Advanced Writing

James Heard, M.Ed.

Ted Tucker, M. Ed.

An Accelerated Method

for University Students

An advanced writing course designed specifically for the needs of Korean University Students

Preface

Academic Writing is an advanced level writing textbook geared to the needs of Korean university students.

The textbook is designed to take the student from writing paragraphs to essays. The first chapter of the book provides a review of sentence writing, covering clauses and phrases, types of sentences, and common problems encountered by students. Also covered in the initial chapters are the purposes for writing and how this effects the style of writing and the steps in the writing process.

Paragraph writing is covered next. Topics reviewed include the parts of the paragraph
(topic sentences, supporting sentences, and the concluding sentence). Characteristics of a paragraph (unity, completeness, cohesion, and continuity) are examined, along with the various cohesive devises that are employed to ensure competent writing skills. Finally, the various types of paragraphs (narrative, descriptive, process, compare and contrast, cause and effect, problem analysis and solution, and persuasion) that can be written are reviewed.

Parts of the essay (introduction and thesis statement, body paragraphs, and concluding paragraph) are covered before covering the various types of essays (process, division and classification, cause and effect, compare and contrast, and problem analysis and solution) that students are likely to encounter.

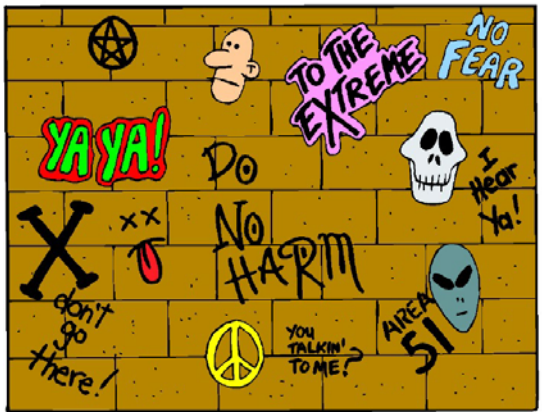
The textbook provides examples of specific writing topics in each chapter that students can read and use as models before attempting independent writing exercises. Following these models are numerous writing exercises that allow the student to practice and refine their writing skills.

Table of Contents

Chapter 1	**Sentence Review**	**3**
	Clauses and Phrases	**3**
	Types of Sentence	**8**
	Common Problems	**13**
Chapter 2	**Purpose of Writing**	**29**
	Organization: Brain storming	**30**
	Clustering	**32**
	Free Writing	**34**
	Model Paragraphs	**36**
Chapter 3	**Steps in the Writing Process**	**40**
	Seven steps in the writing process	**40**
	Organizing Information	**42**
Chapter 4	**The Paragraph**	**45**
	Parts of the Paragraph	**45**
	Topic Sentence	**45**
	Supporting Sentences	**50**
	Concluding Sentence	**52**
Chapter 5	**Paragraph Characteristics**	**56**
	Unity, Completeness, Cohesion, Continuity	**57**
	Cohesive devices	**58**
Chapter 6	**Types of Paragraphs**	**62**
	Narrative	**62**
	Descriptive	**63**
	Process	**65**
	Compare and Contrast	**67**
	Cause and effect	**69**
	Problem Analysis and Solution	**71**
	Persuasion	**72**
Chapter 7	**Parts of the essay**	**73**
	The Introduction	**73**
	Body Paragraphs	**79**
	Concluding Paragraph	**84**

Chapter 8	**Process Essays**	**8 7**
	Model Thesis Statement	**88**
	Transition Words for Process Essays	**88**
	Process Essay Guidelines	**89**
	Exercise: Steps in a Process	**90**
	Model Essays	**91**
	Writing exercise: Process Essays	**94**
Chapter 9	**Division and Classification Essays**	**95**
	Model Thesis Statement	**96**
	Transition Words for Classification Essays	**96**
	Division and Classification Essay Guidelines	**97**
	Exercise: Writing Thesis Statements	**98**
	Model Essays	**99**
	Writing exercise: Division and Classification Essays	**100**
Chapter 10	**Cause and Effect Essays**	**101**
	Model Thesis Statement	**103**
	Transition Words for Cause and Effect Essays	**103**
	Cause and Effect Essay Guidelines	**104**
	Exercise: Causes and effects	**105**
	Exercise: Combining sentences	**106**
	Model Essays	**107**
	Writing exercise: Cause and Effect Essays	**112**
Chapter 11	**Compare and Contrast Essays**	**113**
	Model Thesis Statement	**114**
	Transition Words for Compare/Contrast Essays	**114**
	Compare/Contrast Essay Guidelines	**115**
	Exercise: Combining sentences	**117**
	Exercise: Ideas to compare and contrast	**118**
	Model Essays	**120**
	Writing exercise: Compare/Contrast Essays	**123**
Chapter 12	**Problem/Solution Essay**	**124**
	Model Thesis Statement	**124**
	Problem/Solution Essay Guidelines	**125**
	Exercise: Writing Thesis Statements	**126**
	Exercise: Possible solutions	**126**
	Model Essays	**127**
	Writing exercise: Problem/Solution Essays	**128**

Chapter One
Sentence Review



Before beginning the task of writing paragraphs and essays this chapter will review some basic concepts of the writing task. The activity of writing begins with words and these words are built upon to form larger and larger units or groupings of words. From words, the activity progresses to phrases and clauses to sentences, to paragraphs, to essays, to units or chapter to books. The first chapter of this book will begin with a review of phrases and clauses followed by common problems that beginning writers have with clauses and sentences. Next the chapter will cover the different kinds of sentences that can be used when writing.

Phrases and clauses

A phrase is a group of two or more words that has no subject or verb. Look at these examples:

A big blue tambourine

An amazingly fast animal

4 AAA alkaline batteries

A clause is a group of words that contain a subject and a verb. There are two kinds of clauses: independent clauses (also called main clauses) and dependent clauses (also called subordinate clauses). An independent clause is a complete sentence and can stand-alone. A dependent clause is not a complete sentence and cannot stand alone. It must be connected to an independent clause in some way.

There are three kinds of dependent clauses: adverb clauses, adjective clauses, and noun clauses.

An **adverb clause** is a dependent clause that starts with a subordinating conjunction. (See below for a list of subordinating conjunctions). Adverb clauses function as adverbs and modify verbs, adjectives, or other adverbs in the independent clause. It tells when (time), where (place), why (reason), how, how long, or how far. An adverb clause can be placed before or after an independent clause. If it is place before the independent clause, a comma must be used to separate the two clauses. No comma is needed if the adverb clause is placed after the independent clause.

Whenever I take the bus to class, I always arrive late.

I always arrive at class late **whenever I take the bus**.

An **adjective clause** (also called relative clause) is a dependent clause that begins with a relative pronoun (who, whom, which, whose, or that). An adjective clause functions as an adjective and follows the noun or pronoun it modifies. It tells more about a person or thing.

Maria, **who is in my class**, drinks coffee everyday.

Three professional athletes, **who are members of the Olympic swim team**, were arrested last night for disturbing the peace.

Please note the use of the following relative pronouns:
The word *who* (and whom) is used when referring to people.
Which is used when referring to things.
That can be used to refer to people or things.

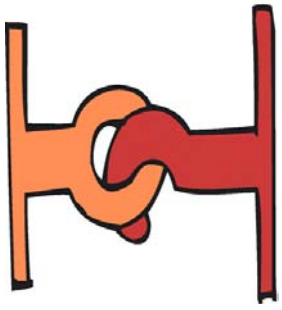
A **noun clause** is a dependent clause that begins with a WH-question words (what, when, where, why, who, how), that, whether, and if. A noun clause can function as a subject, object, or complement.

I know **that people have different opinions about capital punishment.**

I could be completely happy **if I had a lot of money.**

<u>Connecting Clauses</u>

Clauses, whether independent or dependent, need to be joined together in some way to make the writing smooth and to make the relationship between the clauses clear. Clauses are joined together with the use of clause connectors. There are four kinds of clause connectors:
subordinating conjunctions, coordinating conjunctions, correlative conjunctions, and conjunctive adverbs.



Subordinating conjunctions are words that connect dependent clauses to independent clauses. Look at the partial list of subordinating conjunctions below. Note that each subordinating conjunction can introduce specific functions or situations.

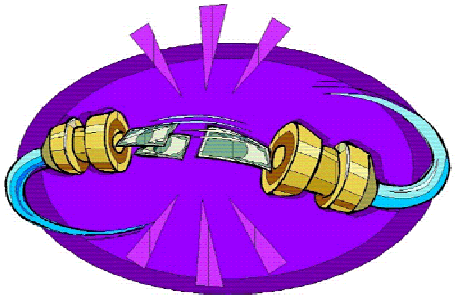
Subordinating conjunctions

Time	when	whenever	while	as soon as
	after	since	as	before
	until	once	by the time that	
Place	where	anywhere	wherever	everywhere
Manner	as	as if	as though	
Reason	because	as	since	in as much as
Purpose	so that	in order that	may/might	
	can/could	will/would	have to	
Concession	although	though	even though	
Contrast	while	whereas		
Distance	as + adverb + as			
Result	so + adjective + that			

Coordinating conjunctions (also called coordinators) are used to connect two independent clauses, both with equal importance in the sentence. A comma separates the two independent clauses, with the coordinator immediately following the comma. Look at these examples.

Mr. Lee was already extremely tired, **but** he continued working until well after midnight.

Sam had not finished cooking dinner, **nor** had he completed all the homework before his wife returned home.



<u>List of coordinating conjunctives</u>

for	and	nor	
but	or	yet	so

An easy way to remember the coordinators is with the mnemonic device FAN BOYS.

Correlative conjunctions are pairs of coordinating conjunctions that work together to join two similar or contrasting thoughts together. The correlative conjunctions are:

both… and not only… but also either… or neither… nor

Look at these examples.

The Democratic Party in America is committed to higher taxes for **both** big business **and** the wealthy.

Cheetahs are **not only** fast **but also** powerful.

If a person is attempting to lose weight they should **neither** eat excessively **nor** avoid exercise.

A popular axiom is 'You are **either** with us, **or** against us'.

Exercise 1.1 Write one sentence of your own using the above correlative conjunctions.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

Conjunctive adverbs (such as besides, however, indeed), like coordinating conjunctions, are used to connect two independent clauses together. Conjunctive adverbs, however, do not join two independent clauses into a single grammatical unit, as coordinating conjunctions do; they merely show the relationship between the two clauses. Look at this example.

> Economic vehicles are widely available in the United States; **however**, many Americans still prefer gas guzzling luxury cars.

In the sentence above, *however* does not join the two clauses into a grammatical unit,
it just shows how the two clauses are related. Because a conjunctive adverb does not bind clauses together, as coordinating conjunctions do, they can be moved around. Look at these examples.

> The Smiths' had planned on going on a picnic; **however**, a sudden thunderstorm forced them to cancel the outing.
> The Smiths' had planned on going on a picnic; a sudden thunderstorm forced them to cancel the outing, **however**.

Compare the use of coordinating conjunctions and conjunctive adverbs and how the clauses are combined into grammatical units.

> Economic vehicles are widely available in the United States; **but**, many Americans still prefer gas guzzling luxury cars.

> Economic vehicles are widely available in the United States, many Americans still prefer gas guzzling luxury cars **but**.

The sentences above demonstrate that *but* binds the two clauses into a grammatical unit, which does not allow the movement of the coordinating conjunction to other places in the sentence.

Conjunctive adverbs are always placed between two independent clauses. Note the punctuation used with conjunctive adverbs. A semi-colon separates the two independent clauses and a comma follows the conjunctive adverb if it is between the clauses, or a period if at the end of the sentence.

List of conjunctive adverbs

accordingly	besides	consequently	for example
furthermore	hence	however	in addition
in contrast	indeed	instead	likewise
meanwhile	moreover	nevertheless	nonetheless
on the other hand	otherwise	therefore	thus

Types of sentences

Four types of sentences can be used when writing. Writers should strive to use all four types of sentences because doing so provides greater interest and enjoyment for the reader. Imagine having to read a long passage containing only simple sentences. Boredom and tedium would soon set in. Look carefully at the four types of sentences.

1. A **simple sentence** consists of one independent clause with one verb and subject.

Subject + Verb

A tornado is a destructive force in nature.

Bicycles are a great way to travel short distances.

Exercise 1.2 Write four simple sentences in the space below.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

2. A **compound sentence** consists of two or more independent clauses joined together. The independent clauses can be joined together in one of three ways.

Independent Clause
+
Independent Clause

a) with a coordinating conjunction
b) with a conjunctive adverb
c) with a semicolon

a. With a coordinating conjunction

Independent clause; + coordinator + independent clause

Phil thoroughly enjoys playing chess, **but** he detests checkers.

Luxury cars are very expensive, **yet** they can be just as unreliable as cheaper cars.

b. With a conjunctive adverb

Independent clause; + conjunctive adverb, + independent clause

Maureen can play the violin like a virtuoso; **however**, she can't stand classical music.

A diet high in cholesterol can be dangerous to your health; **indeed**, it can lead to high blood pressure and arterial-sclerosis.

c. With a semicolon

Independent clause; independent clause

My oldest sister is a teacher**;** my youngest is a lawyer.

Russia was the first country to put a man into space**;** the United States was second.

Exercise 1.3 Write six compound sentences, two each with a coordinating conjunction, conjunctive adverb, and a semi-colon.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

Exercise 1.4

Add another dependent clause to the dependent clause below using the seven coordinating conjunctions (for, and, nor, but, or, yet, so) to form a compound sentence. Be sure to include correct punctuation.

1. Camels can thrive in the desert for _____

_____

2. Mr. Jackson can fly an airplane and _____

_____

3. Ms. Kang cannot cook nor _____

_____

4. I enjoy studying mathematics but _____

_____

5. To lose weight people can eat properly or _____

_____

6. Millions of people go to church regularly on Sundays yet _____

_____

7. Mr. Wallace was starting to put on a few pounds so _____

_____

3. **A complex** sentence consists of one independent clause and one or more dependent clauses. (See above for a review of the three different kinds of dependent clauses). The most important idea of the sentence is place in the independent clause and the least important idea is placed in the dependent clause.

Independent Clause
+
Dependent Clause
+
Dependent Clause

Complex sentence with adverb clause

Although winters in Colorado can be extremely cold, **if you like to ski**, it is the place to be.

Hawaii is a great place to vacation, **because of its white sandy beaches and warm calm waters**, unless of course, one doesn't like tropical environs.

Complex sentence with adjective clause

Ostriches are very large birds, **which are found in Africa and Australia**, and are known for sticking their heads in the sand.

When Alice goes to the movies, she always has buttered popcorn and Gummy Bears, **which makes the total experience more enjoyable.**

Complex sentence with noun clause

That elephants have good memories goes without saying.

Whether you like the idea or not is irrelevant.

Exercise 1.5

Write six complex sentences in the space below. Write two sentences each using an adverb clause, an adjective clause, and a noun clause.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

Exercise 1.6

Write the following sentences into one complex sentence, using the subordinating conjunction, subordinating conjunction, or conjunctive adverb in the parenthesis to join the clauses together. Remember to use correct punctuation.

1. The price of gasoline went up forty cents a gallon. The Elliot's decided to cancel their vacation plans of driving to Florida. (since)

_____
_____

2. Traveling to other countries can be fun and rewarding. Travelers should never carry too much money as a safety precaution. They should use credit cards. (however, instead)

_____
_____
_____

3. Smokers can no longer smoke in government buildings in the United States. They also cannot smoke in many restaurants and bars. (nor)

_____
_____

4. Doctors tell people that drinking excessively could cause damage to the liver. Doctors also inform us that drinking a small amount of wine is good for the heart. on the other hand)

_____
_____

5. All religions preach that murder is a sin. Throughout history there have been countless killings for the sake of religion. (but)

_____
_____

6. Americans believe in the right to bear arms. Many Americans have handguns and rifles in their homes. (because)

_____
_____

7. Research has shown that drinking alcohol during pregnancy could be detrimental to a baby's health. Many women continue to drink during pregnancy. (although)

_____
_____

8. Southern California has wonderful beaches for surfing. Tom and his wife go there every chance they get. (so)

_____
_____

A **compound-complex** sentence consists of two or more independent clauses and one or more dependent clauses. It is a combination of a compound sentence and complex sentence, i.e. a complex sentence joined to another sentence with a coordinating conjunction or conjunctive adverb. Compound-complex sentences can be difficult and confusing to punctuate. The compound-complex part of the sentence is punctuated like a compound sentence; with a semi-colon and comma (sentence 1), or with a comma before a coordinator that connects two clauses (sentence 2). The complex part of the sentence is punctuated like a complex sentence; a comma follows a dependent adverb clause, but no commas are used with noun clauses.

Independent Clause
+
Independent Clause
+
Dependent Clause

1. That computers are a wonderful invention is obvious; however, much of the software available for them is so complicated; they require an enormous amounts of time and energy to master.

2. Allen always wanted to pursue a career in medicine, but because he lacked the financial resources, he decided to become an engineer instead.

Exercise 1.7 Write six compound-complex sentences in the space below.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

Exercise 1.8 Rewrite the following sentences into one compound-complex sentence. Be sure to use correct punctuation.

1. Driving a sports car can be fun. It is very expensive. There is the high cost of maintenance and the almost double premiums for insurance to contend with.

_____

_____

_____

2. Reading is a favorite pastime for thousands of people. Not only can an avid reader learn a lot, but also they can escape the realities of daily life. Reading a good novel can take you to far away places and introduce you to new experiences.

_____

_____

_____

3. Television programs specifically made for children are good educational tools. Children can learn many things, not only the three R's, but the marvelous wonders of the world. Social customs, habits, and beliefs are also easily conveyed to children through TV.

_____

_____

_____

4. There are many benefits from having a pet. Responsibility is learned if the child has to feed, water, and watch out for illness or injury. Playing with a pet can provide many children with hours of companionship and fun.

_____

_____

_____

_____

5. Learning to write in English can be extremely difficult. Additional rules have to be observed when writing that are not used in speaking. Some of these rules include punctuation, spelling, and use of complete sentences.

_____

_____

_____

_____

6. The legal drinking age in some states was reduced to nineteen years ago. This created many problems. There was a dramatic increase in incidences of drunk driving and drinking related accidents. Car accident fatalities among this age group soared. The law was repealed several years later.

_____

_____

_____

Common problems

This section will review some of the more common problems that beginning writers encounter. These problems include sentence fragments, choppy sentences, stringy sentences, run-on sentences, and comma splices.

Sentence fragments



Many beginning writers make the mistake of writing sentence fragments, groups of words that are not complete sentences. There are three reasons for sentence fragments: there is either no subject in the sentence or no verb in the sentence or there is no independent clause.

An independent clause is a sentence that contains a subject and a verb and expresses a complete and logical thought. It can stand by itself. Look at these examples:

John works on Tuesday.
The sun shines.
Mary and Tony are engaged and will be married in March.

All three of the above sentences contain a subject, a verb, and a complete thought. Nothing has to be added to the sentence for it to make sense. The reader can determine the meaning of the sentence.

A dependent clause may have a subject and/or verb, but it is not a complete thought and it can not stand by itself. Dependent clauses are sometimes thought of as a sentence because they may contain a subject and/or a verb, but because they do not express a complete thought, they are not complete sentences. Look at these examples:

Rained everyday last week.
Sally and Min Ju everyday.
For example cakes and cookies.
By the time I get to Phoenix.





The four examples above are dependent clauses, not complete sentences. The first example has no subject. For this clause to make sense a subject must be added. Adding *it* (it being the weather) as the subject turns this dependent clause into an independent clause (or sentence) that the reader can easily make sense of.

It rained everyday last week.

The second example has no verb. The reader does not know what Sally and Min Ju did everyday. Did they play? Sing? Cry? Swim?

Sally and Min Ju played on the beach everyday on their vacation.

With the addition of a verb the reader knows exactly what action Sally and Min Ju performed and the sentence makes sense.

The third example contains no subject or verb and it is impossible for the reader to understand its meaning. Once a subject and verb are added the meaning of the sentence becomes clear.

Luke likes anything sweet for dessert, for example cakes and cookies.



The forth example contains both a subject and a verb, but it does not express a complete thought. The reader cannot determine the meaning of the clause because something is missing. What is missing is the thought about what action or event will happen when the person arrives in Phoenix. Will the sun be shining by the time he gets to Phoenix or will his friend be in Amsterdam by the time he gets to Phoenix or will he have slept for 36 hours by the time he gets to Phoenix?

By the time I get to Phoenix, she will be return-
ing home from work.

Adding the independent clause *she will be returning home from work* makes this into a complete sentence. Now the reader fully understands the intended meaning of the sentence.

Correcting a sentence fragment involves either adding a subject or adding a verb or changing the dependent clause into an independent one, as the examples above have shown.

Words that are commonly used to start dependent clauses are listed below. When editing and revising written work, be sure to examine any sentence that begins with these words to ensure that it is indeed a complete sentence and expresses a complete thought.

Common words that begin independent clauses

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

Exercise 1.9

Edit the following dependent clause to make them into complete sentences.

1. After I get home

_____

2. On Mondays Lance and Gertrude like

_____

3. Until it started to rain

_____

4. While I was there

_____

5. Is the greatest sport ever invented.

_____

6. Especially math and history

_____

7. Such as milk and cookies

_____

8. Because of the weather

_____

Choppy sentences



Another common problem which beginning writers have are writing choppy sentences. Choppy sentences are sentences that are too short. They should be combined to make longer sentences. Look at the examples below.

I like dogs. Dogs make good pets. Dogs are friendly and loyal.

Reading short sentences like this would be very boring and frustrating to read for long periods of time. It makes for more interesting reading if the sentences are combined into one or two sentences, as shown below.

I like dogs because they are friendly and loyal. These two traits make dogs good pets.

Exercise 1.10

Edit the choppy sentences below into one or two sentences so they are more interesting to read.

1. Vegetables are good for you. Vegetables taste good. Vegetables are easy to prepare.

_____

2. I like movies. I go to movies every weekend. I like action movies best.

_____

3. Elephants are big. They live in Africa and Asia. They eat a lot of food.

_____

4. Phil is a thrill seeker. He enjoys skydiving and bungee jumping. He goes every chance he gets.

_____

_____

5. I hate housework. Housework is very boring. It takes too much time. I especially dislike mopping the floor and ironing.

_____

_____

Stringy sentences



Some beginning writers have a tendency to write and write, producing very long sentences which consist of too many independent clauses which are connected with *and, but,* or *because*. These sentences are many times the result of writing the same way as we speak. These types of sentences can also be difficult to comprehend and are tiresome to read. There is no hard and fast rule for the number of independent clauses in a sentence, but a good of thumb is two. Stringy sentences can be corrected by making separate sentences of some of the independent clauses and re-writing others to make them compound or complex sentences.

Look at this example.

Stringy sentence	Taking a bath everyday is very important for personal hygiene because if a person doesn't bathe everyday they could become sick and they would start to smell really bad and people would give them very funny looks and not want to be around them.
Corrected	Taking a bath every day is important for personal hygiene. If a person doesn't bath everyday they could become sick. In additional, they would begin to smell; people would give them funny looks and avoid them.

Exercise 1.11 Rewrite the following stringy sentences into more appropriate ones.

1. I have made it a point throughout my life to try to save at least a part of my monthly income and put it into a savings account because I want to have a large nest egg to retire on, and I try never to give into the impulse of dipping into it because I would regret it in the future.

_____
_____
_____
_____
_____

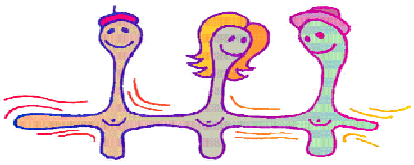
2. Halloween was always a very special holiday for me when I was a child because I got to dress up in a costume and went all over the neighborhood and got candy from all my neighbors, but I never got sick eating all that candy at one time because my mother made me put most of it away and I was only able to eat a little bit of it everyday, but it lasted a lot longer that way.

_____
_____
_____
_____
_____

3. When I was in high school I was in the marching band and it was great because we got to get into all the football and basketball games free, but most of the other students had to pay to get in, but we also had to march in all the parades that the city held during the year, which was okay during the winter months but during the summer it was very hot so it was hard.

_____
_____
_____
_____
_____

Run-on sentences



Run-on sentences consist of two or more independent clauses with no punctuation. Run-on sentences can be just as frustrating as choppy sentences to read and can be more difficult for the reader to understand.

> My mother likes to cook and she cooks delicious cakes and cookies and I love the smell of the house whenever she is baking something because it makes my mouth water.

Run-on sentences can be corrected in one of three ways; by using a period to make separate independent clauses, by using a subordinating conjunction to connect the clauses, or by adding extra words. Note how much easier it is to read the above passage with correct punctuation and the use of conjunctions.

> My mother likes to cook. Her cakes and cookies are especially delicious. I love the smell of the house whenever she is baking because it makes my mouth water.

Exercise 1.12

Edit the following run-on sentence by using punctuation to make two or more independent clauses or by adding a subordinator to connect the clauses, or by adding more words.

1. The first dog I had after graduating from college was named Fred and he was a great dog and he loved to play ball and get a bath but he also had a tendency to chew my shoes and plants when he was a puppy that made me very angry.

_____
_____
_____
_____
_____

2. The other day John got a speeding ticket when he was driving through a school zone at forty-five kilometers per hour and the speed limit was only fifteen kilometers per hour but he didn't realize it was the first day of school so he wasn't paying too much attention to the traffic sign in the middle of the road and he was very angry at the policeman because he was rude and would not give him a break.

_____
_____
_____
_____
_____

3. Telephones are probably one of the best and most convenient devices produced in the twentieth century because you can call anyone, anytime from just about anywhere especially now that there are so many cell phones available and telephones don't really cost that much to buy or to use.

Comma splice



A comma splice error occurs when a comma is used by itself to separate two independent clauses. If a comma is used to separate two independent clauses, a coordinating conjunction must also be included.

Commas splice: My family went to Australia, then they immigrated to Canada.

Corrected: My family went to Australia, and then they immigrated to Canada.

There are four methods to use to correct a comma splice.

The first method uses a period to separate the independent clauses.

My family went to Australia. Then they immigrated to Canada.

The second method uses a semicolon to separate the two independent clauses.

My family went to Australia; then they immigrated to Canada.

The third method uses a coordinating conjunction to separate the two independent clauses.

My family went to Australia, and then they immigrated to Canada.

The forth method changes one of the independent clauses to a dependent clause and starts it with a subordinating conjunction.

My family went to Australia, before they immigrated to Canada.
After my family went to Australia, they immigrated to Canada.

Exercise 1.13

Edit the following sentences, correcting the comma splice. Use the four different methods describe above to correct the error.

1. Roger gets up in the morning, then he brushes his teeth.

_____

2. Leopards hunt by night, they sleep during the day.

_____

3. Coffee is a good beverage in the morning, caffeine helps people get going.

_____

4. One should never drink and drive, it could be very dangerous.

_____

Writing Tips

Selecting the right word

When writing, it is important to select just the right words that best communicate your meaning. When speaking, the listener has the opportunity to ask questions and get clarification of the things you say. The speaker gets immediate feedback as to whether his intended message is clearly understood. This is not the case when writing. The reader has no opportunity to ask for clarification, so the writer must ensure that the words used are just the right ones to express his message. The best way to guarantee this is to have a well developed and continually expanding vocabulary. A useful tool that all writers should possess is a thesaurus. It can be invaluable in helping find just the right word to express your meaning.



Keep in mind that some words are very similar in spelling and are easily confused. Two such examples are affect (a verb meaning to influence) and effect (an noun meaning a result or condition produced by a cause) and advice (a noun meaning suggestion or recommendation) and advise (a verb meaning to show the way or give advice. Also remember that some words are pronounced the same, but have different meanings. Examples include bare (meaning include without clothes, empty, just enough, to remove the covering from, or to reveal deep secrets or feelings) and bear (meanings include to carry for place to place, to support or hold up, to have or show, or to suffer or accept). Also some things can be called by many different names such as sofa, couch, davenport, or chesterfield. Using different names for things (especially if used repeatedly throughout a passage) can add variety and interest in your writing.

Many words also express different connotations: neutral, positive, and negative. Look at these examples:

Neutral	Positive	Negative
police officer	officer of the law	cop
thin	slim/slender	skinny







Here are points to keep in mind when searching for the right word that will give your writing style and clarity. Avoid clichés such as *snug as a bug in a rug*, *can't tell a book by its cover*, *good as gold*, *cool as a cucumber*, or *happy as a lark*. Clichés are overused by some writers and merely demonstrate their inability to write creatively and originally.

Limiting the number of words

Using too many words can be as frustrating and difficult to read as using too little, so avoid wordiness. Wordiness is using too many words, usually adverbs and adjectives, to describe something. For example "*The eminent, renowned professor, although a shining paragon within his field of study, was frustratingly incapable of sustaining the interest of his students during the mono-tonal presentation of his lectures"* could be written more simply as: "*The famous professor's lectures were boring".*

Using descriptive words

Try to use words that have force and exactness. For example *"The streets are hot on a summer's day"* is a fairly non-descriptive statement. The statement "*The sizzling sidewalks emitted sufficient heat to fry eggs"* is much more descriptive and forceful.

Eliminating unnecessary words

Eliminate repetitious, redundant, or unnecessary words. For example *"Although it is only my opinion, I believe that the movie 'Gone with the Wind' was the best movie ever produced"*. The expressions 'my opinion' and 'I believe' are repetitious and express the same meaning.

Vary sentence structure

To reduce boredom for the reader and make the composition much more enjoyable to read, vary the word order of the sentences. If sentences start with the same words the reader is likely to stop reading and go watch TV. Paragraphs can be made more interesting and varied by not always beginning with the subject of the sentence. You could start with a dependent clause (with words beginning with because, since, or when). Prepositional phrases (beginning with words like at, in, on, from, and with) can also be used at the beginning of sentences to make them more interesting to read. Look at these examples.

The residents boarded up their windows in preparation for the upcoming hurricane.

Because a hurricane was coming, the residents boarded up their windows.

Another technique that can be used to help writers revise sentence structure is sentence modification. Sentence modification can be accomplished in three ways: adding details, substituting precise details, and deleting unnecessary details. Adding details involves including descriptive words, such as adjectives and adverbs for greater detail.

The dog slept under the tree.

The short-haired mangy dog slept contentedly under the enormous tree.

The second sentence is much more descriptive and provides greater detail. Substituting precise details involves replacing vague and abstract words with more concrete and sensory ones. Instead of using general or abstract words or ordinary, vague verbs, replace them with exact names of things and vivid descriptive verbs that provide concrete sensory details that can be perceived through the senses (seen, heard, tasted, smelled, touched) Instead of writing Maria's ring is shiny write Maria's engagement ring glimmers in the sunlight.

Deleting unnecessary details involves eliminating unnecessary words. A long sentence does not necessary make a good sentence. Words that repeat the essential meaning of other words should be deleted to improve sentence economy (the degree that a word contributes to the overall meaning of a sentence.)

The predator's strong powerful vise like jaws ripped cruelly and ferociously into the soft delicate underbelly of the frightened quivering prey.

The predator's powerful jaws ripped ferociously into the soft underbelly of the frightened prey.

The last technique for revising sentence structure is sentence combination, joining sentences or parts of sentences together. Sentences can be joined together by coordinating two or more independent clauses, which gives equal importance to the ideas in the sentence. The two independent clauses are joined together using a coordinating conjunction (for, and, nor, but, or, yet, so).

Sentences can also be combined by subordination. Subordination means to make one part (or clause) of the sentence less important than another. The two independent clauses can be joined together with a subordinating conjunction (such as although, unless, because, if, so that, before, during, after, when, and when).

Avoid faulty reasoning

Avoid faulty reasoning when writing your opinions. There are four kinds of faulty reasoning: false analogy, over-generalization, irrelevant argument, and begging the question.

Avoid false Analogy

False analogy is comparing two things that are not similar.

Some people like to gamble.
They are just like thieves because they steal from other people.

Gamblers do not steal; they attempt to beat others in games of chance. The person

who loses always has the choice of not playing. The unfortunate people who are victims of theft do not have a choice in the matter.

Avoid overgeneralization

Over-generalization is stating that something is true for all things or in all cases, when in reality it is only true for some things or in some cases. Look at these examples.



All college students drink.
All teenagers drive recklessly.

These statements are obviously not true since many college students do not drink and many teenage drivers are very cautious and safe behind the wheel.

To avoid over-generalizations don't use never or always as adverbs of frequency- instead use rarely, hardly ever, almost never, or usually not. Instead of using no, none, or all as quantifiers- use very few, hardly any, almost none, almost all, or most of.

Avoid irrelevant arguments

An irrelevant argument is one in which an example or a reason is given that does not relate to the opinion. Consider this example.

I don't think the accountant was embezzling money from her company because she was so nice to me.

Just because someone is nice does not mean that they cannot embezzle money, nor do they have to be unfriendly and rude. Some of the best *con men* in the world are very charming, which is one reason they make good con men.

When you give a reason for an opinion which only restates that opinion, you are *begging the question*. Look at this example.

Stealing is wrong because it is immoral.

Wrong and immoral in this context basically mean the same thing. To eliminate begging the question you need to state why stealing is wrong or immoral. Consider this:

Stealing is immoral because it deprives others of their hard earned possessions.

Sentence emphasis

There are numerous structures that can be used to write sentences in English. The structure used will many times depend on which part of the sentence the writer wants to emphasize. For example, the following ideas could be included in a sentence:

* Public speaking makes me nervous.
* I have to give a speech on Friday.
* I hope my speech goes well.

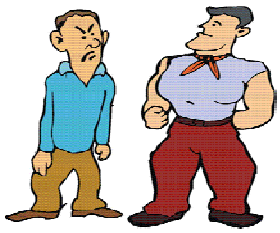
These three thoughts could be combined into one sentence, but the sentence could be written in several different ways, depending on what part of the sentence the writer wants to emphasize. For example:

Public speaking always makes me nervous, so I hope my speech goes well on Friday. (This sentence emphasizes the nervousness that the writer experiences.)

Friday I have to give a public speech, but I'm a little nervous: I hope everything goes well. (This sentence emphasizes when the speech will be made).

I'm hoping that my public speech goes well on Friday; I'm a little concerned because speaking in public always makes me anxious. (This sentence emphasizes that the speech goes well.)

Strong and weak positions



One final word on writing sentences involves the position of ideas within a sentence. The most important idea of the sentence should be placed in the strong position, either at the beginning or the end of the sentence. The least important idea should be placed in the weak position, in the middle of the sentence.

In the examples below, the most important idea is that people were killed and homes were destroyed (placed at the beginning of the sentence), not when or where this happened. The idea that it was the worst wildfire in history is of secondary importance and is placed in a strong position (at the end of the sentence).

Strong position
Twenty-five people were killed and over 2,000 homes destroyed in the Oakland Hills area of San Francisco on 10-20-91, in one of the worse wildfires in U.S. history.

Weak position
On 10-20-91, in one of the most disastrous wildfires in U. S. history, 25 people were killed and over 2,000 homes destroyed in the Oakland Hills area of San Francisco.

Exercise 1.14

Rewrite the following sentences, placing the most important ideas of the sentence in the strong positions.

1. Every year on the eve of December 25th Santa Claus travels the world over delivering gifts to the children of the world.

_____

_____

_____

2. During the 1950's and 1960's the state of Arizona was one of the world's top producers of cotton because the favorable weather and long lasting growing season, not commonly found in other parts of the world.

_____

_____

_____

3. On August 24th, 79 AD the flourishing Roman towns of Pompeii and Herculaneum were buried under millions of tons of ash and soot when Mt. Vesuvius erupted.

_____

_____

_____

4. Some people speculate that a cow kicked over a lantern near the O'Leary barn and the resulting fire, with flames being driven by strong winds from the southwest, resulted in the Great Chicago Fire of 1871.

_____

_____

_____

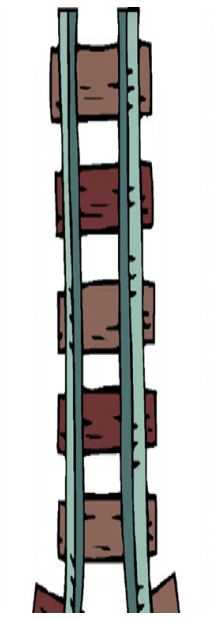
5. Leaving Roosevelt Field, Long Island on May 20, 1927 Charles Lindbergh embarked on his historic solo flight across the Atlantic Ocean, arriving thirty-three and a half hours and 3500 miles later at Le Bourget Field outside Paris at 10:22 PM on May 21st, 1927.

_____

_____

_____

Parallelism



Parallelism in writing is the repetition of the same grammatical forms or structures, (which includes words, phrases, and clauses), when listing items that are being compared or contrasted. Reading a passage that does not have a parallel form is distracting and confusing to the reader because they must try to determine the relationship between similar ideas. If a list of items begins with a noun, than all the other items in the list should be nouns. Similarly, if the first item in the list is a dependent clause (or adjective, adverb, verb phrase, etc), than all the other items in the list should be independent clauses (or adjectives, adverbs, verb phrase, etc.). Parallelism is achieved with the use of coordinating conjunctions (for, and, nor, but, or, yet, so) and correlative conjunctions (both … and, not only …but also, neither … nor, either …or) to join ideas together. Look at the following examples.

Parallel Alice enjoys cooking, sewing, and knitting. (gerunds)
Not parallel Alice likes cooking, sewing, and to cook.

Parallel Mr. Thomas is educated, sophisticated, and domesticated. (adjectives)
Not parallel Mr. Thomas is an educated man, sophisticated, and is domesticated.
Parallel Dolphins swim with grace, power, and swiftness. (nouns)
Not parallel Dolphins swim with grace, powerfully, and are swift.

Parallel The gymnast moves gracefully, powerfully, and effortlessly. (adverbs)
Not parallel The gymnast moves with grace, powerfully, and without effort.

Parallel To be healthy, wealthy, and wise is a good thing to strive for. (infinitives)
Not parallel To be healthy, have wealth, and wisely are good things to strive for.

Exercise 1.15

Rewrite these sentences so that they contain parallel structures.

1. Betty's sister is an accomplished artist, writes children's books, and a gourmet cook.

_____

_____

2. Three things that citizens can do themselves to help reduce air pollution is to join car pools, walking or bicycling to work, or to use mass transportation.

_____

_____

_____

3. To learn a foreign language requires a lot of dedication, working hard, and being exposed to the language continuously.

_____

_____

4. Thrill seekers must be brave, have cool headedness, yet be wary of caution.

_____

_____

5. Individuals who want to accumulate wealth need to save regularly, shopping wisely and frugally, and have an investment plan.

_____

_____

6. Bill and Tom's favorite activities are swimming, collecting stamps, and to exercise.

_____

_____

7. A good soldier must always act bravely, unselfishly, and with purpose and dedication.

_____

_____

8. The president promised voters he would lower taxes, increasing benefits for the elderly, and to allocate more resources to education.

_____

_____

9. As a student, the things I hated most were spending time in the library, writing term papers, and tiredness from not getting enough sleep.

_____

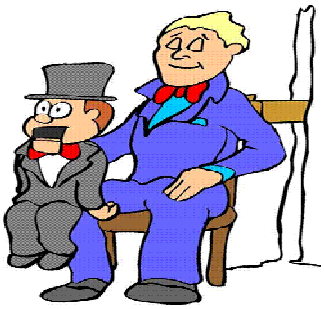
_____

10. Peacocks have large, brightly colored, and beauty plumage.

_____

_____

Active and passive voice



Voice is the verb form that shows the relationship of the subject to the action of the verb. The passive voice should be used when the receiver of the action is more important than the performer of the action or when the performer of the action is unknown or unimportant. In the passive voice, the subject of the sentence is the receiver of the action of the verb. In the active voice, the subject performs the action of the verb. Using the active voice makes your writing more forceful, direct, and concise, so it should be used most often in writing.

The structure of a sentence in the active voice is:

subject + verb + object

The car struck Tom.
Most boys play marbles in the summer.

In the passive voice, what is done is important or stressed, not who did it. The structure of a sentence in the passive voice is:

subject + auxiliary verb + past participle + agent

Tom was struck by a car.
Marbles are played by most boys in the summer.
The Wall Street Journal is read by many businessmen.

Exercise 1.16 Rewrite the following sentences in to the passive voice.

1. Many college students in the United States consider their social life far more important than their academic life.

_____

_____

2. Native American Indians of the Plain States ate buffalo meat as their primary food source.

_____

_____

3. The atomic bomb completely decimated Hiroshima and Nagasaki at the end of World War II.

_____

_____

4. After months of study, Min Ju finally passed the Bar Exam.

_____

_____

5. Most tobacconist regard Cuban cigars as the best in the world.

_____

_____



Exercise 1.17 Rewrite the following sentences into the active voice.

1. The cat was chased by the dog across the yard.

_____

_____

2. Cookies are made by my mother every Saturday afternoon.

_____

_____

3. The touchdown was scored by the quarterback with three seconds left on the clock.

_____

_____

4. The final World Series game was won by the Arizona Diamondbacks.

_____

_____

5. The five page report due at the end of the semester was assigned by the teacher.

_____

_____



Chapter 2
Purpose of writing



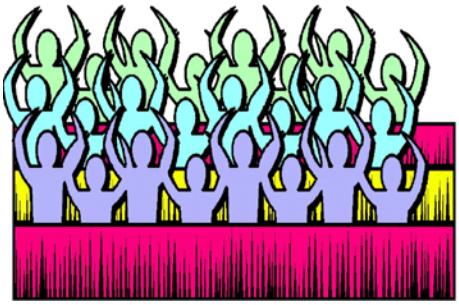
There are numerous reasons why people write. People write to inform, to entertain, to persuade, and to describe various things in their daily life. A business executive writes a memo to inform his subordinates of changes in a business proposal. A teacher writes a story to entertain her students. A newspaper columnist writes to persuade his readers of the benefits of a political change. A person writes a friend to describe the fun he is having on a vacation.

Students at universities are obligated to write frequently in order to complete the course of their studies. The purposes for which they write are also varied. Their aim is to persuade when writing about the advantages of one political party over another for a political science class. Their aim is to inform when they write an essay on the impact that the abolition of slavery had on the lives of people in the South for a history class. Their aim is to describe when they write a report on the results of an experiment for a chemistry class. Their aim is to entertain when they write a short story for a creative writing class.

Three factors must be considered when writing: the subject, the purpose, and the audience. One of the biggest problems facing many writers is deciding what to write about. Much of the time, the subject is determined for students by the teacher or professor. In these situations, a student should attempt to find an angle or focus for the topic that is of interest to him or her. If students write about things that are of personal interest to them, the writing task is much easier and more enjoyable. In addition, there is greater motivation for completing the research that may be needed, which will improve the quality and substance of the project. In other cases the students may have to decide the topic on their own. One suggestion is to write about yourself (your own daily life experiences).

The purpose of writing has an influence on the style and format used. The style of writing to inform readers of the advantages of recycling will be much different than the style used for describing an amusing summer vacation story for English writing class. Keep in mind that the different styles of writing are not mutually exclusive. One could write a paper that is both informative and entertaining, for example using comical personal anecdotes when writing about things not to do when on a first date. In an academic setting, the writing style is usually more formal, without the use of slang, than when writing to a friend. The writing for university classes should be clear, concise, and direct, in addition to demonstrating the student's ability for original writing and thinking.

There are several types of writing formats that a student may use when writing. A student would use a *narrative format* when telling a story or listing events in a chronological order, such as a term paper for a history class detailing the events that lead to World War I. A *descriptive format* may be used for a special education class to describe the unusual behavior patterns of an autistic child. In a chemistry class, an *informative format* may be used to explain the results of the interaction between two or more chemicals. A *persuasive format* would be appropriate in a sociology class to convince the reader that euthanasia is nothing less than murder.



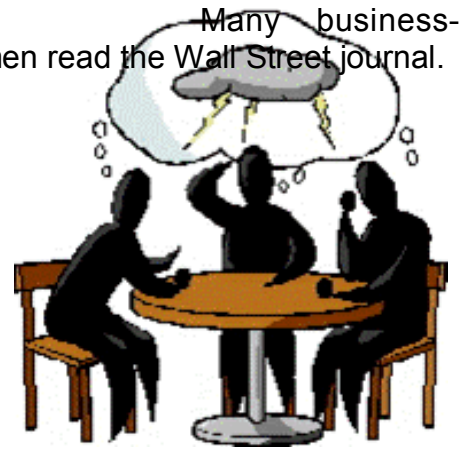
The audience that is being written to will also influence the style that is used. Remember that different audiences have different expectations and the writing style should reflect this. In college classes the audience Is most likely the professor. For a businessman, the audience may be a colleague, a competitor, a customer, or government official. In these cases the style of writing should be very formal and exact. Slang, idiomatic expressions, and inappropriate vocabulary should never be used. On the other hand, if writing a short story for an English creative writing class, the style used will be much less formal. The use of slang, idioms, questionable vocabulary, and grammatical correctness may be welcomed to maintain the readers interest and enhance the entertainment value of the assignment.

Organization

Before attempting to write on any subject it is necessary to develop and organize your ideas and thoughts. Without proper organization the writing may be disconnected, unclear, confusing and difficult for the reader to understand. There are three common techniques that can be used to help you organize and develop your ideas. These activities are brainstorming, clustering, and free writing. Each of these techniques is easy to use and one or all of them may be familiar.

Brainstorming is the technique of listing any and all ideas that occur to the writer about a topic. Not all the ideas listed will be used in the final product. Once they are all listed, some will be deleted or modified. I d e a s that do not relate well or specifically to the purpose of the paragraph may need to be deleted. Some ideas may be changed so that the ideas being presented flow more logically and smoothly. Suppose that there is an assignment to write about team sports in high school. What ideas could be incorporated into a well-written paragraph? Listed below are some ideas generated from a brainstorming session for high school sports.

Many businessmen read the Wall Street journal.



Are fun
Develop the body and mind
Provide non-academic activities for students
Are expensive
Takes time away from studying
May develop students self confidence and self image
Develop a team-work attitude among students
Develop cooperative behavior
Could be dangerous
Opportunities to develop new friendships
May ostracize non-athletic students
Provides for new (learning) experiences
May exert too much pressure on students to excel

The ideas listed above include both positive and negative aspects of team sports. Using all these ideas would result in a poorly written paragraph because the topic would be too broad for a single paragraph. Some of the ideas indicate positive aspects of team sports and some of the ideas relate to more negative aspects. A couple of the ideas seem to be about the same thing, and one of the items listed may be irrelevant .The topic needs to be narrowed and organized a little more for a well-written paragraph. One could either write about the positive aspects of team sports or the negative aspects, but not both. In the space below, separate the above items into either positive or negative aspects. Feel free to add ideas of your own not listed.

Positive	Negative

Exercise 2.1

Write a short paragraph on either the positive or negative aspects of team sports in high school based on the ideas you listed above.

Exercise 2.2

Write down a number brainstorming ideas for the topics listed below.

Music's affects on moods

Benefits of exercise

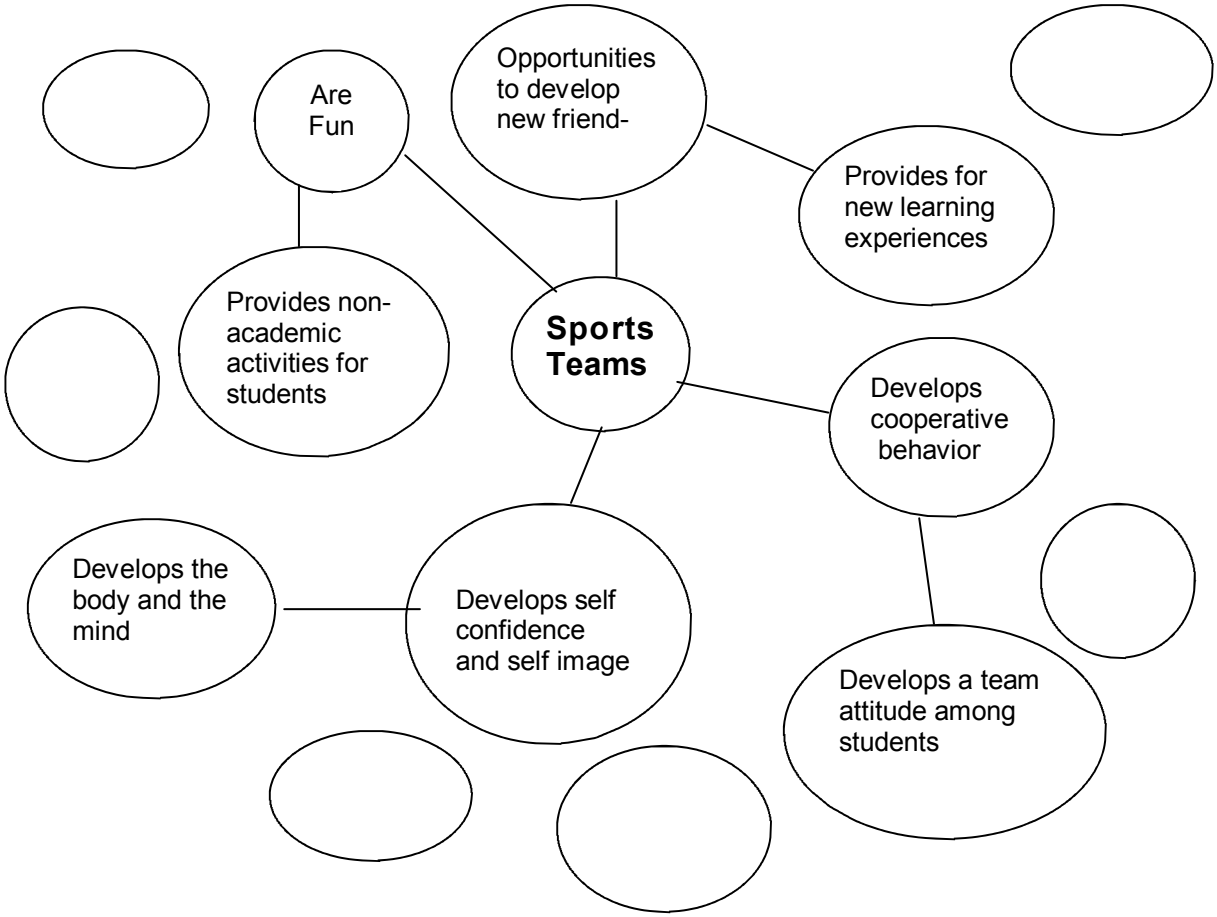
Games played as a child

Your pet peeves

How the telephone changed lives

Traits of good teachers

Clustering is another method that can be used to help organize thoughts about a topic. Clustering is very similar to brainstorming in that ideas about the topic are put down on paper. In clustering, the main topic is written within a circle in the middle of the page. Related ideas or thoughts are placed in other circles around the main topic and connected to the topic by lines. If there are lots of bubbles in the cluster, you need to decide what to write about and eliminate the items not specifically relevant to the topic. You may have enough ideas or material for a couple of more paragraphs. Look at the example below, again using the topic of team sports in high school. In this example, only the positive aspects of team sports are developed. Also note that related ideas are connected together. If other ideas occur to you include them in the spaces provided.



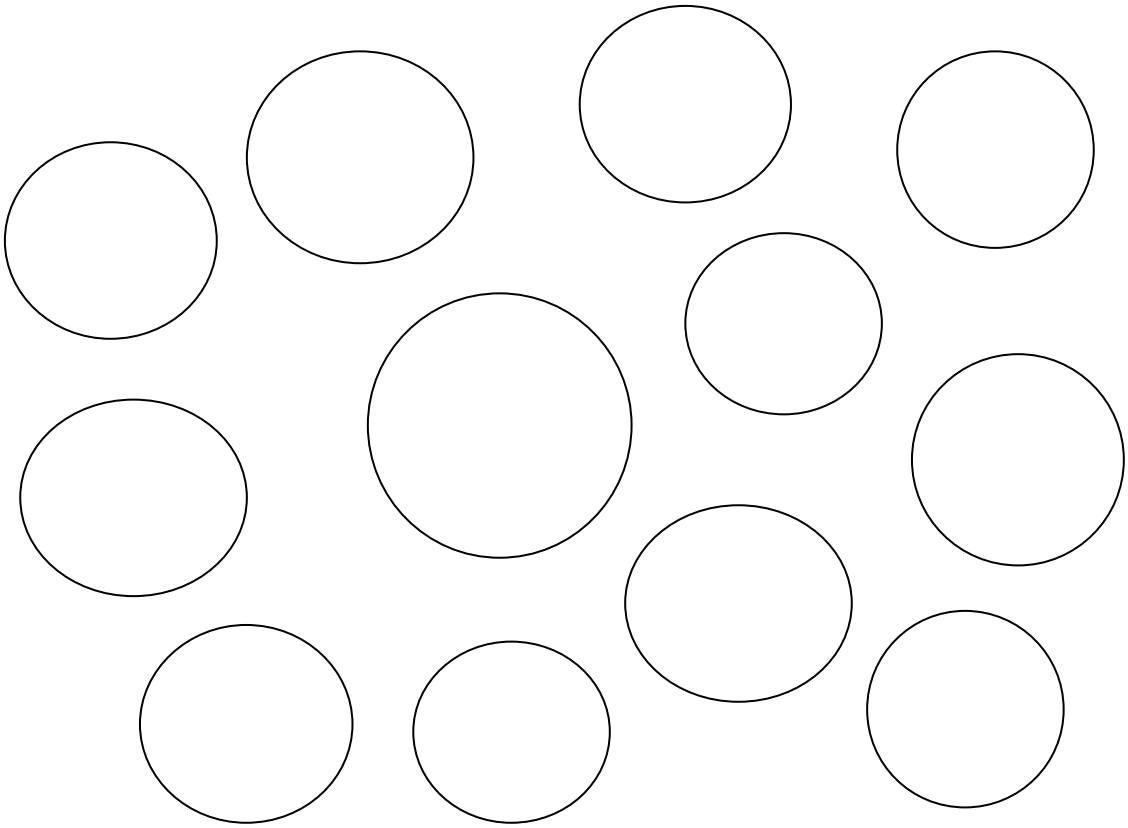
Using the above ideas generated in the cluster diagram a well-organized paragraph could be written about the benefits of team sports. Notice how related ideas are connected together. Team sports are fun and so are non-academic activities. Team sports develop a teamwork attitude and also cooperative behavior. Team sports provide for new learning experiences and for developing of new friendships.

Exercise 2.3

Using the ideas above write a short paragraph about the benefits of team sports in high school.

Exercise 2.4

Organize the ideas generated on one of the topics in Exercise 2.1 on brainstorming using the cluster map below. Write the central idea in the middle with other ideas branching out and connected with lines.





The third method that can be used to develop ideas for a topic is free writing. Free writing is simply writing down ideas that occur to you as quickly as you can, without regard to the final organization of the ideas. An important point about free writing is not to stop writing. If you get stuck with one idea, move on quickly to another. Students should not spend too much time worrying about grammar, sentence structure, or organization when free-writing. The important thing is just to write. Organization and correction come later. Look at the following example.

I always liked team sports in high school. I met many new friends and it was fun. The teams got to travel to other cities to play other high schools. Before playing high school basketball, I was only interested in shooting the ball. I didn't care about defense or what my teammates were doing. The coach was tough but he taught me a lot about the sport. I really liked the feeling of accomplishment and self-satisfaction when we won a game. I also liked being popular with all the girls because I could play so well. Practice took a lot of time and I really didn't study as much as I probably should have, but it was a lot more fun than studying.

In the above example many ideas are put down on paper. As can be seen, the ideas are very disorganized and some are not really related well to the topic, but they represent a good place to start. You now have thoughts that can be organized and related to each other to develop a well-written paragraph. Once the free writing is completed it can be reread, keeping and reorganizing the ideas that are relevant and eliminating the ideas that are irrelevant.

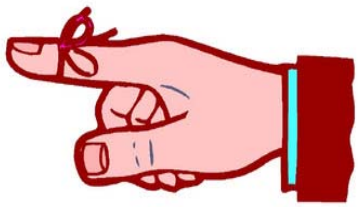
Exercise 2.5

Select one of the topics listed below and generate ideas for a possible paragraph by using free writing.

Safe driving tips	Benefits of a college education
Computer games	Benefits of reading
Tattoos	Premarital sex

Points to Remember

The main idea or point of the paragraph is stated in the topic sentence, usually the first sentence of the paragraph. The topic sentence tells the reader what the paragraph is about. After the topic sentence is written, it needs to be supported by other sentences. The form of the support may be by the use of examples, anecdotes, or facts and figures. The paragraph should have unity (having a single focus and talking about only one thing). If the paragraph talks about more than one thing, it lacks unity, an essential element of a well-written paragraph. Transitions must be used to ensure that the sentences are logically arranged and flow smoothly from one idea to the next. A paragraph that fails to do this lacks continuity and cohesion (two other elements of a good paragraph).



Exercise 2.6

Read each of the paragraphs below. On the space provided indicate the topic and the writer's purpose. Remember the purposes that people write are to inform, to entertain, and to persuade.

Littering is an unnecessary plight that affects all cities to some extent. It is one of the few city problems that could quickly, easily, and economically be corrected. Littering is the result of careless, uniformed, or uncaring individuals. Trash cans are visible and within easy access to citizens on virtually every street corner. People need to simply think before they toss. Think of the untarnished beauty that your streets could have if not inundated with unsightly litter. Think of the savings to government coffers that would not have to be allocated for cleaning up the mess. Think of the health and safety of your children that could play in the streets and parks without fear of illness, disease, or injury; litter is a potential source of these things. Think of the positive image that city visitors would have in such a pristine environment. Everyone can easily do his part to make their city one to be proud of: just think before you toss.

Topic: _____
Purpose:_____



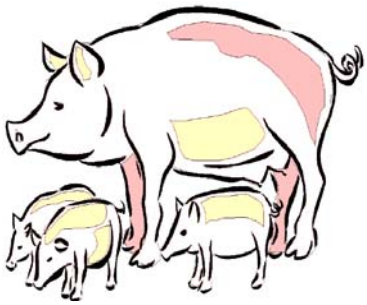
Scrabble is a word game that is fun and challenging for young and old alike. It is easy to play. The only skill needed is the ability to spell. The game consists of a game board about 36 centimeters square. The board is divided into 215 squares, each square about two centimeters by two centimeters. There are also 100 tiles, about two centimeters square, with letters printed on them. Each tile also has a number on it, which represents the numerical value for that tile. The object of the game is to spell words, placing then either horizontally or vertically on the board. The numerical value of the word is determined by adding up all the numbers on the tiles used. Each player in turn makes a word, using at least one of the letters already on the board. For added excitement, some of the squares on the board are designated as double or triple letter scores and double or triple word scores. These squares allow the players to accumulate more points. The winner of the game is the person with the highest score after all the tiles have been played. Try playing Scrabble today; it's not only fun, but educational!

Topic: _____
Purpose: _____

Pigs are the cleanest and brightest of animals in spite of the bad press they sometimes receive. Pigs prefer clean, cool areas to sleep in. When they relieve them selves of bodily waste, they do it in one small area of the pen, away from where they sleep and spend most of their time. Although it is true that pigs wallow in the mud, they don't do it because they like dirt. Pigs have no sweat glands, so they roll around in mud to keep cool. In addition to being clean animals, pigs are also intelligent. Many animal experts consider pigs to be more trainable than dogs or cats. The next time someone says that your house looks like a pigsty, take it as a compliment, and thank them.

Topic:_____
Purpose: _____







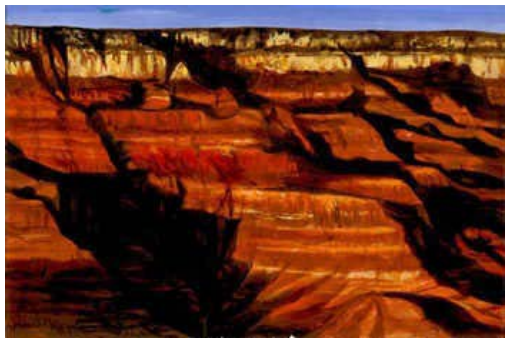
Many people consider Leonardo de Vinci one of the most brilliant people ever born. De Vinci was an Italian artist, architect, and inventor during the 13th and 14th centuries. Two of de Vince's greatest paintings, the *Mona Lisa* and The *Last Supper*, have survived down the ages and still inspire people today with their unparalleled artistic beauty. Between 1485 and 1490 de Vinci designed many buildings, ranging from churches to fortresses. An inventor well before his time, de Vinci invented the parachute. He also designed numerous devices for war and combat, including a submarine, a tank, numerous weapons, and a helicopter 500 years before the airplane was invented. Leonardo de Vinci, a great man whose works and achievements are still loved and admired the world over even today.

Topic: _____
Purpose: _____

Ocean and tidal waves offer a vast source of untapped energy that both government and industry need to exploit to benefit from its full potential. There are numerous advantages to this source of power, when compared to fossil fuel or nuclear generating plants. Once the power plant is built, the cost of continued operation and maintenance is negligible. This source of power is also renewable, unlike fossil fuels which generate much of the electrical power used today. In addition, there is no pollution created from the burning of fossils fuels, nor is there the danger associated with nuclear power plants. Tidal and wave devices appear to have only a minimal impact on the environment, and may even have a positive effect on coastal erosion. Finally, the energy produced is reliable and predictable, unlike the energy produced from wind power. Although research and development of this form of energy is still in the infancy stage, it offers future generations hope for a cheap, environmentally friendly source of electrical power.

Topic: _____
Purpose:_____



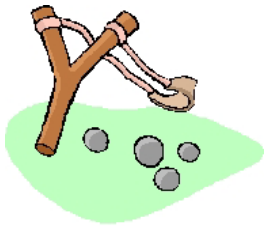


Arizona, a rich, vibrant state in southwestern United States, has something for everyone. Its geography is varied, encompassing tall snow capped mountain ranges, swift flowing and slow meandering rivers, grass lands on high plateaus, arid desert flatland, and blowing sand dunes. Although the summer months can be just short of sizzling, with average July temperatures about 106º, winters offer its many seasonal visitors a balmy average temperature of just 66º, even in the coldest of months. Although Arizona ranks 20th in population, with 5.1 million residents, it ranks sixth in land size with a total area of 113, 462 square miles. Phoenix (the capital) and Tucson, the two largest metropolitan areas in the state, offer just about all the attractions that big city dwellers value, including art galleries and museums, fine restaurants, professional sports teams, universities, and a host of leisure and recreational facilities and events. Tourists from around the world visit to marvel at the magnificence of the Grand Canyon, to appreciate the quiet beauty of the Painted Desert, to photograph the graceful flight of hovering hummingbirds at Ramsey Canyon, and to view the spectacle of a rodeo in several southwestern cities of the state. Arizona truly is a must see for any discriminating traveler.

Topic: _____
Purpose:_____

Younger sisters can be incredibly stupid. Take mine for instance; she did something that I have never seen before. Granted, she was only four years old at the time, but still… Here's what happened. I got a sling shot one year for my birthday and was having a great time out in the back yard shooting old soda cans over with small pebbles, using the slingshot. My sister came out, thought it looked fun, and wanted to give it a try. Being the kind and generous brother I was, I let her have a go at it. Holding the handle of the slingshot in her left hand, she selected a good pebble from the ground and placed it tightly in the pouch of the sling with her right. Raising her arms up to her face she pulled back on the elastic band, took careful aim, and let it go. Unfortunately, she got a little confused. Instead of holding the handle at arms length and pulling the band toward her nose, she did just the opposite. She held the handle close to her face and pulled the band away from her. When she let go the pebble, band, and pouch hit her right in the nose. Predictably, she ran into the house crying her eyes out. I, on the other hand, noting that she was not seriously hurt or injured, laughed hysterically. She claims not to remember this particular incident, even when I bring it up occasionally during moments of nostalgia.

Topic: _____
Purpose: _____

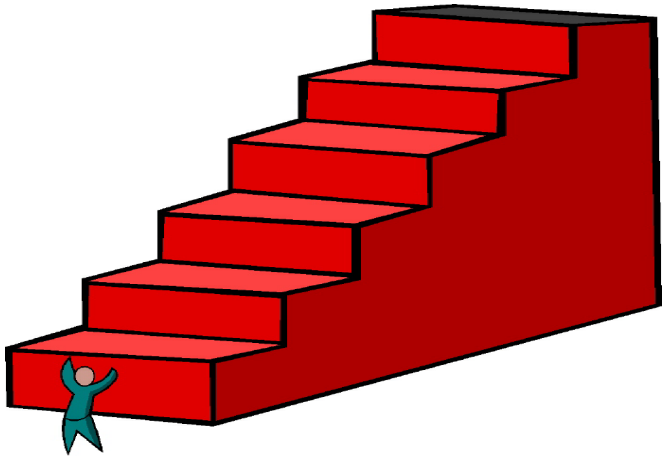




A man hates his wife's cat and one day decides to get rid of it. He takes the cat to a park a couple of blocks from his home and lets it lose and returns home. When he was driving into the driveway of his home the cat was there. The next day he decided to drive farther, he drove two miles from his home and dropped the cat off. Upon entering his driveway, he again found the cat already there. He continued doing this for several days, driving farther and farther from his home everyday, but the cat always beat him home. Finally he decided to drive way out of town. He took the road out of town, turned left and drove several miles, turned right and went over a bridge, drove a couple more miles, turned left again and drove for several more miles. When he thought he was a safe distance from the house he let out the cat and started the drive home. After three hours of driving around he called his home. When his wife answered, he asked if the cat was there. The wife said "Yes, why do you ask?". The man said "Put the cat on the phone, I'm lost and need directions".

Topic: _____
Purpose: _____

Chapter 3
Steps in the Writing Process



Writing is a continuous process of thinking, organizing, re-thinking and re-organizing. Writing is not a finished product. Writing involves a number of steps or activities. All writers go through the same process, whether they are writing a short letter to a friend or a dissertation for a doctorate degree.

Seven steps in the writing process

1. Assessing the assignment

This step in the process involves determining what is to be written, for whom, and where to get the information needed. Consideration must be given to the audience and the purpose of the composition. The audience will set the tone (style or manner of expression) and vocabulary use. The tone may be serious, humorous, personal, impersonal, formal, or informal. The purpose of the composition will determine the rhetorical form used. A persuasive essay is written in one way and an expository essay in another. Information for the assignment may come from a variety of sources– your own experiences or background knowledge (which may include your opinions and feelings) or from extended research of a specific topic with information gathered from a library or the Internet. In addition, one must also think about how long the composition needs to be, when it needs to be completed, and for academic papers, the format to be used.

2. Generating ideas

Brainstorming, clustering, and free writing activities can be used to help the writer develop ideas. Discussion of the topic with classmates or doing limited research in a library may also be used to aid the writer at this step. Keep in mind that if only a paragraph is being written, the topic must be narrowed sufficiently so the topic is not too broad.

3. Organizing your ideas

Before writing the first words in any assignment, one must decide on the most logical way to present the information. Depending on the topic, this may include chronological order, order of importance, comparison, or cause and effect organization. Outlining is one method to use when organizing your paper. When outlining, first determine the main topic and list it. After the main topic is listed, supporting ideas are listed under the main topic. When outlining, complete sentences do not need to be used, instead use short phrases. Another method to use to organize your thoughts is a tree diagram. A tree diagram is a more visual format than an outline. In a tree diagram, place the main idea at the top of the page and use lines to connect the supporting ideas to the main point.

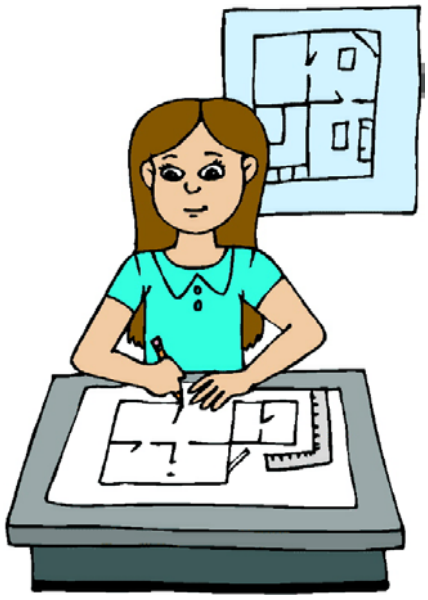
The following is a possible outline for a paragraph on the topic of cats as pets.

Cats make the best pets

A. good companions
    1. are affectionate
    2. always available
B. independent
    1. easy to care for
    2. take care of themselves
    3. entertain themselves
    4. are cleaner than dogs (litter box)
C. provide service
    1. keep rats/other vermin out of house

4. Writing the first draft

The first draft is written after your ideas are generated and organized through the use of an outline or tree diagram. It is important to consider your first attempt at the assignment as a draft, and not the finished product. During the drafting stage, the focus should be to put the ideas down on paper quickly and not worry about grammar, spelling, etc. Once the first draft is complete, it must be critically reviewed and analyzed to identify grammar, spelling, and punctuation errors in the editing stage. In addition, the writer should ensure that the organization and flow of ideas throughout the paper is smooth, logical, and easily understood by the reader. Start by writing the topic sentence and then develop supporting sentences, following the logical order developed in the outline. Ideas that were not in the outline, but that occurred to you while writing the draft, can be inserted where needed to improve the composition. If you draw a blank while looking for a particular word or phrase, leave it blank and fill it in later.



5. Revising

Revision may be done immediately after the drafting stage. Some writers put the work aside and come back to it later. This allows them to attack it with a fresher perspective. Revision involves adding or eliminating material and reorganizing it by moving sentences around so the paragraph is more logical and understandable. During the revision, your concern should be only content and organization, not grammar, spelling, or punctuation.

It is important to make sure that the organization of your paper is complete before worrying about how to revise sentences. Many students spend much time revising sentences, only to find out latter that, because of a change in the organization of the paper, that the sentence they so laboriously worked on is deleted.

There are several questions that can be asked during the revision stage that can help the writer improve the material.

- Have you achieved your stated purpose?
- Have you said what you wanted to say?
- What is the topic?
- Is there a topic sentence and does it have a central focus?
- Does the paragraph have unity and only talk about only one topic?
- Are there any irrelevant sentences that do not support the topic sentence? If there are, eliminate them.
- Is enough detail included in the supporting sentences to make the ideas clear?
- Are sufficient and appropriate transition signals used so the paper is logical and coherent and easily understood by the reader?
- Is there a conclusion? Does it need one?

6. Editing

In reality, editing takes place all the time when writing. In the editing stage the focus is on checking spelling, grammar, punctuation, vocabulary, sentence structure, and page layout. When editing, check the following points:

- Spelling
  Does the reader use American or British English? Remember that there are spelling differences between some American and British English words. Whichever is used, be consistent and don't use both British and English spelling in the same work.
- Punctuation
  Is there a period, question mark, or exclamation mark at the end of each sentence?
  Are there ending and closing quotation marks?
  Are commas, colons, and semi-colons used appropriately to separate dependent and independent clauses?
- Grammar
  Do all sentences have subject-verb agreement?
  Is there number agreement of nouns, pronouns, and possessives?
  Are there any sentence fragments?
  Are the correct verb tenses used?

- Vocabulary
  Is just the right word used to express your meaning?
  Are too many words repeated unnecessarily? Remember, using the same word over and over again results in boredom for the reader.
- Sentence structure
  Can some sentences be rewritten, using a different structure, so they are more easily understood by the reader?
- Page layout
  Is the composition visually appealing?
  Are new paragraphs indented?
  If a block design paragraph form is used, does a space separate paragraphs?

7. Publishing

In this stage the final copy of the composition is completed; the one that will be submitted for review. In most instances the final product should be done on a computer or typed. Hand written compositions may be difficult to read because of the differences in the quality of handwriting among individuals. Computers or word processing program should ideally be used on all written assignments. Some people may resist this idea if they have limited typing skills, but in the long run, it could save time and effort. Revisions and editing of the composition are so much easier on a computer or word processor. Typing mistakes are easily corrected, and even revisions of whole sentences, paragraphs, or sections are simple and fast. In addition, most word processing programs nowadays have not only spell checkers, which alert the writer to misspelled words, but also have grammatical functions that advise the writer of possible problems with grammar and sentence structure. For a novice English writer, a processing program is an indispensable tool.



Organizing information

Many topics are very broad or too general and may be difficult to write about effectively in a short composition. In these cases it is important to narrow the topic so it can be covered effectively and interestingly in a short composition. For example, the topic *sports*, is very broad and could cover countless games, events, or activities. This topic could be narrowed further to sports in the United States; however this topic is still too broad to write about in a short composition. It could be further narrowed to professional basketball in America. This limited topic is much more manageable to write about in a short composition, Of course, it could be narrowed even more to salaries of professional basketball players, or cities with professional basketball teams in them, or the economic benefits of professional basketball teams on small businesses, or professional basketball teams and its effect on community pride.

Exercise 3.1

Select three of the topics below and narrow the topics down into ones that are manageable for a short composition.

Gambling
Religion
Pollution
TV shows
Health benefits of exercise
Hobbies
Computers
Crime and punishment
Space exploration
Family recreational activities

Chapter 4
The Paragraph



A paragraph is a series of sentences all relating to the same topic or central idea. The aim of all paragraphs is to communicate to the reader that idea clearly and effectively. There is no hard and fast rule about the length of a paragraph; it will depend on the topic and what the writer wants to say. The paragraph should be long enough to develop the idea expressed in the topic sentence sufficiently. It should do what it sets out to do in the topic sentence. If the topic sentence states that you will be explaining how to make pizza, don't forget the steps about turning on the oven and at which temperature and how long the pizza should cook. Regardless of the length, the paragraph must contain only one idea. Any irrelevant sentences must be eliminated from the paragraph to ensure that it maintains its unity.

Parts of the paragraph

There are three parts to a paragraph: a topic sentence, supporting sentences, and a conclusion. Think of a paragraph as an Oreo cookie. The first and last sentences are like the top and bottom chocolate cookie of an Oreo; they are general statements about the topic, which tie the paragraph together. The middle sentences are like the white creamy filling, which contains information, facts, opinions, and examples that support or develop the topic sentence.

1. Topic Sentence

There are differences between a topic sentence and a title. The title is above the paragraph and expands the topic. It should indicate what the essay is about, provoke interest, and be brief. The topic sentence is usually the first sentence in the paragraph and limits the topic of the paragraph. A title is usually not a complete sentence. The topic sentence is always a complete thought or sentence. Most words in the title are capitalized. Only the first word and proper nouns are capitalized in the topic sentence.

The most important sentence of a paragraph is the topic sentence because it contains the main ideas of the paragraph. There are has three elements in a topic sentence: the topic, a controlling idea, and the point of view of the writer.

A. Topic

The topic is the subject, what is being written about in the paragraph. The main idea expressed in the topic sentence should not be too general or too specific. If it is too general, it will be difficult to develop it adequately in a single paragraph. If it is too specific, there will be nothing left to say to develop the idea in the paragraph.



Look at the following topic sentences.

Everyone can benefit from exercise.

This topic sentence is too general. There are many different kinds of exercise and different kinds of exercise have different benefits. Not all of them can be developed within one paragraph.

Doing aerobics for thirty minutes a day will strengthen a person's cardio- vascular system by twenty five percent.

This topic sentence is too specific. There is nothing else that can be said to support this statement in the remainder of the paragraph.

There are three reasons why I exercise everyday.

This sentence is an adequate topic sentence. It limits the discussion of the paragraph to only discussing the reasons that the writer exercises. Telling what those three reasons are and what benefits the writer gains from exercise can be expanded upon in the paragraph.

B. Controlling idea

The controlling idea limits the topic of the paragraph to one definite idea or one aspect of the topic that represents a particular idea, feeling, or opinion. The controlling idea must not be too broad, it must be specific enough for the subject to be discussed within one paragraph.



Look at these three topic sentences. Each has same topic, but contain different controlling ideas.

Topic

The Grand Canyon is a favorite vacation spot for travelers worldwide.
(controlling idea: vacation spot)

The Grand Canyon is noted for it awe inspiring panorama.
(controlling idea: panorama)

The Grand Canyon is an ideal area to view the geologic history of the earth.
(controlling idea: geologic history)

Topic

The television is a major source of home entertainment.
(controlling idea: home entertainment)

The television is an effective educational tool.
(controlling idea: educational tool)

The television has become smaller since its initial invention.
(controlling idea: become smaller)

A *divided topic sentence* is useful in ensuring the sentence has a controlling idea. In a divided topic sentence, the writer specifies or explains the divisions of the topic. Look at the following sentences that illustrate a divided topic sentence.

*There are **three** major professional sports in America.*
***Five** essential ingredients are required in learning a foreign language.*
*To become a successful, writer one needs **four** basic skills.*

All three of the topic sentences above clearly limit what will be discussed in the paragraph (three sports, five ingredients, and four skills).

C. Point of view



A good topic sentence also expresses the point of view of the writer. It may contain the opinion or attitude of the writer. In the topic sentence

Digital cameras make photography easy and fun.

The writer's point of view is easily determined- it's easy and fun.

Compare with **Steven King has written many books.**

In this statement the writer's opinion of the works of Steven King is not evident, nor is there any indication of whether being such a prolific writer is good or bad.

Exercise 4.1

Look at the following topic sentences and decide whether they are good or lacking. Put an X in the space if it is a good topic sentence, a G or S if it is too general or specific, or a C if it lacks a controlling idea.

_____ The greatest boxer of all time was Mohammed Ali.
_____ Jogging is good exercise.
_____ Computers have changed the world.
_____ Bananas are the best fruit because they contain all the essential vitamins needed for a healthy body.
_____ Using cell phones while driving can be a hazard.
_____ Religion is a crutch.
_____ The most challenging board game ever invented is chess.
_____ AIDS kills people every day.
_____ Music soothes the soul.
_____ Lawyers are too plentiful in the United States.

Exercise 4.2

Rewrite the following general statements and make them more specific and suitable as topic sentences.

1. Italian food is healthy and easy to prepare.

_____

2. The United States government is over burdened with citizens complaints.

_____

3. Natural disasters create havoc for everyone.

_____

4. The extinction of species of life on earth will have a profound effect on future generations.

_____

_____

5. Fairy tales are beneficial to children.

_____

Exercise 4.3

Identify the topic and controlling idea of the following topic sentences.

1. Children's educational programs on TV are superior to cartoons for young minds.
   Topic: _____
   Controlling idea: _____

2. Racial discrimination in the work place is a waste of human resources.
   Topic: _____
   Controlling idea: _____

3. The exploration of space needlessly expends resources that could be put to better use elsewhere.
   Topic: _____
   Controlling idea: _____

4. Hobbies provide people with many benefits.
   Topic: _____
   Controlling idea: _____

5. Learning a foreign language is also about learning the culture of that country.
   Topic: _____
   Controlling idea: _____

6. Becoming a doctor requires skills other than just medical knowledge.
   Topic: _____
   Controlling idea: _____

7. The time I spent in the Peace Corps was a horrendous experience.
   Topic: _____
   Controlling idea: _____

8. Driving in Korea presents foreign drivers with many challenges.
   Topic: _____
   Controlling idea: _____

9. A computer is a must for today's college students.
   Topic: _____
   Controlling idea: _____

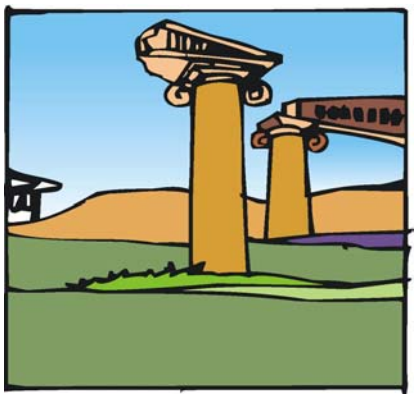
10. Teaching children the basics of fire prevention at home is fast and easy.
    Topic: _____
    Controlling idea: _____

Exercise 4.4 Write topic sentences for the topics below.

Same sex marriage	Dancing as exercise
Littering	Dieting
Home safety	White sandy beaches
Reading for pleasure	Favorite pets
Basic first aid	Games played as a child

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

2. Supporting sentences



The topic sentence is usually fairly general. The supporting sentences that follow it should be more specific and develop the idea expressed in the topic sentence. Supporting sentences that are vague merely restate the topic sentence. There are several methods that can be employed to make the supporting sentences more specific. One is to use details, facts, statistics, examples, opinions, research results, personal experience, or anecdotes. For example:

Seoul is a big city. (no statistics, just a broad statement)
Seoul, South Korea has a population of over 10 million people.

Another method of adding specificity is by using exact names of things rather than writing about them in general terms. For example

He is a doctor. (a very general statement)
He is a pediatrician who has worked at City Hospital for the last 15 years. (a very specific statement)

A final method is to use concrete words that allow the reader to imagine the topic being written about in greater detail, and not just in general or abstract terms. For example:

Mr. Thompson enjoys life.
Mr. Thompson is almost always in a good mood, most often has a smile on his face, is quick to laugh, and always sees the positive, even in terrible situations.

Look at the following paragraph and note the supporting sentences.

The invention of the automobile has provided many benefits to travelers. With a car, man is able to travel vast distances in short periods of time. What once took a two or three weeks on horseback or horse drawn wagon can now be done in a matter of hours. The comfort enjoyed by travelers, compared to a horse drawn wagon, is amazing. No longer do travelers have to endure the bone-jarring ordeal of riding on a stiff leather saddle or splinter-infested wagon seat. Their voyage is now made on softly cushioned seats that can be adjusted to fit the sojourners level of comfort. Travelers are no longer subjected to the harsh elements of the weather. In the past, travelers had to suffer the biting cold of winter and the blistering heat of summer, not to mention the suffering encountered by gale force winds, blinding snow, and drenching rain. Today people can enjoy a soothing and relaxing trip thanks to the totally enclosed interiors that offer air conditioning and heating units in most vehicles. Needless to say, with all the advantages an automobile has to offer, no one would dream of using the expression ‘Get a horse’ today.

Exercise 4.5

Select two topics that you wrote topic sentences for in exercise 4.4. Write five or six supporting sentences for each topic.

1. _____
_____
_____
_____
_____
_____
_____
_____
_____

2. _____
_____
_____
_____
_____
_____
_____
_____
_____

3. Concluding sentence

The concluding sentence is the last sentence of the paragraph. Single paragraph compositions should have a concluding sentence, however, it may not be necessary all the time for a multi-paragraph composition. The function of the concluding sentence is to signal the end of the paragraph. Concluding sentences can either be a restatement of the topic sentence, a summary of the supporting sentences, or contain a final comment about the topic. The concluding sentence in a paragraph should be a general statement that relates to the idea expressed in the topic sentence, and not another fact or detail of support. If restating the topic sentence, it should be expressed in different words, not an exact copy of the topic sentence.



In the above paragraph about automobiles, the concluding sentence was a final comment about automobiles. A concluding sentence that restates the topic sentence could be 'The examples mentioned above clearly demonstrate the many advantages of the automobile'. A concluding sentence that summarizes the supporting sentences could be 'Speed, comfort, and a controlled environment are just a few of the advantages that a modern day car has over a horse'.

Many words or phrases can be used to signal the end of the paragraph in the concluding sentence. Here are just a few (Note that these examples require a comma following them):

finally,	in conclusion,	in summary,
therefore,	thus,	as a result,
indeed,	in brief,	in short,

Other phrases (which do not require commas) include:

we can see that . . .
it is clear that. . .
these examples show that. . .
there can be no doubt that. . .
the evidence suggest that. . .

Exercise 4.6

Read the sentences below and number the proper order for the sentences in a paragraph.

____ Temperatures on the continent frequently drop below 100º below zero.
____ It is no wonder that this harsh environment has no permanent residents.
____ Antarctica, the continent at the South Pole, is one of the coldest spots on earth.
____ The continent receives no sunlight for several months out of the year.
____ More than 95% of the land surface is covered by a tightly packed ice cap.
____ The sunlight it does receive is so slanted because of the tilt of the planets axis, that the warmth for the sunlight is negligible.
____ The land is covered by thousands of feet of snow and ice.

Exercise 4.7

Read the following paragraphs and write a topic sentence and a concluding sentence for each.



Topic sentence: _____

_____

Acid rain is the result of pollutants, which are released into the atmosphere from automobiles and industry, which fall back to earth after being trapped by rain and snow. There have been numerous scientific studies of the effects of acid rain on the ecosystem in recent years. Pollutants contained in acid rain destroy plant and animal life when it enters lakes and rivers. Millions of acres of trees and plants have been damaged or destroyed because of the harmful effects of acid rain on these delicate ecosystems.

Concluding sentence: _____

_____

Topic sentence: _____

_____

It has only recently come under more intense investigation by proponents of western medical practices. Acupuncture involves the insertion of small needles, with the application of heat and electrical stimulation at precise acupuncture points on the body. According to traditional Chinese doctors, the balance of yin and yang (opposing forces that regulate spiritual, emotional, physical, and mental balance) are essential for good health. Blockage of the *gi* flow (the energy that flows through the body via meridians or pathways) creates an imbalance of yin and yang, which results in health problems or illness. The insertion of needles into the skin during acupuncture treatments unblock these channels and allow energy flows to optimize, resulting in improved health.

Concluding sentence: _____

_____





Topic sentence: _____

_____

Area 51, located on the desert floor of Groom Lake, Nevada, is reported to be a top-secret military base established in the early 1950's. The base, according to the government, is a testing facility for advanced aircraft being developed by the military. The U-2 spy plane was tested there in the early 1950's. Other aircraft tested there include the SR-71 Blackbird, the F-117 stealth fighter, and Northrop's B-2 stealth bomber. In 1989, a former employee of Area 51 claimed that the base was testing UFO's that the government received by trading with aliens. Some believe that Area 51 is the site of a crash of an alien spacecraft and that secret research is being conducted on the remains of the craft and its occupants.

Concluding sentence: _____

Topic sentence: _____

_____

Angina refers to the pain caused from a lack of blood supply to the heart. The blood supply is reduced due to a buildup of plague (deposits of cholesterol) in the arterial walls. The pain of angina is brought on by physical exertion and normally subsides with rest. The pain is typically located in the center of the chest, but may also radiate to the left arm, neck, jaw, left chest, or back.

Concluding sentence: _____

_____





Topic sentence: _____

_____

The first is when another driver pulls into the lane I am driving in and I have to slow down. It doesn't matter if the other person is driving safely and there is no immediate danger of a collision. I get peeved if I have to slow down just a little, even two or three miles an hour for a few seconds, while the guy in front of me picks up speed. I see no reason why I should slow down because someone else is in a hurry. The second thing that really gets my in an uproar is when someone passes me on the right. In some states in the United States it is actually against the law to pass on the right. Don't those people realize that passing on the right is dangerous? Have they never heard of the blind spot in the rear view mirror? Do they not care that they could be putting people's lives in jeopardy? The last thing that I really hate to see when I drive is when a pedestrian walks into the road without looking. Are they nuts? Do they have a death wish? Are they just plain stupid! Have their parents never taught them that it is a bad idea to walk in front of a one ton car traveling at forty miles an hour? Do they have no concept of bodily injury or death?

Concluding sentence: _____

_____

Chapter 5
Paragraph Characteristics



A well-written paragraph has four characteristics: unity, completeness, cohesion, and continuity. **Unity** means discussing only one idea in the paragraph, the idea presented in the topic sentence. If a sentence in the paragraph does not relate to the topic sentence, it is irrelevant and should be deleted. For example, if the topic sentence states that the paragraph is about the advantages of CD's over cassette tapes, talk only about advantages– not disadvantages. Discussing the disadvantages does not support the topic sentence and should not be included in the paragraph. Lack of unity may also occur if the writer adds too much to the topic. For example, in the following topic sentence '*The two biggest problems facing most candidates for public office are lack of money and lack of public exposure'*, only these two things should be discussed in the paragraph. If a sentence about candidate's inability to garner the public confidence is included in the paragraph, it is irrelevant and should not be included in the paragraph. The topic sentence stated that only two items would be discussed. Adding a sentence about garnering public confidence is not related to the topic sentence and results in a lack of unity.

Exercise 5.1

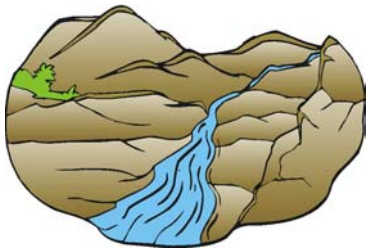
The following paragraph lacks unity because some of the sentences do not relate to the topic sentence. Cross those sentences out.

Robert Goddard is considered to be the father of modern rocketry. Goddard, a physics professor at Clark University in Worcester Massachusetts, predicted in 1920 that a rocket would be able to reach the moon some day. He speculated that with a big enough rocket and fuel that was powerful enough, space travel was a possibility. Weightlessness could also be experienced on a trip to the moon. His first determined that rockets could fly in the vacuum of outer space, from his experiments with airtight chambers. After calculating the energy-to-weight ratios of various fuels he learned the fuel needed for a rocket would not come from black powder, like that used in firecrackers and TNT. Ever since Goddard was a child he had a fascination with pyrotechnics. He discovered that what was needed was a liquid fuel that could supply greater propulsion. His experiments in chemistry lead to a fuel like kerosene or liquid hydrogen, combined with liquid oxygen, which was needed in airless space for combustion. One newspaper ridiculed him at the time stating that his musings were farfetched and unscientific. As any child knows, Goddard's prediction became a reality when man first stepped on the moon in July 1969.

Completeness is similar to unity, except that instead of including sentences that are irrelevant, completeness is ensuring that all the necessary supporting sentences are included to fully explain and support the topic.

For example, if a topic sentence states that three things are needed obtain a visa and only two are mentioned in the supporting sentences, the paragraph is incomplete. All three items must be mentioned for the paragraph to have completeness. Another example, if a topic sentence promises to list the steps needed to change a flat tire, but neglects to mention that the car must be jacked up before taking off the wheels, the paragraph is incomplete. All the steps needed to change a tire must be included in the paragraph to ensure completeness.

Cohesion is the smooth, continuous flow of thoughts of the sentences and ideas presented according to some logical principle. Cohesion allows the reader to follow the flow of ideas within the text without effort, confusion, or frustration because all the sentences are connected together and sequenced in a rational order in their support of the topic sentence. For example, if a paragraph is about how to change a flat tire, a sentence about removing the tire from the axle should not come before a sentence about jacking up the car. When actually completing this task, the car must always be jacked up first before removing the flat tire from the axle. If the supporting sentences in the paragraph are arranged without rational order the paragraph lacks cohesiveness.



The principle used in the ordering of the sentences within a paragraph depends on the kind of paragraph being written. Chronological ordering is appropriate for narratives, which use a time order of events to relate the sequence in which things happen. An example would be a paragraph about instructions for assembling a model airplane. A descriptive paragraph uses spatial ordering to ensure cohesion. In a descriptive paragraph, items could be describe from left to right, top to bottom, front to back, etc. For example, when describing people, a writer may start from the head and work down. The principles of logic and reason are used in expository paragraphs, which arrange the sentences into a logical pattern. For example, if writing a paragraph about how to play a game the logical order may be first to explain the object of the game, what materials are needed for the game, and then the rules of the game.

To ensure cohesion, transition words are used to connect the gaps between sentences in a paragraph. Usually transition words are at the beginning of a sentence to relate a sentence to the one preceding it, but transition words can come within sentences to connect one idea to another within a sentence.

Continuity is the combined inclusion of the three characteristics mentioned above: unity, completeness, and cohesion. Having all three characteristics in the paragraph ensures that the connection between ideas presented is smooth and even. For a paragraph to have continuity it must have all three of these characteristics. If a paragraph lacks unity, it has no continuity. If a paragraph lacks completeness, it has no continuity. If a paragraph lacks cohesion, it has no continuity.

More on cohesiveness



As previously noted, one characteristic of a good paragraph is cohesion; sentences that stick together in supporting the topic sentence. There are five devices that can be used to connect sentences together to ensure cohesion. These are personal pronouns, demonstrative pronouns, the definite article, use of synonyms, and linking or transitional words.

Personal Pronouns are words that refer back to and substitute for nouns (called antecedents) previously mentioned. Before a pronoun can be used in a text, an antecedent must precede it, so the pronoun has something to refer back to. Look at the following example.

> The rich yuppie admired the sports car in the show window.
> He decided to buy it.

The personal pronouns in the second sentence, *he* and *it*, refer back to the nouns *yuppie* and *car* in the previous sentence.

Without the use of pronouns, a sentence may become awkward to read and in some cases may not seem to relate to each other. Look at the following sentences.

> The rich yuppie admired the sports car in the show window. The rich yuppie had always wanted to buy a sports car. In the rich yuppies mind, owning a sports car represented success and achievement. Being quite wealthy, the rich yuppie could easily afford such an expensive sports car. The rich yuppie decided to buy the sports car.

The relationship between these sentences may confuse the reader if it is not know that the rich yuppie referred to is always the same person, they could easily refer to two different rich yuppies. In addition to adding cohesion to a paragraph, the use of pronouns allows for more interesting reading. Imagine having to read the paragraph above, which used no pronouns. Having to read a passage like this would soon become monotonous.

Demonstrative pronouns (this, that, these, those) are also tools that can be used to connect sentences together. As with personal pronouns, demonstrative pronouns require an antecedent (a previously mentioned noun) before their use. Look at this example.

> Please note the Yankee's baseball cap in the display case.
> This cap was worn by Babe Ruth in the World Series.

If a demonstrative pronoun *(this* in the second sentence) is not used in the above example the sentences may not appear to be connected or related to each other. If *a* (cap) were used instead of *this* it would be unclear if the cap in the display case was the same cap worn by The Babe.

The

The definite article (instead of a demonstrative pronoun) may also be used to join these sentences. Just like pronouns, before using the definite article, it must be preceded by a noun, which it can refer back to. The previously mention noun (antecedent) is usually in the previous sentence. Look at the example below.

> I bought an album yesterday.
> The album was by the Beatles.

Using the definite article, it becomes clear that the Beatles album was the one purchased yesterday, and not some other album. Without the use of the definite article, the relationship between two sentences may not be as clear.

> I bought an anniversary present yesterday.
> An anniversary present is for my grandparents.

In the second sentence, because ***an*** was used, it is not clear whether the present in the second sentence is the one that was purchased yesterday. To ensure there is no misunderstanding ***the*** (and not an) should be used.

Another cohesive devise, **synonyms,** are used to enable the writer to add variety to his writing by preventing the repetition of nouns or phrases, which may make the passage boring and uninteresting to read. As with the other listed cohesive devices, synonyms require an antecedent before their use. Note the synonyms for ***car*** in the passage below and how it adds variety and spice to the paragraph.

> Bob purchased his first car at the age of 17. The vehicle was an ***old clunker*** and only cost $200 and was in a constant state of repair. In spite of its problems, the ***automobile*** allowed Bob a degree of freedom he had never experienced before.

The final cohesive device is **linking or transition words. Transition words** are words that link ideas or sentences together and show the relationship between them. They guide the reader through the passage by letting him or her know which direction the text is going. Coordinating conjunctions, subordinating conjunctions, or prepositions are frequently used linking words.



Transition words can be divided into six groups, each group serving a different function in the way in which it combines sentences or phrases together. Look carefully at the lists below.

A. Transitions which indicate additions, repetitions, or intensification:

also	in addition	besides	too
another	further	furthermore	in other words
moreover	indeed	in fact	finally
first	second	after all	once again
to repeat	and so on	again	to sum up
to conclude	usually	habitually	any more
including	nevertheless	to put it another way	as a matter of fact

B. Transitions which indicate comparisons, contrasts, or contradictions:

similarly	likewise	by comparison	in the like manner
as well as	as	as if	unlike
however	though	regardless	on the other hand
in spite of	despite	but	yet
whereas	even though	even when	rather than
instead	instead of	on the contrary	nevertheless
in fact	nonetheless	then again	to put it another way
either… or	neither… nor		

C. Transitions which indicate a time or space relationship:

before	now	next	after that
in time	later	following	after so much time
finally	earlier	at first (last)	then
just then	until	soon	the next day (night)
while	meanwhile	beside	between
beyond	across	over	at
from	to	into	outside
inside	eventually	since	ever since
even	when		

D. Transitions which limit or prepare for an example:

if	unless	when	provided that
in case	in particular	that	that is
namely	for example	for instance	to illustrate
such as			

E. Transitions which indicate a cause or result:

because	for	therefore	thus
so	as a result	consequently	that (this) reason

F. Transitions which indicate obvious truths or grant opposition:

no doubt	doubtless	undoubtedly	without a doubt
of course	naturally	surely	certainly
in fact	granted	granted that	conceding that

Exercise 5.2

The cohesiveness of the paragraph below could be improved with the addition of transition words. Insert appropriate transition words from the list below in the blanks.

undoubtedly	whereas	although
furthermore	following	nonetheless
as a result	in addition	

Tutankhamen, _____ not as notable a pharaoh as Seti I or Rameses II, _____ gained wide-spread fame because of his tomb. Howard Carter discovered Tutankhamen's tomb in 1922 in the Valley of the Kings. Surprisingly, the tomb was largely intact; _____ most Egyptian tombs had been pillaged and plundered over the last 3000 years by grave robbers. The treasures revealed in the tomb include his mummy and solid gold sarcophagus. _____ a priceless gold mask, wall paintings, furniture, chariots, statues, jewelry items, weapons, games, clothing, cosmetic equipment, and other artifacts were discovered. _____, these items have given archeologists a unique portrait of the life of ancient Egyptian royalty. _____, to add to the tombs myth, _____ the opening of the tomb a number of unexplained and mysterious deaths sparked rumors of the mummy's curse. _____, it was widely believed that anyone disturbing the peaceful remains of the tomb was doomed to a terrible death. Much more can be learned about the legend and treasures of Tutankhamen by visiting the Egyptian Museum in Cairo.



Exercise 5.3

Re-arrange the sentences below in a correct sequential order to form a logical paragraph. As written, the sentences lack a degree of cohesion for a well written paragraph. Rewrite the paragraph below, using the cohesive devices discussed above to make a well written paragraph.



_____ The Hope Diamond's unparalleled beauty and uniqueness is attributed to the diamond's unquestioned perfection, large size, and brilliant blue color.

_____ The Hope diamond, one of the world's great treasures, has been enshrouded in tragedy and mystery for centuries.

_____ Her first son died in an car accident at age nine.

_____ Death has followed its history.

_____ It is alleged that Tavernier stole the Hope Diamond from the stature of a Hindu goddess and was mauled by a pack of wild dogs after selling the stone in Russia.

_____ Whether the legend of the Hope Diamond is believed or not, thousands still marvel its beauty and allure daily at the museum's display.

_____ The next owner, a New York jeweler named Harry Winston, donated the gem to the Smithsonian Institute in 1958.

_____ In 1939, the diamond was purchased by Henry Philip Hope (from which the gem gets its current name).

_____ According to legend, Hope went bankrupt because of the curse.

_____ She considered the gem a good luck charm:however, tragedy struck her life after the purchase.

_____ The curse began with a traveler to India named Tavernier.

_____ Her daughter committed suicide at the age of 25.

_____ Her husband was committed to a mental institution fro insanity and remained there until his death.

_____ Many believe that the donation was made in order to rid himself of the diamond's curse.

_____ Some attribute the beheading of Marie Antoinette and Louis XVI, later owners of the famous diamond, to the curse of the Hope Diamond.

_____ An American woman, Evelyn Walsh McLean, bought the diamond in 1910.

_____

_____

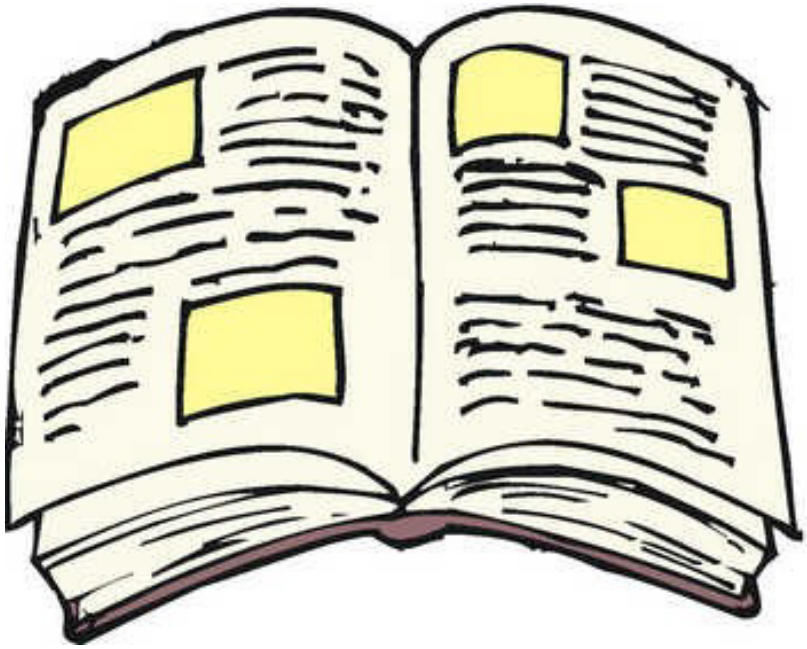
_____

_____

_____

_____

Chapter 6
Types of paragraphs



The order of the sentences in a paragraph must be in some sort of logical order so it can be easily read and understood by the reader. The kind of logical organization used partly depends on the topic and what the writer wants to say about it. There are several kinds of paragraphs– narrative, descriptive, process, compare and contrast, cause and effect, problem analysis and solution, and persuasion. Each kind of paragraph has a different purpose and different method of organization.

Narrative paragraphs



A narrative paragraph tells a story and its purpose is to provide information about an event. In a narrative paragraph, events are related to the reader in the correct chronological order as they happened. A narrative paragraph is used when writing about such things as: a vacation trip taken to Africa, your first day in a foreign country, man's journey into space, or the events leading to the end of slavery in America. When telling a story elements that should be included are the chain of events of the story, the characters or people involved, when and where the event occurred, and possibly the theme or moral of the story.

Read the narrative paragraph below.

Narrative paragraph

My girlfriend and I went on vacation to Hawaii about a year ago. We spent a week there and had a great time. We stayed at a very nice hotel right on the beach in Honolulu. We spent a lot of time on the beach, of course, swimming, wading, walking, and soaking in the sun. At night we always went out to a fine restaurant for a romantic dinner on the beach. We even took in a show once. One day we went snorkeling. That was fantastic! The numbers and varieties of brightly colored fish we saw were just amazing. I thought about trying my hand at surfing and parasailing, but I chickened out. On another day, we did the typical vacationer's tour; we went to a Marine Museum, a traditional Hawaii market, and The Arizona War Memorial. One night we went to a luau. The food at the luau was delicious, as were the tropical drinks. The organizers of the luau taught all the women how to do the hula; all the men sat back, watched the dancing, and drank Mai Tai's. The luau was fun, but I thought it was over-crowed. There were a least 150 people there. In spite of the crowds, Hawaii certain is a vacation paradise.

Exercise 6.1

Write your own narrative paragraph in the space provided.

Descriptive paragraphs

When one wants to describe the way something looks like in a physical sense a descriptive paragraph is used. A descriptive paragraph would be used for such things as describing the physical appearance of your favorite uncle, the layout of the library at a school, the awesome grandeur of the Pyramids, or the stunning beauty of the Mona Lisa. The organizational flow of sentences in the paragraph should be based on some logical principle and could vary based on the writer's style or intent. For example, if describing a person, one may start the description from the head and work down to the feet, or vise versa. Additional supporting sentences may include information about the person's eye color, hair color and style, height, weight, physical stature, and distinguishing marks. If describing a room, one could describe from left to right or front to back or from the center outward. Items that may be included in the supporting sentences may include the color of the walls, the size of the room, the furniture or décor of the room, the location of the furniture, windows or doors in the room. If describing the beauty of a famous landmark one could start with the landmark itself and expand outward to include the landscape around it, the sky above, and the horizon beyond. Supporting sentences may include information on the size, shape, and color of the landmark, its location, the kinds of vegetation in the vicinity, and the immediate or distant geologic characteristics of the landscape.

Read the descriptive paragraph below.

Descriptive paragraph

Kangaroos are strange and amazing animals. There are three species of kangaroos and they can weigh between forty and two hundred pounds (18 to 95 kg) and range in height between three and nine feet (.9 to 2.7 meters). A kangaroo has two large hind legs (with four toes) and a long, powerful, tapered tail that is used for balance when hopping and leaping. Kangaroos can walk and stand upright and they move about by hopping on their hind legs. Their front legs are short and small, with hands and five unequal digits (fingers) similar to a human's. The digits are used for grasping objects and also have sharp claws that are used for fighting. Kangaroos have long pointed ears and a long and well-defined muzzle, with distinctive black and white patches on both sides of the muzzle. Their head resembles that of a dear. The fur of the kangaroos is soft and woolly and may have stripes on the head, back, or upper limbs. Depending on the species, the color of the fur can be reddish brown, grayish brown, or chocolate brown. One distinguishing feature of kangaroos is that the females have a pouch in which the babies reside until mature. To see these amazing animals up close one has to travel to Australia, as that is the only place kangaroos can be indigenously found.

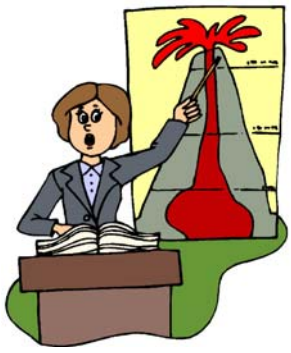
Exercise 6.2

Select one of the topics below and write a descriptive paragraph about it in the space provided.

Your bedroom	Your college campus
A friend	A TV
An elephant	Your own idea

Process paragraph

An process paragraph is used when explaining something such as how to do something, how something is done, or how something works. Topics suitable for an process format include how to overcome a fear of heights, how to bake a cake, or how a hydroelectric generator works.



Keep in mind that the present and future tense are most often used in describing a process, very seldom is the past tense used. In addition, when writing a process paragraph, it is important for the reader to be able to follow the sequence of steps easily. For this reason, the use of transition words is essential. Below is a list of commonly used transition words for process paragraphs.

first	second	third	after
that	then	next	before

Read the two process paragraphs below.

Process paragraph 1 (how something works)

The design and operation of a household toaster is simplicity itself. Modern toasters work on electricity. Electricity passes through thin wires that are on both sides of the slot where the bread is placed. The wires become red hot when the electricity passes through them, which generates a tremendous amount of heat. This heat burns the bread to make the toast. The degree that the bread burns can be regulated with a dial. On a low setting, the toast becomes lightly toasted; with a higher setting, the toast becomes darker. The dial controls the amount of time that the bread is in the toaster, not the amount of heat generated. Most toasters contain a lever that is pushed down, which lowers the bread into the device so the bread is beside the heating filaments. The toast pops up, away from the heating filaments, when the time that is set with the control knob expires. The electricity stops passing through the wires and the heat soon dissipates. Some of the newer toasters have no lever to push down; instead the bread is automatically lowered into the toaster when it is placed in the slots. Most toasters are made for two slices of bread, but four slice toasters are available, to meet the ever increasing time demands on working moms. Toasters are fast, convenient, and easy to use tools that help make breakfast quick and easy.

Process paragraph 2 (how to make something)

Making tacos, a Mexican dish, is fast and easy. There are six basic ingredients: corn tortillas, ground beef (hamburger meat), lettuce, tomatoes, onions, and shredded cheese. For a serving of six, use these amounts of ingredients: six uncooked corn tortillas, one half pound of ground beef, one quarter head of lettuce, one large tomato, one medium sized onion, and four ounces of shredded Cheddar cheese. First, dice the lettuce, tomatoes, onions, and shred the cheese and put them into separate bowls. Second, brown the ground beef in a frying pan, being sure to mash the beef into small bits. Season the beef with salt and pepper to taste. Then, put in six to eight tablespoons of cooking oil in another small frying pan and cook the tortillas over medium to high heat. To make soft tacos, cook the tortillas for 30 seconds on one side and then turn over and cook the other side for 30 seconds. After cooking the tortillas, place the cooked tortilla on a paper towel to remove the excess grease. To make the taco, take the soft tortilla and fold it in haft, spoon into the tortilla shell a tablespoon or so of the cooked ground beef. On top of this add small equal amounts of cheese, lettuce, tomatoes, and onions. The taco is now ready eat, just pick it up with your hands and chow down (no spoons or forks are required). Keep in mind that the ingredients have a tendency to fall out of the taco when eating, so eat carefully. The debris that falls on the plate can be eaten later with a fork, or if keeping with custom, just use your fingers. Some people like to add a little zest to their tacos by adding a dash or two of hot taco sauce and a dab of sour cream or guacamole. To Tacos make a fast, easy, and delicious meal, so add them to your menu to add variety to your dining experience.

Exercise 6.3

Select one of the topics below and write a process paragraph.

How to make your favorite food	How to fail a class
How to impress a teacher	How to master English
How to be a millionaire	How to make a kite
How to find the perfect mate	How to stop the hiccups
How an electric can opener works	Your own idea

Compare and contrast



In a compare and contrast paragraph the writer is pointing out the similarities and/or differences between two or more things. A compare and contrast paragraph could be used to show that one thing is superior to another or to show changes over time. Suitable topics for a compare and contrast paragraph include city versus country living or modes of transportation today versus 100 years ago.

There are two methods for organizing a compare and contrast paragraph: point-by-point or block. In a point-by-point organizational method, two topics are compared or contrasted point by point. In a point by point method, one aspect is talked about for both items being compared, then another point is discussed for both items, and so on. For example, in a paragraph comparing shopping at a superstore (such as Wal-Mart) and shopping at specialty stores, the first point may be convenience. The writer would discuss the advantages or disadvantages for both stores. A second point may be price. Again the writer would talk about the advantages or disadvantages of one over the other. The paragraph continues in this manner until all points of comparison are covered.

In a block method of organization the writer would write about the two things being compared or contrasted separately. Using the shopping example cited above, the writer would first write about all the advantages or disadvantages of shopping at a superstore. The remainder of the paragraph would discuss the advantages or disadvantages of shopping at specialty shops. Look at the two paragraphs below, one using a point-by-point method and the other a block method.

Read the two compare and contrast paragraphs below.

Compare and contrast paragraph: Point by point method

Shopping at a superstore is far more superior than shopping at a specialty shore. Shopping at a super store is much more convenient and time saving. First, a super store provides for one stop shopping, you can get every thing you need under one roof. If shopping at specialty shops, one may have to drive all over town, spending half a day doing so, to complete all of your purchases. Prices may also be much cheaper at a superstore. Super stores are able to buy in bulk, passing on the savings to the customer. Many specialty stores are unable to provide this benefit to their customers. Parking at a super store is generally fast and easy since they always have large, spacious parking lots. Finding a parking space for a specialty shop may be difficult. A person may end up parking one or two blocks away, and may have to pay a parking fee. A super store may also provide the customer with greater choice. The electronics department of a super store could have 10 different brands of televisions, with several models of each brand to choose from. A specialty store may only have two or three brands, the brands that they carry, to choose from. All in all, why would any one want to shop at a specialty store?

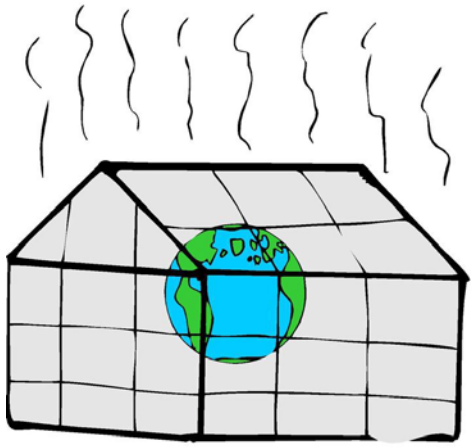
Compare and contrast paragraph: Block method

Shopping at a superstore is far superior than shopping at a specialty store. Shopping at a super store is much more convenient and time saving. First, a super store provides for one stop shopping, you can get every thing you need under one roof. Prices may also be much cheaper at a super store. Super stores are able to buy in bulk, passing on the savings to the customer. Parking at a super store is generally fast and easy since they always have large, spacious parking lots. Finally, a super- store may also provide the customer with greater choice. The electronics department of a super store could have 10 different brands of televisions, with several models of each brand to choose from. On the other hand, if shopping at specialty shops, one may have to drive all over town, spending half a day doing so, to complete all of your purchases. Many specialty stores are unable to purchase their merchandise in bulk; therefore customers may end up paying a higher price. Finding a parking space for a specialty shop may be difficult. A person may end up parking one or two blocks away, and may have to pay a parking fee. A specialty store may only have two or three brands, the brands that they carry, thus limiting their customer's choices. All in all, why would any one want to shop at a specialty store?

Exercise 6.4

Write a compare and contrast paragraph using one of the topics below.

City and country living	A sports car and a luxury car
Audio-tapes and CD's	Two countries
Your mother and father	Typewriters and computers
Your own idea	



Cause and effect

In a cause and effect paragraph the writer analyzes the causes or factors that brought about an event and examines the results or consequences of that event. The paragraph could contain only the causes of an event or situation or could contain only the effects of an event or situation, or it could contain both the causes and effects. Topics that may utilize a cause and effect method of organization include examining the cause of air pollution and its effect on plant life or the rates of illiteracy in a country and the effects on the employability of its citizens.

Read the Cause and effect paragraphs below.

Effect paragraph

When the United States lowered the legal drinking age from 21 to 18 about 30 years ago it created unforeseen problems. One problem was the increase in the number of alcohol-related automobile accidents among 18 to 21 year old drivers. The accident rate nearly doubled within six moths after the law was enacted. In addition to the accident rate, the number of fatalities resulting from alcohol related car accidents increased dramatically. As would be expected, the insurance rates for this age group also increased due to the larger number of accidents. At the time that the law was passed, there was a national sentiment that if 18 year olds were old enough to die in a war, they were old enough to handle the responsibility of alcohol use. Clearly this was not the case. Less than three years later the law was repealed and the drinking age was re-instated to 21.





Cause paragraph

There are several reasons many high schools in the United States have begun to change their curriculum from the traditional academic focus to a vocational focus. Many students in high schools have no desire, or lack the financial resources, to attend college. Students found the courses offered irrelevant to their lives, which effected their attendance and performance in classes. Receiving a traditional high school education did not prepare them for the world of work because they had no skills to offer an employer, other than the three R's. The students and their parents needed a curriculum that taught the student specific skills that could be used immediately upon graduation to join the work force. Schools now offer courses in automotive repair, construction, nurse's aid training, cooking, and secretarial or office work. Businesses also supported this change. Training new employees in the most basic skills for a particular job costs time and money. Employers required a work force with skills that could be put to work immediately. The changing of focus of the high school curriculum in America has resulted in more motivated students and a better skilled work force.

Exercise 6.5

Select one of the topics below and write an effect paragraph about it.

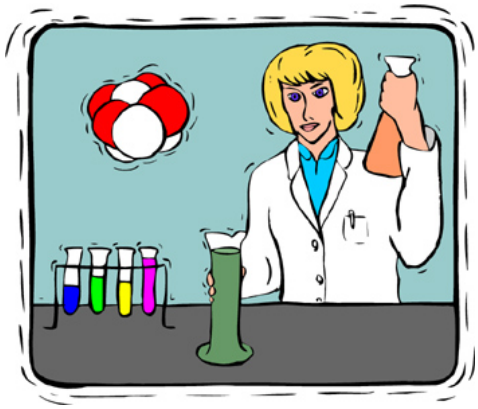
Water pollution	Unemployment
Being laid off from work	A new baby in the family
Cell phones on daily life	Your own idea

Exercise 6.6

Select one of the topics below and write a cause paragraph about it.

Stress	Crime
Failing a class	Rising divorce rates
Longer life expectancies	Your own idea





Problem Analysis and solution

In a problem analysis and solution paragraph the writer identifies a problem and offers solutions for that problem. Topics that may be found in a problem and solution paragraph include employees consistently reporting late for work or a lack of parking space in a downtown area.

Read the problem/solution paragraph below.

Problem and solution paragraph

Rush hour traffic jams are a major source of annoyance and inconvenience for millions of big city dwellers. Most large metropolitan areas have a number of modes of mass transportation that can be utilized by commuters to eliminate the daily headaches and hassles of traffic jams. The first is the subway. Subways are fast, inexpensive, easily accessible, and have routes to most areas of a city that a person may need to travel to. In addition, they can be a source of fun and entertainment. For example, they are an excellent place for people watching; there is no doubt that a person can meet a wide variety of fascinating and unusual people using the subway. A second alternative is a bus. Although buses may be a little slower than subways, they also have the same advantages as a subway in that they too are relatively inexpensive, easily accessible, and travel to most areas of a city that a person may need to go to. One disadvantage, however, is that buses generally do not run as frequently as subways, so a person may have to wait a much longer time for the next bus to arrive. A third alternative is the taxi. Although taxis can be quite expensive, they have the advantage of dropping the passenger off at the exact location he or she is going, thus eliminating the need for additional walking to their final destination. Car pools, if used more extensively, could also be a means to reduce traffic jams. Car pools are ideal for people that live in the same area and work in the same place. They have the advantage of being Inexpensive, in that all riders could pitch in for the cost of the gas. Also it's a great opportunity to socialize with coworkers and maybe even reduce the stress and frustration associated with bumper-to-bumper traffic. Finally, for those who live close to their place of work, a bicycle may be just the ticket. Not only does a cyclist beat the traffic, they can get a good work-out at the same time and have a healthier life. So, if you are tired of the daily grind of getting to work, try another mode of getting there, and relax.

Exercise 6.7

On a separate sheet of paper, select one of the topics below and write a problem analysis and solution paragraph.

The homeless	Over-population
Drug use	Sexual discrimination
Political corruption	Employment for youth
Domestic violence	High cost of medical care
Drunk Drivers	



Persuasion

In a persuasion paragraph the writer attempts to persuade others to his particular point of view or tries to convince others to do something. If writing about the benefits of a tax cut or allowing prayers in school, one would use a persuasion format. The writer may use facts and figures, emotional appeal, or intellectual arguments to sway the reader's opinion.

Read the persuasion paragraph below.

Persuasion paragraph

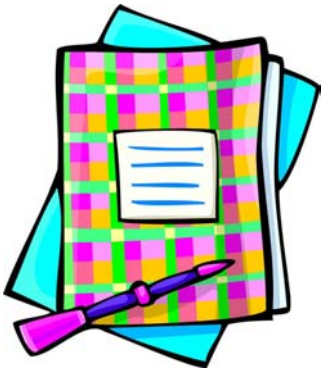
Euthanasia is a merciful and humane termination of prolonged suffering, and not murder, as some proponents insist. There is no sane reason why a person with a terminal illness should have to suffer the agony, humiliation, and degradation of a slow, certain death when other alternatives are available. Certainly no one wants to die, but like taxes, it is unavoidable. Life is indeed a precious gift that should be cherished and celebrated. For those unlucky souls inflected with a painful terminal illness, they should have the option of passing quietly, peacefully, and quickly. What rational person would choose the never-ending torment that comes with the slow, excruciating death of a terminal illness? Loved ones too suffer from a prolonged terminal illness. They experience the grief, agony, and pain of losing someone every time they visit the hospital. This continued exposure creates emotional, physical, and psychological stress that is unnecessary and in most cases probably unwanted. Prolonged terminal illnesses also put a great burden on family's financial resources. With the high cost of medical care today, this could (and many times does) create a financial crisis that takes years to overcome. In addition, time and resources of the hospital are inefficiently utilized. Medical facilities may be turning away patients that need urgent care if their beds are filled with patients that are afflicted with incurable diseases. This in turn could create grave social problems for a community. We are all going to die, let us hope that we have the option of going out serenely.

Exercise 6.8

Write a persuasion paragraph from one of the topic below.

The death penalty	Legalization of drugs
Mandatory military service	Abortion
The existence of God	Political part affiliation
Interracial marriage	Elimination of testing in schools
Pornography on the Internet	
You own idea	

Chapter 7
Parts of the Essay



Essay Organization

An essay or composition is a collection of paragraphs that cover one particular topic. The organization of an essay is essentially the same as a paragraph. It contains an introduction, just as a paragraph contains a topic sentence. The introductory paragraph lets the reader know what the essay will be about. An essay has body paragraphs, which develop the topic stated in the introduction, in the same way that supporting sentences develop the topic sentence in a paragraph. The body paragraphs, usually the longest part of the essay, contain support for the thesis statement. An essay contains a concluding paragraph, just as a paragraph contains a concluding sentence. The concluding paragraph summarizes the information in the essay or may contain the writer's opinion or prediction of the topic.

For an essay, a topic sentence and a concluding sentence may be not needed for all paragraphs. If the thesis statement contains a predictor, it will clearly show what the topic of the paragraphs will be. Even if no topic sentence is used, the writer still needs to have good transition and unity to tie the paragraphs together cohesively.

The Introduction



There are two primary functions of the introductory paragraph: to indicate what the essay will be about and to attract the attention of the reader. The introduction may include making an initial general statement and narrowing it down to the thesis statement or explaining the importance of the topic. In addition, the introduction may provide the reader with background information, set the limits of the discussion, or to clarify the meaning of words. Without an introduction the essays begins too abruptly and may cause confusion for the reader.

If the introduction does not grab the reader, they may stop reading and seek entertainment or information elsewhere. There are several techniques that can be used in introductions to help get the attention of the reader. These are anecdotes, quotes, surprise with an unexpected view, questions, interesting facts or statistics, background or historical information, or a combination of these.

The topic of the essay is contained in the thesis statement. The thesis statement is the most important sentence in an essay, just as the topic sentence is the most important sentence in a paragraph. The thesis statement is similar to the topic sentence and serves the same function in an essay as the topic sentences does for the paragraph. It tells what the essay is about, just as the topic sentence tells the reader what the paragraph is about. The thesis statement is the last sentence in the introductory paragraph. It lets the reader know what will be discussed in the remaining paragraphs and expresses the opinion or point-of-view of the writer. It contains the same components as the topic sentence. It contains the topic, a controlling idea, and opinion or point-of-view. The topic is what the essay will be about. The controlling idea is what will be said about the topic. There can only be one controlling idea in the thesis statement. The thesis statement must also contain an opinion. If the thesis statement contains a fact, it cannot be supported and the writer cannot write an essay about it.





Thesis statements may also have additional characteristics. The thesis statement indicates the central purpose for the essay and controls the essay. It gives a plan for the essay and the essay must follow that plan. The thesis statement may indicate how many paragraphs the essay will be, the organization of the essay, and the content of each paragraph. For example, in the thesis statement *'The primary causes for the gradual collapse of the British Empire were political differences, economic factors, and geographic distance'*, one paragraph each will be devoted to explaining the three causes of the collapse: political differences, economic factors, and geographic distance. The order of the ideas presented in the body paragraphs must match the order indicated in the thesis statement. In the above example, the first body paragraph must be about political differences, the second paragraph must be about economic factors, and the third must be about geographic distance.

When writing thesis statements keep in mind these simple rules:

1) it must be a statement, not a question
2) it must be complete sentence
3) it must be an opinion, not a fact
4) it must have one, and only one, a controlling idea
5) it must state the writer's position on the topic

Exercise 7.1

Look at the following thesis statements. Place an X in the space provided if it is an ineffective thesis statement. If the statement is an effective thesis statement leave the space blank. If the statement is ineffective as a thesis statement, indicate in the line under the statement what it is lacking: does it lack a topic, a controlling idea, or an opinion.

___ Computers save time, money, and effort.

_____

___ Habitual gamblers waste resources.

_____

___ The three most common reasons for divorce are economic difficulties, incompatibility, and unfaithfulness.

_____

___ George Washington was the first president of the United States.

_____

___ Are money and religion the two main causes of war?

_____

___ Hawaii is a great vacation spot because of the sun, sand, and surf.

_____

___ There are three qualities that a good secretary must have.

_____

___ Dream interpretation is a major concern for Freudian psychologists.

_____

___ Three popular Disney characters are Mickey Mouse, Minnie Mouse, and Winnie the Pooh.

_____

___ The only proven methods to lose weight are diet and exercise.

_____

Exercise 7.2

Look at the topics below and write effective thesis statements for them.

Benefits of exercise

_____

_____

Advantages of Oriental medicine

Educational TV

Beatles music

Advertisement

Boring hobbies

Difficulties of learning a foreign language

Punk rock

Tattoos

College sports



Exercise 7.3

Arrange the following sentences into the proper order to form a coherent introductory paragraph. Place the number of the sentence in then space provided on the left.

1.

___ Let's face it, not everyone can afford a fifty-dollar steak, especially if there are six in the family.
___ For others, the most important thing is the quality of the food.
___ For individuals on the go, a deciding factor many times is the speed of service and convenience of the restaurant.
___ Everyone has a favorite restaurant that they like to go to.
___ There are many things that influence a person's choice of where they will dine.
___ Price is a deciding factor for many people.
___ The reasons I choose a restaurant are its location, its price, and its service.
___ Fortunately for those on a tight budget, good food can be found in inexpensive and moderately priced restaurants, as well as in expensive restaurants.
___ Trendy restaurants are the perfect choice for those want-to-be socially popular individuals who want to dine with the in-crowd.



2.

___ There are three reasons why I like being single: it is cheaper, there is greater personal freedom, and I can live my lifestyle without interference.
___ Considering the pressures of today's society on marriage and family, remaining single is a difficult and courageous decision, but one that could ensure happiness and contentment throughout life.
___ The changes that must be endured affect them emotionally, psychologically, interpersonally, physically, socially, and financially.
___ Others, those with a little better grasp on reality, consider marriage as not the beginning of a new life, but the death of an old one.
___ Once those fatal words 'I do' are uttered, life changes dramatically and irrevocably.
___ No more can a carefree single person go through life as they please.
___ They must forevermore consider their life long partners position, perception, and feelings on just about everything.
___ They consider marriage as the start of a new life.
___ Many people, especially the young and naive, eagerly anticipate of the day they will walk down the aisle with the person of their dreams.

3.

___ In many parts of the world today, the younger generation has embraced tattoos as symbols of their freedom, individuality, and independence.
___ Other societies have shunned the acceptance and practice of tattooing.
___ Tattoos have been a part of man's culture since ink and needle were first developed.
___ These same individuals, sometime in the future, will regret the day they made the impulsive decision to get a tattoo.
___ Tattoos have been accepted in some societies, and indeed are or have been an integral part of the rite of passage.
___ Three reasons why a person should not get a tattoo are that they are painful, they are permanent, and they are often ugly.
___ Although the idea of getting a tattoo may sound appealing at first, consideration must be given to the consequences.

Exercise 7.4

Write introductory paragraphs for the thesis statements below.

1. _____
_____
_____
_____
_____
_____

The three biggest ways I waste time are by watching TV, talking on the phone, and daydreaming.

2. _____
_____
_____
_____
_____
_____

There are three reasons why I like being single: it is cheaper, there is greater personal freedom, and I can live my lifestyle without interference.

3. _____
_____
_____
_____
_____
_____

The reasons I like my favorite restaurant are its location, its price, and its service.

4. _____
_____
_____
_____
_____
_____

If I were living in a foreign country, I would miss most the food, my family and friends, and the television programs.

5. _____
_____
_____
_____
_____
_____

The three most important things to consider when buying a used car are the mileage, the number of dents in the car, and the price.

Body Paragraphs



The body or supporting paragraphs are the paragraphs after the introduction that contain the support or development of the ideas presented in the thesis statement. One of the problems that many students face is coming up with ideas for the supporting sentences. The sentences in the body paragraph must have concrete support to convince the reader of the writer's point of view. Without concrete and sufficient support, the essay is too vague or too general. Concrete support can be established by using facts, statistics, illustrations, examples, and personal experience. Without solid supporting sentences the reader must guess what the writer means and the writer will fail to convince the reader of his position.

For beginning writers, all body (supporting) paragraphs should have topic and concluding sentences. The topic sentence for the body paragraphs should introduce the points or sub-topics stated in the thesis statement, if any. Experienced writers may eliminate the topic and concluding sentences, but only if the thesis statement contains the topic for each paragraph. In addition, writers must ensure that there are good transitions between sentences and paragraphs. The relationship between paragraphs and how they are connected must be clearly understood by the reader. At times it may be appropriate for the concluding sentence of one paragraph to serve as a bridge to introduce the topic for the next paragraph.

Recreational Trends

Year	Movies	Sports	Computer	Year	Movies	Sports	Com-puter
1985	**53%**	**32%**	**15%**	**1995**	**39%**	**25%**	**36%**
	Action 15%	Football 33%	Games 10%		Action 31%	Football 31%	Games 22%
	Comedy 35%	Basketball 35%	Surfing 5%		Comedy 21%	Basket-ball 36%	Surfing 26%
	Drama 23%	Baseball 25%	Business 50%		Drama 26%	Baseball 24%	Business 33%
	Romance 27%	Other 7%	Other 35%		Romance 22%	Other 9%	Other 19%
1990	**45%**	**30%**	**25%**	**2000**	**21%**	**19%**	**60%**
	Action 22%	Football 32%	Games 17%		Action 35%	Football 29%	Games 25%
	Comedy 29%	Basketball 36%	Surfing 12%		Comedy 23%	Basket-ball 36%	Surfing 45%
	Drama 24%	Baseball 24%	Business 41%		Drama 25%	Baseball 25%	Business 19%
	Romance 25%	Other 8%	Other 30%		Romance 17%	Other 10%	Other 11%



Exercise 7.5

The essay below uses information from the above chart to summarize information about national trends of how people spend their recreational time. However, the essay is very vague and offers no concrete support for its claims. In addition, the essay's use of transitional signals is poor. On a separate sheet of paper, rewrite the paragraph, using more specific information provided in the chart to support its claims. Also include appropriate transition signals to improve the readability of the composition.

The trend in recreational activities has changed over the last 20 years, according to a survey conducted by the National Free Time Association. The Association polled over ten thousand people, in a random sampling of a cross section of American citizens. The Association wanted to know how the public has changed the way they spend their free time. People were surveyed in the three most popular categories: movies, sports, and computer use.

The time that Americans spend watching movies has declined by about half over the last twenty years. The kinds of movies that are preferred have also changed somewhat. The percentage of people preferring action movies has vacillated, going up and down from 1985 to 2000. The same thing can be said about the percentage of people that enjoy comedies. The percentage of people that enjoy dramas has remained fairly constant during that time. Romance movies have taken an overall decline in preference over the last twenty years.

The popularity of sports as a national pastime has seen quite a significant decrease also over the survey period. The percentages of viewers for the each of the three major American sports (baseball, football, and basketball) have remained about the same. About a third of people prefer baseball, about a third prefer football, and about a third prefer basketball. The popularity of football has decreased a little, but the popularity of basketball has increased slightly over the last twenty years. Baseball has maintained about the same amount of popularity during that time. The popularity of other sports has increased a little.

The most notable change in the way Americans prefer to spend their free time is the area of computers. The percentage of people that use a computer as a vehicle for recreation increased between 1985 and 2000. The reason that people use a computer has also changed. The percentage of people that use a computer to play games has increased. Surfing the Internet for recreation has also risen dramatically over the time period, it now being the main reason that people use a computer. The use of business related software and other software programs have seen a steady decline. In 1985 most computer use was involved with business related software or other software programs. By the year 2000, this had declined significantly.

The way that Americans spend their free time has changed over the last twenty years. People still watch movies, but the kinds of movies they watch has changed, although not significantly. The popularity of sports has seen an overall decline, although the percentage of fans that prefer one sport over another has remained fairly constant, with about a third of the people liking football, about a third liking baseball, and a third liking baseball. Computer use, specifically games and surfing the Internet, has shown to be the most significant change in how Americans spend their free time.





Exercise 7.6

Using the introductory paragraphs below, write three supporting paragraphs for each topic. Be sure to write the supporting paragraphs in the same order as listed in the thesis statement. Use the space below or a separate sheet of paper.

Everyone has a favorite restaurant that they like to go out to eat at. There are many things that influence a person's choice of where they will dine. The price is a deciding factor for many people. Let's face it, not everyone can afford a fifty-dollar steak, especially if there are six in the family. For others, the most important thing is the quality of the food. Fortunately for those on a tight budget, good food can be found in inexpensive and moderately priced restaurants, as well as in expensive restaurants. For individuals on the go, a deciding factor is many times the speed of service and convenience of the restaurant. Trendy restaurants are the perfect choice for those want-to-be socially popular individuals who want to dine with the in-crowd. The reasons I choose a restaurant are its location, its price, and its service.

Many people, especially the young and naive, eagerly anticipate the day they will walk down the aisle with the person of their dreams. They consider marriage as the start of a new life. Others, those with a little better grasp on reality, consider marriage as not the beginning of a new life, but the death of an old one. Once those fatal words 'I do' are uttered, life changes dramatically and irrevocably. The changes that must be endured affect them emotionally, psychologically, interpersonally, physically, socially, and financially. No more can a carefree single person go through life as they please. They must forevermore consider their life long partners position, perception, and feelings on just about everything. Considering the pressures of today's society on marriage and family, remaining single is a difficult and courageous decision, but one that could ensure happiness and contentment throughout life. There are three reasons why I like being single: it is cheaper, there is greater personal freedom, and I can live my life style out interference.

Tattoos have been a part of man's culture since ink and needle were first developed. Tattoos have been accepted in some societies, and indeed are, or have been, an integral part of the rite of passage. Other societies have shunned the acceptance and practice of tattooing. In many parts of the world today, the younger generation has embraced tattoos as symbols of their freedom, individuality, and independence. These same individuals, sometime in the future, will regret the day they made the impulsive decision to get a tattoo. Although the idea of getting a tattoo may sound appealing at first, consideration must be given to the consequences. Three reasons why a person should not get a tattoo are that they are painful, they are permanent, and they are ugly.

Conclusion

The concluding paragraph of an essay is the last paragraph. It has an important function, to ensure that the reader has a clear understanding of the point the writer is making. There are several devises or techniques that a concluding paragraph may encompass, depending on the type of essay being written or the writer's intent.



A concluding paragraph may involve a:

- Summary of the main points
- A restatement of the ideas in the thesis statement
- A final comment about the topic
- A prediction
- A recommendation
- A possible solution
- The writer's opinion

Exercise 7.7

Read the following short composition and write a concluding paragraph. Be sure to incorporate some of the ideas listed above in the paragraph.



Several years ago, Mr. Adams underwent angioplasty, a medical treatment for angina. Angina is a condition that results in a decrease of oxygen to the heart, causing chest pain. If treated appropriately and in time, it need not be debilitating or life threatening. In order to maintain his health his doctor recommended a number of changes that Mr. Adams had to make in his lifestyle. At first he thought that these life style changes would be very difficult, but to his surprise he found that they were not as bad as he had anticipated. The three easily achieved life style changes were increased exercise, a proper diet, and reduction of daily stress.

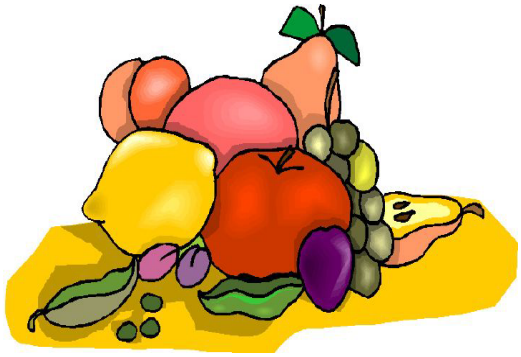
Mr. Adams went on a regular, though not strenuous, exercise program. As explained by the doctor, exercise was necessary to help reduce the amount of cholesterol in his body. A high level of cholesterol is the major cause of the narrowing of the arteries. At first Mr. Adams began exercising slowly. He walked everyday for thirty minutes, at a fairly slow pace. Over the next several months he gradually increased the amount of time, the distance, and the pace of his walk. At the end of four months he was able to walk four miles in one hour without difficulty. In addition to lowering his cholesterol level, Mr. Adams found that he was in better shape, had more energy, and was more alert at work and home.

The biggest problem Mr. Adams encountered was changing his diet. Prior to the medical procedure, he was fond of greasy, fried foods, sweet and fattening desserts, and an ample amount of alcoholic beverages. Although unsatisfying at first, the change to a more nutritionally balanced diet was not as bad as he thought it would be. Fortunately his wife was a great cook and was very supportive of his need to change his eating habits. She found and prepared many delicious recipes for meals that reduced the amount of sugar, fat, and cholesterol in his diet. Instead of T-bone steaks and French fries potatoes he had baked chicken or fish and brown rice. Corn or a baked potato smothered in butter and sour cream were replaced with a fresh green salad, with just a dab of salad dressing. Sliced fruits, yogurt, and nuts substituted for the cakes, pies, and ice cream for dessert he used to have. After a while, Mr. Adams found that he did not even miss his old foods and always left the dinner table satisfied.

To reduce the stress in his life Mr. Adams did a number of things. First, he enrolled in a meditation class. The classes taught him how to let go of the daily stresses, relax, and enjoy life to the fullest. He made changes at work too. Mr.

Adams was a successful grocery store owner. Before his life change, he worked twelve to sixteen hours a day and had a compulsion to oversee everything. Because of his doctor's recommendations, he delegated much more responsibility and authority to his assistant managers. He worked fewer hours, took longer lunch breaks and vacations, and performed less work than he did in the past. He even found that work was much more enjoyable, not only for him, but for his employees. To further reduce stress, Mr. Adams took up a hobby; he started working with pottery. He discovered that when molding clay he forgot all about work, he did not focus on irritating habits of his wife, children, or friends, and utterly enjoyed the process and sense of accomplishment of creating something with his own hands. By reducing the stress in his life Mr. Adams discovered a whole new tranquil world that he could take pleasure in.





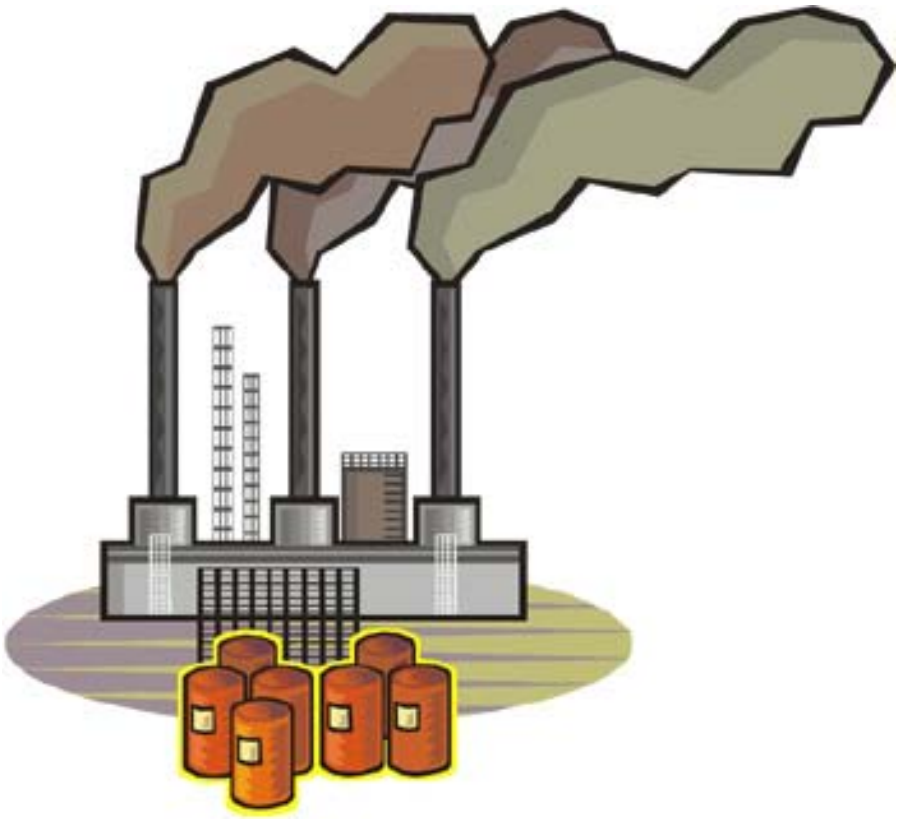
Exercise 7.8 Look back at the previous exercise and write a concluding paragraph for the essays written about restaurants, being single, and tattoos.

Why people choose restaurants

Single Life

Tattoos

Chapter 8
Process Essays



Just as there are several types of paragraphs, there are several types of essays, each with a different purpose and form of organization. The remaining chapters of this book will be devoted to these different forms of essay organization. All the writing tasks in this section that are completed by the student should have at least five paragraphs, an introduction, three body paragraphs, and a conclusion.

The purpose of a process essay is to provide instruction. There are two kinds of process essays: analytical and instructional. An instructional process essay tells how to do something, such as how to assemble a bicycle, how to speak in public, or how to bake banana bread. After reading an instructional process essay, the reader should be able to do the thing described. An analytical process essay tells how something works or how something happens, such as how a carburetor works or how steam is used to generate electricity. Regardless of the type of process essay being written, the steps or procedures being described should be organized in some kind of sequential or logical order. In addition, process essays are primarily written using the present (and sometimes the future) tense.

Model thesis statements for process essays

There are several words or phrases that can be used in the thesis statement that indicate it is a process essay. Look at the following examples and be sure to include phrases such as these in the thesis statement.

process of…	the procedure of (for) . . .	the development of . . .
instructions (for) . . .	stages of . . .	steps in (of) . . .
phases in (of) . . .	principles (of)…	growth in (of) …

Look carefully at the model thesis statements below. These kinds of structures and formats can be used for thesis statements in a process essay.

Instructional process

1. It is _____ to _____ if you _____.
   It is easy to iron a shirt if you follow these steps.
   It is not difficult to speak in public if you adhere to these basic principles.
2. _____ is _____ when you have _____.
   Baking a pie is simple when you have the right ingredients.
   Building a bookcase is a snap when you have the proper tools and materials.

3. There are _____ to follow _____.
   There are six steps to follow in changing a flat tire.
   There are three simple instructions to follow to use a pay telephone.

Analytical process

1. A _____ works by _____.
   A washing machine works by combining the function of three internal components: a water pump, a tub, and sensors and/or timers.
2. By _____ it is easy to explain how a _____ works.
   By combing three internal components (water pump, tub, and sensors/timers), it is easy to explain how a washing machine works.

Transition Words for Process Essays



Since a process paper is used to tell how to do something, words that relate to the sequencing of items are needed as transition signals or words.

Look at the following examples.

first	second	third	etc.	since
after that	next	finally	before	the next step
soon	afterward	every time	whenever	meanwhile
while	during	at this point	as soon as	when
last	then	prior to	and	later (on)

Writing a Process Essay

Writing a five paragraph essay may seem daunting at first, however, if the following format scheme is followed, with the essay broken down into its constituent parts, the task is much more manageable. The following guidelines can be used to make the writing process less overwhelming. Not all of the components need to be included in the essay, however. The writer should consider each component to determine which elements are appropriate, based on the topic and the writer's intent.

Process Essay Guidelines

Introductory paragraph	YES	NO
1. Is the process identified?	☐	☐
2. Is the importance of the process indicated?	☐	☐
3. Are reasons included for explaining the process?	☐	☐
4. Are the materials, equipment, or supplies needed for the process included?	☐	☐
5. Does the flow of sentences move from the general to the more specific?	☐	☐
6. Does the thesis statement provide a guide or outline for the rest of the essay?	☐	☐

Supporting Paragraphs		
1. Do the supporting paragraphs illustrate the steps in the process?	☐	☐
2. Are appropriate transition signals used to delineate and order the steps in the process to ensure cohesion?	☐	☐
3. Does the topic sentence of each paragraph have a controlling idea?	☐	☐
4. Is unity achieved by having all the sentences in the paragraph relate to the topic sentence?	☐	☐
5. Is there a logical concluding sentence for each paragraph?	☐	☐

Concluding Paragraph		
1. Does the paragraph restate the importance of the process?	☐	☐
2. Does the paragraph summarize the main steps in the process?	☐	☐
3. Does the paragraph restate the thesis statement?	☐	☐
4. Does the paragraph contain any final thoughts of the writer?	☐	☐
5. Does the paragraph effectively indicate the end of the essay?	☐	☐

Exercise 8.1

Look at the topics below and list, in outline form, the steps that should be followed to complete the process. The topics may not have an equal number of steps. Then write a thesis statement for each topic, following the model thesis statement examples cited above.

How to do break up with your boyfriend or girlfriend

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Thesis statement: _____
_____

How to cheat on a test

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Thesis statement: _____
_____

How a bicycle works

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Thesis statement: _____
_____

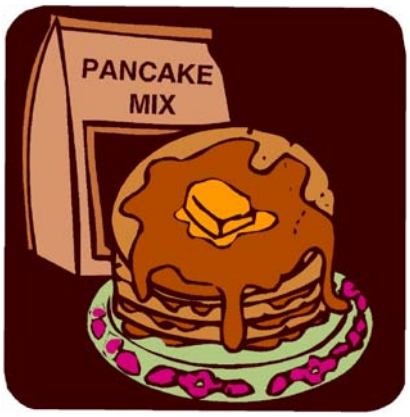
How an electric razor works

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Thesis statement: _____
_____

Exercise 8.2

Read the following instructional process essay on how to make pancakes. Note the use of the transition words and phrases. After reading, answer the questions that follow.



One of my favorite breakfast treats is pancakes. Millions of men, women, and children everywhere start their day with this delicious mouth watering meal. The simple ingredients for this culinary delight are seven fluid ounces of milk, three fluid ounces of water, four ounces of plain flour, two eggs, and a dab of butter. For added gratification, many people include diced strawberries, blueberries, apples, peaches, or any other variety of fruit that tantalizes their taste buds. Making pancakes is easy if you follow these simple steps.

Begin by sifting the flour into a mixing large bowl. Once sifted, make a well in the center of the flour and break two eggs into it. Then, mix the flour and eggs, using a whisk, while gradually adding small amounts of the milk and water. Whisk the mixture until the batter is smooth and lump free. Be sure to use a spatula to scrape any excess flour off the sides of the bowl. Once the batter is mixed thoroughly, the fruit is added and stirred in.

Now the mixture is ready for cooking. Begin by placing a medium or large sized pan over medium heat and coating the bottom of the pan with a small amount of butter. The coating of butter ensures that the pancake does not stick to the pan. Using a ladle, pour about a half a cup of batter into the center of the heated pan. As soon as the batter hits the pan, tip the pan so the batter spreads out, forming a circular shape seven to eight inches in diameter. Cook for 30 to 60 seconds until the bottom of the pancake is golden brown and small air bubbles appear on the top. Using a spatula, flip the pancake over and cook an additional 30 to 60 seconds.

When the pancake is done, remove it from the pan and place on a plate. Using a kitchen knife, smear a dab of butter over the top of the pancake. Then pour one or two tablespoons of maple or pancake syrup evenly over the pancake. Many people like their pancakes in stacks, putting three or four pancakes on top of each other, with butter and syrup between layers. The breakfast is now ready to eat. For added pleasure, wash down the pancakes with a glass of milk, your favorite juice, or a cup of coffee.

Pancakes are a traditional and appetizing America breakfast and making them is fast and easy. They are a great way to start the day and provide sustenance for a busy morning. Treat your family and yourself to a tasty and filling pancake breakfast soon.

1. What is the thesis statement? _____

_____

2. What technique is used in the introduction to grab the reader's attention (refer to page 81)? _____

_____

3. What are the transition words used in the essay that indicate a process is being discussed? _____

_____

4. What kind of conclusion does the text have? (Refer to page 92)_____

_____

Exercise 8.3

Read the following analytical essay on how a washing machine works and then answer the questions that follow.

The modern washing machine is indeed a valuable and indispensable time and labor saving device in today's fast paced world. Thanks to the inventiveness of modern technology women (and men) no longer have to spend hours of back breaking toil pounding their shirts and pants against rocks in the nearest stream to enjoy soil free, sweet smelling attire. The operation of a modern washing machine involves the interaction of three essential components: the tub and agitator, the timers and control settings, and the pumps.

The tub is the circular shaped container in which the clothes are placed in the machine. During the washing cycle, the tub slowly rotates back and forth. This
motion causes the clothes to gentle brush against each other. This brushing motion, along with the effects of the detergent, result in the removal of dirt and soil from the clothes. At the bottom of the tub are small fin-like projections called agitators. The purpose of the agitators is to increase the movement and churning of the clothes. During the spin cycle, the tub rotates very quickly, forcing the clothes against the sides of the tub through centrifugal force. Excess water in the clothes is removed by this action, which eliminates the need for hand wringing prior to drying.

The timers and control setting are electronic components which regulate the actions of the machine through the various cycles. There are three basic cycles: wash, rinse, and spin. In the wash cycle, detergent is added to facilitate the removal of dirt. In the rinse cycle, clean water is added to the tub to remove the dirt and detergent. The spin cycle removes excess water from the clothes so they are ready for drying. The actions and time spend on these three basic cycles are determined by these components. The actions of the machine can be adjusted according to a number of factors including the size of the load, the type of clothes being washed (cottons, silks, whites, colored, etc.), the water level in the tub, and the time the machine spends in each cycle.

The pumps are the components of the machine that add water to and remove water from the tub. The water is added to the tub at the beginning of the wash and rinse cycles. The water flows into the tub from a hose located at the top of the tub. The tub contains hundreds of small holes (about an eight of an inch in diameter). The water is removed from the tub through these holes between and wash and rinse cycle and during the spin cycle.

Clean, sweet smelling clothes are essential for personal well being, satisfying social interactions, and professional success. One hundred years ago ensuring that one had an adequate supply of fresh, dirt-free apparel was a monumental task. However, today, with the modern washing machine, maintaining one's wardrobe requires nothing more than the press of a few buttons.

1. What is the thesis statement? _____
   _____

2. What are the three components of a washing machine?
   _____
   _____
   _____

3. What kind of conclusion does the text have? (Refer to page 92)
   _____

4. What technique is used in the introduction to grab the reader's attention (refer to page 81)? _____
   _____

5. What are the transition words used in the essay that indicate a process is being discussed? _____
   _____

6. List three supporting facts that are included in the essay.
   _____
   _____
   _____

Exercise 8.4

Select one of the topics below and write a five-paragraph essay about it.



How to lose weight
How to train a dog
How to stop smoking
How to do laundry
How to stop children from fighting
How to make impress a potential employer
How to make a hamburger
How to make your favorite dish
How to put up a tent
How to get an F in a class

Chapter 9
Division and Classification



Another way to organize a topic is through classification. In a classification essay, the topic (people, things, or events) is divided, grouped, or categorized according to some principle. The classification principle may or may not be clearly stated, but the writer needs to ensure that the categories are mutually exclusive, that they do not overlap. For example the topic ***games*** could not be divided into board games, card games, and games of chance because they are not mutually exclusive. Many card games and some board games are also games of chance- thus the categories overlap. The categories would need to be changed to ensure that they are mutually exclusive. However, the topic *games* could be divided into card games and board games. Other suitable topics for a classification essay include modes of transportation (planes, trains, automobiles, boats), automobiles (luxury, mid-sized, compact, off road), major components of food (proteins, fats, or carbohydrates), and movies (romance, comedy, drama, action).

Topics can be categorized in any number of ways, and the classification principle used will be determined by the focus of the essay. For example, automobiles can be classified according to these various principles:

Size (big, mid-sized, compact)
Price (below $15,000, between $15,000 and $30,000, over $30,000)
Manufacturer (Ford, Toyota, Daewoo, General Motors)
Class (sedan, sports car, luxury car, van, truck)
Engine size (under 500 cc, between 500 and 1000 cc, over 1000 cc)
Function (basic transportation, storage/hauling capacity, speed, luxury)

When writing a classification essay, the thesis statement must contain the topic classified and the categories of the group. For the work in this book, there should be at least three groups. For most essays, each grouping mentioned in the thesis statement would require at least one supporting paragraph. The supporting paragraphs should contain at least one example of the type of classification being written about.

Model thesis statements for classification essays

Look at the following model thesis statements that could be used for a classification essay.

1. There are _____ _____ of _____.
   There are four major classes of wines.
   There are numerous types of beer.
   There are four levels of schools in the United States.

2. A _____ can be _____ into _____.
   A magazine can be divided into several sections or parts.
   A play can be broken down into three acts.
   A novel can be classified into several genres.

3. _____ _____ _____ into _____.
   Financial managers group investments into three types: stocks, bonds, and real estate.
   Homeowners classify utilities into four groups: gas, electric, water, and telephone.
   Cooks divide meals into four parts: soups, salads, entrees, and deserts.

Transition Words for Classification Essays



Two classes of transition words or linking words are typically used in classification essays; these are words or phrases that introduce examples and words or phrases that express consequences.

Look at the following examples.

To introduce examples:
- for example
- for instance
- such as
- namely
- including

To express consequences:
- therefore
- for this reason
- as a result
- as a consequence
- consequently

Use the following classification essay guidelines to assist in your writing.

Classification Essay Guidelines

Introductory paragraph	YES	NO
1. Is background information included for the groups to be classified?	☐	☐
2. Is the reason for the classification given?	☐	☐
3. Does the flow of sentences move from the general to the more specific?	☐	☐
4. Does the thesis statement include a guide for the essay that indicates how the topic is divided or include the names and numbers of the groups?	☐	☐

Supporting paragraphs		
1. Does each paragraph discuss only one group of the classification?	☐	☐
2. Does each paragraph have at least one example of items in the group?	☐	☐
3. Do all paragraphs relate to and support the thesis statement?	☐	☐
4. Does the topic sentence of each paragraph have a controlling idea?	☐	☐
5. Is unity achieved by having all the sentences in the paragraphs relevant to the topic?	☐	☐
6. Is there a logical concluding sentence for each paragraph?	☐	☐
7. Is coherence achieved by the logical ordering of the paragraphs and the use appropriate transition signals?	☐	☐

Concluding paragraph		
1. Does the paragraph restate the importance of the classification method?	☐	☐
2. Does the paragraph summarize the groupings?	☐	☐
3. Does the paragraph restate the thesis statement?	☐	☐
4. Does the paragraph contain any final thoughts of the writer?	☐	☐
5. Does the paragraph effectively indicate the end of the essay?	☐	☐

Exercise 9.1

Look at the topics below and develop ideas for classification. Write a thesis statement for each one, using the different model thesis statements as a guide.

Books _____

_____

_____

Thesis statement: _____

_____

News Programs _____

_____

_____

Thesis statement: _____

_____

Restaurants _____

_____

_____

Thesis statement: _____

_____

Holiday's _____

_____

_____

Thesis statement: _____

_____

Drinks _____

_____

_____

Thesis statement: _____

_____

Exercise 9.2

Read the following classification essay and answer the questions that follow.

People the world over enhance their dining experience with a glass of wine. A fine glass of wine and softly lit candles are universally accepted as the finishing touches to a romantic meal. Many times the kind of wine chosen depends on the food eaten and the occasion. The three most common types of wines are white, red, and sparkling.

White wines are traditionally eaten with fish. They vary in color, from pale yellow or green to light brown. The flavor of a white wine can also be guessed from its color. Pale colored white wines indicate a young wine with a bitter taste. A brown wine indicates an older, decaying wine. A golden yellow colored white wine is an indication of a nicely aged wine. Types of white wine include Chablis, Chardonnay, and Sauvignon Blanc.

If the entrée for the day is meat, a red wine is suitable. Red wines also vary in color. The color for ideal red wines ranges from deep red to mahogany. The color of the wine can also help indicate its age. A purple colored wine indicates a young wine, while brown indicates an older wine. Red wines are not sweet, as white wines, but instead have a tangy taste. The bitterness in red wines is a result of the tannin from the grape skins, which also provides the rich color. The types of red wine include Burgundy, Bordeaux, and Cabernet Sauvignon.

Sparkling wines are traditionally served on special occasions, such as weddings and anniversaries. The sparkling wines vary in color from gold to bright pink. Sparkling wines are noted for their effervescence. Although the name Champagne has become a blanket term for all sparkling wines, the only true champagne comes from the Champagne region of France. Sparkling wines made outside of the Champagne region are called Mousseux in France, Cava in Spain, Sekt in Germany, and Spumante in Italy.

Wine can enhance the overall enjoyment of fine dining. Depending on the occasion, one may have white, red, or sparkling wine. Each has its own unique color and taste. There are a great number of wines available to choose from, each distinctive and able to satisfy any palette.

1. What is the thesis statement? _____

2. How many groups are there in the classification? _____

_____

3. What kind of conclusion does the text have? (Refer to page 92)

_____

4. What technique is used in the introduction to grab the reader's attention? (refer to page 81)

_____

_____

5. What are the transition words used in the essay that indicate a process is being discussed? _____

_____

6. List three supporting facts that are included in the essay.

_____

_____

_____



Exercise 9.3

Select one of the topics below and write a five-paragraph classification essay.

Kinds of students

Kinds of teachers

Kinds of movies

Kinds of errors made by students

Kinds of diets

Kinds of sports (one-on-one, team, individual)

Kinds of housing (single dwelling, apartments, condos)

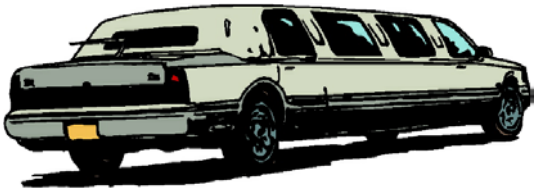
Kinds of cars (sports, family, luxury)

Kinds of card games (poker, blackjack, Baccarat)

Kinds of medicine (oral, topical, injected)







Chapter 10
Cause and Effect Essays



In a cause and effect essay, the reasons and results of something that has occurred are examined. If analyzing causes, the factors contributing to a situation are explored. In analyzing effects, the consequences of a situation are investigated. Appropriate topics for a cause and effect essay may be the Federal Reserve Bank's decision to raise interest rates and the effect it has on business loans or the cause of college students partying all night and the effects of this behavior on their grades. When writing a cause and effect essay it is vital to examine not only the most obvious causes, but also the more obscure reasons as well. When examining the effects it is important to include both the expected and unexpected consequences. The ordering of the causes and effects must also be considered when writing. A writer may list the most frequent cause first, then the next most frequent cause, etc. When discussing effects, a writer may list the most serious first, then a less serious one, etc. Depending on the topic, the causes and effects may be ordered according to a chain order, chronological order, or order of importance.

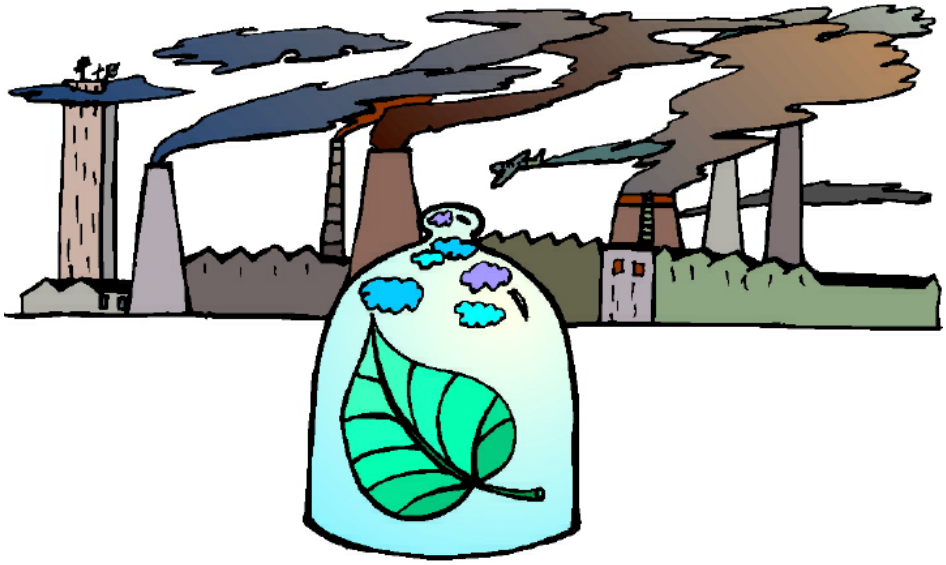
There are two kinds of organization that can be used in cause and effect essays: block or chain. In a block organization format, the causes are written about in one or more paragraphs. A transition paragraph is then written. The purpose of the transition paragraph is to alert the reader that the cause part of the essay is concluded and to introduce the effect part. Depending on the topic, a transition paragraph may not always be needed. The concluding sentence of the last paragraph of the causes may serve adequately as a transition to introduce the next part for the reader. Following the transition paragraph are one or more paragraphs that examine the consequences of the situation.

In a chain organization the causes and effects are linked- the first cause leading to an effect, which leads to a second cause, which leads to another effect, etc. In chain organization you write about the first cause and its effect in one paragraph, then the second cause and effect in the next paragraph, and so on until all of the causes and effects are included. Look at this tragic example. A man loses his job. This causes him to have no money. The effect of having no money results in him not eating well. Because he is not eating well, his immune system becomes weak. The result of his weakened immune system causes sickness. Because he is sick (and can't afford medical treatment because he has no job or money) he dies.



The type of organization used will depend on the topic. A block organization format may be best if there is no direct cause and effect relationship. A chain organization format may be best for smaller topics or for topics in which the causes and effects are closely related. In a chain organization, the causes and effects are linked together in a logical manner. One event causes a second event, which in turns causes another event, etc.

A writer may choose to write about only the causes of a situation or only the effects of a situation. It is not required to write about both in the same essay. In this situation, the introductory paragraph would mention briefly which one is being discussed, the cause or the effect. For example, an essay on the causes of insomnia may include only a sentence or two on the effects of insomnia in the introduction. The supporting paragraphs would be devoted to further expanding on the causes that were outlined in the thesis statement. An essay examining the effects of water pollution may only contain a brief statement about its causes in the introductory paragraph, but a detailed examination of its effects in the supporting paragraphs.



Model thesis statements for cause and effect essays

Look at the following model sentences that can be used for cause and effect essays.

1. There are _____ _____ (for, of) _____.
   There are several causes for the illiteracy rate in Africa.
   There are many reasons smoking is bad for ones health.
   There are three effects of improper study habits.

2. There are _____ _____ reasons why _____.
   There are three chief reasons why people play the lottery.
   There are four reasons why people buy a new car.
   There are many reasons why people exercise regularly.

3. _____ has (had) _____ on _____.
   My promotion has had several beneficial effects on my life style.
   Depletion of the ozone layer has many detrimental effects on the environment.
   Faith in a supreme Deity has numerous effects on people's lives.

Transition Words for Cause and Effect Essays

There are a number of transition words or phrases that are commonly associated with cause and effects essays. Look closely at the following and incorporate them into your writing.



Transition signals for cause

the first cause	the next reason
because (of)	due to
for this reason	as
the reason for	for
since	

Transition signals for effect

to result from	to be the result of
as a consequence (of)	the consequences of
as a result (of)	for this reason
the effect of	and that is why
to have an effect on	consequently
therefore	thus

Use the following cause and effect essay guidelines to assist in your writing.

Cause and Effect Essay Guidelines

Introductory paragraph	**YES**	**NO**
1. Does the paragraph include background information about the topic being discussed?	☐	☐
2. Does the paragraph state whether you are discussing the causes or effects?	☐	☐
3. Does the paragraph contain interesting facts, statements, or anecdotes that grab the reader's attention?	☐	☐
4. Does the thesis statement identify the main causes or effects?	☐	☐

Supporting paragraphs

1. Does each paragraph discuss only one cause (or effect) as stated in the thesis statement and is the order of the paragraphs the same as the thesis statement?	☐	☐
2. Is support for the causes (or effects) supported by facts, examples, or quotations?	☐	☐
3. Do all paragraphs relate to and support the thesis statement?	☐	☐
4. Does the topic sentence of each paragraph have a controlling idea?	☐	☐
5. Is unity achieved by having all the sentences in the paragraphs relevant to the topic?	☐	☐
6. Is there a logical concluding sentence for each paragraph?	☐	☐
7. Are appropriate transition signals used to indicate the relationship between a cause and an effect?	☐	☐

Concluding paragraph

1. Does the paragraph contain a suggested recommendation or prediction about the topic?	☐	☐
2. Does the paragraph summarize the main causes or effects?	☐	☐
3. Does the paragraph restate the thesis statement ?	☐	☐
4. Does the paragraph contain any final thoughts of the writer?	☐	☐
5. Does the paragraph effectively indicate the end of the essay?	☐	☐

Exercise 10.1

Write three possible causes and/or effects for the topics listed below. Then write a thesis statement for each topic, using the different sentence patterns described above.

1. Causes of delinquency
   1. _____
   2. _____
   3. _____

   Thesis statement

   _____

   _____
2. Effects of delinquency on families
   1. _____
   2. _____
   3. _____

   Thesis statement

   _____

   _____
3. Causes of stress
   1. _____
   2. _____
   3. _____

   Thesis statement

   _____

   _____
4. Effects of stress
   1. _____
   2. _____
   3. _____

   Thesis statement

   _____

   _____
5. Causes of racial prejudice
   1. _____
   2. _____
   3. _____

   Thesis statement

   _____

   _____
6. Effects of racial prejudice
   1. _____
   2. _____
   3. _____

   Thesis statement

   _____

   _____

Exercise 10.2

Combine the two sentences below into one sentence which shows a cause and effect relationship.

EX: Many people in modern society eat foods that contain high amounts of fat and cholesterol. More people are dying today from heart disease because they have a diet high in fat and cholesterol.

Many people have a diet containing of high amounts of fat and cholesterol, and as these foods lead to heart disease, people are dying prematurely.

1. The number of Korean women in the work place is increasing.
   Korean women are gaining more financial independence.

   _____

   _____

2. Crime is rampant in many parts of the world.
   Poverty is a major contributing factor to the crime rate.

   _____

   _____

3. Tattoos and body piercing are very common today among teenagers.
   Teenagers tend to participate in the latest fads and trends.

   _____

   _____

4. Constant exposure to loud noise can cause a loss of hearing.
   Many old Rock and Roll musicians have a hearing loss.

   _____

   _____

5. Bob always fought and argued with his wife.
   His wife divorced him after three years of marriage.

   _____

   _____

6. Many people are overweight.
   One cause of high blood pressure is obesity.

   _____

   _____

7. The incidence of skin cancer is higher among people living in desert regions.
   Research has shown that extended exposure to ultraviolet radiation increases the likelihood of skin cancer.

   _____

   _____

Exercise 10.3

Read the block organization essay below about effects of hanging family roles on stay at home dads and then answer the questions that follow.





The traditional family structure and roles are changing with the every increasing trend in the United States of the stay-at-home dad. In these family units, the father stays at home and takes care of the house, while the mother becomes the breadwinner. The primary reasons for this shift are either the husband simply fell into the role after losing his job or the couple made a conscious decision to reverse roles. Fortunately, with the increased wages of women in the workplace in modern society, this is a viable option for many couples. This change affects all members of the family. The effects of a stay-at-home father include improved relationships with his children, increased awareness and appreciation of a traditional mother‘s role, and greater development of the father’s domestic skills.

Stay-at-home dads have a unique opportunity to greatly enhance the relationship they have with their children. Dads who work often find it difficult to spend the amount of quality time they would like with their children. The demands of the job always seem to interfere. Just to keep up, many dads are forced to work overtime, either at the office or at home, and on weekends. For stay-at-home dads this is no longer a problem. Since they stay at home, they are there to see the children off to school and welcome them when they return. In addition, more time can be spent with the kids helping them do their home work, taking them to baseball practice or ballet lessons, or just hanging out and playing games, watching TV together, or talking. This increased time strengthens the already strong bond between father and child, not to mention the opportunity to really get to know each other. This has not only immeasurable immediate benefits for both father and son or daughter, but long lasting rewards as well.

Non-working fathers also develop a greater awareness and appreciation of the job mothers really do. It is often said that a mother’s job is never done, and stay-at-home dads learn this all too well. A housewife is constantly busy: she cleans house, she shops, she cooks, she does laundry, she manages household finances, she settles disputes between siblings (and their friends), she provides first aid, she educates her children, she disciplines her children, she coordinates the family’s
social calendar, and she taxis her children and their friends all over town. And this is only a partial list; the list goes on and on. After a couple of weeks of managing the household, stay-at-home dads really learn what a mother does. With this knowledge comes a deeper appreciation of the hard work and sacrifices that his wife had make day in and day out. This in turn nurtures the love between husband and wife.

The domestic skills that stay-at-home dads develop and enhance amaze even their wives. In the past, many working fathers had no idea of how to do even the simplest household tasks, such as separating the whites from the colored clothes when doing laundry, or ironing, or preparing anything other than peanut butter and jelly sandwiches for lunch. But, as they say, with necessity comes invention. For the sake of efficiency, family harmony, and maybe even basic survival, stay-at-home dads learn many new skills. They learn about nutrition and how to prepare a delicious meal. They learn how to keep clothes clean and bright. They learn how to disinfect a bathroom and make a kitchen sparkle. They learn how to deal effectively with repairmen, salesmen, telephone solicitors, rude store clerks, noisy neighbors, and screaming kids. They learn to plan, organize, and complete the 101 things that need to be done during the typical day of a typical mom.

In some modern households, the traditional roles of the husband and wife are changing, either by necessity or design. Mothers go off to work in the morning and fathers remain at home a take care of the house. This change results in positive benefits for everyone, but especially the father. A stay-at-home dad can build better relationships with his children, develop a greater appreciation for his wife, and learn many useful skills that will enhance his family's life and wellbeing.



Questions

1. What is the thesis statement? _____
_____

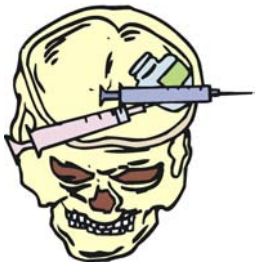
2. What are the three major benefits for a stay-at-home dad? _____
_____

3. What kind of conclusion does the text have? (refer to page 92)
_____

4. What technique is used in the introduction to grab the reader's attention (refer to page 81)? _____
_____

Exercise 10.4

Read the chain organization essay below about the effects of drug abuse.



Drugs have become an ever-increasing personal and social problem in many countries throughout the world. Over the last fifty years the use of drugs has spread from 'bad guys' to just about every segment of society; to the rich, middle class, and poor, to the educated and uneducated, to the professional and laborer, to men and women, to the social elite and the dregs of society. Abusing drugs causes a devastating chain reaction that ruins the lives of thousands of people daily.

The use of drugs, more times than not, leads to unemployment. Individuals under the influence of drugs are unable to adequately perform their duties and responsibilities at work. They come in late or fail to show up at all, the work they do complete may be substandard or inefficiently performed, they create strained relationships with supervisors or co-workers, and they may be a health and safety risk to themselves and others. They simply become a liability to their employer and soon find themselves out of a job.

Without a means of support, drug users become a financial drain on those round them. They 'borrow' money from their family and friends in order to pay for not only basic necessities, but sadly, for drugs as well. Most of the time, this 'borrowed money' is never again seen by the lender. Credit cards and cash advances from banks are soon maxed out, with little or no hope of ever being repaid. Household and personal items such as audio systems, TV sets, wedding rings, and family heirlooms are eventually sold off at less than their true value at pawnshops. Just about everything a drug abuser owns is likely to be put on the auction block in order to get money for his addiction.

When all legitimate means of obtaining money are exhausted, illegitimate means are pursued. Drug users will do just about anything to obtain money so they can satisfy their craving. After being denied loans from family and friends, these once trustworthy individuals stoop to stealing from the people they love. Strangers are next on the list. The addict may resort to breaking into houses to steal valuables that can be pawned, or even worse, begin mugging people on the street or robbing small time merchants for the meager amount of cash in their tills. No behavior is too despicable or immoral, as long as the drug user can obtain what he needs.

Once the person has turned to a life of crime, the inevitable consequence is police intervention and imprisonment. A drug user may evade law enforcement officials for a while, maybe even years, but eventually he will be caught. He will be locked away in a six by ten foot cell for two to five. With any luck, and good behavior, he could be out sooner. His family and friends may sadly think that this is for the best. In prison, the addict may overcome his addition, become rehabilitated, and rejoin society a changed man. But this is a naïve wish at best. In reality, prison is just a school for criminals, where they can learn the most brilliant methods of evading police detection to illegally acquire what they do not deserve.

Questions

1. What is the thesis statement? _____
_____

2. What is the sequential chain of events in the passage?
_____ ? _____
_____ ? _____
_____ ? _____
_____ ? _____
_____ ? _____

3. What kind of conclusion does the text have? (refer to page 92)
_____

4. What technique is used in the introduction to grab the reader's attention (refer to page 81)? _____
_____

5. What are the transition words used in the essay that indicate a cause of effect is being discussed?
_____
_____

Exercise 10.5

Read the following essay on the causes of acne and answer the questions below about it.



What's one of the biggest problems that adolescents face? Is it acceptance by their peers? It is pressure to excel in school? Is it getting along with their parents? Undoubtedly these are all problems encountered by teenagers. However, the fear, embarrassment, and trauma associated with acne pales in comparison. Countless hours and vast amounts of money are spent on avoiding and eliminating these unsightly blemishes. Acne is a skin disorder that occurs when excess oil (called sebum) combines with dead skin cells to clog pores. Pimples, whiteheads, and blackheads are formed when bacteria form in these clogged pores. There are three basic factors that result in the development of acne: hormones, increased sebum production, and bacteria.

As young people reach adolescence, between the ages of 11 and 14, their bodies begin to produce the hormone androgen. The production of androgens causes the sebaceous glands to enlarge, which is normal. Acne is the result of androgens over stimulating the sebaceous glands, which causes the glands to enlarge more than normal. This enlargement results in facial blemishes.

After the sebaceous gland is stimulated by androgens, it produces more sebum. The oily sebum accumulates in the follicle, and travels up the hair shaft to the surface of the skin. As it travels up the hair shaft it also mixes with normal skin bacteria and dead skin cells that have been shed from the lining of the follicle. The greater the sebum production, the greater the likelihood that the hair follicle will become clogged and result in pimples and blackheads.

Propionibacterium acnes or P. acnes are normal bacteria that reside on skin, even with people who are not afflicted with acne. The P. acnes multiply quickly as sebum accumulates in the clogged sebaceous gland. This bacterium produces chemicals, which can cause inflammation in the follicle and the surrounding skin. Two types of acne breakouts can occur: comedones. (or non-inflamed 'blackheads'), or inflamed lesions, which contain pus, called pustules.

Acne affects virtually all teenagers, to lesser or greater degrees, at one time or another during puberty. Fortunately there are numerous medical, hygienic, and environmental measures that young people can take to reduce or control the outbreak of acne.

Exercise 10.6

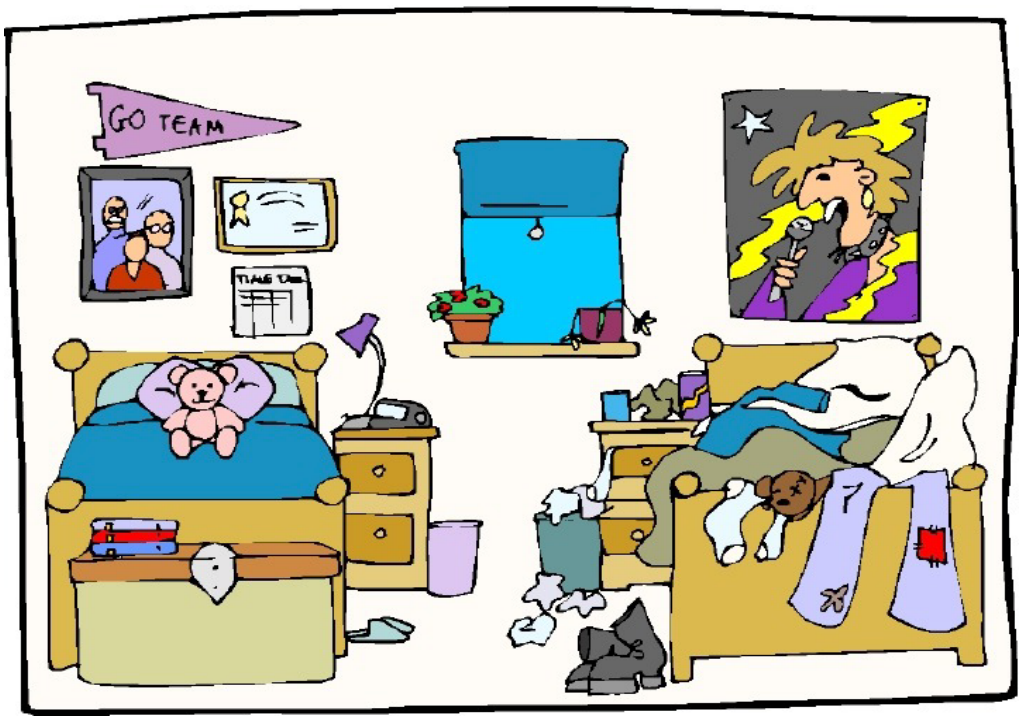
Questions

1. What is the thesis statement? _____
   _____
2. What are the four causes of acme?
   _____
   _____
   _____
   _____
3. What kind of conclusion does the text have? (Refer to page 92)
   _____
4. What technique is used in the introduction to grab the reader's attention (refer to page 81)? _____
   _____
5. What are the transition words used in the essay that indicate a cause and effect is being discussed? _____
   _____

Select one of the topics below and write a five-paragraph essay about it.

Long-term causes/effects of hitting a child
The causes/effects of overuse of credit cards
The causes/effects of noise of pollution
The causes/effects of water pollution
The causes/effects of discrimination
The causes/effects of shyness

Chapter 11
Compare and Contrast Essays



The purpose of compare and contrast essays is to show how people, things, places, events, etc. are similar or different. Comparisons are used to note the similarity between items and contrast is used to note the differences between items. A compare and contrast essay can be used to prove a point, to show superiority of one item over another, or to show changes over time between two items or situations. When writing a comparison/contrast essay the writer can focus on only the comparisons, or only the contrasts, or on both the comparisons and contrasts.

There are two methods of organization that can be used for a compare and contrast essay: block or point-by-point. In a block form of organization all the similarities between the items or situation are written in one or more paragraphs and all the differences in other paragraphs. In a point-by-point format, several aspects of the topic are identified and compared and contrasted. The first supporting paragraph would discuss the similarities and differences between the first facet, the second body paragraph would discuss the similarities and differences between the second facet, and so on. Within this format, an order of importance organization could be used, with the most important feature focused on first, then the next important feature, and so on. The reverse order could also be used, with the least important item first.

Model thesis statements for compare and contrast essays

Look at the following model sentences that can be used for compare and contrast essays.

1. There are _____ similarities (differences) between _____ and _____.
   There are three major differences between lap top computers and desktop computers.
   There are a number of similarities between Canadians and Americans.

2. _____ and _____ are similar (different) in _____ ways.
   Korea and Japan are similar in many ways.
   Fruits and vegetables are different in three important ways.

3. _____ and _____ have _____ in common.
   Christianity and Islam have many things in common.
   Magazines and newspapers have several things in common.

4. _____ is different from (is similar to) _____ in _____.
   American football is similar to rugby in several ways.
   Cable TV is different from public access TV in a number of ways.

5. A comparison between _____ and _____ _____ _____ similarities (differences).
   A comparison between hotels and motels reveals many similarities.
   A comparison between dolphins and porpoises shows several surprising differences.

Transition Words for Cause and Effect Essays

There are numerous transition words or phrases that can be used in compare and contrast essays. Look at the following and use them in your writing.



Contrast

but	different from	however	
on the other hand			
in contrast	while	whereas	unlike
although	even though	yet	while
but	in contrast (to)	however	on the contrary
whereas	different from	nonetheless	nevertheless
although	even though	still	though
differ from	(be) unlike	(by/in) comparison	
(be) different from		(be) dissimilar to	

Comparison

likewise	similarly	in the same way	like
similar to	like wise	also	to
similarly	as	just like	the same as
both… and	neither… nor	not only… but also	
both	the same	compare (to/with)	

Use the following compare and contrast essay guidelines to assist in your writing.

Compare and Contrast Essay Guidelines

Block method	**YES**	**NO**
Introductory paragraph		
1. Does the paragraph include background information about the topic being discussed?	☐	☐
2. Does the paragraph explain the reason for making the comparison and/or contrast?	☐	☐
3. Does the paragraph contain interesting facts, statements, or anecdotes that grab the reader's attention?	☐	☐
4. Does the flow of sentences move from the general to the more specific?	☐	☐
5. Does the thesis statement identify the items or situations being compared and/or contrasted?	☐	☐
Supporting paragraphs		
1. Are the similarities between the items or situations in the First supporting paragraph(s) described?	☐	☐
2. Are the differences between the items or situations in the next supporting paragraph(s) described?	☐	☐
3. Does each paragraph clearly state that a comparison and/or contrast is being made?	☐	☐
4. Do all paragraphs relate to and support the thesis statement?	☐	☐
5. Does the topic sentence of each paragraph have a controlling idea?	☐	☐
6. Is unity achieved by having all the sentences in the paragraphs relevant to the topic?	☐	☐
7. Is there a logical concluding sentence for each paragraph?	☐	☐
8. Are appropriate transition signals used to indicate comparisons and/or contrasts?	☐	☐
Concluding paragraph		
1. Does the paragraph summarize the reason for making the comparison and/or contrast?	☐	☐
2. Does the paragraph summarize the main points in the comparison or contrast?	☐	☐
3. Does the paragraph restate the thesis statement?	☐	☐
4. Does the paragraph contain any final thoughts of the writer?	☐	☐
5. Does the paragraph effectively indicate the end of the essay?	☐	☐

Compare and Contrast Essay Guidelines

Point-by-point method	**YES**	**NO**
Introductory paragraph		
1. Does the paragraph include background information about the topic being discussed?	☐	☐
2. Does the paragraph explain the reason for making the comparison and/or contrast?	☐	☐
3. Does the paragraph contain interesting facts, statements, or anecdotes that grab the reader's attention?	☐	☐
4. Does the flow of sentences move from the general to the more specific?	☐	☐
5. Does the thesis statement identify the items or situations being compared and/or contrasted?	☐	☐
Supporting paragraphs		
1. Is the first facet in the thesis statement of the items being compared and/or contrasted identified in the first paragraph(s)?	☐	☐
2. Is the second facet in the thesis statement of the items being compared and/or contrasted discussed in the next paragraph(s)?	☐	☐
3. Does each paragraph clearly state that a comparison and/or contrast is being made?	☐	☐
4. Do all paragraphs relate to and support the thesis statement?	☐	☐
5. Does the topic sentence of each paragraph have a controlling idea?	☐	☐
6. Is unity achieved by having all the sentences in the paragraphs relevant to the topic?	☐	☐
7. Is there a logical concluding sentence for each paragraph?	☐	☐
8. Are appropriate transition signals used to indicate comparisons and/or contrasts?	☐	☐
Concluding paragraph		
1. Does the paragraph summarize the reason for making the comparison and/or contrast?	☐	☐
2. Does the paragraph summarize the main points in the comparison and/or contrast?	☐	☐
3. Does the paragraph restate the thesis statement?	☐	☐
4. Does the paragraph have any final thoughts of the writer?	☐	☐
5. Does the paragraph effectively indicate the end of the essay?	☐	☐

Exercise 11.1

Write thesis statements for the topics listed below, using one each of the models thesis statements above.

1. Western food and your country's traditional food

_____

_____

2. Jogging and aerobics for exercise

_____

_____

3. Buses and taxis as forms of public transportation

_____

_____

4. Two cities in your country

_____

_____

5. Two of your professors

_____

_____

Exercise 11.2

Combine the two sentences below into one, making a comparison or contrast between the two ideas, using the transition words cited above.

EX: The Indians of the eastern part of the United States lived in teepees.
The Indians in the western United States lived in teepees.

Both the Indians of the eastern and western United States lived in teepees.

1. Robert Frost was an American poet.
Edgar Allen Poe was an American poet.

_____

_____

2. The United States has an extensive space program.
Russia has an extensive space program.

_____

_____

3. To receive a bachelor's degree in the America requires four years of college.
To receive a bachelor's degree in the Korea requires four years of college.

_____

_____

4. Gold jewelry is a common anniversary present for husbands to give their wives.
Silver jewelry is a common anniversary present for husbands to give their wives.

_____

_____

5. In the 1950's, a popular children's toy was the hula-hoop.
In the 1950's, a popular children's toy was the yo-yo.

_____

_____

6. In the past, man got around by horse and wagon.
Today people use an automobile for transportation.

_____

_____

7. Much of the world today has a capitalistic economic system.
Cuba and North Korea have a socialist economic system.

_____

_____

8. Hawaii is an ideal spot for a warm and sunny vacation on a sandy beach.
For people who prefer a cooler climate and majestic mountain views, Colorado is the place to go.

_____

_____

9. For a cheap night out on the town, many people go to their favorite bar.
Many couples have their anniversary dinner at fine French restaurants.

_____

_____

10. Christians believe that Jesus has appeared on Earth and will return on Judgment Day.
People of the Jewish faith believe that Jesus is yet to come.

_____

_____

Exercise 11.3

For the topics below, list possible ideas for a comparison and contrast.

EX: skiing and snowboarding

Compare (similarities)	**Contrast (**differences)
1. both cold weather sports	1.less equipment with snow boarding
2. both require balance and coordination	2. skiing more expensive
3. both require ski slope	3. skiing more difficult to master

1. Movie theaters or videos for entertainment

Similarity 1: _____ Difference 1: _____

Similarity 2: _____ Difference 2: _____

Similarity 3: _____ Difference 3: _____

Similarity 4: _____ Difference 4: _____

2. Newspapers and TV for news

Similarity 1: _____ Difference 1: _____

Similarity 2: _____ Difference 2: _____

Similarity 3: _____ Difference 3: _____

Similarity 4: _____ Difference 4: _____

3. Desk top and notebook computers

Similarity 1: _____ Difference 1: _____

Similarity 2: _____ Difference 2: _____

Similarity 3: _____ Difference 3: _____

Similarity 4: _____ Difference 4: _____

4. Vegetables and candy for snacks

Similarity 1: _____ Difference 1: _____

Similarity 2: _____ Difference 2: _____

Similarity 3: _____ Difference 3: _____

Similarity 4: _____ Difference 4: _____

5. Married or single life

Similarity 1: _____ Difference 1: _____

Similarity 2: _____ Difference 2: _____

Similarity 3: _____ Difference 3: _____

Similarity 4: _____ Difference 4: _____





Exercise 11.4

Read the two essays below comparing digital and film cameras: one written in a block comparison and the other in a point-by-point comparison

Block comparison

A picture is worth a thousand words, so the saying goes. Virtually every one has a camera to capture those precious moments that can be relived years into the future. A father remembers with pride the snapshot of his son hitting his first homerun. A mother gazes lovingly at her daughter's wedding photo and recalls how beautiful she looked. Children reminisce about the joy experienced from opening up that special Christmas present that Santa brought. Modern technology has provided two ways for these images to be captured so they last forever. But which type of camera is best: a digital camera or the older camera that uses film? Digital cameras offer several advantages over film cameras.

Although the purchase price of digital cameras is generally more expensive than the older film cameras, in the long run they prove to be more economical. With a digital camera one memory card can be purchased for forty to eighty dollars (depending on the amount of memory you require) and it can be used over and over again. This will add up to quite a savings through the years. The problems of picture quality and storage are virtually eliminated with a digital camera. Memory cards are very small and take up hardly any space at all. All your favorite photos can also be stored on your PC. Unlike a film photo, in which you have to take what you get, with today's software programs you can touch up those less than ideal shots by adding color, contrast, sharpness, distortions, etc. The only real concern, if you store the pictures on a PC, is that your hard drive may someday crash and you could lose all those memories. A digital camera allows you to get just the right picture. If a picture is taken that is not quite perfect, no problem. Just erase it from memory and try again a few seconds later. No more will the frustrations and disappointments of not getting the perfect picture haunt you a week after you took it.

Initially the purchase price of a film camera may be cheaper than a digital camera, but one still needs to buy the film and pay for the cost of developing the pictures. This can be up to ten to fifteen dollars for a roll of 24 exposures. If you are an avid shutterbug, this could add to hundreds of dollars a year or more. Old photographs become brittle, yellowed, bent, and faded over time. Once the photographs are developed they also require a place to store them, usually a photo album or in many cases, an old shoe box. Not only does this take up space in drawers or closets, but also guarantees that some of your favorite snapshots will be lost or discarded over time. Amateur photographers can really destroy a good picture. How many times have you gotten a roll of film back from the developer, only to see your thumb or finger displayed prominently on a photo? Or that great shot of an arching rainbow that is virtually invisible against the brightness of the noonday sun? What a waste of time and money, not to mention the lost memories.

Memories can be preserved for a lifetime on a simple photograph. It would be a shame if you were deprived of your most precious memories because the pictures faded or became lost. With a digital camera those images will be preserved forever and will be as clear and sharp as the day they were taken. If you haven't done so already, get rid of the old Kodak and get a new digital camera. Your children and grandchildren will thank you.

Point-by-point comparison

A picture is worth a thousand words, so the saying goes. Virtually every one has a camera to capture those precious moments that can be relived years into the future. A father remembers with pride the snapshot of his son hitting his first homerun. A mother gazes lovingly at her daughter's wedding photo and recalls how beautiful she looked. Children reminisce about the joy experienced from opening up that special Christmas present that Santa brought. Modern technology has provided two ways for these images to be captured so they last forever. But which camera is best: a digital camera or an older camera that uses film? Digital cameras offer several advantages over film cameras.

Although the purchase price of digital cameras is generally more expensive than the older film cameras, in the long run they prove to be more economical. After the initial purchase price of a film camera, one still needs to buy the film and pay for the cost of developing the pictures. This can be up to ten to fifteen dollars for a roll of 24 exposures. If you are an avid shutterbug, this could add to hundreds of dollars a year or more. On the other hand, with digital cameras, one memory card can be purchased for forty to eighty dollars (depending on the amount of memory you require) and it can be used over and over again. This will add up to quite a savings through the years.

Old photographs become brittle, yellowed, bent, and faded over time. Once the photographs are developed they also require a place to store them, usually a photo album or in many cases, an old shoe box. Not only does this take up space in drawers or closets, but also guarantees that some of your favorite snapshots will be lost or discarded over time. These problems are virtually eliminated with a digital camera. Memory cards are very small and take up hardly any space at all. Digital storage of your favorite photos also eliminates bent, yellowed, or faded reproductions. All your favorite photos can also be stored on your PC. Unlike a film photo, in which you have to take what you get, with today's software programs you can touch up those less than ideal shots by adding color, contrast, sharpness, distortions, etc. The only real concern, if you store the pictures on a PC, is that your hard drive may someday crash and you could lose all those memories.

Amateur photographers can really destroy a good picture. How many times have gotten a roll of film back from the developer, only to see your thumb or finger displayed prominently on a photo? Or that great shot of an arching rainbow that is virtually invisible against the brightness of the noonday sun? What a waste of time and money, not to mention the lost memories. With a digital camera, that becomes a thing of the past. If a picture is taken that is not just perfect, no problem, just erase it from memory and try again a few seconds later. No more will the frustrations and disappointments of not getting the perfect picture haunt you a week after you took it.

Memories can be preserved for a lifetime on a simple photograph. It would be a shame if you were deprived of your most precious memories because the pictures faded or became lost. With a digital camera those images will be preserved forever and will be as clear and sharp as the day they were taken. If you haven't done so already, get rid of the old Kodak and get a new digital camera. Your children and grandchildren will thank you.

Questions

1. What is the thesis statement? _____
   _____

2. What are the advantages of digital cameras over film cameras according to the passage?
   _____
   _____
   _____
   _____

3. What kind of conclusion does the text have? (refer to page 92)
   _____

4. What technique is used in the introduction to grab the reader's attention (refer to page 81)?
   _____
   _____

5. What are the transition words used in the essay that indicate a comparison or contrast is being discussed?
   _____
   _____

Select one of the topics below and write a comparison or contrast essay.

Fruits and vegetables	Two places as vacation spots
Two restaurants	Your mother and father
Two makes of cars	Two department stores
LP records and CD's	Movies and the theater

Rock and Roll and classical music

Capitalistic and socialistic forms of government

Chapter 12
Problem/Solution Essays



A problem/solution essay is used to identify and describe a problem and offer a possible solution to it. Appropriate topics for a problem/solution essay may be easing of parking problems in a downtown area, bedwetting, littering, or the high cost of medical care.

Look at the following model sentences that can be used for problem/solution essays.

Model thesis statements for problem/solution essays

1. The _____ _____ to _____ are to _____, _____, and _____.

   The three most effective methods to get rich are to save regularly every month, to invest in real estate, and to eliminate frivolous expenses.

   The best ways to make up with your wife or girlfriend after a fight are to buy her flowers, take her out to dinner, and sincerely apologize over and over again.

   The easiest means to stop your parents from nagging at you are to agree with everything they say, do the things that need to be done before they tell you, blame your siblings for everything that happens.

2. _____ solutions for _____ are _____, _____, and _____.

   Possible solutions for the elimination of the budget deficit are increasing taxes, curtailing social programs, and eliminating government waste.

   Potential solutions for reducing teenage smoking are increasing the cost of cigarettes, massive educational programs, and increased punishment.

   Three prospective solutions for high medical costs are limiting frivolous malpractice lawsuits, a national health care program, and increased use of medical practitioners for routine medical problems.

Use the following problem/solution essay guidelines to assist in your writing.

Problem/Solution Essay Guideline

Introductory paragraph	**YES**	**NO**
1. Does the paragraph include background information about the problem?	☐	☐
2. Does the paragraph identify the problem and indicate why it's seriousness?	☐	☐
3. Does the paragraph contain interesting facts, statements, or anecdotes that grab the reader's attention?	☐	☐
4. Does the thesis statement identify possible solutions?	☐	☐

Supporting paragraph		
1. Does each paragraph discuss one possible solution to the problem?	☐	☐
2. Is sufficient information and detail included to explain each solution?	☐	☐
3. Are the paragraphs organized according to order of importance of the solutions?	☐	☐
4. Do all paragraphs relate to and support the thesis statement?	☐	☐
5. Does the topic sentence of each paragraph have a controlling idea?	☐	☐
6. Is unity achieved by having all the sentences in the paragraphs relevant to the topic?	☐	☐
7. Is there a logical concluding sentence for each paragraph?	☐	☐

Concluding paragraph		
1. Does the paragraph summarize the solutions to the problem?	☐	☐
2. Does the paragraph draw a conclusion or make a prediction based on suggestions for solutions?	☐	☐
3. Does the paragraph restate the thesis statement?	☐	☐
4. Does the paragraph contain any final thoughts of the writer?	☐	☐
5. Does the paragraph effectively indicate the end of the essay?	☐	☐

Exercise 12.1

Write a thesis statement for the topics listed below.

1. Culture shock

_____

_____

2. Jet lag

_____

_____

3. Forgetting boyfriend's/girlfriend's/husband's/wife's birthday

_____

_____

4. Getting children to go to bed early

_____

_____

5. Drunk Driving

_____

_____

6. Illegal immigrants

_____

_____

Exercise 2.2

Select three of the topics from above and write three possible solutions for the problem

Topic 1: _____

Solution 1 _____

Solution 2_____

Solution 3_____

Topic 2: _____

Solution 1_____

Solution 2_____

Solution 3_____

Topic 3: _____

Solution 1_____

Solution 2_____

Solution 3_____

Exercise 12.3

Read the solution essay below about a healthy heart and answer the questions that follow..



Is your heart as healthy as it should be? Many doctors would probable answer no. Millions of people throughout the world are currently living sedentary lifestyles and eating vast amounts of food lacking in nutritional value, and by doing so they are in- advertently creating problems for their heart. Improving their situation could be accomplished fairly easily, without incurring monumental medical bills or making depressing changes in their lifestyles. These minor changes include exercise, diet, and meditation.

There have been countless studies conducted by medical professions that tout the benefits of even modest amounts of exercise. Exercise accomplishes two vital things at once. When people exercise, they burn calories, which results in reducing body fat. Maintaining an appropriate weight is essential for good cardiovascular health. People who are overweight place an extra burden on the heart; it has to work much harder to circulate the blood through the body. This extra exertion causes weakening of the heart over time. In addition to burning calories, exercise strengthens the heart. The heart is a muscle, and like all muscles in the body, it needs to be exercised regularly to maintain peak performance. The exercise does not need to be exceedingly strenuous or time consuming. A person doesn't have to turn into a professional athlete to enjoy the benefits of exercise. Doctors report that even 30 minutes of light exercise a day will result in benefits to one's heart.

Another fairly easy change is to modify one's diet. With the hectic schedule of many people today fast foods have allowed individuals to eat on the run and not waste time. Unfortunately, most fast food today is lacking in nutrition. It is loaded with sugar, fat, and salt. It may taste delicious, but the price people pay for a little convenience is too high. Foods high in sugar will eventually add unwanted pounds. Foods high in fats, if eaten for long periods of time, increase the amount of cholesterol in the body, which eventually leads to the narrowing of the arterial walls. Foods high in salt increase blood pressure. Increased blood pressure makes the heart work much harder to circulate the blood, which will eventually weaken it. To improve this situation all one has to do is start eating better. Instead of three eggs, a large pile of bacon, and toast loaded with butter for breakfast one could eat oatmeal, a bowl of non-sugary cereal with skim milk, and a glass of juice. Instead of munching down on a candy bar or cookies for a snack try a carrot or celery stick. Not only do these snacks keep the calorie count down, they are a good form of roughage.

Meditation and deep breathing exercises are other ways to benefit your heart, especially if you are prone to high blood pressure. Sitting quietly, thinking of nothing at all and letting your body and mind relax completely does wonders for the heart, not to mention the turmoil of the mind. It has been estimated that 60% of all doctor visits are stress related. Increased stress increases blood pressure, heart rate, and respiration rate. Meditation and deep breathing can help reduce stress, thus providing benefits to the cardiovascular system. Research has shown that meditation and deep breathing exercises lower blood pressure, without the adverse effects that could occur with medication. Meditation also reduces another cardiovascular risk, a higher than average heart rate, which also weakens the heart over time.

Many things in life are important, and a healthy heart tops the list. No matter what one accumulates or accomplishes in life, if your have a bad heart it all could end in a heartbeat, literally. There are easy and effective means to ensure that a person maintains a strong heart that are simple to maintain and don't involve vast financial resources. So do yourself and your loved ones a favor- take a quiet, relaxing walk down to the corner grocery store and pick up a bunch of grapes for lunch.

Questions

1. What is the thesis statement? _____
_____

2. What are the three methods listed that can improve cardiovascular health?
_____
_____
_____

3. What kind of conclusion does the text have? (refer to page 92)
_____

4. What technique is used in the introduction to grab the reader's attention (refer to page 81)? _____
_____

5. What are the transition words used in the essay that indicate a solution is being discussed? _____
_____

6. List three supporting facts that were included in the essay.
_____
_____
_____

Exercise 12.4

Write a problem/solution essay for one of the topics below.

Littering
Air pollution
Sexual discrimination
Lack of parking spaces
Teenagers rebelling
Insomnia
Learning a new language
Over population
Depletion of natural resources
The cost of space exploration



Seoul National University

2012-13