences.

1. He was born in Portland on April 22 1981
2. How many books have you read lately
3. We will have to leave by 530 PM
4. Dr Anderson has a very full schedule today
5. I just finished reading Hemingway's novel The Old Man and the Sea
6. Most people like chocolate but Jane is allergic to it
7. The restaurant has three specialties grilled steak marinated chicken and fried shrimp
8. In conclusion Mario Vargas Llosa is one of the greatest writers of the twentieth century
9. Marion said I can't go with you because I have too much homework
10. I think that Pablo Neruda's poem If You Forget Me is the most beautiful poem I've ever read

Capitalization

The following rules summarize the main uses of capitalization in English. If you are not sure when to capitalize a word, you should use your dictionary as a reference.

- Capitalize the first word of a sentence :
 Fishing is an important industry in Peru.
- Capitalize names. Capitalize a title that precedes a name :
 Dr. **L**ourie
 Professor **C**antor
 David
- Capitalize the names of racial and ethnic groups :
 African **A**merican
 Asian
 Caucasian

Exception : Do not capitalize the words *black* or *white* when referring to racial groups.

- Capitalize the names of specific geographical locations including countries, states, cities, towns, rivers, streets, and mountains :
 - Paris
 - Juniper Avenue
 - Mount Rushmore
- Capitalize the days of the week, months, and holidays :
 - Tuesday
 - September
 - Christmas
- Capitalize the names of religions :
 - Buddhism
 - Christianity
 - Islarn
- Capitalize nationalities and languages :
 - Japanese
 - Arabic
- Capitalize all words in a title except articles, prepositions, and conjunctions, unless they are the first or the last word in the title :
 - “Give Peace a Chance”
 - Men in Black*
 - Reddy to Write More*

Practicing Capitalization

Capitalize each of the following sentences correctly.

1. my Russian history teacher is very hand some.
2. have you read *romeo and Juliet* in your english literature class yet?
3. i meet with my advisor every tuesday and thursday morning.
4. my sister, ruth, has just returned from a trip to istanbul and athens.
5. shopping is one of the most popular activities of visitors to new york city.

Punctuation and Capitalization Review

Add the correct capitalization and punctuation to the sentences that follow.

1. traffic is causing serious pollution in some cities such as athens
mexico city and los angeles
2. when will professor klein be in his office
3. my favorite poem is fire and ice by robert frost
4. i'll meet you on tuesday afternoon at 430 in front of the library
on liberty street
5. mrs baker is one of the most inspiring speakers i've ever heard
6. the earliest maps anyone knows of were made by Babylonians
and egyptians over 4,000 years ago
7. the himalayas are the world's highest mountains
8. maria asked what time does the movie casablanca start
9. in 1980 the wildlife biologist george shaller began researching
the panda in its natural habitat
10. professor dickens is sick so his tuesday night class will be
canceled

Conquer Confusing Words

Learn the differences in meaning for these commonly confused words :

Accept	Verb, to take willingly (I accept your apology.)
Except	Preposition, to exclude (I want all the books except the green one.)
Advice	Noun, suggestion or recommendation (Please take my advice.)
Advise	Verb, to show the way, to give advice (I advised her to study hard.)
Affect	Verb, to influence (Did that change affect your decision?)
Effect	Noun, a change that occurred as the result of something (I don't like the effect coffee has on me.)

By	Preposition, used to show location (Give me the book that's by the calendar.)
Buy	Verb, to purchase (I will buy you a present at the store.)
It's	Contraction of <i>it is</i> (It's time to go.)
It's	Possessive (The school changed its policy.)
Right	Adjective, correct or proper (I know I'm right about this.)
Write	Verb, to put words on paper (Write your name on this paper.)
Suppose	Verb, to think or guess (I suppose it's all right to lend him money.)
Be supposed to	Verb phrase, should (Are you supposed to drink that?)
Than	Conjunction, used to show comparison (My car is older than yours. / I would rather walk than drive.)
Then	Adverb, after that (He brushed his teeth, and then he went to bed.)
Their	Possessive (They love their new car.)
There	Adverb, shows location (Put the book over there.)
They're	Contraction of <i>they are</i> (They're late for class.)
To	Preposition, in the direction of (He went to the store.)
Too	Adverb, also or to a greater degree (I want to go too. / This tea is too hot to drink.)
Two	Adjective, the number 2 (I saw two movies yesterday.)
Use	Verb, to utilize (I use sugar in my coffee.)
Used	Verb, past tense of <i>use</i> (He used all the soap.)
Be used to	Verb phrase, be accustomed to (I am used to living in a big city.)

Used to	Verb phrase, habitual past (I used to smoke cigarette, but I don't any more.)
Whose	Relative pronoun, shows possession or association, <i>of whom</i> or <i>of which</i> (Whose books are these? / The man whose car was stolen is very angry.)
Who's	Contraction of <i>who is</i> (Who's the boss?)
Your	Personal pronoun, belonging to you (Your dress is very pretty.)
You're	Contraction of <i>you are</i> (You're a very nice person.)

Correcting Words

Work with a partner to write a sentence for each of the commonly confused words on the list. Then exchange your papers with another group and read their sentences. Do you see any mistakes? Correct the sentences where you find mistakes.

Editing Checklist for Essays

1. Is the first sentence of each paragraph indented? ___ yes ___ not yet
2. Do your subjects and verbs agree? ___ yes ___ not yet
3. Do your nouns, pronouns, and possessives agree? ___ yes ___ not yet
4. Are all the sentences complete (no fragments)? ___ yes ___ not yet
5. Have you eliminated run-on sentences? ___ yes ___ not yet
6. Is the punctuation correct in all the sentences? ___ yes ___ not yet
7. Does the first word of each sentence begin with a capital letter? ___ yes ___ not yet
8. Are all your words spelled correctly? ___ yes ___ not yet

If the answer to any of the questions is "not yet," go back and try to improve your paragraph.

Writing and Revising an Article

You are going to write an article for the travel section of a newspaper. The focus of your article will be how to plan a trip that will be economical, educational, and fun.

Prewriting

It is often easier to write after you have talked about the subject with some other people. In small groups, discuss ways to make travel economical, educational, and fun. Write the ideas that your group discusses in the chart below.

ECONOMICAL	EDUCATIONAL	FUN

Now complete the following steps as you draft your article.

1. Group the items on the list that go together.
2. Cross out items that do not belong.
3. On a separate piece of paper, make a simple outline of your paragraph.

Writing

On a separate piece of paper, write the first draft of your article.

Revising and Editing

Ask a classmate to read the first draft of your article and to make suggestions about how to revise it. He/She should use the Revising

Checklist on page 43 and the Editing Checklist on page 56 as guides. Make a final copy of your article and give it to your teacher.

You Be the Editor

There are ten mistakes in the following paragraph. Find and correct them. Then copy the corrected paragraph on a separate piece of paper.

There are a lot of interesting things to see and do in new york city. It is home to over 150 world-class museums. There are art museums, science museums, science museums, photography museums, natural history museums, and even a museum of seaport history. New York is known for their rich variety of theater, music, and dance. From the bright lights of Broadway and the respected stages at Lincoln Center and Carnegie Hall to the high kicks of the Rockettes at Radio City Music Hall and incredible jazz at intimate clubs, there is something for everyone. Many people go to New York. For the wonderful restaurants. There are thousands of restaurants to please every palate and wallet If you are looking for a place to shop. You will find everything you can imagine. With more than 10,000 shops filled with brand names and bargains from around the world, NYC are a shopper's paradise. as for me, people-watching is my favorite New York pastim

Chapter Highlights

Complete the following paragraph by filling in the blanks. You do not have to use exact words from the chapter as long as the ideas are correct.

The last step in the writing process is (1)_____ and (2)_____. When you revise a piece of writing, you look to see how you can (3)_____ it. When you revise your writing, you can (4)_____, (5)_____, and (6)_____. First of all, make sure there is a clear (7)_____. Then check to see if all the supporting sentences (8)_____ to the topic. If you find a sentence that does not

relate to the topic, (9)_____ it. As you read, check the organization. Ask yourself if the sentences are arranged in a (10)_____. Be sure you have included (11)_____ to guide the reader from one idea to the next. It is also important to revise your writing so that you have supported the topic with specific evidence such as (12)_____, (13)_____, (14)_____, and (15)_____. Finally, when you edit your writing, you correct the (16)_____, (17)_____, and (18)_____.

PRACTICE 8 **Apostrophes**

A. Change each item into a possessive phrase containing an apostrophe or an apostrophe + s.

1. the roommate of Joanna _____ Joanna's
 roommate _____
2. the roommate of Carlos

3. the flag of my country

4. the feet of the dancers

5. the school of my child

6. the school of my children

7. the secretary of the boss

8. the shoes of ladies

9. the sweaters of men

10. the films of George Lucas

11. the president of the EU

B. Make a possessive phrase from the two parts of each item. Use an *of* phrase, and apostrophe, or an apostrophe + S.

1. the heart + problem the heart of the problem
2. the heart + Lance Armstrong

3. the color + her dress

4. the desk + teacher

5. the laughter + children

6. the mouths + babies

7. the mouth + river

8. the suitcases + passengers

C. Write eight sentences, using a possessive phrase in each. You may use a possessive phrase from Parts A and B of this practice, or you may use possessive phrases of your own invention.

1. I haven't met Carla's roommate yet.
2. The psychologist immediately understood the heart of the problem.
3. _____
4. _____
5. _____
6. _____
7. _____

Writing Essays

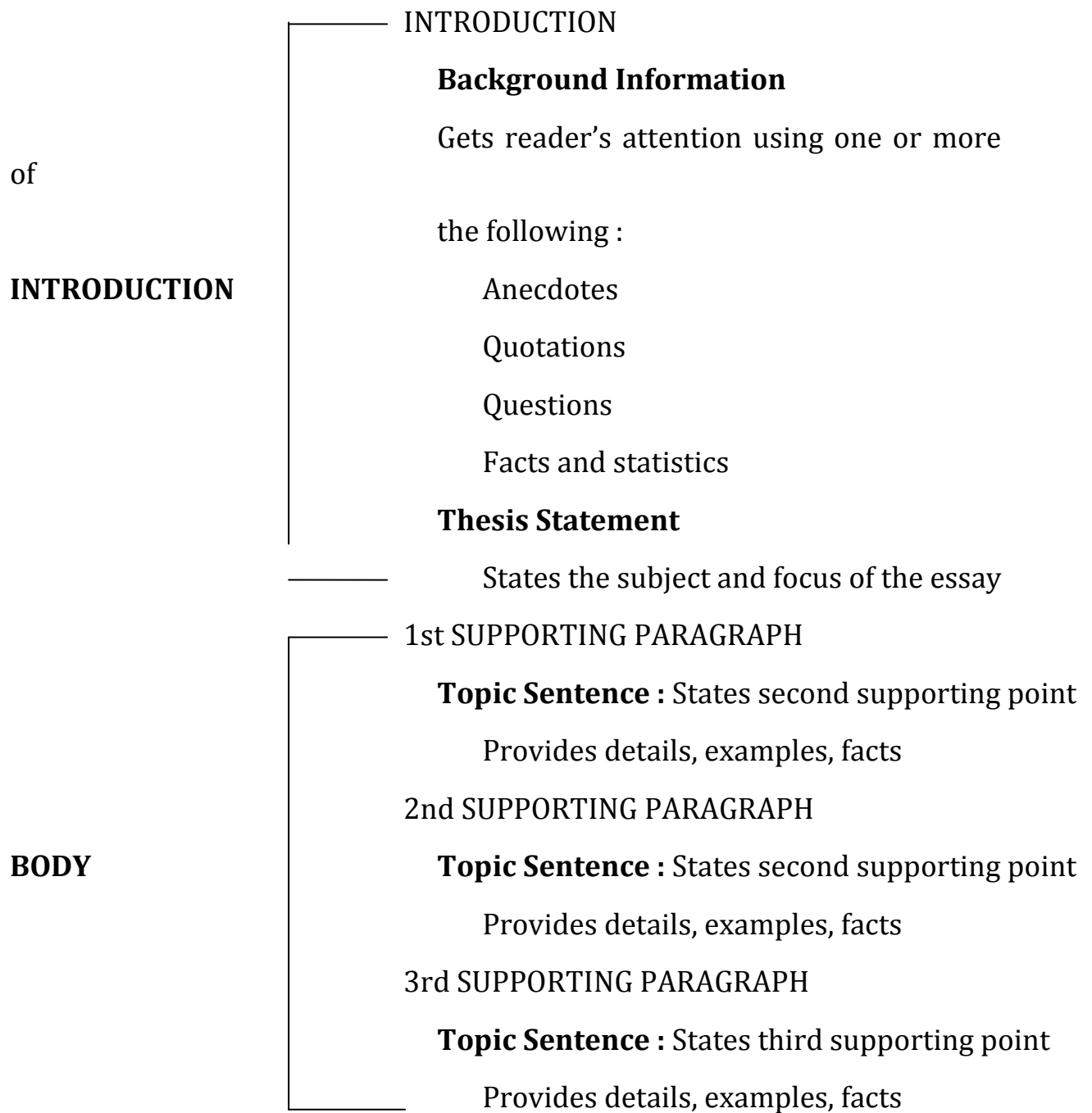
Essay writing builds on many of the skills you have already mastered in learning to write a paragraph. Once you know how to write a paragraph, it is not much more difficult to write an essay ; an essay is just longer. Simply stated, an essay is a group of paragraphs about a specific subject. Like a paragraph, an essay makes and supports one main point. However, the subject of an essay is too complex to be developed in a few sentences. Several paragraphs are needed to support fully the main point of an essay. A typical essay contains five paragraphs, but many other types of essays are longer or shorter, depending on their purpose. In this book, you will learn the formula for a five-paragraph essay.

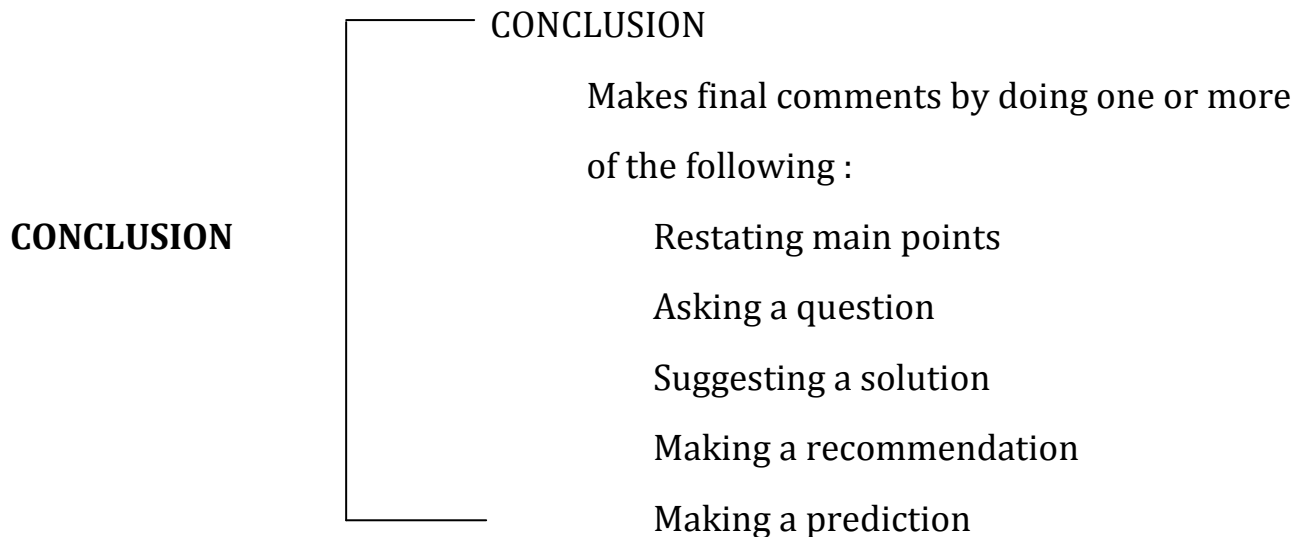
TIP Although many essays do not fit into the five-paragraph formula, most essays follow some pattern of organization. The formula is simply a plan to help you arrange your ideas into a systematic order. It has a recognizable beginning, middle, and end. If you know how to write a typical five-paragraph essay, you will always have something to fall back on.

Parts of an Essay

An essay has three main parts : an **introduction** , several **supporting paragraphs**, and a **conclusion**. The supporting paragraphs are also called the **body**. Each part has its own special purpose. The introduction provides some background information on the subject and states the main idea in a thesis statement. The supporting paragraphs explain and support the main idea. The conclusion summarizes the main points.

BASIC POAN OF A TYPICAL FIVE-PARAGRAPH ESSAY





Read the following five-paragraph essay that a student wrote about the impact of Latin pop music on the United States. Notice that the first line of each new paragraph is indented. After you have read the entire essay, label the parts on the lines provided.

Latin Pop Music Hits the United States

Since the late 1990s, Latin music has exploded onto the U.S. music scene like never before. There has been a steady increase in the record sales of Latin music albums and a remarkable growth in the number of radio stations devoted to Latin music. Musical talents from the Spanish-speaking world have broken the U.S. market wide open. In the process, they have added a little Latin spice and given American musicians some friendly competition. With sales at the top of the charts and Latin music sensations continuing to grow in popularity, Latin music is not just another fad: it is here to stay. Every revolution has its leaders, and the recent Latin invasion as it has been called, certainly has a few pioneering rockers that have helped to set the stage for the Latin pop explosion. Singers such as Gloria Estefan, Ricky Martin, and Shakira have been particularly helpful in bringing Latin beats to U.S. sound waves.

Gloria Estefan was one of the first Latin American artists to successfully incorporate Latin beats and sound with American pop music to produce hit songs across the United States. With her group, The Miami Sound Machine, Estefan began incorporating Cuban sounds into her pop-inspired music early in the 1990s. She quickly gained recognition as a powerful Latin singer whose unique music won the hearts and ears of many American music lovers. Pioneering artists such as Gloria Estefan have paved the way for the Latin superstars who followed. They helped tune the

American ear to Latin music and continue to play an integral role in the developing Latin pop scene.

One of the more recent Latin pop sensations, and quite possibly the most successful, is Puerto Rico native Ricky Martin. Martin's unforgettable performance at the 1999 Grammy awards made the singer one of the most famous pop icons of the late 1990s. Soon after his performance, Martin began grinding out such fiercely Latin-inspired hits as "Living La Vida Loca" and "Shake Your Bon-bon," which earned the singer worldwide respect and helped to secure his role as king of Latin pop music. In this respect, Ricky Martin set the stage for an unmistakable Latin pop sound that quickly dismissed any doubts about the future of Latin pop music all over the Americas.

The latest Latin sensation to arrive on the American pop scene is Colombian singer Shakira. Shakira's long-awaited American debut album, *Laundry Service*, introduced a unique combination of Latin sounds and American pop-rock that has captivated critics and secured her a spot in the American pop scene. Shakira's distinctive style and unmistakable voice have been wholeheartedly embraced by the U.S. public. Her first single, "Wherever Whenever" met great success. Shakira is sure to have no problem challenging the American music industry.

Clearly Latin music has had a growing effect on current pop trends. With Latin vocalists such as Gloria Estefan paving the way and others like Ricky Martin setting the stage for Latin pop music sensations such as Shakira, Latin pop will not be leaving the United States any time soon. In short, if the successes of the later artists are any indication, Latin pop music will continue to grow as a driving force in the American music industry of tomorrow.

THE INTRODUCTION

The introduction is the first paragraph of your essay. It should capture the reader's attention and create a desire to read the rest of the essay. The introduction should start with a general discussion of your subject and lead up to a specific statement of your main idea, or thesis.

The format of an introductory paragraph is different from the format of most other kinds of paragraphs. In introductory paragraphs, the main idea is usually stated in the *last* sentence. This sentence is called the **thesis statement**.

The function of the introduction is

- to capture the reader's interest.
- to provide background information.
- to state the main idea of the essay in a thesis statement.

There are no specific rules for writing an introduction, but there are several techniques.

TIP Many introductions use one or a combination of the following techniques to provide background information and capture the reader's attention.

- **Move from general to specific**
This type of introduction opens with a general statement on the subject that establishes its importance and then leads the reader to the more specific thesis statement.
- **Use an anecdote**
Another way to write an introduction is to relate an interesting story that will interest the reader in the subject. Newspaper and magazine writers frequently use this technique to begin their articles.
- **Use a quotation**
A quotation is an easy way to introduce your topic. You can quote an authority on your subject or use an interesting quotation from an article. You can also be more informal and use a proverb or favorite saying of a friend or relative.

- **Ask a question**

Asking one or more question at the beginning of an essay is a good way to engage readers in the topic right away. They will want to read on in order to find the answers to the questions.

- **Present facts and statistics**

Presenting some interesting facts or statistics establishes credibility.

Analyzing Introductions

Reread the introduction for the Latin music essay on page 61. Notice that the author began with a general statement about Latin pop music and then moved to a more specific statement about it.

Read the following sample introductions. Then, in small groups, identify the technique or techniques used in each one. Remember that authors often use a combination of techniques to write an introduction.

1. Karate, which literally means “the art of empty hands,” is the most widely practiced of all the martial arts. It is primarily a means of self-defense that uses the body as a weapon for striking, kicking, and blocking. Having originated in the ancient Orient, the art of karate is more than 1,000 years old. It developed first as a form of monastic training and later became a method of self-defense. During the seventeenth century, karate became highly developed as an art on the Japanese island of Okinawa. Over the years, this ancient art has gained much popularity, and today karate is practiced throughout the world. More than a method of combat, karate emphasizes self-discipline, positive attitude, and high moral purpose.

Technique(s) _____ :

2. One student looks at his neighbor’s exam paper and quickly copies the answers. Another student finds out the questions on a test before her class takes it and tells her friends. Still another student sneaks a sheet of paper with formulas written on it into the test room. What about you? Would you be tempted to cheat on an exam if you knew you wouldn’t get caught? According to a recent national

survey, 40 percent of American teenagers would cheat under that condition. What is causing this epidemic of cheating in our schools? Most students cheat on tests because they feel pressure to get into a good college, because they want to avoid the hours of studying they need in order to get high grades, or simply because they are not concerned with honesty.

Technique(s) :

3. Homicides cause the deaths of more children in Washington, D.C., than any other single type of injury, including car accident, house fires, or drowning. Unfortunately, this phenomenon is not exclusive to Washington. The overcrowded neighborhoods of many big American cities, such as Detroit, Dallas, St. Louis, Atlanta, and Miami, are all plagued with senseless violent crime. Types of violent crime range from arson and burglary to assault, rape, and murder. The solution to this growing problem is not to build more and bigger prisons, but rather to examine and deal with the causes : easy access to guns, drug use, an overwhelming poverty.

Technique(s) :

4. Misty, a five-month-old German shepherd puppy, goes to the hospital twice a week, but not to see a veterinarian. At this Veteran's Administration hospital, Misty is helping doctors – not the other way around. In what may seem like a role reversal, animals like Misty are visiting the halls of human illness to relieve a type of pain doctors cannot treat. Their therapy is love, both giving it and helping others return it to them. Pets ranging from dogs to tropical fish are showing up as therapists in hospitals, nursing homes, prisons, and other institutions.

Source : Cobblestone

Technique(s) :

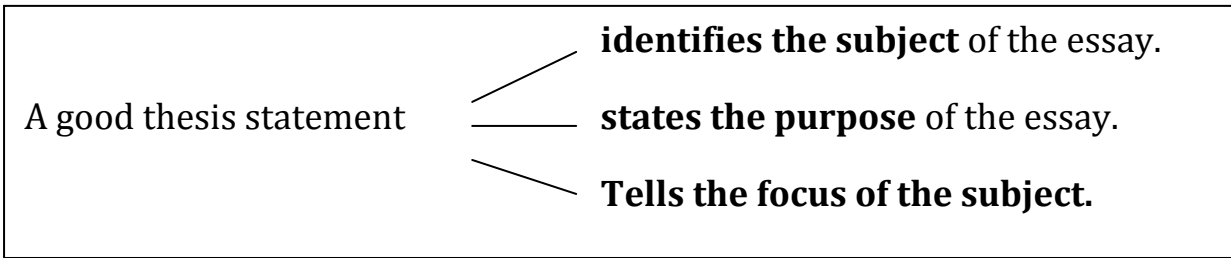
5. It is often said that “Two heads are better than one.” For the past two years, the job of secretary in my office had been shared very successfully by two people. This “job-sharing” arrangement has worked out quite well for all involved. All over the business world, the interest in flexible employment arrangements, like job-sharing, is growing. Employers are beginning to realize that there are many talented people out there who are looking for alternatives to traditional patterns of employment. In a job-sharing arrangement, a full-time job is shared by two people. As an executive in a multinational firm, I feel that job-sharing is one way that organizations can meet the growing diversity of employees’ needs. Not only is job-sharing helpful to employees, it also offers several advantages to employers. With two people working together, tasks tend to be completed more quickly, a wider range of skills is brought to the job, and most importantly, production is increased.

Technique(s) :

Thesis Statements

The thesis statement tells the reader what the essay will be about and what points you will be making in your essay. Your thesis statement should state the subject of the essay, explain the point of view the essay will take, or describe the ideas about your topic that you determined in your outline.

After you have presented some general background information, you need to narrow your focus. This is done in the thesis statement. A thesis statement is similar to a topic sentence. Just as a topic sentence controls the information for a paragraph, a thesis statement controls the information for an entire essay.



Analyzing Thesis Statements

A. Underline the thesis statement in “Latin Pop Music Hits the United States” on page 61 and answer the following questions.

1. Does the thesis statement identify the subject of the essay? _____
2. Does it introduce the aspects of the subject that the essay develops?
What are they?

B. Now look back at the sample introductions on pages 64 and 65 and underline the thesis statement in each one. Write the five thesis statements on the lines below.

1.

2.

3.

4. _____

5. _____

- C. Look through several newspapers and magazines for interesting articles. Cut out three examples of introduction paragraphs and bring them to class. In small groups, discuss what makes each paragraph effective or ineffective as an introduction. What techniques did the writers use?**

THE SUPPORTING PARAGRAPHS (THE BODY)

The body of an essay consists of several supporting paragraphs that support the thesis. Each supporting paragraph develops one point about the subject. Each paragraph begins with a topic sentence that is supported with specific details, facts, and examples.

TIP Each main idea that you wrote down in your outline will become one of the supporting paragraphs. If you had three or four supporting ideas, you will have three or four supporting paragraphs.

Analyzing Supporting Paragraphs

Look again at the essay “Latin Pop Music Hits the United States” on pages 61 and 62.

1. Write the thesis statement here.

2. What is the topic of the first supporting paragraph?

3. What is the topic sentence of that paragraph? What is its main idea?

4. Does it develop the first point mentioned in the thesis statement?

5. What specific details are used for support?

6. What is the topic of the second paragraph?

7. Does the topic sentence of that paragraph state its main idea?

8. What is the second point mentioned in the thesis statement?

9. What specific details support it?

10. What is the topic of the third supporting paragraph?

11. Does the topic sentence of that paragraph state its main idea?

12. What is the third point mentioned in the thesis statement?

13. What specific details support it?

THE CONCLUSION

The final paragraph of your essay is the conclusion. It is the last thing your readers will see, so you want to make it interesting.

The purpose of this last paragraph is to summarize, without using the same words, the main points you have made in your essay. Your concluding paragraph should also leave your reader agreeing, disagreeing, or at least thinking about your thesis. There are several ways you can accomplish this.

TIP There are no specific rules for writing a conclusion, but there are several techniques you can use. Many conclusions use one or a combination of the following techniques to wrap up the essay.

- **Restate your main points**
When you use this method of finishing your essay, you restate the main points you presented in your essay. Make sure that you do not repeat your exact words. Try to figure out a new way to say them.
- **Ask a question**
When you ask a provocative question, it will keep the readers thinking about the topic.
- **Suggest a solution ; make a recommendation or prediction**
Depending on the topic of your essay, the conclusion might be a good place for you to suggest a solution to a problem that you have discussed, or to make a recommendation or a prediction.

Analyzing Conclusions

A. Read the following sample conclusions. In small groups, identify the technique or techniques used in each one.

1. Although John Lennon is no longer with us, his music is still very much a part of people's lives. He was a remarkable individual who spoke in a language that everyone could relate to. During the turbulent 1960s and 1970s, his optimistic message of peace, love, and happiness emerged. Today, perhaps more than ever, people recall the themes of his songs and look to them for answers. In the years to come, I predict that Lennon's message will continue to inspire countless generations.

Technique(s) : _____

2. In conclusion, although sleep research is a relatively new field, it is a topic arousing considerable interest. A decade ago, only a handful of sleep disorder centers existed; however, today there are more than seventy-five. Consequently, scientists are beginning to unlock the mysteries of what Shakespeare called the "chief nourisher in life's feast." Still, there are numerous chapters to be added to the bedtime story. And then problem sleepers will be able to rest easy.

Source : Your Health and Fitness.

Technique(s) : _____

3. During his life, Peter gained a great deal of power and exerted much influence on the course of Russian history. In summary, although he was not always completely successful, he worked very hard to modernize and westernize Russia. Although his actions were not always popular, everything Peter did was in the best interest of his country. By the end of his life, Peter had made significant progress toward achieving his goal of transforming Russia. Therefore, in my opinion, he deserves the name Peter the Great.

Technique(s) : _____

4. Technological improvements by car manufacturers continue at a healthy pace, and it is no coincidence that today's generation of cars is the safest ever. Crash tests demonstrate that many of today's cars earn top ratings for safety. However, real-life use will always demonstrate what we already know : that cars are only as safe as the people driving them.

Technique(s) : _____

5. When Larry Bird retired from basketball, the sport lost one of its brightest stars – not only for the pure skills he brought to the game, but more importantly for the inspiration that he brought to both players and fans. Because of his skills, his work ethic, his value system, and his deep understanding of team dynamics, he will always be known as “Larry Legend.” Will there ever be another one as talented and as selfless as Larry?

Technique(s) : _____

6. As I have shown, low-income senior citizens make up approximately 30 percent of the elderly population. These people are among the most vulnerable members of society because they depend so heavily on government programs for food, shelter, and medical needs. They are the ones who will suffer most severely if the government cuts back on its social programs.

Technique(s) : _____

B. Look through several newspapers and magazines for interesting articles. Cut out three examples of concluding paragraphs and bring them to class. In small groups, discuss what makes each paragraph effective or ineffective as a conclusion. What techniques did the writers use?

Practicing the Writing Process for an Essay

You are going to write a five-paragraph essay about the pressures of being a student. You can decide who your audience is going to be.

Step 1 : Prewriting

Remember that the hardest part of writing is often *getting started*. To generate some ideas, try *brainstorming, clustering, freewriting, or keeping a journal* about the subject : the pressures of being a student. Then look over what you have written and decide on a focus for your essay. For example, are you going to discuss the pressures of being a student in a foreign country or in your native country? Are you going to talk about the pressures of being a high school student, college student, and/or graduate student? Are you going to talk about economic, academic, social, or emotional pressures? It is sometimes difficult to decide which supporting points to use in your essay. Even after you have done some prewriting, you may still need to do more thinking and planning to find a focus if your subject is broad. However, there are a number of common ways to divide a general subject into three parts that you can use for the supporting paragraphs. For example, if your could divide it. You might think about *time* and describe the effects of computers in the past, present, and future. Or you might consider *people* and write about the effects on children, adults, and the elderly. Still another way would be to analyze the economic, educational, and social effects of computers on *society*.

The following chart provides additional suggestions for how to divide a broad subject.

Place	People
a. local	a. students
b. national	b. workers
c. international	c. retired people

Place	People
a. home b. work c. school	d. family e. friends f. co-workers
a. land b. sea c. air	a. children b. adults c. the elderly
Time	Society
a. past b. present c. future	a. economic b. political c. social/educational/religious
a. childhood b. adulthood c. old age	a. business b. science c. the arts

A. For each of the following essay topics, think of three main points that you could develop into an essay. You may use ideas from the chart on page 71 or come up with ideas of your own.

Example :

Topic : The Effects of Pollution

- Main Points :
- a. Land
 - b. Water
 - c. Air

1. Topic : The Benefits of Learning English

- Main Points :
- a. _____
 - b. _____
 - c. _____

2. Topic : The Impact of an Earthquake

- Main Points :
- a. _____
 - b. _____
 - c. _____

3. Topic : The Role of the Media in Our Lives

- Main Points :
- a. _____
 - b. _____
 - c. _____

4. Topic : The Changing Role of Women

- Main Points :
- a. _____
 - b. _____
 - c. _____

5. Topic : The Causes of Illiteracy

- Main Points :
- a. _____
 - b. _____
 - c. _____

PART 2

TYPES OF ESSAYS

Now that you have learned the basic structure of an essay, you will practice writing different types of essays. There are many different kinds of essays. Sometimes your teacher will decide which type of essay you must write. But other times it may be up to you to choose a type of essay you must write. But other times it may be up to you to choose a type of essay that fits your purpose.

Following are some of the basic types of essays and their purposes :

ESSAY TYPE	PURPOSE
Process	to describe the sequence of steps in a procedure
Division and Classification	to describe the logical divisions of a topic or the parts of an object
Causes and Effects	to analyze the causes or effects of a situation
Comparison/Contrast	to show the qualities that are similar or different between two things
Problem/Solution	to describe a problem and evaluate possible solutions

Work with a Partner

With a classmate, discuss which type of essay you would write for each of the following purposes.

- To analyze why a recent presidential campaign was unsuccessful
- To discuss the reasons you chose your current major
- To suggest ways to solve the problem of high unemployment in your country
- To explain how to install a program on your computer
- To describe the types of friends you have
- To evaluate the differences between two treatments for back pain
- To teach your co-workers how to use a new copy machine
- To describe the categories of movie ratings

The chapters in Part 2 will give you practice in writing some of the basic types of essays. In this way, you will learn how using these patterns can help you organize your ideas.

Process Paragraphs

Organization

In a **process paragraph**, you explain how to make or do something, so process paragraphs are also called *how-to paragraphs*. To explain how to do something clearly, break the process down into a series of steps and explain each step.

The model paragraph explains the process of building a campfire. As you read it, count the number of steps. Also, notice the words and phrases that introduce each step.

MODEL process Paragraph

How to Build a One-Match Campfire

¹Building a campfire that you can light with one match is simple if you follow these easy steps. ²The first step is to prepare a safe place for your campfire. ³Clear an area on the ground at least 3 feet wide, and put a circle of stones around it. ⁴Second, gather fuel. ⁵You will need several sizes of fuel : small twigs, medium sticks, and large sticks. ⁶The next step is to build a tepee.¹ ⁷Put a handful! of twigs in a small pile, and use the small sticks to build a small tepee over the pile. ⁸Leave spaces large enough to drop a lighted match through. ⁹Next, build a cabin² around the tepee using the medium sticks. ¹⁰Fifth, place two large pieces of wood on either side of the cabin, and lay two or three long sticks on top to make a loose roof. ¹¹The last step is to light a match and drop it through a space in the tepee. ¹²Soon you will enjoy the warmth of a nice fire, and your friends will admire your skill at lighting a campfire with only one match!

Questions on the Model

1. Underline the topic sentence. What words tell the reader that the paragraph will explain a process?
2. How many steps are there?

3. Does the concluding sentence summarize the steps, or does it restate the topic sentence in different words?

A process paragraph begins with a topic sentence that names the topic and tells the reader to look for a process or procedure. Use words such as *steps*, *procedure*, *directions*, *suggestions*, and *instructions*.

You can teach your dog to fetch¹ in a very short time by following this procedure.

Making a pizza is easy if you follow these instructions.

Follow these steps to throw a Frisbee² accurately.

The supporting sentences are the steps and details about each step.

When your dog brings back the stick, praise him extravagantly.

The first step is to gather the ingredients you will need.

First, grip the edge of the Frisbee with all your fingers wrapped underneath the edge and your thumb along the top.

The concluding sentence can be the last step, or it can give the results.

At the end of the lesson, give your dog a nice treat for a job well done.

Now sit down and enjoy your delicious pizza.

Finally, make sure the Frisbee stays level while you throw.

PRACTICE 1 : Topic Sentences for Process Paragraphs

Work with a partner or with a small group. Write a topic sentence for four of the following topics. You may want to use one of these topics for your paragraph at the end of this chapter.

how to register for classes at your school

how to meet people in a new place

how to get the job of your dreams

how to prepare for a job interview

how to live on a tight budget

how to make ceviche, sushi, satay, egg rolls, dulce de leche, or any dish popular in your culture

how to make a piñata, a confetti egg, a decorated egg, a May basket, a paper flower, or any craft item

how to change the oil in a car, change a flat tire, build a kite, catch a fish or a crab, or any other skill

Time Order

In a process paragraph, you arrange the steps in order by time and use time order signals to guide your reader from step to step.

You are already familiar with time order signals from Chapter 2. Here are others :

Time Order Signals

Sentence Connectors	Others
1. First, (Second, etc.) Then (no comma) Now (no comma) Next, Finally, After that, Meanwhile,	2. The first step ... (no comma) The next step... (no comma) The final step ...(no comma) 3. After five minutes, 4. After you take the pizza out of the oven,
1. First , preheat the oven to 500 degrees Fahrenheit. Then prepare the pizza sauce. 2. The next step is to mix the pizza dough. 3. After five minutes , check the pizza. 4. After you take the pizza out of the oven , cut it into 8 pieces.	

Notice that you can also use time clauses to show time order, as in example 4 above. Learn about time clauses in the Sentence Structure section on pages 99-104 of this chapter.

PRACTICE 2 : Time Order Signals

- A. Turn back to the model on page 95. Draw a circle around all the time order signals you find.
- B. Complete the paragraph with the time order signals and add commas if necessary : Use each signal once. Use these time order signals : *Finally, The third step, To sum up, Second, The first step.*

Choosing Classes

Choosing the right classes each semester can be stressful, but you can reduce your stress by following these steps. (1) _____ is to become familiar with the graduation requirements for your major. Do not depend on others to give you correct information. Instead, study the pages in the college bulletin³ dealing with your major and memorize the requirements. (2) _____ plan, plan, plan. Write out a program for each semester to make sure you have all the courses you need for graduation. Be aware that some classes have prerequisites – classes you must pass before you can register for them. (3) _____ is to talk with as many older students as you can. Ask them which courses are good and which ones are not. Don't waste your time and money on bad classes. (4) _____ register each semester as soon as you can. Waiting even an hour may mean that the classes you want or need are filled. (5) _____ plan ahead to avoid missing any required classes, to avoid bad classes, and to graduate on time.

C. The following sets of sentences are not in correct time order. Number the sentences (1, 2, 3, and so on) in the correct order.

1. **How to Make Ice Cream in a Bag**

- _____ Seal the gallon bag securely.
- _____ Open the bags, grab a spoon, and enjoy your ice cream!
- _____ Gently rock the gallon bag from side to side for ten to fifteen minutes or until the contents of the quart bag have turned into ice cream.
- 2 _____ Put $\frac{1}{2}$ cup of heavy cream, $\frac{1}{2}$ cup of milk, $\frac{1}{4}$ cup of sugar, and $\frac{1}{4}$ teaspoon of vanilla into a quart-size sealable plastic bag.
- _____ Close the quart-size bag and seal it tightly.
- _____ Put 2 cups of ice and $\frac{1}{2}$ to $\frac{3}{4}$ cup of salt into a gallon-size sealable plastic bag.
- _____ Surprise your friends on your next camping trip by making ice cream in a plastic bag.
- _____ Place the sealed quart bag inside the gallon bag of ice and salt.

2. **How to Find a Book in the Library**

- _____ Find the computers that contain the library's catalogs.
- _____ Locate the books on the library shelves by their call numbers.
- _____ Be prepared to show your library card at the checkout desk.
- _____ In the age of computers, finding a book in a library has become very easy.
- _____ In the book catalog, type the topic you are seeking information about in the space labeled "Subject."
- _____ There are two catalogs : one for books and one for periodicals (magazines, newspapers, and so on).
- _____ Write down the title and call number of each book that you

Want.

_____ Scroll through the entries for the books that are displayed on the computer screen, and determine which ones seem the most relevant.

_____ Take the books to the checkout desk.

Try It Out!

Write each group of sentences from the preceding exercise as a paragraph. Make your paragraphs flow smoothly by adding time order signal words or phrases at the beginning of some of the sentences.

Sentence Structure

MODEL :

Clauses and Complex Sentences

How to Give the Cat a Pill

¹Giving a pill to a cat is a process that requires creativity and determination.¹ ²The first step is to pick the cat up and hold it in your left arm like a baby. ³With your left thumb and forefinger,² gently squeeze the cat's cheeks open. ⁴As soon as the cat opens its mouth, put in the pill. ⁵Allow the cat to close its mouth and swallow. ⁶Next, retrieve³ the pill from the floor and the cat from behind the sofa. ⁷The second step is to repeat the first step. ⁸This time, however, hold the cat's mouth closed while you count to ten. ⁹Then retrieve the pill from the goldfish bowl and the cat from behind the washing machine. ¹⁰The third step is to call a neighbor for help. ¹¹When the neighbor arrives, ask him to hold the cat's body firmly between his knees and its head between his hands. ¹²Then force open the cat's mouth with a wooden stick and push in the pill. ¹³After that, retrieve the cat from the curtain rod, make a note to repair the curtains, and bandage your neighbor's hands. ¹⁴Now get a new pill for a final attempt. ¹⁵Tie the cat's four paws⁴ together with strong rope, and tie the cat securely to the leg of the dining table. ¹⁶After you put on heavy-duty gloves, hide the pill in a large piece of fish, push it into the cat's mouth, and pour in a quart of water to wash it all down. ¹⁷On your way home from the emergency room (where the doctor sewed up your bleeding arm), order a new dining table and call the SPCA⁵ to come get the cat.

Questions on the Model

1. Look at sentence 3. What is the verb? What kind of sentence is it – simple or compound? (*Note* : This sentence is a command. In commands, we understand that the subject is *you*, but *you* is not expressed.)
2. Find other simple sentences that are commands. How many can you find?

3. Look at sentence 8. How many SV combinations does it contain? What word connects them?

Descriptive Paragraphs

Organization

Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind.

A description usually follows a pattern of organization that we call **spatial order**. Spatial order is the arrangement of things in space. As you read the model paragraph, notice how the description moves from the bottom of the stairway to the top. Also notice how the description of the woman moves from far away to near.

MODEL : Descriptive Paragraph

The Stairway

¹When I was two or three years old, I lived in a house that had a strange atmosphere. ²I do not remember anything about the house except the stairway. ³It was dark, squeaking, and quite narrow, and its steps were a little high for me to climb up. ⁴From the bottom of the stairway, it seemed like an endless climb to the top. ⁵Beyond the darkness at the top of the stairway, there was an elegant, middle-aged lady leaning against the wall. ⁶I had to pass her every time I went to my room, for my room was the first room beyond the stairs on the second floor. ⁷The lady wore a beautiful dress with a quiet pattern and a tinge² of blue, and her peaceful eyes stared at me every time I went up the stairs. ⁸As I carefully climbed up the last step, her eyes became fixed³ on me. ⁹She didn't talk, nor did she move. ¹⁰She just stood there and watched me clamber⁴ up the stairs. ¹¹One day I touched her, but she did not react. ¹²Her face did not change expression, nor did she even

blink. ¹³She just kept staring at me with her glittering⁵ eyes. ¹⁴Later, we moved out of the house, and I never saw her again. ¹⁵Now I know that the lady was a mannequin.⁶ ¹⁶My aunt, who lived in the house, used it for her dressmaking class. ¹⁷I did not know my mother. ¹⁸Maybe I imagined that the mannequin standing at the top of the stairs was my mother. ¹⁹The stairway with the strange atmosphere has an important place in my earliest memories.

Questions on the Model

1. What does the writer say about the atmosphere of the house in the first sentence?
2. How does the writer describe the stairway? Underline the words that describe it.
3. When the writer first describes the woman, is he looking up at her or down at her? What does he describe about her first? What does he describe last?

Spatial Order

Just as an artist plans where to place each object in a painting, a writer plans where to put each object in a word picture. In a **description**. Writers often use **spatial order** to organize their ideas. Spatial order is the arrangement of items in order by space.

For example, when describing your favorite room at home, you could first describe things on the left side of the doorway and then move clockwise around to the right side. You could also start on the right and move counterclockwise around to the left.

The model paragraph “The Stairway” uses spatial organization. In describing the stairway. The writer shows that as a little boy, his first view was from the bottom looking up at the mannequin. Then he climbs up the stairway. The spatial organization is from bottom to top. When he describes the mannequin, he first gives an overall impression (the way she was leaning against the wall and what her dress looked like). Then he focuses on her face and

finally on her unblinking eyes. The spatial organization is from far to near.

It does not usually matter whether the spatial organization is left to right, right to left, near to far, far to near, outside, inside, top to bottom, or bottom to top. It is only helpful to use some kind of spatial order when you write a description.

Spatial Order Signals

Just as there are words and phrases to show time order, there are words and phrases to show spatial organization. They are often prepositional phrases of location or position. Notice the kinds of expressions used to show time order.

Spatial Order Signals	
at the top of	next to
in the center	between
on the left	behind
in front of	in back of
in the front of	in the back of
inside	across
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

PRACTICE 1 : Spatial Order Signals

Find and underline the spatial order words and phrases used in the model paragraph “The Stairway” on page 61. Add them to the Spatial Order Signals chart.

Topic Sentences for Descriptive Paragraphs

The topic sentence of a descriptive paragraph should name the topic. The controlling idea should give the overall impression of the place you are describing. In the model paragraph, the topic is the house that the writer lived in as a child. The controlling idea is

that it had a strange atmosphere. Each of the following sentences also states a topic and a controlling idea.

My bedroom at home is my refuge from the outside world.

The campus of our school is like a small city.

The cafeteria at lunchtime is the school's social center.

PRACTICE 2 : Spatial Order Organization and Details

A. Work with a classmate, a small group, or the whole class. Read the following topic sentences for descriptive paragraphs. Then discuss with your partner or group some possible details to describe the place. Next, decide on the best kind of spatial order to use in the description : right to left, left to right, top to bottom, far to near, out side to inside, and so on. Finally, write your details in spatial order on the lines.

1. After my sister spends two hours getting ready to go out, her room looks as if it had been hit by a magnitude 8.5 earthquake.

a. From the doorway, you see nothing but a mountain of clothes all over the floor.

b. _____

c. _____

2. The park near my house is full of activity on a sunny weekend afternoon.

a. _____

b. _____

c. _____

3. My uncle’s workshop is a model of neatness and organization.

a. _____

b. _____

c. _____

B. In the space below, draw a map of your neighborhood or a floor plan of your house, apartment, or bedroom. Then describe it to a classmate, using spatial order to organize your description and spatial order signals. If you like challenges, don’t show the map/floor plan to your classmate, and see how accurately he or she can draw it from your description!

Try It Out!

Choose one of the items from Practice 2A or 2B and write a paragraph. Use spatial organization and spatial order signals to describe the place. If you choose to write your paragraph about 2B, be sure to begin with a topic sentence that gives a general impression.

Supporting Sentences for Descriptive Paragraphs

As you know, supporting sentences are the “meat” of a paragraph. They not only provide the details that prove the truth of your topic sentence, but they also make your writing rich and interesting. In a descriptive paragraph, the more details you include, the more clearly your reader will imagine what you are describing. Your details should appeal to the five senses. They should tell your reader how something looks, smells, sounds, feels, and tastes. Write about colors, sizes, shapes, odors, noises, and textures.

As you read the following model, underline the descriptive details that appeal to the senses. Look for colors, sounds, and textures.

MODEL : Descriptive Details

My Banana Garden¹

¹Behind my childhood home, there is a large piece of land that is surrounded by banana trees growing in wild disorder. ²Crowds of banana trees grow freely everywhere. ³Their green leaves are so thick that sunlight cannot pass through. ⁴Underneath the trees, the ground is so moist that wild mushrooms and plants grow there all year around. ⁵In the center is a wild field where the children of my village often fly kites. ⁶Every evening, just before sunset, some birds arrive to look for a place to rest their tired wings. ⁷They want to land in the dark banana garden, but the banana leaves are too wide to be made into nests. ⁸The birds cry out and then fly away, seeking a better place to nest. ⁹During the rainy season, it rains for days and days, and the banana leaves become glossy and slick. ¹⁰The rain also makes the banana garden produce a very strange melody. ¹¹On rainy days, I used to sit near my window and listen to this wonderful song. ¹²Now, whenever I hear the plop-plop-plop of raindrops on the roof of my small, tidy² apartment in the city, I remember the beautiful, wild banana garden of my childhood.

Questions on the Model

1. Find the topic sentence of this paragraph. What is the topic? The controlling idea?
2. Does the paragraph have a concluding sentence?
3. Circle any spatial order expressions you can find. Add them to the Spatial Order Signals chart on page 62. Is there a spatial order pattern or no pattern?
4. What adjective is repeated four times in the paragraph (in sentences 1, 4, 5, and 12)?

PRACTICE 3 : Descriptive Details

- A. Reread the paragraph “My Banana Garden” and notice the supporting details. Which of the senses does the writer of this paragraph appeal to in his description : sight, smell, sound, touch, and/or taste? List the details in the paragraph that appeal to each sense. (There may not be any details for some of the senses.) In your opinion, do the details support the controlling idea, or not?

Sight	Smell	Sound	Touch	Taste
wild disorder				

- B. Work with a classmate, a small group, or the whole class. Brainstorm together to think of descriptive details for the following topics. List as many sights, smells, sounds, etc., as you can.

1. A storm

Dark, cloudy, dark clouds, howling wind, wet sidewalk, sick streets

2. A subway station (or a bus stop) at rush hour

3. A busy airport terminal

4. The emergency room of a hospital

5. A sunny day at the beach

Paragraph Unity

An important element of a good paragraph is **unity**. When a paragraph has unity, all the supporting sentences discuss only one idea. From beginning to end, each sentence is directly related to the topic. In some languages, it is acceptable to wander away from the topic – to make little side trips to ideas that are somewhat, but not directly, related to the main topic. In English, doing so is not acceptable because it breaks the unity of the paragraph.

PRACTICE 4 : Unity

Find and cross out sentences that are off the topic. Cross out two sentences in paragraph 1 and one sentence in paragraph 2.

1. Havasu Canyon

¹There is a canyon in northern Arizona that is the most beautiful spot on Earth. ²It is called Havasu Canyon, and it is part of the Havasupai tribal reservation.¹ ³It is not easy to get there, for you have to hike down a long, hot trail. ⁴At the end of the trail is Supai Village. ⁵The Havasupai are a tribe of about 650 people. ⁶Their language has been written down only in the past twenty years. ⁷Beyond the village, another trail leads to the top of a steep cliff overlooking Havasu Canyon. ⁸Your first view of the canyon takes your breath away. ⁹Directly in front of you, the trail disappears straight down the 200-foot cliff. ¹⁰On your right, you see a beautiful waterfall. ¹¹Water pours straight down into a bright blue-green pool at the bottom of the canyon. ¹²Directly across the canyon, hundreds of small waterfalls gush from the cliff

face, and little green ferns grow everywhere. ¹³At the bottom, the water cascades² from one turquoise pool into another until it disappears into the trees on the left. ¹⁴As you view this scene, you can only think that Havasu Canyon is truly a magical place.

2. My First Apartment

¹My first apartment was very small. ²It was a studio apartment, so it had only one main room and a bathroom. ³The main room was divided into three areas. ⁴At one end of it was a kitchenette, where I cooked and ate my meals. ⁵My living/sleeping area was at the opposite end. ⁶I had just enough space for a bed, a coffee table, a floor lamp, and a small television. ⁷My study area was against the back wall. ⁸I lived there for two years, but I moved because my landlord raised the rent. ⁹My apartment was so small that I could never invite more than three friends at the same time!

Try It Out!

Write a paragraph describing one of the items in Practice 3B. Begin with a topic sentence that names what you will describe and gives a general impression of it.

The airport terminal is full of people in a hurry.

Focus on using lots of descriptive supporting details to make your word picture lively and interesting.

Topic Suggestions

a place from my childhood

a place that is special to me

the view from my window

my favorite room

an unforgettable scene or view

a scene from a dream

my ideal room or apartment

my neighborhood

Review

These are the important points covered in this chapter :

1. A description is a word picture. It tells the reader how something looks, feels, smells, tastes, and sounds.
 - Use spatial order to organize a description. Spatial order is the arrangement of items in order by space : back to front, left to right, top to bottom, far to near, and so on.
 - Use spatial order expressions to show the order. Examples of spatial order expressions are *on the dashboard of my car*, *in front of the sofa*, and *in the distance*.
2. Unity is an important element of a good paragraph. Unity means that a paragraph discusses one, and only one, main idea.
3. Supporting details are the “meat” of a paragraph. They prove the truth of your topic sentence, and they make your writing rich and interesting.
4. *For* , *yet* , and *nor* are three additional coordinating conjunctions that you can use to make compound sentences.
5. One way to make your writing more interesting is to vary your sentence openings. (Occasionally move a prepositional phrase, however.)
6. Clustering is another prewriting technique you can use to get ideas.

Skill Sharpeners

The following exercises will help you review important skills you learned in prior chapters.

CHAPTER 5 : Logical Division of Ideas

Organization

In this chapter, you will learn how to organize a paragraph using the **logical division of ideas** pattern. In the model paragraph, the writer discusses three reasons she does not own a credit card. As you read the paragraph, notice the word or phrase that signals each reason.

MODEL : Logical Division of Ideas Paragraph

Why I Don't Have a Credit Card

¹There are three reasons I don't have a credit card. ²The first reason is that using a piece of plastic instead of cash makes it too easy for me to buy things I can't afford. ³For instance, last week I saw a \$75.00 pair of pink sandals in my favorite shoe store. ⁴Of course, I don't need pink sandals, nor can I afford them. ⁵With a credit card, however, I would now own those sandals and be worrying about how to pay for them. ⁶The second reason I don't have a credit card is that I would end up in debt¹ like my friend Sara the Shopaholic.² ⁷Sara got a credit card last year, and she already owes \$4,000. ⁸She buys things that she doesn't really need, such as jewelry and designer sunglasses. ⁹Sara makes only minimum payments each month. ¹⁰Her monthly interest charges are more than her payments, so her balance³ never decreases. ¹¹She will be in debt for years. ¹²The third reason I don't have a credit card is the difficulty in understanding the fine print⁴ in the credit card contract. ¹³If don't read the fine print, I can be surprised. ¹⁴For example, some credit card companies will raise my interest rate if I make a payment even one day late. ¹⁵To sum up, credit cards may be a convenience for some people, but for me, they are a plastic ticket to financial disaster.

Questions on the Model

1. How many reasons does the writer give for not having a credit card? Which sentence tells you the number?
2. Circle the words and phrases that signal each new reason.
3. How does the writer support each reason?

Logical Division Of Ideas

Logical division of ideas is a pattern of organization in which you divide a topic into points and discuss each point separately. The model paragraph uses this pattern. You can use logical division to organize many kinds of topics, not just reasons.

Sample Topics

- **reasons** for owning an iPod/cell phone/PDA/small automobile, for exercising/not exercising, for learning English, for IMing instead of making a phone call, for being a vegetarian ...
- **kinds** of teachers/shoppers/drivers/friends/students/teachers/bosses/foods...
- **types** of books/movies/music/TV programs I like/don't like...
- **advantages** of living in a small town/big city/college dormitory, of being an only/the youngest/the oldest child/a twin...
- **disadvantages** of living in a small town/big city/college dormitory, of being an only/the youngest/the oldest child/a twin...
- **qualities** of a good boss/good employee/good friend/teacher/parent/nurse/paramedic/salesperson...

Begin a logical division paragraph with a topic sentence similar to the following.

A good boss has three qualities.

Living in a college dormitory has several advantages.

There are four main styles of Chinese food.

In the supporting sentences, discuss each point one after the other. Introduce each new point with a signal word or phrase such as *The first reason...* , *The second type ...* , *The final advantage ...*, *In addition*, *Furthermore*, *Also*, and *Moreover*.

The first reason I am a vegetarian is that vegetarians are healthier than meat-eaters.

Another quality of a good boss is fairness.

In addition, sharing clothing with a twin saves money.

Support each point with a convincing detail such as an example or a statistic (numbers – costs, amounts, percentages, and so on).

For example, they want to touch and feel fabrics and visualize themselves in clothes.

She buys things that she doesn't really need, such as jewelry and designer sunglasses.

In 2005, there were thirteen major hurricanes in the North Atlantic.

A Big Mac contains 560 calories and 30 grams of fat.

End a logical division paragraph with a concluding sentence similar to one of these.

For all these reasons, living at home is the best choice for me at this time in my life.

To sum up, a champion has to be motivated, disciplined, and talented.

In brief, an effective and grabs your attention and appeals to your emotions.

PRACTICE 1 : Recognizing Logical Division

Look through the paragraphs that are used as examples and practices in this chapter. Find at least three paragraphs that use logical division of ideas as a pattern of organization. *Hint* : Look for signal words and phrases that show divisions of a topic, such as *The first ...* , *Another ...* , and *In addition*.

Try It Out!

Choose one of the sample topics listed on page 78. Use listing, clustering, or freewriting to get ideas about the topic. Find at least three points and one example for each point. Then make an outline.

Coherence

In addition to unity, which you learned about in Chapter 4 , every good paragraph must have **coherence**. A coherent paragraph flows smoothly from beginning to end. A reader can follow your ideas easily because one sentence leads naturally to the next one ; there are no sudden jumps.

There are three main ways to make your paragraph coherent:

1. Use nouns and pronouns consistently throughout a paragraph.
2. Use transition signals to show relationships among ideas.
3. Put your ideas into some kind of logical order, such as logical division of ideas.

Using Nouns and Pronouns Consistently

One way to achieve coherence is to use nouns and pronouns **consistently** throughout a paragraph, that is, continue to use the same nouns and pronouns you start with. For example, if you begin with a plural noun such as *students*, don't change to singular. Also, don't change pronouns; don't switch from *you* to

they or *he* for no reason. Be consistent! If you use the pronoun *you* at the beginning of your paragraph, keep it throughout.

Notice how nouns and pronouns in the following paragraph have been changed to make them consistent

Word Roots

Students know have
 ↑ ↑ ↑
~~A student~~ who ~~knows~~ a few Latin and Greek word roots ~~has~~ an

advantage over ~~a student~~ who ~~doesn't~~ know them. They can
 ↑ ↑
 students don't
 often guess the meaning of unfamiliar words. If, for example,

they
 ↑
~~you~~ know that the Latin word root circum-means "around,"

they
 ↑
~~you~~ can guess the meaning of words such as circumference,

circumvent, circumstance, and circumnavigate when ~~you~~ read
 ↑
 they
 them in a sentence. Similarly, the Greek word word root mon-
 or mono- , which means "one, single, alone," appears in dozens

Students
 ↑
 of English words. ~~A student~~ armed with this knowledge can
 often discover the meanings of new words such as monocle,
 monarchy, monotone, monologue, and monolingual without

They
 ↑
 getting help from a dictionary. ~~You~~ also might be able to figure
 out that a monorail is a train that uses one rail.

Here's a tip to help you use pronouns consistently.

Use a plural noun (*employees*) rather than a singular noun (*an employee*) when writing about a group of people of both sexes. When you need to use pronouns, the plural pronouns *they*, *them*, and *there are* less awkward than the singular phrases *he or she*, *him or her*, and *his or hers*.

- AWKWARD** An employee must wear his or her ID badge at all times.
- BETTER** Employees must wear their ID badges at all times.

PRACTICE 2 : Consistent Pronouns

- A.** Circle the noun that is the topic of the paragraph and all pronouns that refer to it.

Some researchers believe that social animals such as dogs may have a sense of morality. That is, dogs know right from wrong. For example, dogs follow certain rules when they play together, and they exclude dogs that don't follow the rules. Dogs' sense of right and wrong also includes knowing how to behave correctly around humans. For example, they know who the pack leader (that is, the boss) in any family is. They also know that they are not allowed to eat the pack leader's food. If they steal a bite of food from Dad's dinner plate, they slink¹ around the kitchen looking guilty because they know they have broken a rule. Other researchers say that fear of punishment, not guilt, is the reason for dogs' slinking behavior.

- B.** Edit the following paragraphs for consistent nouns and pronouns.

Paragraph 1

A marathon runner must be strong not only in body but also in mind. She or he has to train for years to achieve the necessary endurance to compete in his or her sport. This requires great discipline and self-sacrifice. In addition, marathon runners have to train their minds in order to endure the long hours of solitary running. This, too, requires great discipline. In other words, you must be in

top condition, both mentally and physically, if you want to run in marathons.

Paragraph 2

Physicists are scientists who study the basic laws of nature and apply these laws to improve the world. They are concerned with scientific wonders as large as the universe and as small as an electron. He or she is a problem solver who is curious about the universe and who is interested in what gives it order and meaning.

Paragraph 3

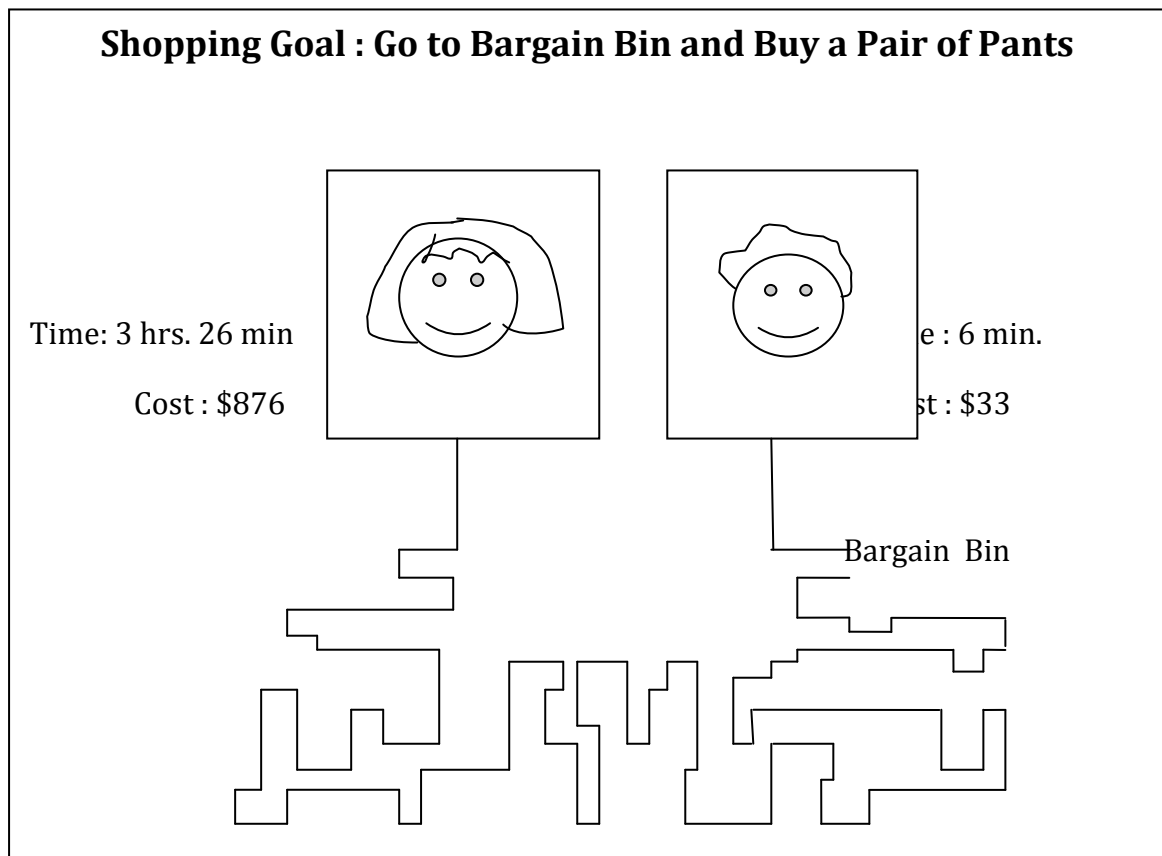
Many students feel that learning to write well is a useless, time-consuming task that has little to do with “real life” – that is, with their future occupations. Although this may be true if he or she plans to become an auto mechanic or a waitress, it is certainly not true if you plan to have a white-collar job.² No matter what profession you enter – business, engineering, education – you will have to write.

Transition Signals

Another way to give a paragraph coherence is to use transition signals. **Transition signals** are words and phrases that connect the idea in one sentence with the idea in another sentence. They are expressions such as *first/second*, *furthermore*, *on the other hand*, *for example*, and *in conclusion*. Transition signals are like traffic signals; they tell your reader when to show down, turn around, and stop. Using transition signals makes your paragraph smoother and helps your reader understand it more easily.

You have already used several transition signals. You practiced using time order signals in Chapter 2 and spatial order signals in Chapter 4. In Chapter 3, you learned the three signals for examples. In this chapter, you will practice using others.

Read and compare the following two paragraphs. Is 1 or 2 easier to understand? Why?



Paragraph 1

Men and Women Shoppers

Store owners who understand the differences between men and women shoppers can use this knowledge to design their stores. Women shoppers use their five senses when they shop. They want to touch and feel fabrics and visualize¹ themselves in clothes. Owners of woman's clothing shops place clothes with lots of frills² and luxury fabrics at the front of the shop. They place items near one another to allow a woman to visualize them together as an outfit. They group clothes not by item but by style – classic or casual, for instance. Men shoppers shop quite differently. Men shop for clothes only when they have to. A man buys a pair of jeans because his old ones have worn out. He probably wants exactly the same jeans. Men want everything in its place so that they can buy what they want and leave. They want all shirts together over here and all pants together over

there. Men's clothing stores are arranged very differently from women's.

Paragraph 2

Men and Women Shoppers

Store owners who understand the differences between men and women shoppers can use this knowledge to design their stores. First of all, women shoppers use their five senses when they shop. For example, they want to touch and feel fabrics and visualize themselves in clothes. Therefore, owners of women's clothing shops place clothes with lots of frills and luxury fabrics at the front of the shop. Furthermore, they place items near one another to allow a woman to visualize them together as an outfit. They also group clothes not by item but by style – classic or casual, for instance. Men shoppers, on the other hand, shop quite differently. Men shop for clothes only when they have to. For instance, a man buys a pair of jeans because his old ones have worn out. He probably wants exactly the same jeans. Moreover, men want everything in its place so that they can buy what they want quickly and leave. They want all shirts together over here and all pants together over there. As a result, men's clothing stores are arranged very differently from women's.

Paragraph 2 is easier to read and understand because the writer has used transition signals. Each transition signal shows the relationship of one idea to the next.

- *First of all* tells you to look for the first main point.
- *For example* tells you to look for an example of the previous point.
- *Therefore* tells you that this is a result.
- *Furthermore* and *moreover* tell you to look for another similar idea.
- *On the other hand* tells you to look for a contrasting or opposite idea.
- *For instance* also tells you to look for an example.

- *As a result* tells you to look for a consequence of the previous point.

Let's review those you know and learn a few new ones. You will also learn new ways to use them.

Sentence Structure

Run- Ons and Comma Splices

In Chapter 1, you learned about a sentence error called a *fragment*, or *incomplete sentence*. In this chapter, you will learn about two sentence errors, **run-ons** and **comma splices**.

Run-ons and comma splices are similar errors. Both happen when you join sentences incorrectly.

A run-on happens when you join two simple sentences without a comma and without a connecting word.

RUN-ON

Men like to shop quickly women like to browse.¹

A comma splice error happens when you join two simple sentences with a comma alone.

COMMA SPLICE

Men like to shop quickly, women like to browse.

There are three easy ways to correct run-on and comma splice errors.²

1. Join the two sentences with a comma and a coordinating conjunction such as *and*, *but*, or *so*.
Men like to shop quickly, but women like to browse.
2. Make two sentences. Separate the two sentences with a period.
Men like to shop quickly. Women like to browse.
3. If you wish to show the relationship between the two sentences, add a sentence connector (and a comma) to the second sentence.

Men like to shop quickly. However, women like to browse.

Correcting run-ons and comma splices is relatively easy. Finding them is often the real challenge. Here are three tips to help you recognize run-ons and comma splices.

1. Check all sentences that have a comma in the middle.

COMMA SPLICE

My best subject is computer science, my worst subject is English.

What is the first subject in this sentence? What verb goes with it? Read further. Is there another subject with its own verb? If the answer is yes, look for a coordinating conjunction. If there is none, then this is a run-on sentence.

CORRECTION

My best subject is computer science. My worst subject is English.

OR

My best subject is computer science, and my worst subject is English.

2. Read a long sentence aloud. Sometimes reading aloud helps you to recognize where a new sentence should begin.

RUN-ON

Advertising is a multibillion-dollar industry in the United States more than \$200 billion is spent on advertising and advertising-related activities each year.

When you read the sentence aloud, do you pause between *United States* and *more*? *More* is the first word of a new sentence.

CORRECTION

Advertising is a multibillion-dollar industry in the United States. More than \$200 billion is spent on advertising and advertising-related activities each year.

3. Look for words like *then*, *also*, and *therefore* in the middle of a sentence. These words are “danger words” because they frequently occur in run-on sentences.

COMMA SPLICE

We drove into the city, then we spent thirty minutes looking for a place to park.

CORRECTION

We drove into the city, and then we spent thirty minutes looking for a place to park.

OR

We drove into the city and spent thirty minutes looking for a place to park.

OR

We drove into the city. Then we spent thirty minutes looking for a place to park.

PRACTICE 4 : Editing for Sentence Errors

- A. Read each sentence and decide if it is a run-on or comma splice or if it is correct. Write ✕ on the line next to the errors. Then correct each sentence that you marked.

 ✕ 1. Alicia and Marta are a lot alike, they both have dark hair and eyes. Alicia and Marta are a lot alike. They both have dark hair and eyes.

 2. Both women are single, but Marta has a boyfriend.

 3. Writing a paragraph is easy it takes practice.

 4. First, you write a topic sentence, then you make an outline of the supporting sentences.

 5. In high school, I never studied, but now I work hard.

-
-
- _____ 6. College is not like high school it is a lot harder.
-
-
- _____ 7. I want to transfer to a four-year college, so I try to get good grades.
-
-
- _____ 8. My parents did not finish high school, I was the first member of my family to graduate.
-
-
- _____ 9. In the old days, people did not have the opportunity to attend school, they had to work to help support the family.
-
-
- _____ 10. Now parents want a better future for their children, they encourage them to go to college and even help them achieve that goal.
-
-

B. Find and circle errors in sentence structure and punctuation in the following paragraph. Look for run-on and comma splice errors. Then correct the errors. (*Note* : There may be more than one way to correct some of the errors.)

Ways of Cooking Rice

¹There are hundreds of different kinds of rice and hundreds of different ways to cook it. ²The kind of rice eaten daily in most Asian countries is sticky rice. ³Asian sticky rice is rinsed, soaked, cooked, and then steamed, the lid remains on the cooking pot during the entire cooking and steaming process. ⁴When the rice is ready to eat, the grains are soft and fluffy, and fluffy, and they stick together. ⁵Asian cooks never stir rice while it is cooking. ⁶Italian cooks, on the other hand, stir the pot constantly when

they make *risotto*.¹ ⁷*Risotto* has a creamy texture, the individual grains have a chewy center. ⁸Persian rice is quite different it has a golden, crunchy crust. ⁹Thai people serve jasmine rice, and people in India enjoy basmati rice, both kinds have a special perfume-like aroma. ¹⁰Indeed, rice is one of the most versatile² foods in the world.

Review

These are the important points covered in this chapter :

1. Logical division of ideas is a pattern of organizing ideas in which you divide a topic into parts and discuss each part separately.
2. A paragraph needs coherence. A coherent paragraph is easy to read because it flows smoothly from beginning to end. Use these three techniques to achieve coherence.
 - Use nouns and pronouns consistently.
 - Use transition signals to show how one idea is related to the next.
 - Put your ideas into some kind of logical order.
3. Run-ons and comma splices are sentence errors in which you join two sentences incorrectly.

Skill Sharpeners

The following exercises will help you review important skills you learned in prior chapters.

EXERCISE 1 : Unity

Read the following paragraph. Find and cross out one sentence that breaks the unity of the paragraph.

Secrets of Good Ads

¹A good ad has three characteristics. ²First of all, a good ad is simple. ³It lets pictures, not words, tell the story. ⁴Of course, all ads need some words, but a good ad has a powerful headline and

only a small amount of text. ⁵Second, a good ad is directed to a particular group of consumers. ⁶For example, ads for face creams are for older women, and ads for motorcycles are for unmarried young men. ⁷Third, a good ad appeals to emotions. ⁸Women in the thirty-to-fifty age group, for instance, want to look and feel younger, so face cream ads tell them that women who use XYZ face cream will look like the twenty-year-old models pictured in the ad. ⁹Teenagers want to feel popular, so ads directed at teens often show a happy, confident-looking group of young people using the product in the ad. ¹⁰Teenagers have a surprising amount of money to spend, so advertisers research teenage fads and fashion. ¹¹In conclusion, good ads are simple, are directed at a specific group, and make an emotional connection.

EXERCISE 2 : Outlining

Outline the paragraph “Secrets of Good Ads.” Omit the sentence you crossed out in the preceding practice.

EXERCISE 3 : Summary Writing

Write a summary of the model paragraph at the beginning of this chapter, “Why I Don’t Have a Credit Card,” on page 77.

Writing Assignment

Use the outline you prepared for the Try It Out! Exercise on page 79 and write a paragraph. Use logical division of ideas as a pattern of organization.

You have already completed Steps 1 and 2 of the writing process.

Step 3 Write a rough draft. Write ROUGH DRAFT at the top of your paper.

- Begin your paragraph with a topic sentence for logical division of ideas similar to the examples on page 78.
- Use examples or other kinds of details to support your points.
- Use transition signals to show the divisions of your topic.
- Pay attention to sentence structure. Write both simple and compound sentences, and punctuate them correctly.

Step 4 Polish the rough draft.

- Exchange papers with a classmate and ask him or her to check your rough draft using Peer-Editing Worksheet 5 on page 206. Then discuss the completed worksheet and decide what changes you should make. Write a second draft.
- Use Self-Editing Worksheet 5 on page 207 to check your second draft for grammar, punctuation, and sentence structure.

Step 5 Write a final copy. Hand in your rough draft, your second draft, your final copy, and the page containing the two editing worksheets. Your teacher may also ask you to hand in your prewriting paper.

CHAPTER 7 : Comparison/Contrast Paragraphs

Organization

Comparison and contrast is a technique that we use every day. For example, we compare and contrast courses and teachers when we decide which classes to take. We compare and contrast products and prices when we shop. An employer compares and contrasts applicants for jobs, and a job applicant compares and contrasts job offers. In college classes, you will often have to compare and contrast. For example, in a history class, you might be asked to compare and contrast two historical figures or two

events. In a literature class, you might have to compare two poems or two characters in a play. Knowing how to write comparison/contrast paragraphs is a very useful skill.

When we compare two (or more) things, we tell what is similar about them. When we contrast things, we tell what is different about them. Usually, the emphasis is on the differences, but sometimes a paragraph describes both similarities and differences. As you read the model paragraphs, decide which one emphasizes differences and which one describes both similarities and differences.

MODELS : Comparison/Contrast Paragraphs

Paragraph 1

Right Brain/Left Brain

¹The left and right sides of your brain process information in different ways. ²The left side is logical, rational, linear, and verbal. ³The right side, on the other hand, processes information intuitively,¹ emotionally, creatively, and visually. ⁴Left brains think in words, whereas right brains think in pictures. ⁵People who depend more on the left side of their brain are list makers and analysts. ⁶They are detailed, careful, and organized. ⁷In contrast, right-brained people are visual, intuitive, and sensual. ⁸When a left-brained person has to make an important decision, he or she makes a mental list of all the factors involved and arrives at a decision, he or she makes a mental list of all the factors involved and arrives at a decision only after careful analysis. ⁹When a right-brained person has to make the same decision, on the other hand, he or she is more likely to base it on intuition and feelings. ¹⁰For example, a left-brained automobile shopper will consider a car's cost, fuel efficiency, and resale value, whereas a right-brained shopper bases a decision on how shiny the chrome is, how soft the seats are, and how smoothly the car drives. ¹¹Of course, no one is 100 percent left-brained or 100 percent right-brained. ¹²Although one side may be stronger, both sides normally work together.

Read the following chart that the personnel manager for a medical laboratory prepared. In the chart, she summarized the qualifications of two applicants for a summer job as a receptionist in a medical laboratory. Then read the memo she wrote to her boss.

Two Job Applicants

	Applicant JZ	Applicant SW
education	high school graduate ; 2 years college;3.4 GPA ¹	high school graduate ; 2 years college; 3.5 GPA
work history	summer job as a file clerk in doctor's office (some patient contact) ; volunteer in retirement home	summer jobs – car wash, pizza delivery, hospital volunteer (library, gift shop, no patient contact)
interview	excellent – friendly, open ; likes to be part of a team.	excellent – friendly, open ; likes to work independently
references check	excellent recommendation from one past employer	Excellent recommendations from all past employers
availability	June 1	June 1

Paragraph 2

Miller Medical Labs

Memorandum

To : Director of Human Resources

From : Barbara Johnson, Interviewer

¹From the fourteen applications received for the job of receptionist, two applicants stand out. ²Following is a summary of their qualifications. ³Educationally, the two applicants are quite similar. ⁴JZ has completed two years of college, just as SW has, and

their grade point averages are approximately equal. ⁵JZ's one past employer was very positive. ⁶Similarly, SW's past employers gave very high recommendations. ⁷Finally, both applicants can start work on the same date (June 1). ⁸There are two differences between the job applicants that may influence the hiring decision. ⁹The first difference is that JZ's job in a medical office included some contact with patients, whereas SW's volunteer work in the library and gift shop of a local hospital included no patient contact. ¹⁰Second, JZ likes to be part of a team, while SW prefers to work independently. ¹¹The hiring decision is difficult because both applicants are equally well qualified. ¹²However, JZ would be the better choice for the receptionist job because of her experience with patient contact and preference for working with other staff. ¹³If there is a future opening for a lab assistant, SW would be an excellent choice for that position.

Questions on the Models

1. Which paragraph discusses both similarities and differences?
2. Which paragraph discusses mostly differences?
3. What is the topic sentence of Paragraph 1?
4. What example does the writer give to illustrate the main point in Paragraph 1?
5. What is the topic sentence of Paragraph 2? (*Hint* : It is not the first sentence.)
6. How many similarities does the writer of Paragraph 2 describe? How many differences?

There are two ways to organize a **comparison/contrast** paragraph. One way is called block organization, and the other way is called point-by-point organization.

Block Organization

In **block organization**, you group all the similarities together in one block and all the differences together in one block. Both model paragraphs use block organization.

all similarities

all differences

Point-by-Point Organization

In **point-by-point organization**, you write about similarities and differences by subtopic. For example, if you are comparing and contrasting several wireless telephone plans, you might compare and contrast them on these subtopics :

cost of telephone

(similarities and differences)

monthly rate

(similarities and differences)

length of contract

(similarities and differences)

reliability of service

If you have a lot to say about each subtopic, you may need to write a separate paragraph for each one.

The pattern of organization you choose depends on your topic. Also, whether you discuss more similarities or more differences (or both) depends on your topic.

A topic sentence for a comparison/contrast paragraph should name the topic and also indicate comparison/contrast organization.

The left and right sides of your brain process information in different ways.

When buying wireless telephone service, you should compare different plans on four points.

A concluding sentence for a comparison/contrast paragraph may repeat the main idea.

The hiring decision is difficult because both applicants are so similar.

A concluding sentence may also make a recommendation.

However, JX would be the better choice for the receptionist job because of her experience with patient contact and preference for working with other staff.

In my opinion, the TeleVox telephone is the best choice for our company.

Try It Out!

Work with a partner or a small group. You are a travel agent, and a client has asked you to help her decide on a vacation destination. She wants to go during the summer, and she is considering Alaska and Hawaii. Both places are popular tourist destinations. You have gathered some information about the two places. You now need to organize this information and prepare a written report.

Step 1 Study the list of information about Alaska and Hawaii. Clarify any unfamiliar vocabulary.

Step 2 The information is not in any order. Organize the information by filling in the chart. Begin by assigning the items to one of the following main topics : accommodations, climate, or natural Beauty.

Then put the information in the appropriate boxes.

1. The quality of hotels in Alaska is quite good.	7. The glaciers in Alaska are awesome
2. It often rains during the summer in Hawaii.	8. There is a wide range of excellent hotels and condos in Hawaii, from luxury to budget priced.
3. The temperature is perfect in	9. Alaska has the Chugach Mountains

Alaska during the summer. 4. Hawaii has Volcano National Park and Waimea Canyon. 5. Accommodations in Hawaii are among the most beautiful in the world. 6. The beaches in Hawaii are among the most beautiful in the world.	and Mount McKinley, the highest mountain in North America. 10. It seldom rains during the summer in Alaska. 11. It can be hot and humid in Hawaii in the summer. 12. There is no humidity in Alaska.
--	---

Main Topics	Alaska	Hawaii
accommodations		
climate		
natural beauty	Chugach Mountains and Mount McKinley	

Step 3 Decide which pattern of organization to use in your report : block

Step 4 Make an outline of your report.

Step 5 Write your report.

Sentence Structure

Just as there are signal words and phrases that help your reader understand time order, there are also words and phrases that help your reader understand similarities and differences. As you read the following model, see if you can find these comparison/contrast signals.

MODEL : Comparison/Contrast Signals

Two Varieties of English

¹Although U.S. English and British English are mutually understandable languages, there are quite a few differences. ²One difference is spelling. ³Some words are spelled one way in the United States but *spelt* another way in Great Britain. ⁴A person goes to a British *theatre* but to a U.S. theater. ⁵In U.S. schools, students theorize, analyze and socialize, whereas British students *theorise, analyse, and socialize*. ⁶A second area of difference is vocabulary. ⁷For example, the word *college* names two very different types of schools in the United States and Great Britain – university level in the United States and pre – university level in Great Britain. ⁸Also, British university students live in *halls* on campus and in *flats* off campus, but U.S. students live in dormitories on campus and in apartments off campus. ⁹Finally, there are many differences in pronunciation. ¹⁰In Great Britain, the sound of a in the words *path, laugh, aunt, plant, and dance* is like the a in *father*. ¹¹In the United States, in contrast, the a sound in the words is like the a in *cat*. ¹²All in all, though there are differences between the English spoken in the United States and the English spoken in the British Isles, we understand each other most of the time!

Questions on the Model

1. Underline the topic sentence. Does it indicate that the paragraph will discuss mostly similarities or mostly differences?
2. What comparison and contrast signals can you find? Circle them.
3. What other transition signals can you find? Put a box around them.
4. The model uses block organization. What pattern of organization does the writer use within the block? *Hint* : Look at the boxed transition signals.

Comparison Signals

Following is a chart of the words and phrases that show similarities. (*Note* : The numbers correspond to the numbered examples below the chart.)

Sentence Connectors	Coordinating Conjunctions	Subordinating Conjunctions	Others	Paired Conjunctions
1. similarly likewise 1a. also 1b. too	2. and...(too)	3. as just as	4. similar equal the same 4a. similar to equal to (just) like the same as 4b. equally	5. both... and not only... but also

1. Sentence connectors can appear in various places in a sentence. (*See page 84 to review their use.*)

Tokyo is the financial heart of Japan. **Similarly/Likewise**, New York is the center of banking and finance in the United States.

- 1a. Also often appears in the middle or at the end of a sentence. Don't use *also* with a semicolon.

Tokyo is a major financial center. New York is center of banking and finance **also**.

Tokyo is the financial heart of Japan. New York is **also** a center of banking and finance.

- 1b. and 2. *Too* usually comes at the end of a sentence. It often appears together with the coordinating conjunction *and*. Some writers put a comma before *too* at the end of a sentence, but it is not required.

Tokyo is a center of style and fashion; New York is, **too**.

Tokyo is a center of style and fashion, **and** New York is **too**.

3. *As* is a subordinating word. It begins a dependent clause. The word *just* makes it stronger. Notice that you use a comma even when the independent clause comes first. This is an exception to the usual rule.

Tokyo is trendy and hip, **as/just as** New York is

4. These words act like adjectives; that is, they describe nouns.

Tokyo's and New York's traffic problems are **similar/equal/the same**.

Tokyo and New York have **similar/equal/the same** traffic problems.

- 4a. These words act like prepositions. They come in front of nouns.

Tokyo's traffic is **similar to / (just) like/the same as** New York's.

Like New York, Tokyo has traffic problems.

- 4b. *Equally* is an adverb. It describes an adjective (*crowded*). An adverb can also describe a verb or another adverb.

Tokyo and New York City are **equally** crowded.

5. Paired conjunctions are always used together. Notice that the word that comes after the second conjunction must be the same part of speech (noun, verb, prepositional phrase, etc.) as the word that comes after the first conjunction. This is an important rule in English and is called the rule of **parallelism**.

The two cities are **both** trendy **and** hip.

The two cities are **not only** trendy **but also** hip.

RIGHT

The two cities are both **trendy** (*adjective*) and **hip**. (*adjective*)

WRONG

The two cities are both **noisy** (*adjective*) and **have too many people**. (*verb phrase*)

Both **New York City** and **Tokyo** have outstanding international restaurants. (*nouns*)

Tokyoites and New Yorkers can both **eat** and **drink** in any kind of restaurant. (*verbs*)

The two cities have both **positive** and **negative** features. (*adjectives*)

Not only **Tokyoites** but also **New Yorkers** dress fashionably. (*nouns*)

You can see joggers not only **in Central Park** but also **in Hibuya Park**. (*prepositional phrases*)

PRACTICE 1 : Comparison Signals

- A. Circle all the comparison signals in the model paragraph “Miller Medical Labs Memorandum” on page 110.
- B. Complete the following sentences. Be sure to follow the rule of parallelism.
1. Both in Tokyo and in New York City the art museums display many famous masterpieces.
 2. Both overcrowded subways and _____ are problems in Tokyo and New York City.
 3. You can buy designer clothes not only in boutiques but also _____.
 4. New Yorkers and Tokyoites can not only see a movie but can also _____ at any time.
 5. In the summer, the weather in Tokyo and in New York is both hot and _____.
 6. The Ginza and Fifth Avenue shopping districts have both fine jewelry stores and _____.
- C. Combine the ideas in the two sentences, using the comparison structure word in parentheses. Punctuate your new sentences carefully.
1. Magazine and newspaper advertising information about new products to the public. Radio, television, and Internet ads tell the public what’s new. (similarly)
Magazine and newspaper advertising information about a product to the public. Similarly, radio television, and Internet ads tell the public what’s new.

2. Newspapers and magazines need advertising to pay their costs. Radio and television need advertising to pay their costs. (like)

3. The media¹ reach millions of people around the world. The Internet reaches people everywhere. (similarly)

4. Most people read a daily newspaper. Most people listen to the radio or watch television every day. (just as)

5. Printed pictures are powerful advertising media. Video pictures are powerful advertising media. (equally)

D. Write sentences of comparison using the words and phrases given. In all sentences, you will have to supply a verb.

1. The Spanish language/the Italian language (similar to)

The Spanish language is similar to the Italian language.

2. Knowing a second language/useful/travel/employment (not only... but also)

3. Male students/female students/school sports/participate in (like)

4. High school students going to college/high school students not going to college/graduation requirements. (the same ... as)

5. Private/public universities/good education (both ... and)
-
-

Contrast Signals

Contrast signals point out differences.

Sentence Connectors	Coordinating Conjunctions	Subordinating Conjunctions	Others
1. in contrast on the other hand	2. but 2a. yet	3. while whereas 3a. although even though though	4. different(ly) from unlike 5. differ(from)(in)

1. Sentence connectors connect two independent clauses.
Most baby animals can walk within a few hours of birth.
In contrast/On the other hand/However, a human baby needs about 12 months to learn this skill.
2. Use *but* when the ideas are exact opposites.
The language center is on the left side of the brains of right-handed people, **but** it is on the right side of left-handed and ambidextrous¹ people.
- 2a. Use *yet* when one idea is a surprising or unexpected continuation of the other idea. It is also possible to use *but*.
The left side of the brain controls logic and reasoning, **yet** it also controls language.
3. Use *while* and *whereas* when the ideas are exact opposites. *While* and *whereas* can begin either clause. Always use a comma even when the independent clause comes first. This is an exception to the usual rule.
I have brown eyes, **while/whereas** my brother's eyes are green.
While/whereas I have brown eyes, my brother's eyes are green.
- 3a. Use *although*, *even though*, or *though* when one idea is a surprising or unexpected continuation of the other idea, *Although*, *even though*, and *though* can sometimes (but not always) begin either clause.

My grandfather is the wisest man in our town **although/even though/though** he never finished high school.

Although/even though/though he never finished high school, my grandfather is the wisest man in our town.

4. *From* and *unlike* are both prepositions. Put a noun or noun phrase after them. *Differently* is an adverb. It describes the verbs *think* and *learn*.

The way left-brained people think and learn is **different from** the way right-brained people do.

Unlike left-brainers, right-brainers often know the answer to a math problem without knowing how they got it.

Left-brained people think and learn **differently from** the way right-brained people do.

5. *Differ* is a verb.

Left-brain and right-brain people **differ** in the way they think and learn.

PRACTICE 2 : Contrast Signals

- A. Circle the words that show contrast in the model paragraph “Right Brain/Left Brain” on page 109.

- B. Write contrast sentences using the given information. Use a coordinating conjunction, and a sentence connector.

1. Mary likes to go out at night. Jin prefers quiet evenings at home.

a. Mary likes to go out at night, but Jin prefers quiet evenings at home.

b. Mary likes to go out at night, whereas Jin prefers quiet evenings at home.

c. Mary likes to go out at night. However, Jin prefers quiet evenings at home.

2. Fresh fruits and vegetables taste delicious. Canned ones are tasteless.

a. _____

b. _____

c. _____

3. Eating well and exercising will keep you in good health. Exercising by itself will not.

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

4. A university has a graduate school. A college usually does not.

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

5. Marco will go to college on a full scholarship. Peter will have to work part time.

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

6. Medical care is free in Canada. People must pay for it in the United States.

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

C. Complete the sentences of comparison or contrast with the signal words and phrases in parentheses.

1. (but) In the United States. People drive on the right side of a road, but in other countries, they drive on the left.

2. (yet) Professor Rand's first exam was easy _____

3. (although) Texting is a popular new way to communicate _____

4. (whereas) _____
_____my grandparents do not know how to turn a computer on.

5. (different from) The method of cooking rice in China _____

Review

These are the important points covered in this chapter :

1. A comparison/contrast paragraph explains what is similar and/or different about two (or more) things.
2. In block organization, you discuss all the similarities together and all the differences together.
3. In point-by-point organization, you discuss subtopics in any order.
4. The topic sentence should name the topic and also indicate comparison and contrast organization. The concluding sentence can repeat the main idea and make a recommendation.
5. Use comparison and contrast signals to show similarities and differences.

Skill Sharpeners

The following exercises will help you review important skills you learned in prior chapters.

EXERCISE 1 : Outlining

Practice your outlining skills. On a separate piece of paper, make a detailed outline of the model paragraph “Two Varieties of English” on page 114.

EXERCISE 2 : Summary Writing

Practice your summarizing skills. On a separate piece of paper, write a summary of each of the three model paragraphs in this chapter. Remember that a summary includes only the main points and none of the details. Try to summarize the models “Right Brain/Left Brain” on page 109 and “Miller Medical Labs Memorandum” on page 110 in five or fewer sentences. Try to summarize the model “Two Varieties of English” on page 114 in two sentences.

Writing Assignment

Write a paragraph comparing and contrasting two school systems.

Follow these five steps :

- Step 1** Interview someone who is not from your culture or country about elementary and/or secondary educational systems. Choose *one* subtopic (“time spent in school” or “curriculum” or “teachers and teaching styles” or “other”) and fill in the appropriate section of the chart. Then write a paragraph telling about the similarities and differences you discovered.
- Step 2** Organize the ideas by making an outline.
- Decide whether to organize your topic in a block pattern or in a point-by-point pattern.
 - Write a topic sentence that indicates a comparison /contrast type of paragraph.
- Step 3** Write the rough draft. Write ROUGH DRAFT at the top of your paper.
- Focus on using comparison and contrast signals appropriately.
- Step 4** Polish the rough draft.
- Exchange papers with a classmate and ask him or her to check your rough draft using Peer-Editing Worksheet 7 on page 210. Then discuss the completed worksheet and decide what changes you should make. Write a second draft.
 - Use Self-Editing Worksheet 7 on page 211 to check your second draft for grammar, punctuation, and sentence structure.

Step 5 Write a final copy. Hand in your rough draft, your second draft, your final copy, and the page containing to two editing worksheets. Your teacher may also ask you to hand in your prewriting paper.

Caution! Limit your paragraph to one subtopic ; otherwise, your paragraph will not have unity.

My Country : _____

Other Country : _____

Systems of Education

Subtopic 1	Time Spent in School	
How many years are students required to attend school?		
How are these years divided?		
How many hours per day are students at school? How many days per week?		
How many weeks of vacation are there? When are the vacations?		
Subtopic 2	Curriculum	
What academic subjects do students study in elementary school? In high school? What nonacademic subjects do they take (music, art, etc.)?		
How many hours of homework do students have each night or each week?		
Is there a different teacher for each subject?		
Do students have to take exams to pass into the next grade? When do they take exams?		

Systems of Education (continued)

Subtopic 3	Teachers and Teaching Styles	
Are the teachers mostly men or women?		
What kind of training do teachers have?		
Is the classroom atmosphere formal or informal? Do students stand up when teachers enter the room? How do students behave? Do students sit at desks or at tables? How are they arranged in the room?		
How do teachers grade students? How do teachers reward or punish students?		
Do students discuss and ask questions, or do they just listen and answer questions asked by the teacher?		
Subtopic 4	Other	
Do students wear uniforms?		
What extracurricular activities are there at school (clubs, sports teams, school plays, etc.)?		
Are parents active in the schools? How do parents participate?		
(Ask some questions of your own.)		

Alternative Writing Topics

Compare or contrast two cultures on these topics :

meals and meal times

parents' roles

foods eaten for breakfast

ways of raising children

driving habits

courtship customs

Other topic suggestions :

climate in two regions

punctual people/tardy people

homes in two regions

neat people/messy people

two restaurants in your area

shopping habits of men and women

morning people/night people

dogs and cats as pets

CHAPTER 6 : Division and Classification

Classification is another way to organize a topic for an essay. A broad topic is often easier to write about when you divide it into individual parts and then classify the parts into groups that have something in common. In other words, you divide a topic into groups of things that share similar characteristics.

The prewriting (including planning) stage is a very important part of the process of writing a classification essay. Before you write, you need to spend time thinking about your topic and how you want to divide it into groups. Clustering is a good technique to use to help you identify your groups.

TIP : It is helpful to find at least three divisions to use. In other words, try to think of at least three separate groups. For example, if you were writing an essay on types of energy, you could divide them into three groups : wind, hydroelectric, and solar. Make sure the groups do not overlap.

To write a classification essay, you should begin by dividing your topic into three (or more) complete and separate groups. The number of groups will equal the number of supporting paragraphs you have in your essay. For example, if you divide the topic of energy into three groups, you will have three supporting paragraphs. You will describe wind energy in one paragraph, hydroelectric energy in the next paragraph, and solar energy in the third supporting paragraph. Remember to give examples of typical things in this group so the reader can see how each group is different from the others.

Classification is one of the most common ways to organize an essay in academic writing. In a business class, you might be asked to classify and discuss the various types of insurance policies. In a political science class, you might need to describe the three branches of the U.S. government. In a chemistry class, you might have to group types of chemical reactions.

The Language of Classification : Useful Sentence Patterns

The following sentence patterns are useful in writing topic sentences and thesis statements for classification paragraphs and essays :

1. There are	three	kinds	of _____ .
	two	types	
	four	classes	
	several		

There are three kinds **of** *energy : wind, hydroelectric, and solar.*

2. I can	divide	_____ into three	parts :
	classify		groups : _____ .
	group		types :
	categorize		kinds :

I can divide my computer games **into three** groups : *action, simulation, and strategy.*

3. _____ can be	divided	three parts :
	classified into	two groups : _____ .
	grouped	three types :
	categorized	several kinds :

News articles **can be** divided **into** three types : *local, national, and international.*

Write a sample thesis statement for a classification essay on each of the following essay topics. Use a variety of the sentence patterns modeled above.

Example :

Topic : Restaurants in my city

Thesis statement : The restaurants in my city can be divided into three groups : fast-food restaurants, family-style restaurants, and gourmet restaurants.

1. Topic : Courses I have taken

Thesis statement : _____

2. Topic : Successful people

Thesis statement : _____

3. Topic : Friends I have had

Thesis statement : _____

4. Topic : Automobile drivers

Thesis statement : _____

5. Topic : Television shows

Thesis statement : _____

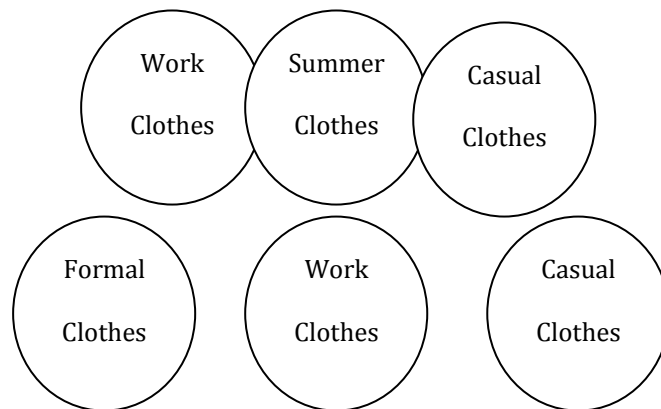
6. Topic : Electronic devices

Thesis statement : _____

DIVIDING A SUBJECT

There is often more than one way to divide a subject into groups. The important thing to remember is that you must choose one basis for dividing the topic. For example, the subject *cars* can be classified into groups by size : compact, intermediate, and full size. Cars can also be classified by manufacturer, price, or body style.

The way you divide your topic depends on the purpose of your essay. However, the groups you choose must be separate and distinct. In other words, the groups must not overlap. For example, if you were writing an essay on types of clothes, you might use the following group : formal clothes, work clothes, and casual clothes. In this case, the basis for division would be where the clothes are worn. You could also classify clothes according to season and have four groups : spring clothes, summer clothes, fall clothes, and winter clothes. But you could not divide clothes into casual clothes, work clothes, and summer clothes because the groups overlap. A pair of shorts could be put in the casual clothes group and in the summer clothes group. Similarly, a linen suit fits in two of the groups : work clothes and summer clothes.



Practicing Classification

How many way can you think of to divide the students in your class into groups? Make a list of several different ways. Identify the basis of division for each one and list the groups.

Example

Basis for Division : Dominant hand

Groups :

right-handed

left-handed

1. Basis for Division : _____

Groups :

2. Basis for Division : _____

Groups :

3. Basis for Division : _____

Groups :

ANALYZING A CLASSIFICATION ESSAY

Remember that there are often several ways to divide a subject into groups. The way you divide your topic depends on the purpose of your essay. In the essay below, “A Guide to Food Groups,” the purpose is to describe how the U.S. Department of Agriculture classifies groups of foods that make up a healthy diet.

Read the essay below.

A Guide to Food Groups

Everybody knows that the foods you eat affect your health. The nutrients in food keep your body healthy and help it grow. Without proper nutrition, your body and mind cannot function their best. Since no single food provides all the nutrients you need, eating a variety of foods increases your chances of getting all the vitamins, minerals, and other nutrients necessary for good health. To help people choose a healthy diet, the United States Department of Agriculture (USDA) created the Food Guide Pyramid in 1992. The pyramid shows the groups of foods that the USDA feels make up a healthy diet and how much of the foods should be eaten each day for the best health. The Food Guide Pyramid divides the foods we eat into six groups : the Grain Group, Vegetable Group, Fruit Group, Milk Group, Meat Group, and Fats Group.

The first group, the Grain Group, includes bread, cereal, rice, and pasta. This group is at the bottom of the pyramid because the USDA feels foods in this group should make up the biggest part of what you eat all day. That's because bread, cereal, rice, and pasta are all great sources of carbohydrates, which the body uses as its major source of energy. Foods in this group are usually low in fat and are the preferred fuel for our brain, nervous system, and muscles. The Food Guide Pyramid suggests that people eat six to eleven servings from this group each day. Some examples of what counts as one serving include 1 slice of bread, ½ cup of cooked rice or pasta, ½ cup of cooked cereal, 1 ounce of cold cereal, or ½ bagel or English muffin.

The next two food groups are the Vegetable Group and the Fruit Group. The foods in these groups come from plants. These two groups are toward the bottom of the pyramid because vegetables and fruits are an important part of a healthy diet. Vegetables and fruits provide many important vitamins and minerals. They also provide carbohydrates for energy, as well as lots of fiber to help your digestive system work properly. The Food Guide Pyramid suggests that people eat three to five servings from the Vegetable Group each day. A cup of raw vegetables,

½ cup of cooked vegetables, or ¾ cup of vegetable juice each count as one serving. The Fruit Group is also important for a healthy diet. The Food Guide Pyramid suggests two to four servings of fruits a day. One serving equals a medium apple, banana, or orange ; ½ cup of chopped, cooked, or canned fruit ; or ¾ cup of fruit juice.

The fourth and fifth food groups, the Milk Group and the Meat Group, are shown on the next level of the Food Guide Pyramid. The foods in these groups come mostly from animals. The Milk Group and the Meat Group are higher up on the pyramid because you don't need to eat as many of them in one day as you do of foods lower down on the pyramid. The Milk Group includes milk, yogurt, and cheese. Eating and drinking milk, yogurt, and cheese is the best way for you to get calcium, which is very important for strong teeth and bones. These foods also provide protein. Proteins build and repair body tissue, make hormones, and help fight infections. The Food Guide Pyramid suggests that people eat two to three servings from this group each day. Here are some examples of what counts as one serving : 1 cup of milk or yogurt or 1½ to 2 ounces of cheese. The Meat Group includes poultry, fish, dry beans, eggs, and nuts, as well as meat. These foods are important sources of protein, calcium, iron, and zinc. The Food Guide Pyramid suggests that people eat two to three servings from this group each day. One serving is 2 to 3 ounces of cooked lean meat, poultry, or fish ; 1 egg , ½ cup of cooked dry beans, or 2 tablespoons of peanut butter.

The last group, the Fats Group, is represented at the small tip of the Pyramid. Foods such as salad dressings and oils, cream, butter, margarine, sugars, soft drinks, candies, and sweet desserts are in this group. These foods provide calories but not much nutrition. Most people should use them sparingly in their diet.

The Food Guide Pyramid is a tool that helps you choose what foods to eat in order to get all of the nutrients your body needs. The foods at the base should provide the biggest part of your diet. As you go up the pyramid, the requirements get smaller as the pyramid gets smaller. The Food Guide reminds us to eat a variety of foods because no single food provides all the nutrients you need.

Work with a Partner

A. Answer the following questions with a partner.

1. What is the thesis statement of the essay?
2. What are the six main food groups?
3. What examples does the author use to describe each group?
4. What signal words did the author use to organize the essay? Underline them in the essay.

B. Do some research

1. This is not the only way to classify foods that make up a healthy diet. In fact, many people disagree with this method of classification. Do some research about other ways this topic can be classified. You can do a search on the Web to find some recent information. Type in the key words “food pyramid” and read some of the articles you find. Here is a site that you may find helpful : <http://nutrition.tufts.edu/publications/matters/2001-10-1.html>
2. Using the above essay as a model, write a classification essay about foods that make up a healthy diet that uses another method of classification. Refer to the essay plan below. Write your essay on a separate piece of paper.
3. Draw an illustration to go with your essay. Label the parts of your illustration.

ESSAY PLAN : CLASSIFICATION

The guidelines below will help you remember what you need to do in each part of a classification essay.

Introduction

1. Provide background information about the topic to be classified.
2. Explain the purpose for the classification.
3. Describe how you are going to divide the topic into groups.
4. State the number and names of the groups.
5. Provide a clear thesis statement.

Supporting Paragraphs

1. Identify and describe one group in each supporting paragraph.
2. Explain the common characteristics of the members of each group.
3. Give examples of items in each group.

Conclusion

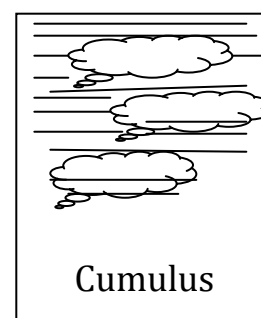
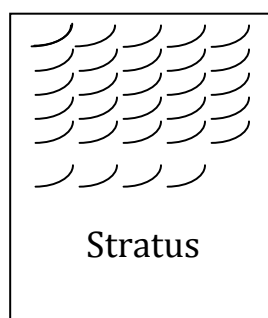
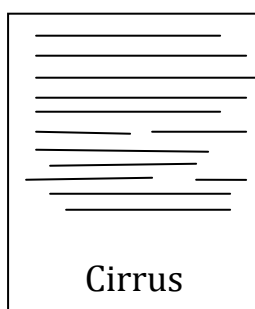
1. Restate the method of classification.
2. Summarize the groups.

Completing a Classification Essay

You are a meteorologist. You have been asked to write an article describing the three main groups of clouds for your city's science museum. Here is the introductory paragraph that you have written for the article :

The scientific study of clouds began in 1803 when Luke Howard, a British pharmacist and amateur meteorologist, introduced the first system for classifying clouds. Although many other procedures for cloud classification have been devised over the years, Howard's system is so simple and effective that it is still in use today. It is based on the shape, distribution, and altitude of clouds. He identified ten different categories, but they are all variations of three basic cloud forms Howard used their Latin names to identify them : *cirrus* (meaning "curl"), *stratus* ("spreading out in layers or sheets"), and *cumulus* ("a pile or heap").

Now you need to write the three supporting paragraphs. Here are the pictures you will use as the basis for these three paragraphs. There is a lot of information, so you will have to decide which items you want to include.



Cirrus Clouds

- found about 5 miles (8 kilometers) above sea level
- highest of all clouds
- look white, curly, feathery, delicate, streaky, wispy, thin
- sometimes called “mares’ tails” because they tend to look like the tails of horses
- move at speeds of 100 to 200 miles per hour (160 to 320 kilometers per hour) , but their height makes their speed seem much slower
- made entirely of ice crystals because it is so cold at that altitude

Stratus Clouds

- found 1 to 4 miles (1.6 to 6 kilometers) above the Earth
- usually arranged in smooth, flat layers
- look like a gray sheet or blanket, but not very thick, so blue sky often shines through
- sometimes called “mackerel sky” in English because they look like the scales of a fish
- often signal that bad weather may be coming
- made of water droplets

Cumulus Clouds

- found about 1 to 4 miles (1.6 to 6 kilometers) high
- their tops may rise to great heights, making them look like rising towers
- detached, look like cauliflowers
- large masses of clouds, fluffy and dome-shaped with a flat, gray base
- usually seen in summer

- if they become too dense and vertical, they often produce heavy rain, lightning, and thunder
 - sometimes called “thunderheads”
 - tornadoes come from thunderheads
 - made of water droplets
1. Draft your three supporting paragraphs on a separate piece of paper.
 2. Exchange drafts with a classmate. Use the checklists on pages 56 and 75. Discuss any suggestions that your partner has for revision and editing. Include the introduction and add a short conclusion. Write or type a revised version of your essay.

Writing a Classification Essay

In this activity you will practice writing an essay that classifies a topic into several groups. Follow these steps :

Prewriting

- A. Choose one of the following topics and on a separate piece of paper do a prewriting activity such as clustering, freewriting, or brainstorming to generate some ideas about how to classify it.**
- Types of mistakes people make when learning a second language
 - Types of students
 - Types of martial arts
 - Kinds of bad habits
 - Kinds of engineers (doctors, lawyers)
 - Types of athletes
 - Your choice
- B. Using the ideas you generated in your prewriting activity, determine the most appropriate method of classification. Make sure your groups are separate and distinct. Then prepare an outline of your essay that includes your thesis statement and supporting ideas.**

Writing

On a separate piece of paper, write the first draft of your essay. Refer to the essay plan on page 95 to help you write your draft. Be sure to provide some background information in the introduction and include a clear thesis statement. Organize the body of the essay so that you discuss one group in each supporting paragraph. End with a conclusion that restates the method of classification and summarizes the groups.

Revising and Editing

- A. Personal Revising.** Wait at least one day, and then revise your essay using the checklist on page 75. Write or type a revised version of your essay.
- B. Peer Revising.** Exchange drafts with a classmate. Use the following worksheet as a guide for suggesting improvements in your partner's essay.

<p>Writer : _____ Peer Editor : _____</p> <p>1. What technique did the author use in the introduction? _____ _____ _____</p> <p>2. Was the technique effective? _____ yes _____ no If not, how can the introduction be improved? _____ _____ _____</p> <p>3. Are the groups used in the classification separate _____ yes _____ no and distinct? If not, what is another way to classify the topic? _____ _____ _____</p> <p>4. Did the author give an adequate description of each group? If not, where is more information needed? _____ yes _____ no _____ _____</p> <p>5. What are the strengths and weaknesses of the conclusion? _____ _____ _____</p>
--

Incorporate any suggestions your partner has made that you agree with.

- C. Editing. Use the checklist on page 56 to edit your essay. Correct all the grammar, punctuation, capitalization, and spelling errors before you copy it over or type it.

Explore the Web

Explore the Web to find out how musical instruments are classified. Use the information to make an informal outline of an essay about the classification of musical instruments.

You Be the Editor

The following classification paragraph describes the three types of consumer products. The content of the paragraph is correct, but there are nine mistakes. Find the mistakes and correct them. Then copy the corrected paragraph on a separate piece of paper.

Consumer products are usually divided into three groups, convenience, shopping, and specialty products. Each group is based on the way people buys products. Convenience products are products that a consumer needs but that he or she is not willing to spend very much time or effort shopping for. Convenience products usually inexpensive, frequently purchased items. Some common examples are bread, newspapers soda, and gasoline. Buyers spend few time planning the purchase of a convenience product. Also do not compare brands or sellers. The second group, shopping products, are those products that customers feel are worth the times and effort to compare with competing products. Furniture, refrigerators, cars, and televisions are examples of shopping products. Because these products are expected to last a long time. They are purchased less frequently than convenience products. The last group is specialty products Specialty products are consumer products that the customer really wants and makes a special effort to find and buying. Buyers actually plan the purchase of a specialty product. They know what they want and will not accept a substitute. A high-tech camera, a pair or skis, and a haircut by a certain stylist are examples of specialty products. In searching for specialty products. In searching for specialty products. Buyers do not compare alternatives.

On Your Own

Choose one of the following topics and write a classification essay. Make sure that your introduction gives the method of classification, identifies the groups, and states the purpose. Also, make sure that your groups are separate and distinct.

1. Types of magazines
2. Styles of architecture
3. Kinds of phobias
4. Your own topic

CHAPTER 9 : Problem/Solution

When your purpose is to describe a problem and evaluate possible solutions, you will write a **problem/solution** essay. For example, if you are discussing solutions to the problem of employee dissatisfaction in your company or the problems of adjusting to a foreign culture, you would write this type of essay. You should organize your solutions according to order of importance.

The problem/solution pattern is very useful in academic writing. For example, you would use it in a sociology class if you were asked to talk about solutions to the problem of teen pregnancy. You could also write this type of essay in an economics class if you needed to suggest some ways to solve the unemployment problem in your city.

Brainstorming Solutions

For each of the problems described below, think of at least three possible solutions. Work in small groups, and then compare your solutions with those of your classmates.

1. Living in a foreign country can be fun and exciting, but it can also be problematic. One of the most serious problems that people living in a foreign country face is culture shock. What ways can you think of to help people deal with this problem?

Problem : Culture shock

Solutions :

- a. Keep in touch with your family and friends at home._____
 - b. _____
 - c. _____
2. Many people have trouble falling asleep or staying asleep for an adequate amount of time. This problem is known as insomnia. What suggestions would you give to people who cannot seem to get a good night's sleep?

Problem : Insomnia

Solutions :

- a. _____
 - b. _____
 - c. _____
3. Stress at work or school can be a serious problem. A person suffering from too much stress usually finds it difficult to be productive or happy. What are some ways to reduce the amount of stress in someone's life?

Solutions :

- a. _____
 - b. _____
 - c. _____
4. The population of the world keeps growing. Every fifteen seconds, approximately 100 babies are born. Experts predict that by the year 2015, there will be 7 billion people on our planet. By the end of the century, the population could reach 10 billion people. The problem is that there probably will not be enough food to feed everyone. What solutions can you come up with to help solve this problem?

Problem : Overpopulation

Solutions :

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

5. Crime is a serious problem in many large cities. Look back at the introduction to an essay on crime on page 65. Is crime a serious problem in the large cities in your native country? What solutions can you think of to reduce the amount of crime?

Problem : Crime in large cities in the United States (or another country)

Solutions :

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

6. Illiteracy is a serious problem all over the world. For example, one-third of adults in the United States are functionally illiterate. People who cannot read and write have many disadvantages functioning in society. What solutions can you come up with to help overcome this problem?

Problem : Illiteracy

Solutions :

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

7. Many of the Earth's resources are nonrenewable and will eventually run out. In order to make our valuable natural resources last longer, we need to conserve materials and recycle them as much as possible. Unfortunately, it is not always easy to convince people of the necessity of recycling. What ideas do you have about getting people to recycle?

Problem : Getting people to recycle

Solutions :

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

Offering Solutions

You are the advice consultant for a newspaper. How would you respond to the following letters? Be sure to offer several solutions to each problem in your response. Share your responses by exchanging papers with your classmates or by reading them out loud.

Dear Advisor,

When I first come to the United States to study Western literature, I never dreamed I would fall in love —especially with an American. I had planned to spend two years here getting my master’s degree and then return to Japan and teach. Now, only nine months later, everything has changed. I met Jim in one of my classes, and we started studying together. One thing led to the next, and before I knew it, I was engaged. It wasn’t exactly love at first sight, but almost. Jim’s parents are wonderful. They say that they would love to have a Japanese daughter-in-law. Unfortunately, my parents are a different story. They can’t accept the fact that I would marry someone who isn’t Japanese. They are very upset and want me to forget about Jim and all our plans for a wedding when we graduate. In fact, they are urging me to come home at the end of the semester and spend the summer in Japan. They think that I’ll get over Jim if I don’t see him for three months.

I’m so confused. I’m really close to my parents and don’t want to hurt them. On the other hand, I love Jim and want to spend the rest of my life with him. I think I would be happy living in the United States, but I’m afraid my parents would never get over it. What suggestions do you have for me? HELP!!!

Confused

Dear Confused,

Dear Advisor,

I'm a sophomore in college. Last year my roommate, Fred, and I were very good friends. I don't know what happened, but this year everything has changed. Fred seems really different. He has a whole new group of friends and spends all of his time with them. He stays out late at night and often doesn't get up in time for his classes. He never studies any more, and he got kicked off the wrestling team for missing so many practices. He's always either sleeping or out with his new friends. When he's in our room, he is moody, messy, and undependable. Please tell me what to do. I've tried talking to him, but he just tells me to mind my own business. I'm concerned that he's going to get kicked out of school. He's already on academic probation. What should I do?

A Concerned Roommate

Dear Concerned,

Work with a Partner

On a separate piece of paper, write your own letter to the advice consultant. You can write about a real problem that you have or make one up. Then exchange letters with a classmate and write a response.

Analyzing a Problem/Solution Essay

Read the essay below.

Energy Sources : A Dilemma for the Twenty-First Century

All of us have come to expect that reliable sources of energy will be available forever. We drive our cars wherever and whenever we want. When the gas tank gets low, we simply pull into the nearest gas station. At home, whenever we need to change the temperature, prepare food, listen to music, or watch TV, we simply turn on the nearest appliance. What is the source of all this energy that we use so carelessly? In most of the world, energy is created by burning fossil fuels—coal, natural gas, and oil. The problem is that these resources are finite. At our current rate of use, by the year 2080, the world's supply of oil will be almost gone. That means that if you are under the age of forty, the day will probably come when you will not have *enough* gasoline for your car or electricity for your appliances. The three most commonly proposed solutions to this worldwide problem are increasing the efficiency of appliances and vehicles, improving conservation efforts, and finding alternative energy sources.

The first solution, increasing the efficiency of appliances and vehicles, is something that manufacturers have been working on for three decades. For instance, televisions now use 65 to 75 percent less electricity than they did in the 1970s, refrigerators use 20 to 30 percent less electricity, and cars need less gas to travel more miles. Unfortunately, there are so many more televisions, refrigerators, and cars in the world now that overall consumption continues to rise.

Another solution to the dangerous energy situation is to improve our conservation efforts. For example, all of us must get in the habit of recycling whatever we can. We have to install high-efficiency light bulbs in our homes and offices and turn off the lights in rooms that we are not using. It would also help if we biked, walked, carpoled, or used public transportation more and used our cars less. Unfortunately, improvements in both conservation and efficiency are only temporary solutions. They extend the useful life of our current fuels, but they do not explain what we will do when these fuels run out.

The best solution, then, is to find alternative sources of energy to meet our future needs. The current leading alternatives to fossil fuels are fusion and solar energy. Fusion is a nuclear reaction that results in an enormous release of energy. It is practically pollution-free and is probably our best long-range option. Unfortunately, it will not be available for at least twenty years. The other possible energy source, solar power, is the source of all energy, except nuclear, on Earth. When people think of solar energy, they generally think of the many ways that individual homeowners can utilize the power of the sun for heating water and buildings. But solar energy can also be utilized to generate electricity and to purify fuels for automobiles.

It is clear that for us to have sufficient energy resources for the twenty-first century, it will be necessary to pursue the development and encourage the use of alternative energy sources worldwide. If we ignore this problem, what will become of our children? What will life be like for them in the year 2050?

Work with a Partner

Answer the following questions with a partner.

1. What is the thesis statement of the essay?
2. What three solutions to the energy shortage does the author propose?
3. What examples does the author use to describe each solution?
4. How are the supporting paragraphs arranged within the essay?
5. What technique (s) did the author use in writing the conclusion?

Essay Plan : Problem/Solution

The guidelines below will help you remember what you need to do in each part of a problem/solution essay.

Introduction

1. Describe the problem and state why it is serious.
2. Write a thesis statement that identifies possible

Supporting Paragraphs

1. Discuss one solution in each supporting paragraph.
2. Provide details to explain each solution.
3. Organize the paragraphs according to order of importance.

Conclusion

1. Summarize the solutions.
2. Draw a conclusion or make a prediction based on your suggestions.

Writing Problem/Solution Essays

Reread the case below about Tom Higgins’s restaurant, The Undergrad Grill. In the Chapter 7 activity, you focused on the causes of the restaurant’s problems. In this activity, you will focus on solutions.

On April 15, Tom Higgins opened a new restaurant at Benson University. He called it the Undergrad Grill. Tom had wanted to open a restaurant at Benson for several months but was waiting for the right location to become available. He was very pleased when he was able to rent suitable space on Restaurant Row. He figured that this would be a great location and well worth the high rent and all the renovations he needed to do on the building. Since he wanted to open the restaurant as soon as possible, he hired the first people he could find to do the renovations and painting. He ended up overpaying the workers because he wanted to get the job done as quickly as possible.

UNDERGRAD GRILL

No Bare Jeet

No Smoking

No Children

Under Age 5

No take out

UNDERGRAD GRILL

Open 11 A.M. to 11 P.M.

<u>Soups</u>	<u>Vegetables & Side Dishes</u>
Hot and sour \$ 4.00	Bake potato \$ 3.00
Black bean \$ 4.00	French fries \$ 3.00
French onion \$ 4.00	Rice \$ 3.00
Wonton \$ 4.00	Corn on the cob (in season) \$ 3.00
Vegetable \$ 4.00	Peas \$ 3.00
	Green beans \$ 3.00
	House salad \$ 4.50
<u>Entrées</u>	<u>Desserts</u>
Hamburger \$ 8.95	Homemade apple pie \$ 5.00
Cheeseburger \$ 10.95	Chocolate mousse \$ 5.00
Fried chicken \$ 9.95	Flan \$ 5.00
Chicken fajita \$ 6.95	Ice cream \$ 4.00
Beef fajita \$ 10.95	Mixed fresh fruit \$ 3.50
Shrimp tempura \$ 10.95	
Pork fried rice \$ 6.95	<u>Drinks</u>
Steak au poivre \$ 12.95	Lemonade \$ 4.00
Spaghetti and meatballs \$ 7.95	Coffee \$ 3.00
Chicken and hummus \$ 8.95	Tea \$ 3.00
Lamb curry \$ 14.95	Soda \$ 2.00

Credit cards accepted. No checks.

When the time came to open, he didn't have enough money to do much advertising. However, since his restaurant was surrounded by many other restaurants and since over 25,000 undergraduate and graduate students were looking for a place to eat, Higgins was certain his restaurant would do well even without advertising. After placing several help-wanted ads in the local newspaper, Higgins hired two waitresses to work for him. He couldn't afford professional cooks, so he hired several students to do the cooking.

Unfortunately for Higgins, the competition was more intense than he had anticipated. After two months, his restaurant was doing poorly. One of his waitresses had quit and the number of customers was decreasing.

Prewriting

Work with a partner and brainstorm a list of solutions to Tom Higgins's problem.

Solutions

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Writing

Use the list to plan and write an essay about solutions to Tom Higgins's problem. Choose several of the solutions on your list to develop into topics for the supporting paragraphs. Write an introduction that states the problem in a few sentences. End with a thesis statement that states the solutions you are going to discuss. Then write the supporting paragraphs using one solution for each paragraph. Finally, write a conclusion that leaves your reader thinking about the solutions.

Revising and Editing

Exchange drafts with a classmate. Discuss any suggestions that your partner has for revision and editing. Use the Revising Checklist on page 75 the Editing Checklist on page 56. Write or type a revised version of your essay.

WRITING MORE PROBLEM/SOLUTION ESSAYS

Follow these steps to write another problem/solution essay.

Prewriting

A. Choose one of the following topics and freewrite about it for 10 minutes. Use a separate piece of paper if you do not have enough room here.

- Overcrowding in your school
- The generation gap
- An argument with a friend
- Smog
- Access to the workplace for the disabled

B. Using your freewriting as a basis for planning your essay, identify several of the solutions that you think you can develop into an essay. If you have not generated enough ideas, do another, more focused freewriting. Then prepare an outline of your essay.

Writing

On a separate piece of paper, write the first draft of your essay. Use the essay plan on page 135 to help you with your draft. Be sure to provide some background information on the problem in the introduction and include a clear thesis statement. Organize the supporting paragraphs according the order of importance, beginning or ending with the most important solution. End with a conclusion that summarizes the solutions, draws a conclusion, or makes a prediction.

Revising and Editing

- A. Personal revising.** Wait at least one day, and then revise your essay using the checklist on page 75. Be sure that each paragraph describes one possible solution. Also, check to make sure you have provided enough support to explain each solution fully. Write or type a revised version of your essay.
- B. Peer Revising.** Exchange drafts with a classmate. Use the following worksheet as a guide for suggesting improvements in your partner's essay.

Writer : _____ **Peer Editor :** _____

1. What are some interesting things you learned from reading this essay? _____

2. Did the introduction provide enough background ___ yes ___ no
Information to explain the problem?
3. How many solutions did the author offer in the essay?

Is each solution adequately developed in a separate ___ yes ___ no
supporting paragraph?
4. Are the paragraphs arranged in a logical order? ___ yes ___ no
What type of order did the author use? _____
5. Did the author use transitions to guide you from ___ yes ___ no
one idea to the next?
6. Were there any irrelevant sentences that should ___ yes ___ no
be eliminated?
7. Did the author include a conclusion that ___ yes ___ no
summarizes the solutions or makes a prediction?

Incorporate any suggestions your classmate has made that you agree with.

C. Editing. Use the checklist on page 56 to edit your essay. Correct all the grammar, punctuation, capitalization, and spelling errors before you copy it over or type it.

Explore the Web

Think of a problem you might have in your everyday life : You spilled coffee on your carpet, you need directions to a nearby hospital, you want to buy an out-of-print book, you have a flat tire. Explore the Web to find a solution to your problem. Write a paragraph that describes the problem and explains the solution.

You Be the Editor

The following paragraph contains seven mistakes. Find the mistakes and correct them. Then copy the corrected paragraph onto a separate sheet of paper.

If you are like most people, you average one to three colds per year. Even if you do not have a cold right now. The chances are three in four that within the next year, at least one cold virus will find you. Then you'll spend a week or so suffering from the miseries of the common cold : fatigue, sore throat, laryngitis sneezing, stuffy or runny nose, and coughing. According to researchers, colds are the most common medical reason for missing school and work. Once you catch a cold, what can you do. There is no known cure yet for a cold. There are, however, several thing you can do to suppress the symptom's so that you feel better while the virus runs its course. For example, make sure that you get plenty of sleep and drink lots of liquids. You may find commercially available cold remedies such as decongestants, cough suppressants, and expectorants helpful, but keep in mind that these products can cause side effects. Many people prefer home remedies such as chicken soup, garlic, and ginger tea. In treating a cold, remember the wisdom of the ages, "if you treat a cold, it will be gone in a week; if you don't treat it , will be gone in seven days."

Source : Jane Brody's Cold and Flu Fighter

On Your Own

Write a problem/solution essay based on one of the problems you analyzed in the Brainstorming Solutions on pages 129-131. Be sure your essay has an introduction that describes the problem, several supporting paragraphs that explain the solutions, and a conclusion that summarizes the solutions or makes a prediction.

PART 3

WRITING FOR SPECIFIC PURPOSES

In Part 1 of this book, you concentrated on the building blocks of good writing : prewriting and planning, developing a paragraph, organizing an essay, and revising and editing. Part 2 focused on the basics of the classic five-paragraph essays of process, division and classification, causes and effects, comparison/contrast, and problem/solution. In Part 3, you will turn your attention to the kinds of writing required for specific purposes such as writing summaries, expressing your opinions, and writing essays for undergraduate and graduate school applications. As you continue on the road to good writing, you will appreciate more and more the importance of matching your writing to your specific purpose.

CHAPTER 10 : Writing Summaries

Preparing a summary requires a special kind of writing. Unlike the other types of writing you have done in this book, a summary should not include any of your own personal ideas. The only purpose of a summary is to condense what another author has written. This means reducing what the author has said to its main points.

Summaries are used in academic writing for every field. For example, in a business class, you might be asked to summarize an article from the *Wall Street Journal*. In a chemistry or physics class, a summary format is often used to prepare lab reports. In a literature class, you might be required to write summaries of novels or short stories.

Summarizing an Article

A good summary should present a clear, concise idea of the main points of an article to someone who has not read it. In order to write an effective summary, you need to have a true understanding of the original article. This means the time to read the article carefully to determine the author's purpose, main idea, and supporting points.

HOW TO WRITE A ONE-PARAGRAPH SUMMARY

The steps below will help you write an effective summary.

1. Read the article once to determine the author's thesis.
2. Reread the article and take notes on the main points.
3. Using your notes as a guide, write the first draft of your summary.
It should include :
 - a. A topic sentence that states the name of the article, (including the author, if available) and the main point.
 - b. Supporting sentences that explain, in your own words, the main ideas presented in the article. An *effective* way to do this is by answering the questions *what, where, when, who, and why*.
 - c. A final statement that summarizes any conclusions the author made in the article.