4 Longman Academic Writing Series

FIFTH EDITION

ESSAYS

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TO THE TEACHER

Welcome to the new edition of Level 4 in the *Longman Academic Writing Series*, a five-level series that prepares English language learners for academic coursework. This book, formerly called *Writing Academic English*, is intended for high-intermediate students in university, college, or in secondary school programs. It offers a carefully structured approach that focuses on writing as a process. It teaches rhetoric and sentence structure in a straightforward manner, using a step-by-step approach, high-interest models, and varied practice types.

Like the previous editions, this book integrates instruction in essay organization and sentence structure with the writing process. It carefully guides students through the steps of the writing process to produce the well-organized, clearly developed essays that are essential to academic writing in English. You will find a wealth of realistic models to guide writers and clear explanations supported by examples that will help your students through typical rough spots. These explanations are followed by the extensive practice that learners need to assimilate writing skills and write with accuracy and confidence. There are interactive tasks throughout the text—pair work, small-group activities, and full-class discussions—that engage students in the learning process and complement the solitary work that writers must do. The tasks progress from recognition exercises to controlled production and culminate in communicative Try It Out activities.

In the first part of this book, you will find a quick review of paragraph writing and summarizing. The second part of the book offers comprehensive chapters on process, cause/effect, comparison/contrast, and argumentative essays. Sentence structure, with a special emphasis on subordinated structures, appears in the third part of the book. Finally, the extensive appendices and a thorough index make the text a valuable and easy-to-use reference tool.

What's New in This Edition

Instructors familiar with the previous edition will find these new features:

- **Chapter objectives** provide clear goals for instruction;
- **Two new vocabulary sections**, Noticing Vocabulary and Applying Vocabulary, explain vocabulary from the writing models and support its use in the Writing Assignment;
- **Selected writing models** have been updated or replaced, while old favorites have been retained and improved;
- **Try It Out!** activities challenge students to be creative and apply the skills they have studied;
- **Writing Tips** contain strategies that experienced writers use;
- **Self-Assessments** ask students to evaluate their own progress;
- **Timed Writing** practice develops students' writing fluency.

The Online Teacher's Manual

The Teacher's Manual is available on the Pearson English Portal. It includes general teaching notes, chapter teaching notes, answer keys, reproducible writing assignment scoring rubrics, and reproducible chapter quizzes.

Acknowledgments

We sincerely appreciate the contributions of the many people who have helped shape the fifth edition of this book. First and foremost, we would like to acknowledge Lara Ravitch, for her tireless dedication to this book and the many new models, practices, activities, and assignments that she contributed.

We are also grateful to the members of the Pearson ELT team for the expertise and dedication they brought to this project, particularly Amy McCormick, Lise Minovitz, and Eleanor Kirby Barnes. I would also like to thank Barbara Weisberg and Meg Brooks for their time, support, and guidance in developing this book.

To the many reviewers who contributed to our planning for this edition and those whose thoughtful comments and suggestions on the previous editions also helped to shape this book, we extend our heartfelt thanks: **Mark Alves**, Montgomery College, Maryland; **Angelina Arellanes-Nuñez**, University of Texas at El Paso; **Dorrie Brass**, Annapolis, Maryland; **Robyn Brinks-Lockwood**, Stanford University, California; **Tony J. C. Carnerie**, University of California San Diego, California; **Marsha Gerechter Abramovich**, Tidewater Community College, Virginia Beach, Virginia; **Patty Heises**, University of Washington, Seattle, Washington; **Alex Jones**, Seattle, Washington; **Ruth Moore**, University of Colorado at Boulder, Colorado; **David Ross**, Intensive English Program, Houston, Texas; **Diana Savas**, Pasadena City College, Pasadena, California; **Jacqueline Smith**, Brooklyn, New York; **Barbara Smith-Palinkas**, Tampa, Florida; **Anita Sokmen**, Director, English Language Programs Extension Courses & Marketing, University of Washington, Seattle, Washington.

We would also like to thank the following people for their feedback on our online survey: **Eric Ball**, Langara College, British Columbia, Canada; **Mongi Baratli**, Al Hosn University, Abu Dhabi, United Arab Emirates; **Jenny Blake**, Culture Works ESL, London, Canada; **Karen Blinder**, English Language Institute, University of Maryland, Maryland; **Bob Campbell**, Academic Bridge Program, Doha, Qatar; **Nancy Epperson**, Truman College, Illinois; **Kemal Erkol**, Onsekiz Mart University, Çanakkale, Turkey; **Russell Frank**, Pasadena City College, California; **Jeanne Gross**, Cañada College, California; **Lisa Kovacs-Morgan**, English Language Institute, University of California at San Diego, California; **Mary Ann T. Manatlao**, Qatar Foundation, Academic Bridge Program, Doha, Qatar; **Brett Reynolds**, Humber Institute of Technology and Advanced Learning, Ontario, Canada; **Lorraine C. Smith**, CUNY Queens College, New York.

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CHAPTER OVERVIEW

Longman Academic Writing Series, Level 4, Essays offers a carefully structured approach to high-intermediate academic writing. It features instruction on paragraph and essay organization, sentence structure, grammar, and the writing process.

NEW!

Four-color design makes the lessons even more engaging.

CHAPTER 8

ARGUMENTATIVE ESSAYS

OBJECTIVES

To write academic texts, you need to master certain skills.

In this chapter, you will learn to:

- Analyze an argumentative essay
- Construct an introduction for an argumentative essay
- Use transitions of contrast
- Identify and rebut opposing arguments
- Support your ideas using statistics
- Write, revise, and edit an argumentative essay about space travel

Changes in technology have had a dramatic effect on many different areas of life, including the workplace.

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NEW!

Chapter objectives provide clear goals for instruction.

Realistic writing models present the type of writing students will learn to produce in the end-of-chapter Writing Assignments.

INTRODUCTION

An **argumentative essay** is an essay in which you agree or disagree on an issue, using reasons to support your opinion. Your goal is to convince your reader that your opinion is right. Argumentation is a popular kind of essay question because it forces students to think on their own: They have to take a stand on an issue, support their stand with solid reasons, and support their reasons with solid evidence. At the end of this chapter, you will write an argumentative essay about whether it is wise or practical to attempt to send a human mission to Mars.

ANALYZING THE MODEL

The writing model is about the role of technology in the modern workplace.

Read the model. Then answer the questions.

Writing Model

REPLACED BY A ROBOT

1 Ever since the invention of computers, technology has done more and more of the job of the average worker. From mathematical calculations to mailing lists, computers have become more efficient, in more areas, than their human colleagues. Although some argue that computers will never replace people, others are concerned about the advanced robotic technology that computers make possible. Indeed, it is likely that the use of more and better robots will someday result in fewer jobs for humans. However, this should not be seen as a problem. Rather, as technology improves, employers in all fields should look to maximize their robotic workforce and minimize human error.

2 Until now, many have argued that robots can only replace humans in certain less-skilled jobs. They might, for example, be able to perform routine tasks on an assembly line. These opponents of a mechanized workforce may not be aware that technology has progressed in the areas of decision-making and creativity. Some robots' work in these areas is almost equal to that of humans. In fact, some interactive computers are so well-designed that it will soon be possible to talk with them almost endlessly before realizing that they are not human (Loftus). A computer even won the game show *Jeopardy* not long ago. These computers are clearly capable of more than simple tasks.

3 Others argue that, even though computers may someday be able to approximate human behavior, humans will always be able to do the job better. While that may be true for a general-purpose robot, highly-specialized machines can often do specific tasks better than a

(continued on next page)

NEW!

Noticing Vocabulary points out useful words and phrases from the writing models.

Noticing Vocabulary: Word Families

Good writers use a wide range of vocabulary. You can quickly improve your vocabulary by studying **word families**. Word families are groups of words that are related. Words in a word family often have similar meanings but are different parts of speech. For example, notice the word *successful* in the model. The words *success*, *succeed*, *successful*, and *successfully* belong to the same word family.

PRACTICE 1 Identifying Words in Word Families

A Look at the writing model again. Find and underline the words in the chart. Then complete the chart. Use a dictionary as needed.

Verb	Adjective	Adverb
----------	aggressive	aggressively
agree		
create		
----------	disrespectful	
dominate		
influence		
----------	passive	
submit		
----------	unproductive	
use		

B Notice the word endings in the chart in Part A. List the ending(s) for each part of speech.

Verbs: -ate

Adjectives: _____

Adverbs: _____

4 CHAPTER 1

NEW!

Applying Vocabulary allows students to practice the new vocabulary and then use it in their writing assignments.

Applying Vocabulary: Using Word Families

You have learned that recognizing words in word families can help you build your vocabulary. You also identified several patterns for word endings. This information can help you use the correct form of a word in your writing.

PRACTICE 10 Reviewing Words in Word Families

Before you begin your writing assignment, review the word families chart on page 4. Then fill in the blank in each sentence with the word from the chart that best fits. Think about the meaning and part of speech.

1. My neighbor's dog is very _____. He bites everyone who comes near him.
2. The team took a(n) _____ approach to the negotiations, agreeing to everything the other side proposed, and making no demands.
3. Some people try to _____ the conversation; they never let anyone else speak.
4. Employees who behave _____ in salary negotiations do not point out how they can contribute to the company, do not clearly state their financial expectations, and, as a result, are not likely to receive a competitive wage.
5. In American culture, it is not appropriate to try to _____ a teacher's decision about your grade by giving him or her presents or compliments.

Writing Tip

If there's a word you want to use in your writing, but it's the wrong part of speech, check your dictionary. You may be able to find a word from the same word family that fits your sentence.

NEW!

Writing Tips provide useful strategies to help students produce better writing.

THE WRITING PROCESS

Writing is a process, and like any process, it consists of a series of steps. While the exact number of steps in the process may vary, this book will take you through six of them. You will be following these steps as you do the writing assignments in each chapter, so it is important that you have an idea of how each step in the process works.

Step 1: Prewrite to get ideas.

The first step in the writing process is to choose a topic and generate ideas. This is called **prewriting** because you do it before you begin writing. Even if a topic has already been assigned, you will still need to generate ideas about it in order to decide what you want to write.

There are many different methods you can use to come up with ideas to get started. You will have an opportunity to practice different techniques in your chapter assignments.

Paragraph Structure 17

Organization sections explore essay structure in a variety of organizational patterns.

CHAIN ORGANIZATION

The other organizational pattern you can use to write about causes and effects is chain organization. Writing Model 2 on page 119 uses this organizational style.

In Writing Model 2, causes and effects are linked to each other in a continuous chain. One event (a change in seasons), causes another event (decreased sunlight), which causes a third event (disturbance in both hormonal balance and the body's natural clock), which in turn causes a fourth event (the development of depressive symptoms), and so on. Each new cause and its effect are links in a chain, with the effect of one event becoming the cause of the next event. Depending on the complexity of the ideas in each link, you can devote an entire paragraph to one link, or you may include several links in one paragraph, or you may describe the entire chain in one paragraph. Chain organization usually works better than block organization when the causes and effects are too closely linked to be separated. Notice the chain pattern in this diagram.

	How Fertile Land Becomes Desert
Introduction	
Cause	People move into new areas and clear land for agriculture by cutting down trees.
↓ Effect	The tree roots no longer hold the soil in place.
↓ Cause	The tree roots do not hold the soil in place.
↓ Effect	The topsoil washes away during heavy rains.
↓ Cause	The topsoil washes away during heavy rains.
↓ Effect	There is no good soil to grow crops in.
↓ Cause	There is no good soil to grow crops in.
↓ Effect	People move to new areas and clear land for agriculture by cutting down trees.
Conclusion	

Writing Tip

The type of organization you choose depends on your topic.

- A chain pattern is usually easier if the causes and effects are very closely interrelated, as in an explanation of a natural phenomenon such as a thunderstorm.
- The block pattern is usually easier with larger, complex topics such as global warming or homelessness.
- Sometimes you will want to use a combination of block and chain organization. Writing Model 1 on pages 117–119 uses mostly block organization, but in paragraphs 4, 5, and 6, you will find chain organization.

Practice activities reinforce learning and lay the groundwork for the end-of-chapter Writing Assignment.

PRACTICE 3 Analyzing Chain Organization

Fill in the boxes to complete the flowchart, which illustrates the cause / effect chain described in Writing Model 2.

Less sunlight

↓

Body produces

more _____ and + _____

less _____

↓

Lack of energy, oversleeping, weight gain, anxiety

TRY IT OUT! Choose one of the topics and, on a separate sheet of paper, write two outlines: one for block organization and one for chain organization.

Topics

- The psychological causes of Internet addiction
- The effect of job loss on mental health
- The psychological effects of violent video games and movies

TRANSITION SIGNALS FOR CAUSE / EFFECT RELATIONSHIPS

Just as certain transition signals show time order and logical division, certain words and phrases signal cause / effect relationships. You may already know many of them. This chart and the one on page 126 will help you review them.

Cause Signal Words

Coordinators	**Examples**
for	Bison were indispensable to the Native American tribes, for this one animal provided them with nearly everything they needed for survival: meat, clothing, shelter, tools, and weapons. (*Note:* When used in this way, *for* has the same meaning as *because*.) However, you must use a comma in front of *for*, and you must not use a comma in front of *because*.
Subordinators	**Examples**
because since as	Bison were indispensable to the Native American tribes as this one animal provided them with nearly everything they needed for survival: meat, clothing, shelter, tools, and weapons.

NEW!

Try It Out! activities challenge students to apply what they have learned.

Transition Signals sections provide tools for improving the flow of ideas in different types of essays.

Chapter 3 provides instruction on **using and citing outside sources** and **avoiding plagiarism**.

CORRECT CITATIONS

The purpose of a citation is not only to avoid plagiarism, but also to refer your readers to the source of your information. That way, they can read the original source if they want to learn more about the topic. It is important to be accurate in your citations.

There are a number of different ways of citing information. In general, you will want to follow whatever guidelines your instructor gives you to complete an assignment. However, for most of your academic work, you will find this two-stage process useful and sufficient for citing your sources:

1. Insert a short reference in parentheses at the end of each piece of borrowed information. This short reference is called an *in-text citation*.
2. Prepare a list describing all your sources completely. This list is titled "Works Cited" and appears as the last page of your paper.

In-Text Citations

Here are three examples of in-text citations and of their corresponding entries in a works-cited list. In the first example, notice the position and punctuation of the citation—at the end of the last sentence of the borrowed information, before the final period.

> According to the National Geographic "Enduring Voices" project, a language dies every two weeks ("Disappearing Languages").

The phrase "Disappearing Languages" in quotation marks and parentheses at the end of this sentence is the first element of the title of an article from which the preceding information was taken. There was no author. If there had been an author, the author's last name—rather than part of a title—would have appeared inside the parentheses, with no quotation marks. Because the article was found on the Internet, it did not have a page number.

Here is an example of an in-text citation for an article with an author and page number:

> (Bryson 17)

If you include a quotation in your writing that you found in someone else's work, indicate the source of that quotation. Your in-text citation will say *qtd. in*, which is an abbreviation for *quoted in*:

> (qtd. in Bryson 17)

The same chapter teaches other essential tools for research-based writing, such as **paraphrasing**, **quoting**, and **summarizing**.

WRITING A SUCCESSFUL PARAPHRASE

To paraphrase correctly, you first need to make sure that you fully understand the original passage. Use this method to write a good paraphrase.

- Read the original passage several times until you understand it fully. Underline the key words. Look up unfamiliar words and find synonyms for them. It is not always possible to find synonyms for every word, especially technical vocabulary. In this case, use the original word.
- Take notes while you read. Write down only a few words for each idea—not complete sentences. Here are one writer's notes on the original passage about universal language:

> 6,500 languages—technology helps—
> but difficult to communicate—universal language—
> all people can learn—benefits: school, economy,
> friendship

- Make a brief outline:

> A. World Languages - over 6,500
> 1. There are difficulties communicating with people who don't speak your language.
> 2. universal language would help people communicate.
> B. Benefits
> 1. Education
> 2. Economy
> 3. Friendship

- Write your paraphrase from your notes. Don't look at the original while you are writing.
- Check your paraphrase against the original to make sure you have not copied vocabulary or sentence structure too closely. Above all, make sure that you have not changed the meaning of the original or given any wrong information.
- Add in-text citations. Also add a works-cited list if appropriate.

Step-by-step Writing Assignments make the writing process clear and easy to follow.

WRITING ASSIGNMENT

Your assignment for this chapter is to write an essay of five or more paragraphs on a topic related to education. Choose one of the topics from the list to write about. Use the writing model on pages 75–76 to help you. To complete the assignment, follow the steps in the writing process.

Topics

- Criteria to consider when choosing a major
- Qualities of a successful student
- Factors that make a class productive and enjoyable

Prewrite

STEP 1: Prewrite to get ideas.

- After selecting your topic, use a prewriting strategy such as listing (Chapter 1) or clustering (Chapter 2) to generate ideas.
- Look for related points in your list or cluster diagram. If you find anything that is completely off topic or repeated, cross it out.
- Group similar ideas together. These groups will become your body paragraphs.

Organize

STEP 2: Organize your ideas.

- Decide how you want to organize your essay. Do you want to use a comparison / contrast pattern? A logical division of ideas?
- Write a thesis statement for your essay. Be sure it indicates the organization pattern you plan to use.
- Use ideas from your prewrite to make an outline as you did in Practice 10. Put your thesis statement at the top. Then, next to letters A, B, and C, write sentences that will form the topic sentences of your body paragraphs.
- In the spaces under A, B, and C, add details you will use in your body paragraphs.

Write

STEP 3: Write the first draft.

- Use your outline to write your first draft. Remember to include the three parts of the essay that you studied in this chapter: an introductory paragraph (including the thesis statement), body paragraphs, and a conclusion.
- Don't worry if you think of new ideas as you write. You can add or delete ideas later. Just be sure that your new ideas support your thesis.

Revise

STEP 4: Revise the draft.

- Review the content and organization of your draft. Do not try to correct errors in format, mechanics (capitalization, punctuation, and spelling), grammar, and sentence structure at this stage. You will do this in Step 5.

Peer Review and **Writer's Self-Check Worksheets** at the back of the book help students collaborate and sharpen their revision skills.

- Begin by reading over your essay to get a general overview. As you read, make sure that
  - your essay has a thesis statement;
  - the thesis is developed with enough supporting information;
  - you support your opinions with facts and examples;
  - your conclusion supports your thesis statement.
- Make notes in the margin about anything you want to improve.
- Ask a classmate to read and give you feedback on your first draft using the Chapter 4 Peer Review on page 327.
- Discuss your classmate's suggestions and decide which ones to take.

Proofread

STEP 5: Edit and proofread the draft.

- Make sure that you have identified all of the changes you want to make in content and organization. Then review your essay for errors in format, mechanics, grammar, and sentence structure. Use the Chapter 4 Writer's Self-Check on page 328 to help you.
- When you find an error, make a note on your paper using the correction symbols from Appendix D on pages 309–311.

Write

STEP 6: Write a new draft.

- In your new draft, include the changes you identified in Steps 4 and 5.
- Proofread your new draft again carefully. Make sure it is neat and error free.
- Hand in your essay to your teacher.

NEW!

Self-Assessment encourages students to evaluate their progress.

SELF-ASSESSMENT

In this chapter, you learned to:

- ❍ Identify the parts of an essay
- ❍ Analyze an essay's introduction and conclusion
- ❍ Construct an appropriate thesis statement
- ❍ Support the thesis statement with body paragraphs
- ❍ Organize an essay, using transition signals as necessary
- ❍ Write, revise, and edit an essay about education

Which ones can you do well? Mark them ☑

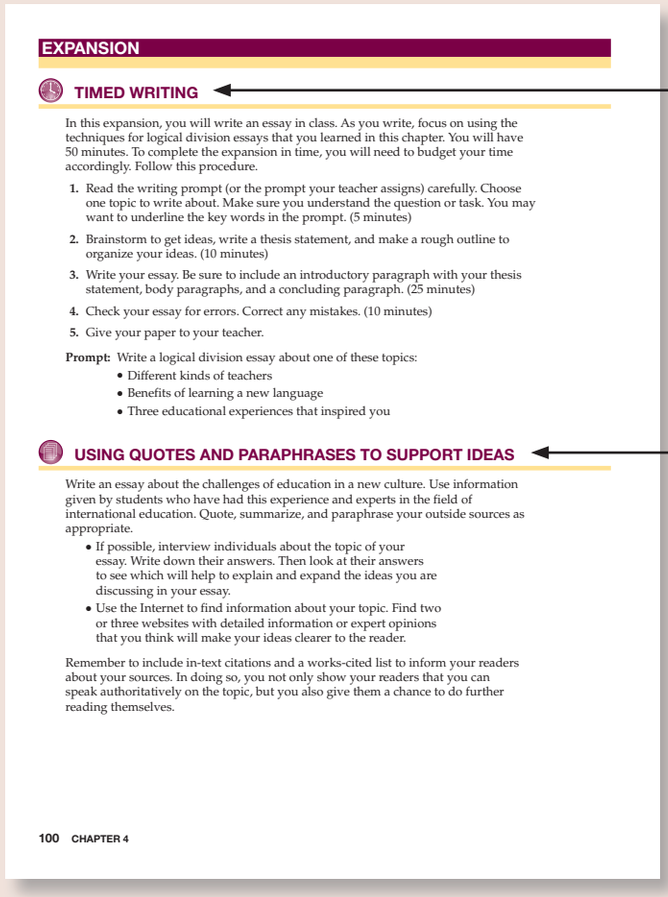
Which ones do you need to practice more? Mark them ☒

NEW!

Timed Writing activities help prepare students to write well on tests.

NEW!

Additional writing tasks encourage students to further develop the writing skills in each chapter.



EXPANSION

TIMED WRITING

In this expansion, you will write an essay in class. As you write, focus on using the techniques for logical division essays that you learned in this chapter. You will have 50 minutes. To complete the expansion in time, you will need to budget your time accordingly. Follow this procedure.

1. Read the writing prompt (or the prompt your teacher assigns) carefully. Choose one topic to write about. Make sure you understand the question or task. You may want to underline the key words in the prompt. (5 minutes)
2. Brainstorm to get ideas, write a thesis statement, and make a rough outline to organize your ideas. (10 minutes)
3. Write your essay. Be sure to include an introductory paragraph with your thesis statement, body paragraphs, and a concluding paragraph. (25 minutes)
4. Check your essay for errors. Correct any mistakes. (10 minutes)
5. Give your paper to your teacher.

Prompt: Write a logical division essay about one of these topics:

- Different kinds of teachers
- Benefits of learning a new language
- Three educational experiences that inspired you

USING QUOTES AND PARAPHRASES TO SUPPORT IDEAS

Write an essay about the challenges of education in a new culture. Use information given by students who have had this experience and experts in the field of international education. Quote, summarize, and paraphrase your outside sources as appropriate.

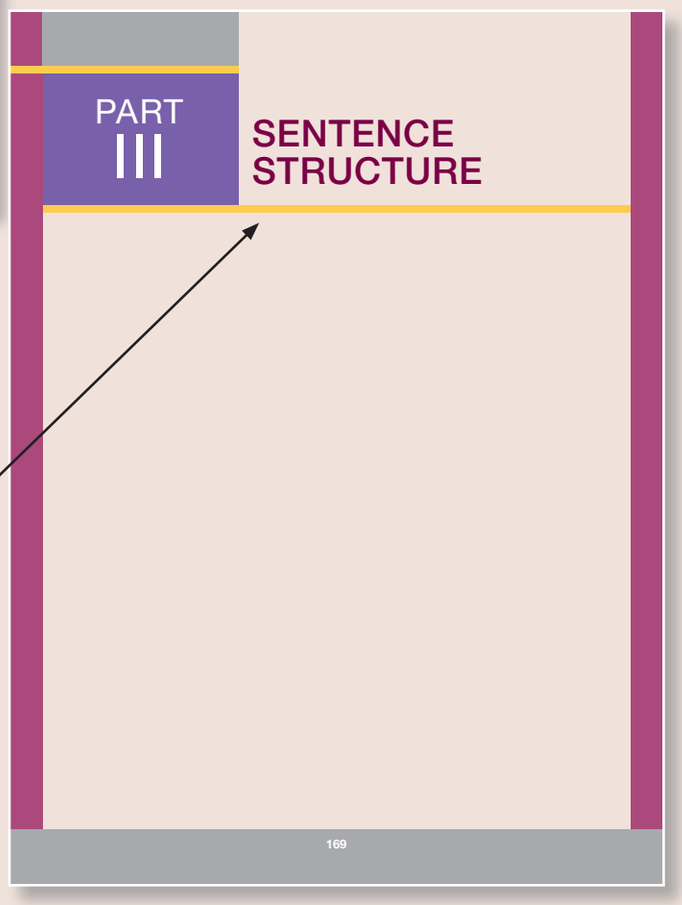
- If possible, interview individuals about the topic of your essay. Write down their answers. Then look at their answers to see which will help to explain and expand the ideas you are discussing in your essay.
- Use the Internet to find information about your topic. Find two or three websites with detailed information or expert opinions that you think will make your ideas clearer to the reader.

Remember to include in-text citations and a works-cited list to inform your readers about your sources. In doing so, you not only show your readers that you can speak authoritatively on the topic, but you also give them a chance to do further reading themselves.

100 CHAPTER 4

NEW!

Separate chapters on **Sentence Structure** provide practice with the most challenging structures for high-intermediate students. The chapters can be taught in any order.



PART III

SENTENCE STRUCTURE

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Simple explanations and **clear examples** enable students to improve their grasp of subordinate structures and their punctuation.

Questions about the Model

1. When do people with a fear of public speaking become paralyzed? Underline the adverb clause in sentence 3 that provides this information. What word introduces this clause?
2. Why do individuals with this fear sometimes take classes? Double underline the adverb clauses in sentences 7 and 8 that provide this information. What words introduce each clause?
3. Where do these individuals see unfriendly faces? Triple underline the clause in sentence 4 that provides this information. What word introduces this clause?
4. What contrast is established by the adverb clause in sentence 9? What words introduce this clause?

KINDS OF ADVERB CLAUSES

These are the various kinds of adverb clauses. In the pages that follow, you will study and practice each kind.

- **Time clauses** answer the question "When?"
- **Place clauses** answer the question "Where?"
- **Clauses of manner** answer the question "How?"
- **Distance clauses** answer the question "How far?"
- **Frequency clauses** answer the question "How often?"
- **Purpose clauses** answer the question "For what intention?"
- **Result clauses** answer the question "For what effect?"
- **Conditional clauses** answer the question "Under what circumstance?"
- **Contrast clauses of direct opposition** show how one thing differs from another.
- **Contrast clauses of concession** show an unexpected result.

Punctuation of Adverb Clauses

The punctuation of an adverb clause depends on the order of the clauses. When an adverb clause comes first in a sentence, put a comma after it. When an adverb clause follows an independent clause, do not separate the clauses with a comma.

ADVERB CLAUSE	INDEPENDENT CLAUSE
Because humans are curious animals,	they constantly explore their world.
INDEPENDENT CLAUSE	**ADVERB CLAUSE**
Humans constantly explore their world	**because they are curious animals**.

Editing practice allows students to sharpen their revision and proofreading skills.

EDITING PRACTICE

Find and correct eleven more errors in adjective clauses in this essay. Look for these kinds of errors:

INCORRECT RELATIVE PRONOUN — I telephoned the student ~~who his~~ whose wallet I found in the parking lot.

DISAGREEMENT OF VERB AND ANTECEDENT — People who ~~lives~~ live in earthquake zones need earthquake insurance.

INCORRECT REPETITION OF NOUNS OR PRONOUNS — My friend whom I loaned my car to ~~him~~ returned it with several dents.

INCORRECT COMMA USAGE — Cell phones, which always seem to ring at inappropriate times, should be turned off during concerts, lectures, and naps.

El Niño

1 Scientists have been studying an ocean event who is the cause of drastic changes in weather around the world. 2 This event is an increase in the temperature of the Pacific Ocean that ~~occur~~ occurs around Christmas off the coast of Peru. 3 Hence, the Peruvian fishermen whom first noticed it named it El Niño, a name that means "the Christ child" in Spanish. 4 The causes of this rise in ocean temperatures are unknown, but its effects are obvious and devastating.

5 For example, El Niño threatens Peru's anchovy harvest, which could mean higher prices for food. 6 The warm water of El Niño keeps the nutrient-rich cold water which provides anchovies with food down at the bottom of the ocean. 7 Anchovies are the primary source of fish meal which is the main ingredient in animal feed.

8 In addition, guano[1] from birds who feed off the anchovies is a major source of fertilizer. 9 As a result of decreasing supplies of anchovies and guano, the prices of animal feed, and fertilizer rise. 10 This causes farmers, who they must pay more for feed and fertilizer, to charge more for the food they produces. 11 Food prices have soared as a result of El Niños in past years.

12 El Niño has other global effects. 13 It can cause heavy rains, floods, and mudslides along the coasts of North and South America and droughts in other parts of the world. 14 In the 1982–1983 El Niño, West Africa suffered a terrible drought which caused crop failures and food shortages. 15 Lack of rain also created problems for Indonesia whose forests burned for months during the 1997–1998 El Niño. 16 Indeed, El Niño is an unpredictable and uncontrollable phenomenon of nature, that we need to study it in order to prepare for and perhaps lessen its devastating effects in the future.

[1] **guano:** droppings from birds and bats

PART
I

WRITING A PARAGRAPH

CHAPTER
1

PARAGRAPH STRUCTURE

OBJECTIVES

To write academic texts, you need to master certain skills.

In this chapter, you will learn to:

- Identify the parts of a paragraph
- Construct an appropriate topic sentence
- Support the topic sentence with details and examples
- Distinguish facts from opinions
- Use a concluding sentence to complete a paragraph
- Write, revise, and edit a paragraph about communication

It is important to pay attention to your communication style if you want to be successful.

INTRODUCTION

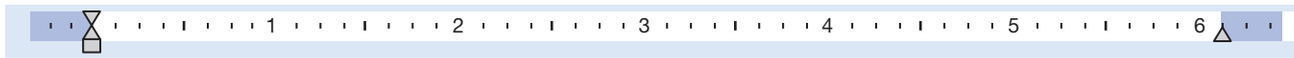
In this chapter, you will focus on the structure of a good paragraph. A **paragraph** is a group of related sentences that discusses one (and usually only one) main idea. A paragraph can be as short as one sentence or as long as ten sentences or more. The number of sentences is unimportant; however, the paragraph should be long enough to develop the main idea clearly. At the end of this chapter, you will write a well-structured paragraph on the topic of communication. For an example of a well-structured paragraph, look at the model.

ANALYZING THE MODEL

The writing model discusses communication styles.

Read the model. Then answer the questions.

Writing Model



Communication Styles That Don't Communicate

1 Studies show that certain styles of interpersonal communication are less effective than others. 2 Which styles are the ones to avoid? 3 These same studies indicate that the two least effective styles are aggressive and passive communication. 4 On the one hand, an aggressive style involves speaking in a disrespectful manner, expressing anger, or trying to dominate the conversation. 5 For example, a business executive might tell her coworker that his ideas for a new product are terrible. 6 Then she might interrupt him when he tries to explain his ideas. 7 This approach hinders successful communication. 8 It also creates barriers between people. 9 A passive communication style, on the other hand, can be equally unproductive. 10 A passive style might lead a person to hide his or her beliefs, speak quietly, and submit to all demands. 11 Someone working on a fashion design project, for instance, might agree to use a fabric that he thinks is unattractive. 12 He would not express his true feelings to the group. 13 In short, ineffective communicators can fail to influence others either by being too forceful or by hiding their opinions.

Questions about the Model

1. What is the main idea of the paragraph?
2. In which sentence does the writer state the main idea?
3. How does sentence 3 support the main idea?
4. What points does the writer make about an aggressive style?
5. In which sentence does the writer introduce an example of an aggressive style?
6. What points does the writer make about a passive style?
7. In which sentence does the writer introduce an example of a passive style?

Noticing Vocabulary: Word Families

Good writers use a wide range of vocabulary. You can quickly improve your vocabulary by studying **word families**. Word families are groups of words that are related. Words in a word family often have similar meanings but are different parts of speech. For example, notice the word *successful* in the model. The words *success*, *succeed*, *successful*, and *successfully* belong to the same word family.

PRACTICE 1 Identifying Words in Word Families

A **Look at the writing model again. Find and underline the words in the chart. Then complete the chart. Use a dictionary as needed.**

VERB	ADJECTIVE	ADVERB
----------	aggressive	aggressively
agree		
create		
----------	disrespectful	
dominate		
influence		
----------	passive	
submit		
----------	unproductive	
use		

B **Notice the word endings in the chart in Part A. List the ending(s) for each part of speech.**

Verbs: -ate _____

Adjectives: _____

Adverbs: _____

PARTS OF A PARAGRAPH

Paragraphs generally include three parts. All paragraphs have a **topic sentence** and **supporting sentences**. Most paragraphs also have a **concluding sentence**.

THE TOPIC SENTENCE

Every good paragraph has a topic sentence. A topic sentence is the most important sentence in a paragraph.

The topic sentence briefly indicates what the paragraph is going to discuss. For this reason, the topic sentence is a helpful guide to both the writer and the reader. The writer can see what information to include (and what information to exclude). The reader can see what the paragraph is going to be about and is therefore better prepared to understand it. For example, in the writing model, the topic sentence alerts the reader to look for communication styles that are ineffective.

Here are three important points to remember about a topic sentence:

- A topic sentence is a **complete sentence**; that is, it contains at least one subject and one verb. These examples are not complete sentences because they do not contain a subject and a verb:

  INCOMPLETE Communicating with colleagues.

  INCOMPLETE How to improve online social networks.

- A topic sentence contains two parts: a **topic** and a **controlling idea**. It names the topic and then limits the topic to a specific area to be discussed in the space of a single paragraph.

  TOPIC | CONTROLLING IDEA
  Communication with colleagues | requires sensitivity and understanding.

  TOPIC | CONTROLLING IDEA
  Improving online social networks | can help professionals communicate.

- A topic sentence is the most general statement in the paragraph because it gives only the topic and the controlling idea. It does not give any specific details.

  This is a general statement that could serve as a topic sentence:

  The Arabic origin of many English words is not always obvious.

  This sentence is *too general*. It doesn't provide much guidance about what the paragraph will be about.

  English has been influenced by other languages.

  On the other hand, this sentence is *too specific*. It could serve as a supporting sentence but not as a topic sentence.

  The slang expression *so long* (meaning "good-bye") is probably a corruption of the Arabic *salaam*.

The Position of Topic Sentences

The topic sentence is usually (but not always) the first sentence in a paragraph. Experienced writers sometimes put topic sentences in other locations, but the best spot is usually right at the beginning. Readers who are used to the English way of writing want to know what they will read about as soon as they begin reading.

> Synonyms, words with the same basic meaning, do not always have the same emotional meaning. For example, *stingy* and *frugal* both mean "careful with money." However, calling someone stingy is an insult, but calling someone frugal is usually a compliment. Similarly, a person wants to be slender but not skinny. Therefore, you should be careful in choosing words as many so-called synonyms are not completely synonymous.

At times, a topic sentence comes at the end of the paragraph. In this case, the paragraph might begin with a series of examples or facts. Then the topic sentence at the end would be the conclusion drawn from these examples or facts.

> Mediation is now a popular way to solve disagreements between children in school. A mediator can also help a divorcing couple discuss finances or improve communication between employees and company executives. These are a few ways that mediators can help opposing parties come to agreement.

PRACTICE 2 **Choosing Topic Sentences**

Decide which sentence in each group is the best topic sentence and label it *best*. Then look at the other sentences in the group and label them *TG* (too general), *TS* (too specific), or *I* (incomplete).

GROUP 1

TS **a.** A lunar eclipse is an omen of a coming disaster.

TG **b.** Superstitions have been around forever.

best **c.** People hold many superstitious beliefs about the moon.

I **d.** Is made of green cheese.

GROUP 2

_____ **a.** The history of astronomy is interesting.

_____ **b.** Ice Age people recorded the appearance of new moons by making scratches in animal bones.

_____ **c.** For example, Stonehenge in Britain was built 3,500 years ago to track the movement of the sun.

_____ **d.** Ancient people recorded lunar and solar events in different ways.

GROUP 3

_____ **a.** It is hard to know which foods are safe to eat nowadays.

_____ **b.** In some large ocean fish, there are high levels of mercury.

_____ **c.** Undercooked chicken and hamburger may carry *E. coli* bacteria.

_____ **d.** Not to mention mad cow disease.

_____ **e.** Food safety is an important issue.

Group 4

_____ **a.** Hybrid automobiles more economical to operate than gasoline-powered cars.

_____ **b.** The new hybrid automobiles are very popular.

_____ **c.** Hybrid cars have good fuel economy because a computer under the hood decides to run the electric motor, the small gasoline engine, or the two together.

_____ **d.** The new hybrid automobiles are popular because of their fuel economy.

PRACTICE 3 Recognizing Topic Sentences

Read the sentences in each group and decide which is the topic sentence. Label it *TS* (topic sentence). (*Hint:* Remember that the topic sentence is the most general statement in a paragraph.)

Paragraph 1

_____ **a.** A notes / memo function lets you make quick notes to yourself.

_____ **b.** Other capabilities include word processing, spreadsheets, and email.

_____ **c.** A voice recorder that uses a built-in microphone and speaker works like a tape recorder.

_____ **d.** Basic tools include an appointment calendar, an address book, to-do lists, and a calculator.

_____ **e.** MP3 playback lets you listen to digital music files, and a picture viewer lets you look at digital photos.

_____ **f.** Most smart phones have tools for basic tasks as well as for multimedia functions.

_____ **g.** A few models also include a built-in digital camera and keyboard.

Paragraph 2

_____ **a.** Twelve years after *Sputnik*, the United States caught up by becoming the first nation to land a man on the moon.

_____ **b.** The Europeans have joined the competition, vowing to land European astronauts on the moon by 2025 and on Mars by 2035.

_____ **c.** The number of nations competing in the "space race" has grown since the early days of space exploration.

_____ **d.** China joined the competition in 2003 when it launched *Shenzhou 5*.

_____ **e.** Initially, the former Soviet Union took the lead when it sent the first man into Earth orbit in the spaceship *Sputnik* in 1957.

_____ **f.** For almost 50 years, the United States and Russia were the only competitors in the contest to explore space using manned spacecraft.

(continued on next page)

Paragraph 3

_____ **a.** Another important change was that people had the freedom to live and work wherever they wanted.

_____ **b.** The earliest significant change was for farming families, who were no longer isolated.

_____ **c.** The final major change brought by the automobile was the building of superhighways, suburbs, huge shopping centers, and theme parks such as Disney World in Florida.

_____ **d.** The automobile revolutionized the way of life in the United States.

_____ **e.** The automobile enabled them to drive to towns and cities comfortably and conveniently.

_____ **f.** In fact, people could work in a busy metropolitan city and drive home to the quiet suburbs.

Paragraph 4

_____ **a.** In time, this melted part rises as magma[1].

_____ **b.** The formation of a volcanic eruption is a dramatic series of events.

_____ **c.** As the plate[2] sinks, friction and Earth's heat cause part of it to melt.

_____ **d.** The magma produces heat, steam, and pressure.

_____ **e.** First of all, most volcanoes are formed where two plates collide[3].

_____ **f.** Then one of the plates is forced under the other and sinks.

_____ **g.** When the heat, steam, and pressure from the magma finally reach the surface of Earth, a volcanic eruption occurs.

The Two Parts of a Topic Sentence

As noted earlier, a topic sentence has two essential parts: the topic and the controlling idea. The topic names the subject of the paragraph. The controlling idea limits or controls the topic to a specific area that you can discuss in the space of a single paragraph.

The reader immediately knows that this paragraph will discuss how easy it is to prepare convenience foods and perhaps will give some examples (canned soup, frozen dinners, and so on).

TOPIC — CONTROLLING IDEA
Convenience foods are easy to prepare.

The reader of this topic sentence expects to read about various ethnic foods popular in the United States: tacos, egg rolls, sushi, baklava, pizza, and so on.

CONTROLLING IDEA — TOPIC
Immigrants have contributed many delicious foods to U.S. cuisine.

[1] **magma:** hot melted rock below the surface of the Earth

[2] **plate:** one of the very large sheets of rock that forms the surface of the Earth

[3] **collide:** (to) crash violently into someone or something