

3 Longman Academic Writing Series

FOURTH EDITION


PARAGRAPHS TO ESSAYS

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TO THE TEACHER

Welcome to the new edition of Level 3 in the *Longman Academic Writing Series*, a five-level series that prepares English language learners for academic coursework. This book, formerly called *Introduction to Academic Writing*, is intended for intermediate students in university, college, or 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 paragraph and 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 paragraphs 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.

The first part of this book presents comprehensive chapters on how to format and structure basic and specific types of academic paragraphs. Students will learn how to organize different paragraph types, including narrative, process, definition, cause/effect, and comparison/contrast paragraphs. In the second part, learners are introduced to the basic concepts of essay writing. 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 specific types of 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.

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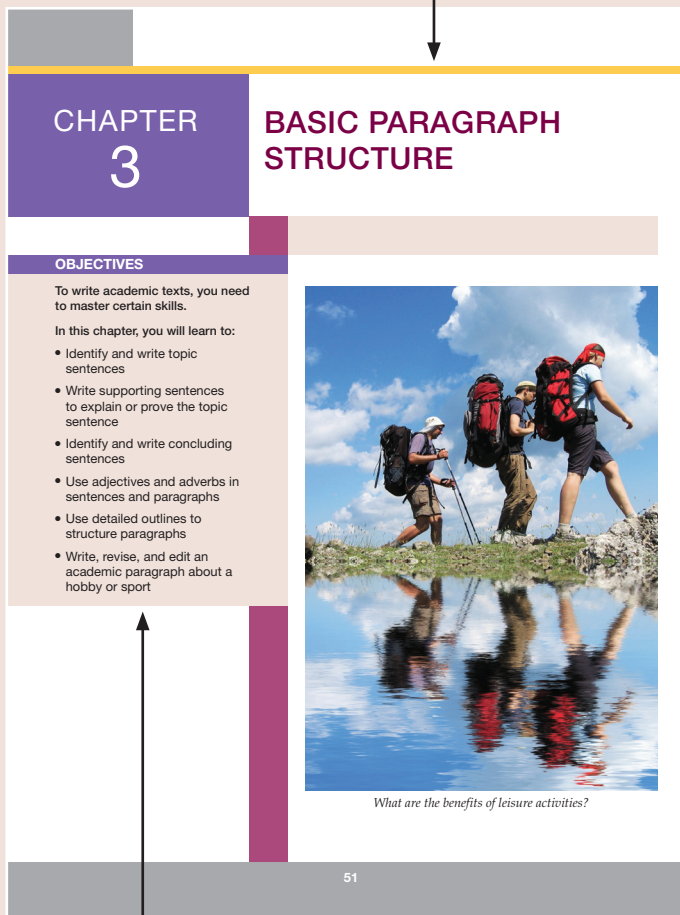
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CHAPTER OVERVIEW

Longman Academic Writing Series, Level 3, Paragraphs to Essays offers a carefully structured approach to intermediate academic writing. It features instruction on paragraph and essay organization, grammar, sentence structure, mechanics, and the writing process.

NEW!

Four-color design makes the lessons even more engaging.



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

In Chapter 2, you learned about narrative paragraphs. Chapter 3 shows how to develop a topic by focusing on one main idea. In an academic paragraph, writers use a common style of organization. They write a general statement to express their main idea about a topic. They follow their topic sentence with supporting information. Then they conclude their paragraph with another general statement. At the end of Chapter 3, you will write a paragraph with this basic structure.

ANALYZING THE MODEL

The writing model discusses the advantages of leisure time.

Read the model. Then answer the questions.

Writing Model

1 2 3 4 5 6

Take a Break!

1 In today's busy world, it is easy to forget about the importance of taking time off. 2 Whether it lasts for a couple of hours or a few days, leisure time has specific benefits. 3 First of all, relaxation reduces stress that can lead to serious health problems. 4 For example, some people spend a restful day watching movies or reading. 5 Others play sports. 6 Whatever the activity, they begin to feel physically and emotionally stronger. 7 The next benefit is creativity. 8 Individuals with hobbies such as photography, travel, and music develop new talents and get ideas that they can use at school or in the office. 9 Finally, interests outside of work can lead to a positive attitude. 10 For instance, when volunteers help children learn to read, they feel wonderful about what they have achieved. 11 Then they feel like working harder when they return to their regular responsibilities. 12 All in all, leisure time helps people stay healthy and has the additional benefit of allowing them to work more industriously and productively.

Questions about the Model

1. Look at the title. What is the topic of the paragraph?
2. Look at the second sentence. What does it say about the topic?
3. Now look at the last sentence. Does it summarize the main points or restate the topic sentence in different words?

NEW!

Noticing Vocabulary points out useful word parts, word types, and phrases from the writing models.

Noticing Vocabulary: Adjectives

Adjectives add color and detail to your writing. Notice the boldface words in this excerpt from the writing model. They are all adjectives.

In today's **busy** world, it is **easy** to forget about the importance of taking time off. Whether it lasts for a couple of hours or a few days, leisure time has **specific** benefits. First of all, relaxation reduces stress that can lead to **serious** health problems. For example, some people spend a **restful** day watching movies or reading.

In some cases, you will recognize adjectives by their endings, or suffixes. For example, the endings *-al*, *-able*, *-ful*, *-ic*, *-ive*, *-less*, *-ous*, and *-y* often indicate that the word is an adjective.

PRACTICE 1 Identifying and Forming Adjectives

A Work with a partner. Underline five more adjectives in Sentences 9–12 of the writing model. Circle any word endings that helped you identify the word as an adjective. Use your dictionary as needed.

B Work with a partner. Make the words adjectives. Use your dictionary to check the correct form and spelling. In some cases, there may be more than one possible correct answer.

1. achieve achievable
2. benefit _____
3. create _____
4. energize _____
5. function _____
6. help _____
7. produce _____
8. read _____
9. study _____
10. stress _____

Basic Paragraph Structure 53

NEW!

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

Applying Vocabulary: Using Adjectives

Before you begin your writing assignment, review what you learned about adjectives on page 53.

PRACTICE 14 Using Adjectives

A Complete the chart with adjectives. Use your dictionary as needed.

| NOUNS | VERBS | ADJECTIVES | ADVERBS |
|-------------|---------|--------------------|--------------|
| comfort | comfort | <u>comfortable</u> | comfortably |
| enjoyment | enjoy | _____ | enjoyably |
| reliability | rely | _____ | reliably |
| analysis | analyze | _____ | analytically |
| specificity | specify | _____ | specifically |
| negation | negate | _____ | negatively |
| use | use | _____ | usefully |
| direction | direct | _____ | directly |
| caution | caution | _____ | cautiously |

B Write a true sentence for each topic. In each sentence, include one of the adjectives from the chart.

1. My favorite hobby
I love to sit in a comfortable chair and play online video games with my friends.
2. My personality

3. My daily schedule

4. My biggest fear

5. My feeling about technology

6. My way to solve a problem

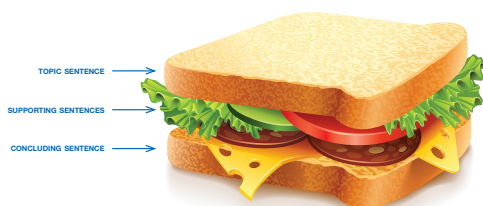
72 CHAPTER 3

Word family charts help students expand their vocabularies.

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

ORGANIZATION

A paragraph is like a sandwich. The topic sentence and concluding sentence are the two pieces of “bread” enclosing the “meat”—the supporting sentences.



The topic sentence presents the main idea of the paragraph. The supporting sentences give information to explain or prove the main idea. The concluding sentence summarizes the main idea or restates the topic sentence in different words.

THE TOPIC SENTENCE

The topic sentence is the most important sentence in a paragraph. It has two parts: a **topic** and a **controlling idea**. The topic names the subject of the paragraph. In the writing model on page 52, the topic is *leisure time*. The controlling idea tells the main idea about the topic. It is called the controlling idea because it controls, or limits, the topic to a very specific idea. In the model, the controlling idea is that leisure time is beneficial.

Here are examples of topic sentences with the same topic but different controlling ideas:

- 1a. Some hobbies are relaxing.
TOPIC: Some hobbies CONTROLLING IDEA: are relaxing
- 1b. Some hobbies are too expensive.
TOPIC: Some hobbies CONTROLLING IDEA: are too expensive
- 2a. Some jobs are dangerous.
TOPIC: Some jobs CONTROLLING IDEA: are dangerous
- 2b. Some jobs are repetitive and boring.
TOPIC: Some jobs CONTROLLING IDEA: are repetitive and boring
- 2c. Some jobs are perfect for students.
TOPIC: Some jobs CONTROLLING IDEA: are perfect for students

54 CHAPTER 3

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

NEW!

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

Simple examples make the concepts and rules easy to see and remember.

PRACTICE 6 Writing Concluding Sentences

Read the paragraph. Then write an appropriate concluding sentence on the line.

Why Hybrids Are on the Rise

There are three important factors behind the increase in popularity of hybrid cars. A belief in environmental protection is perhaps the primary factor when people choose a hybrid. Hybrid cars use a combination of gas and other fuels such as electricity. Therefore, they consume less gas and release less carbon dioxide than cars with traditional gasoline engines. As a result, hybrids cause less air pollution and less harm to the environment. The second factor that drives consumers to buy hybrids is the desire to save money. With fuel prices on the increase, motorists are looking for cars with better mileage, and hybrids offer a good solution. For example, in city driving, a Toyota Prius can go 53 miles on one gallon of gas, but a Toyota Corolla with a traditional engine gets only 27 miles per gallon. Because hybrids use less gas, they are good not only for the environment but also for the wallet. The third factor that causes consumers to buy a hybrid is simply the cool factor. Certain car buyers like the idea of having an automobile with modern technology. They want to drive a vehicle that is new and different. Owning a hybrid makes these consumers feel special. _____

Writing Tip

Cause / effect paragraphs are very common but very difficult to write. Therefore, brainstorming is an essential step in the writing process. By using a cluster diagram, you will be able to have a more complete picture of causes and effects. Then you can focus on the important causes or effects in your paragraph.

158 CHAPTER 7

Sentence structure sections provide practice with the most challenging structures for intermediate students. This includes writing varied sentences and correcting run-ons and comma splices.



SENTENCE STRUCTURE

Good writers help their readers by clearly marking the beginning of each sentence with a capital letter and the ending of each sentence with a period. The capital letters and the periods that identify the sentences in a paragraph are important signals that allow the reader to stop and think for a moment before moving on.

RUN-ONS AND COMMA SPLICES

In Chapter 1, you learned about a sentence error called a *fragment*, or *incomplete sentence*. In this chapter, you will learn how to avoid a **run-on** and a **comma splice**, two mistakes that occur when a sentence should end but instead continues.

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

RUN-ON Men like to shop **quickly** women like to take their time.

COMMA SPICE Men like to shop **quickly**, women like to take their time.

CORRECTING RUN-ONS AND COMMA SPLICES

There are three easy ways to correct run-ons and comma splices.

1. Join the two sentences with a comma and a coordinating conjunction such as *and*, *but*, or *so*.
2. Make two sentences. Separate the two sentences with a period.
3. Add a sentence connector (and a comma) to the second sentence, if you want to show the relationships between the two sentences.

CORRECTIONS Men like to shop **quickly**, **but** women like to take their time.

Men like to shop **quickly**. **Women** like to take their time.

Men like to shop **quickly**. **However**, women like to take their time.

FINDING RUN-ONS AND COMMA SPLICES

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

Check all sentences that have a comma in the middle. Ask yourself: What is the first subject in this sentence? What verb goes with it? Read further. Is there another subject with its own verb? If the answer is yes, look for a coordinating conjunction. If there is none, then this is a run-on sentence.

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



PRACTICE 7 Editing a Paragraph for Consistency

Find seven more consistency errors in the use of nouns and pronouns. Make corrections.

Working as a Retail Buyer

Young people who are interested in fashion may want to consider working as a ~~buyer~~ ^{buyers} for retail stores. Retail buyers work for department stores and large chain stores. They look for and choose the merchandise to sell in the store. Retail buyers often specialize in one type of merchandise, such as men's casual clothing or women's shoes. You choose the merchandise that you think will sell well in your stores and appeal to your customers. Buyers also travel to trade shows and fashion shows to look at merchandise. He or she will purchase products about six months before the merchandise appears in the stores. You need to be able to predict fashion trends, understand retail sales, and work cooperatively with managers in sales, advertising, and marketing.

Placing and Punctuating Transition Signals Correctly

Transition signals are like traffic signals. They tell your reader when to slow down, turn around, and stop. You have already used several transition signals. The chart presents those you know and a few new ones.

| SENTENCE CONNECTORS | COORDINATING CONJUNCTIONS | OTHERS |
|---|---------------------------|----------------|
| To present main points in time order | | |
| First (second, etc.), First of all, Later, Meanwhile, Next, After that, Now Soon Then Finally, | | To begin with, |

(continued on next page)

Transition signal charts help students use connecting words and write more coherently.



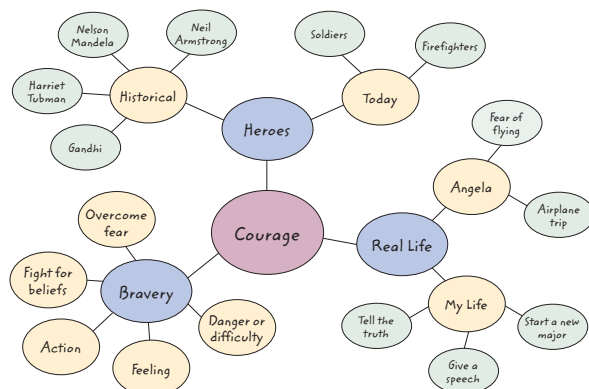
Preparation for Writing sections teach prewriting techniques for gathering and organizing information.

PREPARATION FOR WRITING

There are many ways to gather ideas and begin to organize them before you start writing an academic paragraph. In Chapters 1 and 2, you learned to use *listing* and *freewriting* as prewriting techniques to get ideas. In Chapter 3, you learned about *outlining* as a way of organizing a paragraph. Now you will learn another helpful prewriting technique.

CLUSTERING

Clustering is a way to come up with ideas in an organized way. It looks on the page a bit the way it feels when you are thinking of lots of ideas. When you use clustering, you start by writing your topic in a circle in the middle of your paper. As you think of related ideas, you write these ideas in smaller circles around the first circle. The related idea in each small circle may produce even more ideas and, therefore, more circles around it. When you have run out of ideas, your paper might look something like this diagram. The writing model on pages 122–123 came from ideas in this diagram.



You can see that the writer thought about what courage is. She thought of words and phrases that were linked in her mind with courage. She also thought of examples of people who had shown courage, including people from the past and present, well-known heroes, and someone from her own life. Therefore, she decided that the best way to organize and write her paragraph was to begin with a definition of courage and then to explain the definition with examples. She chose to put the examples of well-known people and heroes first. Then she presented a hero from her own life. The writer didn't include all of her prewriting ideas in the paragraph. She also added some information to her paragraph that was not part of the prewriting.

Definition Paragraphs 143

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

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

TRY IT OUT!

On a separate sheet of paper, practice the clustering technique to develop a topic for the writing assignment. Follow the instructions:

1. Choose one of the suggested topics. Write the topic in a large circle in the center.
2. Think about the topic for one or two minutes. Then write each new idea that comes into your mind in smaller circles around the large circle.
3. Think about the idea in each smaller circle for one or two minutes. Write any new ideas in even smaller circles.
4. Look over your groups of circles. Which groups have the largest number of ideas? These are probably the most productive ideas for your paragraph.

TOPICS

- a word that describes your home culture
- an important term from your major field of study
- a definition of what a good teacher is
- a definition of culture shock
- what the word *success* means to you
- a definition of what a leader is

WRITING ASSIGNMENT

You are going to write a definition paragraph about a word, concept, or custom. Follow the steps in the writing process.



Prewrite

STEP 1: Prewrite to get ideas.

Use the cluster diagram that you completed in the Try It Out! activity above. If you need to develop your topic further, continue working on your diagram until you are satisfied with it. Highlight the ideas on the diagram that you like the most.



Organize

STEP 2: Organize your ideas.

Use the information in your cluster diagram to make a detailed outline of your topic.

- Include the definition that you will use in your paragraph.
- Add your support. The support can give additional information by telling *who*, *what*, *where*, *when*, *how*, or *why* or by presenting a process, examples, or a description.
- Use your outline to guide you as you write.



STEP 3: Write the first draft.

- Write *FIRST DRAFT* at the top of your paper.
- Begin your paragraph with a topic sentence. Use the definition from your cluster diagram. As needed, modify the definition so that it is like the ones you wrote in Practice 4 on page 126.
- For unity, present your supporting information in a logical order.
- Use transition signals to make your paragraph coherent.
- Try to include a word origin and/or idiom that goes well with your topic.
- Pay attention to sentence structure. Include a variety of sentence patterns: simple, compound, and complex sentences. Use adjective clauses and appositives. Punctuate them correctly.
- Write a conclusion that tells why the topic is important, interesting, or unique.
- Write a title. It should clearly identify your topic. For examples, look at the titles of the models in this chapter



STEP 4: Revise and edit the draft.

- Exchange papers with a classmate and ask him or her to check your first draft using the Chapter 6 Peer Review on page 264. Then discuss the completed Peer Review and decide what changes you should make. Write a second draft.
- Use the Chapter 6 Writer's Self-Check on page 265 to check your second draft for format, organization, content, grammar, punctuation, capitalization, spelling, and sentence structure.



STEP 5: Write a new draft.

Write a new copy with your final revisions and edits. Proofread it, fix any errors, and hand it in along with your first and second drafts. Your teacher may also ask you to hand in your prewriting papers and the Peer Review and Writer's Self-Check.

SELF-ASSESSMENT

In this chapter, you learned to:

- ☐ Identify and produce clear definitions
- ☐ Use appositives correctly
- ☐ Identify and write complex sentences with adjective clauses
- ☐ Use commas around extra information
- ☐ Write, revise, and edit a paragraph that defines a word, concept, or custom

Which ones can you do well? Mark them

Which ones do you need to practice more? Mark them

Definition Paragraphs 145

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

NEW!

Self-Assessment encourages students to evaluate their progress.

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

As you learned in previous chapters, you need to write quickly to succeed in academic writing. For example, sometimes you must write a paragraph for a test in class, and you only have 30, 40, or 50 minutes.

In this expansion, you will write a well-organized paragraph in class. You will have 30 minutes. To complete the expansion in time, follow the directions.

1. Read the writing prompt (or the prompt your teacher assigns) carefully. Make sure you understand the question or task. Then begin to think about your response. (2 minutes)
2. Use clustering to develop the topic and to gather information about it. Then organize your information into a detailed outline. (9 minutes)
3. Write your paragraph. Be sure that it has a title, a topic sentence, support, and a conclusion. Use a variety of sentence patterns: simple, compound, and complex. Include adjective clauses and transition signals. (15 minutes)
4. Revise and edit your paragraph. Correct any mistakes. (4 minutes)
5. Give your paper to your teacher.

Prompt: What is the meaning of the word *family*? Write your definition. Then give details to explain.



PARAPHRASING

A **paraphrase** is a restatement or an explanation of another person's writing or speech. Unlike a summary, a paraphrase contains both the main ideas and the details from an original printed or spoken text. In some cases, a paraphrase may be longer than the original text. When you paraphrase writing or speech, you use your own words and sentence structure to present all of the original information.

The ability to paraphrase is a necessary academic skill. You will need to use it, for example, when you take exams or do research. Paraphrasing allows you to explain complicated information in an understandable way and make clear connections between your ideas and the ideas of others.

By paraphrasing, you can also avoid the serious problem of plagiarism, or copying work that is not your own. When you wrote definitions in this chapter, you may have looked at a dictionary or talked to native English speakers. Instead of simply repeating what you learned, you explained it in your own words. You paraphrased.

Look at this example of a paraphrase.

ORIGINAL: We can all think of courageous people from history.

PARAPHRASE: Everyone can give examples of historical figures who were brave.

PART I

WRITING A PARAGRAPH

CHAPTER 1

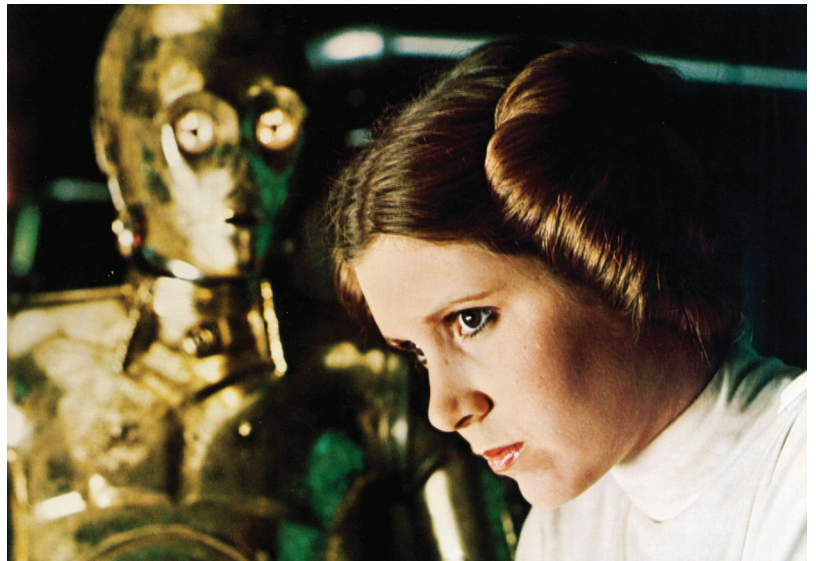
ACADEMIC PARAGRAPHS

OBJECTIVES

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

In this chapter, you will learn to:

- Identify and use correct page formats for academic paragraphs
- Use capitalization correctly
- Identify and write simple sentences
- Check for and correct errors in subject-verb agreement
- Check for and correct fragments
- Write, revise, and edit an academic paragraph about someone who has made a difference



How did George Lucas change moviemaking forever?

INTRODUCTION

Each day you probably do many kinds of informal writing. For example, you may make lists of things to buy at the supermarket or send text messages to your friends. Informal writing may contain slang, abbreviations, and incomplete sentences. In contrast, academic writing—the type of writing you have to do in school—is formal and has many rules. It is different from everyday English, and it may be different from the academic writing that you have done in your native language.

This book will help you learn and practice the format, sentence structure, and organization appropriate for academic writing. Chapter 1 presents the basic format and features of an academic paragraph. At the end of this chapter, you will write an academic paragraph of your own.

ANALYZING THE MODEL

The writing model is about a well-known person who has made a difference.

Read the model. Then answer the questions.



Writing Model



A Person Who Has Made a Difference: George Lucas

1 Filmmaker George Lucas has changed the film industry in many ways. **2** He has written, directed, and produced some of the best-loved movies of our time. **3** He has also made major contributions to modern film technology. **4** At first, Lucas did not plan to become a filmmaker. **5** His dream was to become a racecar driver. **6** After a bad accident, however, he had to modify his plans, and he decided to get an education. **7** In college, Lucas studied moviemaking and made a number of student films. **8** Lucas's third feature film, *Star Wars*, changed everything. **9** A seemingly simple story of good versus evil, *Star Wars* became a huge international hit. **10** The movie used new technologies that revolutionized the film industry. **11** One of these technologies was a special computer-assisted camera crane (a tall machine with a long metal arm for lifting heavy things). **12** Camera operators filmed most of the space fight scenes from the crane. **13** Lucas is also responsible for the modern THX audio system, which improves the way a movie sounds in theaters. **14** In addition, Lucas was one of the first people to use computer-generated images (CGI) in filmmaking. **15** In fact, Lucas's company Industrial Light and Magic has created special effects for hundreds of movies including *Harry Potter*, *Pirates of the Caribbean*, and *Star Trek* films. **16** To sum up, George Lucas's love of storytelling and his technological innovations have completely changed moviemaking forever.

Questions about the Model

1. Who is this paragraph about?
2. What is the writer's main point about this person?
3. What kinds of words are capitalized in the paragraph? Circle three examples of capitalization: a person's name, the title of a movie, and an abbreviation formed from the first letter of words.
4. In Sentence 1, filmmaker George Lucas is the subject. What is the verb?

Noticing Vocabulary: Word Families

Good writers make sure that the words they use have the right meaning and are in the correct form. They know that the members of a **word family** are related to each other and have a shared meaning. Learning more about word families will help you choose words carefully and improve your writing.

The chart has examples of the noun and verb members of some common word families. Notice the spelling patterns at the ends of the words, highlighted in yellow. Word endings (suffixes) can sometimes help you figure out whether a word is a noun or a verb.

| NOUN | VERB |
|-------------------------------|----------|
| decision | decide |
| 1. director 2. direction | direct |
| 1. innovator 2. innovation | innovate |
| modification | modify |

PRACTICE 1 Identifying Nouns and Verbs in Word Families

Work with a partner. Complete the chart with nouns and verbs from the writing model on page 3.

| NOUN | VERB |
|-----------------------------------|--------------|
| writer | <u>write</u> |
| 1. contributor 2. _____ | contribute |
| 1. educator 2. _____ | educate |
| improvement | _____ |
| 1. revolution 2. revolutionary | _____ |

PRACTICE 2

Forming Nouns

Work with a partner. Complete the chart with nouns. Use one of these noun endings: *-or/-er*, *-tion/-sion/-ication*, *-ance/-ence*, *-ism*, *-ment*, *-ness*. Check form and spelling in a dictionary.

| NOUN | VERB |
|---------------------|------------|
| <u>appreciation</u> | appreciate |
| _____ | assist |
| _____ | beautify |
| _____ | brighten |
| _____ | criticize |
| _____ | excite |
| _____ | lead |
| _____ | simplify |

ORGANIZATION

In this section, you will learn how to format and organize a paragraph. From the writing model on page 3, you can see that a **paragraph** is a group of related sentences. A paragraph focuses on and develops one topic. The first sentence states the specific point, or **controlling idea**, about the topic. The rest of the sentences in the paragraph support the controlling idea.

In the writing model on page 3, the first sentence states the **topic** (George Lucas) and the **controlling idea** about the topic (George Lucas changed the film industry). The rest of the sentences in the paragraph support the controlling idea. The model also shows the format of an academic paragraph.