



كلية التربية بالفرقة



جامعة جنوب الوادي

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كلية التربية بالفرقة – جامعة جنوب الوادي

## روية الكلية

كمية التربية بالفرقة مؤسسة رائدة محليا ودولياً في مجالات التعليم، والبحث العلمي، وخدمة المجتمع، بما يؤهلها للمنافسة على المستوى : المحلي، والإقليمي، و العالمي

## رسالة الكلية

تقديم تعميم مميز في مجالات العلوم الأساسية و إنتاج بحوث علمية تطبيقية للمساهمة في التنمية المستدامة من خلال إعداد خريجين متميزين طبقاً للمعايير الأكاديمية القومية، و تطوير مهارات و قدرات الموارد البشرية، و توفير خدمات مجتمعية وبيئية تلبي طموحات مجتمع جنوب الوادي، و بناء الشراكات المجتمعية الفاعلة.

# Coordinating and correlative conjunctions

Conjunctions are used to combine words, phrases, or clauses. The two major types of conjunctions are coordinating conjunctions and correlative conjunctions.

word + conjunction + word  
 phrase + conjunction + phrase  
 clause + conjunction + clause

## Coordinating conjunctions

Coordinating conjunctions are some of the most commonly used conjunctions. They include **and**, **but**, **or**, **nor**, **for**, **so**, and **yet**. The conjunctions **and** and **or** can be used to connect words, phrases, and clauses. For example:

John **and** Mary became engaged last night.  
 Working in a factory **and** working in a mine are both hard work.  
 Uncle Jake is snoozing on the couch, **and** Aunt Sue is working in the kitchen.

Do you want a hot dog **or** a hamburger?  
 Did they go fishing **or** hiking out in the forest?  
 We could take a trip to Canada, **or** we could save more money and go to Europe.

The other coordinating conjunctions are used primarily to combine clauses, and those clauses are separated by a comma. Let's look at some examples:

You say you love me, **but** you never hold me anymore.  
 She doesn't believe in me, **nor** does she understand my goals for myself.  
 Yes, I committed the crime, **for** there was no other way out for me.  
 We're out of money, **so** we've come to you for a loan.  
 I want you to go on this trip, **yet** I worry that you're really not old enough.

In some cases, it is possible to make the second clause "elliptical"—that is, omit a portion of the clause that is understood. This can occur if the subjects of the two clauses are identical. For example:

We could take a trip to Canada **or** save more money and go to Europe.  
 You say you love me **but** never hold me anymore.  
 She doesn't believe in me **nor** understand my goals for myself.  
 I want you to go on the trip **yet** worry that you're really not old enough.

When the second clause is elliptical, the comma separating the two clauses is usually omitted. In certain cases, a comma can be used to avoid confusion.

*With the conjunction provided in parentheses, use the set of cue words to form two clauses of a sentence. Use the same subject in the two clauses. Then rewrite the sentence with the second clause in its elliptical form.*

EXAMPLE:

(and) look for / treasure / hidden / cabin / hope / become / rich

We were looking for a treasure hidden in the old cabin, and we were hoping to become rich from the discovery.

We were looking for a treasure hidden in the old cabin and hoping to become rich from the discovery.

1. (and) during vacation / spend / seashore / snorkeling / beautiful fish

a. \_\_\_\_\_

b. \_\_\_\_\_

2. (but) attend / reception / candidate / become ill / stay home

a. \_\_\_\_\_

b. \_\_\_\_\_

3. (or) stay / city / travel / Mexico / visit / relatives

a. \_\_\_\_\_

b. \_\_\_\_\_

4. (nor) care for / ideas / about / trust / judgment / about

a. \_\_\_\_\_

b. \_\_\_\_\_

5. (and) tell lies / about / ruin / friendship / with

a. \_\_\_\_\_

b. \_\_\_\_\_

6. (yet) give / opportunity / work / concern / lack skill / maturity

a. \_\_\_\_\_

b. \_\_\_\_\_

Exercise

5·2

Write an appropriate completion for each of the following sentences.

1. The lawyers met for hours behind closed doors, but  
\_\_\_\_\_
2. Can you spend the weekend with us in Miami, or  
\_\_\_\_\_
3. The soldiers were sweating from the intense heat, for  
\_\_\_\_\_
4. You've really bungled this project, so  
\_\_\_\_\_
5. The dean has authorized a scholarship for her, yet  
\_\_\_\_\_
6. \_\_\_\_\_, but we continued on our journey as though nothing were wrong.
7. \_\_\_\_\_, or we might have to sell our house.
8. \_\_\_\_\_, for an honest man doesn't have to explain himself.
9. \_\_\_\_\_, so the investors decided to rely on his judgment.
10. \_\_\_\_\_, yet there still is room for doubt.

Exercise

5·3

Write original sentences with the conjunctions provided.

1. or \_\_\_\_\_
2. nor \_\_\_\_\_
3. for \_\_\_\_\_
4. so \_\_\_\_\_
5. yet \_\_\_\_\_

# Correlative conjunctions

Correlative conjunctions are pairs of words that function together to combine other words or phrases in a sentence. The words in the pairs of conjunctions cannot be separated and used alone; to have the intended meaning, they must be used together. The following pairs are used as correlative conjunctions: **as/as**, **both/and**, **either/or**, **hardly/when**, **if/then**, **neither/nor**, **no sooner/than**, **not only/but also**, **rather/than**, **scarcely/when**, and **whether/or**.

## Standard forms

The correlative conjunctions can combine two subjects to form a compound subject. They can link two direct objects or two verb phrases. They can even combine two complete clauses. The following sentences illustrate combined subjects:

**Both** Frank **and** his brother worked in their father's shop.  
**Either** the weather **or** the bad road caused the accident.

These example sentences illustrate combined clauses:

I had **hardly** begun to speak **when** the power went out.  
**If** you are going to argue with me, (**then**) I'm going to leave.  
He is **as** good an athlete **as** he is a (good) student.

In the following sentence, **neither/nor** combines two objects:

You have **neither** a driver's license **nor** the skill to drive a car.

The following example illustrates combined verb phrases:

We would **rather** play soccer **than** go for a run.

The conjunction pair **whether/or** combines two phrases or clauses.

Has she decided **whether** to take one suitcase **or** two?  
His interest in music was dependent upon **whether** he was listening to a favorite song **or** was being forced to practice the violin.

It is common to omit **then** from the correlative pair **if/then**, because its meaning is understood.

**If** it rains, **then** we'll stay home.                      *or* **If** it rains, we'll stay home.

When using **whether/or**, you can combine two clauses or phrases. The clause following **or** can be elliptical because its meaning is understood.

I don't know **whether** to go on a diet **or** not (to go on a diet).

Exercise

5.4

Complete each sentence that follows with any appropriate phrase.

1. The little girl is as sweet as \_\_\_\_\_.
2. Both Laura and Jane \_\_\_\_\_.

3. No sooner had she left my apartment \_\_\_\_\_.
4. You should either get up early or \_\_\_\_\_.
5. If what you say is true, \_\_\_\_\_.
6. No sooner had Tom said, "I love you," than \_\_\_\_\_.
7. Have you decided whether to \_\_\_\_\_?
8. Scarcely had I opened my eyes, when \_\_\_\_\_.
9. No sooner \_\_\_\_\_ than Joe showed up.
10. \_\_\_\_\_ nor any interest in this project.

## Singular or plural verb

When certain correlative conjunctions combine two subjects, it is the subject closer to the verb that determines whether the verb will have a singular or a plural ending. For example:

Neither John nor his <b>brother</b> has a girlfriend right now.	<i>singular</i>
Neither John nor his <b>sisters</b> have ever gone abroad.	<i>plural</i>
It is either Bill or his <b>friend</b> who speaks German.	<i>singular</i>
It is either Bill or his <b>friends</b> who speak German.	<i>plural</i>

In the case of the correlative conjunction **both/and**, the conjunction **and** tells you that a compound subject is formed, and therefore the verb will always be a plural.

Both Mary and her sister are taking ballet.  
Both Mary and her three sisters are taking ballet.

Exercise

5.5

Write original sentences with the correlative conjunctions provided. Include the cue word in parentheses in each of your sentences.

EXAMPLE:

both/and (wolf)

Both a wolf and a coyote prey on smaller animals.

1. either/or (diplomat)

\_\_\_\_\_

2. neither/nor (famous)

\_\_\_\_\_

3. if/then (war)

\_\_\_\_\_

4. not only/but also (careless)

\_\_\_\_\_

5. hardly/when (roof)

\_\_\_\_\_

6. as/as (playful)

\_\_\_\_\_

7. whether/or (to study)

\_\_\_\_\_

8. scarcely/when (snake)

\_\_\_\_\_

9. rather/than (run away)

\_\_\_\_\_

10. no sooner/than (bear)

\_\_\_\_\_

Exercise

5·6

*Using the cues provided, write complete sentences. If part of a correlative conjunction is provided, include the missing part in your sentence.*

EXAMPLE: both Both Tom and Laura speak fluent French.

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

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

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

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

5. either \_\_\_\_\_

6. not only \_\_\_\_\_

7. no sooner \_\_\_\_\_

8. rather \_\_\_\_\_

9. scarcely \_\_\_\_\_

10. if \_\_\_\_\_

# 6

## Subordinating conjunctions and conjunctive adverbs

Subordinating conjunctions combine two clauses much in the same way as coordinating conjunctions, but there is a significant difference between the two types of conjunctions. A clause that follows a subordinating conjunction cannot stand alone and is dependent on a main clause to complete its meaning. These clauses are often called **dependent clauses**.

main clause + subordinating conjunction + dependent clause

### Subordinating conjunctions

Some of the most commonly used subordinating conjunctions are listed here:

after	even though	that
although	how	though
as	if	till
as if	inasmuch as	unless
as long as	in order that	until
as much as	lest	when
as soon as	now that	whenever
as though	provided (that)	where
because	since	wherever
before	so that	while
even if	than	why

If a sentence begins with a clause introduced by a subordinating conjunction, that clause will be separated from the main clause by a comma. For example:

**After** I received the horrible news, I fell into a deep depression.

**If** you can lend us a hand, we can pay you a few dollars.

**When** the train's horn began to sound, we knew there was trouble ahead.

If the clause introduced by a subordinating conjunction follows the main clause, a comma is not required.

I don't know **why** you treat me this way.

We'll wait in the car **until** the rain stops.

The young couple hurried to the bank **as soon as** they received the check.



The conjunction **because** *tends* to use a comma to separate its clause from the main clause whether it stands at the beginning of the sentence or follows the main clause. However, when the subordinate clause follows the main clause, the use of a comma is *optional*, particularly when the verb in the main clause is negated.

You can't go back to class yet(,) **because** you still have the flu.  
**Because** you got drunk, your license has been revoked.

Exercise

6.1

Using the conjunction provided, write an appropriate clause to complete each of the following sentences.

EXAMPLE: If you help me with the dishes, I will help you with your homework.

1. When \_\_\_\_\_, she dropped the vase she was dusting.
2. Although \_\_\_\_\_, I'm still in love with you.
3. As long as \_\_\_\_\_, we will stand beside you.
4. In order that \_\_\_\_\_, you will have to have a complete physical examination.
5. Wherever \_\_\_\_\_, you will find your success in life.
6. Even though \_\_\_\_\_, I am willing to work out our differences.
7. Unless \_\_\_\_\_, you won't be welcome in this house again.
8. Providing that \_\_\_\_\_, she will be allowed to enter graduate school.
9. After \_\_\_\_\_, they can start getting ready for bed.
10. Since \_\_\_\_\_, you have become part of our family.

The conjunction **since** has two meanings and, therefore, is used in two different ways:

◆ The reason for an action

**Since** you refuse to explain your behavior, I have to side with Mary.

**Since** there is little doubt about his guilt, the judge fined him a hundred dollars.

◆ A time in the past when something occurred

**Since** you first arrived on campus, I've had my eye on you.

**Since** their son left home, they haven't heard a word from him.

## Positioning for emphasis

The clause that appears first in a sentence is usually the one that is emphasized. This is true of both subordinating clauses and main clauses.

When he finally got home, he stretched out on the sofa to rest.

*emphasis on* when he finally got home

He stretched out on the sofa to rest when he finally got home.

*emphasis on* he stretched out on the sofa to rest

Exercise

6·2

Using the conjunction provided, write an appropriate clause to complete each sentence that follows. Then rewrite the sentence by placing the subordinate clause at the beginning of the sentence.

EXAMPLE: He won't get paid unless he finishes the job.  
Unless he finishes the job, he won't get paid.

1. I'm going to make some breakfast while \_\_\_\_\_ .  
\_\_\_\_\_
2. She always visits the museums whenever \_\_\_\_\_ .  
\_\_\_\_\_
3. The jurors couldn't believe the witness as long as \_\_\_\_\_ .  
\_\_\_\_\_
4. Can you set the table for me after \_\_\_\_\_ ?  
\_\_\_\_\_
5. His mother was less concerned about him now that \_\_\_\_\_ .  
\_\_\_\_\_
6. They resolved the problem before \_\_\_\_\_ .  
\_\_\_\_\_
7. John opened a savings account once \_\_\_\_\_ .  
\_\_\_\_\_
8. You will receive your inheritance assuming that \_\_\_\_\_ .  
\_\_\_\_\_
9. I didn't feel like going to bed although \_\_\_\_\_ .  
\_\_\_\_\_
10. You can't watch television until \_\_\_\_\_ .  
\_\_\_\_\_

Exercise

6·3

Complete each sentence that follows with any appropriate clause. Use a subordinating conjunction that makes sense in the context of the sentence.

EXAMPLE: Margaret burst into tears when he asked her to marry him.

1. \_\_\_\_\_ , it stopped raining and the sun came out again.
2. \_\_\_\_\_ , he worked in France as a translator.
3. \_\_\_\_\_ , I'm going to take away all your privileges.
4. \_\_\_\_\_ , the hikers decided to return home early.
5. \_\_\_\_\_ , no one will trust the woman.
6. \_\_\_\_\_ , he was one of the best-liked boys in school.
7. \_\_\_\_\_ , you'll never get into college.
8. \_\_\_\_\_ , the bank will make her a loan of a thousand dollars.
9. We'd stay in Paris longer \_\_\_\_\_ .
10. By the end of the day, they were exhausted \_\_\_\_\_ .

Exercise

6·4

Using the conjunctions provided, write original sentences that contain a clause introduced by a subordinating conjunction and a main clause. Place the subordinating clause before or after the main clause.

EXAMPLE: **although**

Although her health had been failing, the queen attended the ceremony.

OR

The queen attended the ceremony although her health had been failing.

1. whenever

\_\_\_\_\_

2. as long as

\_\_\_\_\_

3. as if

\_\_\_\_\_

4. assuming that

\_\_\_\_\_

5. because

---

6. where

---

7. in order that

---

8. since (*a time in the past when something occurred*)

---

9. since (*the reason for an action*)

---

10. how

---

## Tenses

You may have noticed that a variety of tenses and various auxiliary verbs can be used in both subordinating and main clauses. Let's look at some specific examples of how tenses vary. In the present tense and in the past tense with most conjunctions, both clauses are in the same tense.

Present	When I <b>travel</b> in Europe, I <b>prefer</b> to stay in small hotels.
Past	When I <b>traveled</b> in Europe, I <b>preferred</b> to stay in small hotels.

The other tenses and the progressive tenses are not so reliable. One tense may be used in one clause and another tense in the other clause. For example, with **when** and **while**, one clause can be in the progressive tense and the other not.

I **was sleeping** in the living room when I **heard** a strange noise.  
While I **was sleeping** in the living room, I **heard** a strange noise.

She **had been preparing** supper when the kitchen door **flew open**.  
While she **had been preparing** supper, the kitchen door **flew open**.

Notice in the preceding examples that in the progressive tense, the past perfect can substitute for the past tense. This fact can be further illustrated by comparing the following pairs of sentences with those just illustrated:

I **had been sleeping** in the living room when I **heard** a strange noise.  
While I **had been sleeping** in the living room, I **heard** a strange noise.

She **was preparing** supper when the kitchen door **flew open**.  
While she **was preparing** supper, the kitchen door **flew open**.

When a main clause is in the future tense, the present tense is used in the subordinating clause.

future tense in + conjunction + present tense in  
main clause dependent clause

or

conjunction + present tense in + future tense in  
dependent clause main clause

I **will phone** you immediately when I **arrive** in town.  
Once the new tenant **is** settled in, we'll **invite** her over for coffee.  
I **will support** you as long as you **need** my help.

However, if there is an auxiliary other than a future-tense auxiliary (**shall, will**) in the main clause, that auxiliary is used in its present- or past-tense form. Such auxiliaries are **can, could, must, would, and should**. The exceptions to this rule are the auxiliaries that are composed of a verb followed by **to**; for example: **be able to, have to, want to, be supposed to, ought to, need to, allowed to**. These auxiliaries can be in the future tense in the main clause. Compare the following pairs of sentences:

I **can phone** you when I **arrive** in town.  
I **will be able to phone** you when I **arrive** in town.

Once she **is** settled in, we **must invite** her over for coffee.  
Once she **is** settled in, we **will have to invite** her over for coffee.

Until he **gets** a job, Maria **should have** nothing to do with him.  
Until he **gets** a job, Maria **won't be allowed to have** anything to do with him.

If the main clause is an imperative, the subordinating clause can be in the present tense or the present perfect tense, depending on the meaning required:

◆ Present-tense subordinating clause

**Stand up** straight while I **measure** your inseam.  
**Come** right home after the game **is** over.  
**Think** of me here in Iowa when you're **vacationing** in sunny Mexico.

◆ Present-tense or present-perfect-tense subordinating clause following **after**

**Sign** on the dotted line after you **read** through the contract.  
**Sign** on the dotted line after you **have read** through the contract.

The action of the imperative in the preceding example is carried out *after* another action has been completed. Although the present tense is often used for this meaning, it is the present perfect tense that is more common to describe an action in the past that follows the preposition **after**. For example:

**Set** the table after you **do** your homework.  
**Set** the table after you **have done** your homework.

**Let's light** a fire after we **finish** cleaning the living room.  
**Let's light** a fire after we **have finished** cleaning the living room.

## Exercise

## 6·5

Complete each sentence that follows with an appropriate clause and in the needed tense.

EXAMPLE: She will forget about him after enough time goes by.

1. Open the front door \_\_\_\_\_.
2. \_\_\_\_\_, we can work on your résumé together.
3. While he was studying at the library, \_\_\_\_\_.
4. \_\_\_\_\_, take the dog out for a walk.
5. When Ms. Harris goes on vacation, \_\_\_\_\_.
6. Whenever Robert plays his clarinet, \_\_\_\_\_.
7. Once he finally understood what she meant, \_\_\_\_\_.
8. Please have your passport and visa ready \_\_\_\_\_.
9. \_\_\_\_\_ if that is truly what you want me to do.
10. Inasmuch as there is so little time left, \_\_\_\_\_.

## Exercise

## 6·6

Using the conjunctions provided, write original sentences that contain two clauses, one of which should be in the future tense.

EXAMPLE: while While you clean up the kitchen, I'll get the kids ready for bed.

1. until \_\_\_\_\_
2. once \_\_\_\_\_
3. if \_\_\_\_\_
4. before \_\_\_\_\_
5. unless \_\_\_\_\_

## Conjunctive adverbs

Certain adverbial expressions can function as conjunctions. They are called **conjunctive adverbs**, and they combine two clauses just as other conjunctions do. However, there is a different approach to punctuation with conjunctive adverbs: a semicolon precedes a conjunctive adverb, and a comma follows it. Here are some commonly used conjunctive adverbs:

after all	in addition	next
also	incidentally	nonetheless
as a result	indeed	on the contrary
besides	in fact	on the other hand
consequently	in other words	otherwise
finally	instead	still
for example	likewise	then
furthermore	meanwhile	therefore
hence	moreover	thus
however	nevertheless	

Use conjunctive adverbs to combine two clauses that are closely linked by meaning or intent. For example:

Robert spoke out of turn; **nonetheless**, his statement made sense, and everyone agreed with him.  
 My daughter is quite shy; **however**, she is an aggressive athlete when playing soccer.  
 You have to pay your back rent immediately; **otherwise**, I'll be forced to evict you.

Exercise

6·7

Combine the following pairs of sentences with any appropriate conjunctive adverb.

EXAMPLE: Jake lied. His father was forced to punish him.

Jake lied; therefore, his father was forced to punish him.

- Tom was lounging under a tree. The other boys were loading rocks onto the truck.  
\_\_\_\_\_
- The woman stole his watch and ring. She attempted to take a credit card from his pocket.  
\_\_\_\_\_
- The operation was a miserable failure. The poor woman died on the operating table.  
\_\_\_\_\_
- I was supposed to go to class. I decided to go to the river for a swim.  
\_\_\_\_\_
- Mr. Helms collects old coins. He has several rare gold pieces from Spain.  
\_\_\_\_\_
- There will be a test tomorrow. You'll also have a lengthy assignment for over the weekend.  
\_\_\_\_\_
- The woman didn't understand that it was a crime. She was probably not in her right mind.  
\_\_\_\_\_
- Jim drank too much, spent too much, and caroused too much. He acted like a jackass.  
\_\_\_\_\_

9. You place the chemicals in a beaker. You light the Bunsen burner.

\_\_\_\_\_

10. Don't be afraid to ask him for a loan. He can afford it.

\_\_\_\_\_

Unlike the case with other conjunctions, conjunctive adverbs work best when they follow the main clause. Also, in contrast to subordinating clauses, clauses that follow conjunctive adverbs make complete sense and can stand alone. Compare the following:

**Clause following a conjunctive adverb**

Finally, he spoke up about the idea.  
Meanwhile, Bill worked on the car.  
For example, Einstein was a poor student.  
In fact, I was once in Brazil.

**Subordinating clause**

When he spoke up about the idea  
Since Bill worked on the car  
Although Einstein was a poor student  
Whether I was once in Brazil

Exercise

**6·8**

Complete each sentence that follows with an appropriate clause.

EXAMPLE: He waited an hour for a table; however, the wait was worth it, for the food was delicious.

1. \_\_\_\_\_ ; nonetheless, I stayed through the whole concert.
2. \_\_\_\_\_ ; besides, she was a wonderful dancer.
3. The storm was battering their tent; nevertheless, \_\_\_\_\_ .
4. They were swimming for their lives; finally, \_\_\_\_\_ .
5. He was a well-known thief and liar; indeed, \_\_\_\_\_ .
6. \_\_\_\_\_ ; for example, there is evidence of climate change.
7. \_\_\_\_\_ ; furthermore, I have proof that her documents are forgeries.
8. The children can play several instruments; in fact, \_\_\_\_\_ .
9. Mr. Dean didn't participate in the discussion; instead, \_\_\_\_\_ .
10. You have to pay your fine now; otherwise, \_\_\_\_\_ .



Using the conjunctive adverbs provided, write original sentences that contain two clauses.

EXAMPLE:

however

I can't come to your wedding; however, my son will be there to cheer you on.

1. besides

---

2. nonetheless

---

3. still

---

4. consequently

---

5. thus

---

6. meanwhile

---

7. otherwise

---

8. therefore

---

9. incidentally

---

10. moreover

---

11. in other words

---

12. in fact

---

13. as a result

---

14. also

---

15. on the other hand

---

Exercise

**6·10**

*Write original sentences with the following conjunctions provided. Note that these conjunctions are of various types: coordinating, subordinating, correlative, and conjunctive adverbs.*

1. although

---

2. but

---

3. yet

---

4. unless

---

5. since

---

6. accordingly

---

7. providing that

---

8. in addition

---

9. either/or

---

10. as if

---

## The Well-Written Sentence: (1) Concision

Aside from being grammatical, a well-written sentence must be clear and interesting. Clarity means that it says to the reader what the writer intended to say; interesting, that it reads well, attracting us by its economy, novelty, sound, and rhythm. To a considerable degree these virtues are a matter of diction, that is, of word choice; and in the section on diction we shall look at them again from that point of view. But they also depend on sentence structure. In this chapter and the next we consider how sentence structure in itself contributes to clarity and interest. It does so by aiming at concision, emphasis, rhythm, and variety.

Concision is brevity relative to purpose. It is not to be confused with absolute brevity. A sentence of seven words is brief; but if the idea can be conveyed with equal clarity in five, the sentence is not concise. On the other hand, a sentence of fifty words is in no sense brief, but it is concise if the point can be made in no fewer words. Observing a few general rules of sentence construction will help you avoid certain kinds of wordiness.

## > Do Not Waste the Main Elements of the Sentence

(In these and all following examples, the **deadwood**—that is, the unnecessary **words**—are italicized.)

WORDY        The *fact of the war had the effect of* causing many changes.

CONCISE     The war caused many changes.

The main elements of a sentence are its subject, verb, and object. They should convey the core of the thought. Suppose we abstract subject, verb, and object from the sentences above:

fact	had	effect
war	caused	changes

Clearly the **revision**—less than half the length of the original—uses the main elements more efficiently: from "war caused changes" a reader quickly grasps the nub of the idea. But who could guess the writer's point from "fact had effect"?

As you compose a sentence, then, get the essence of the thought into the subject, verb, and object. Not doing so often results from uncertainty about what your subject is. A sentence that starts out on the wrong foot will stagger under a load of excess verbiage as you struggle to get at what you mean:

The first baseman wears a special leather glove that is designed for easy scooping and long-range catching, while the catcher wears a large glove that is heavily padded to protect him from fast pitches.

The subject of the first clause is "the first baseman"; of the second, "the catcher." But these are the wrong subjects: the writer is contrasting the gloves, not the players. If the true

subject ("glove") is used, the sentence steps off properly and moves along easily:

The first baseman's glove is designed for easy scooping and long-range catching, while the catcher's is large and heavily padded to protect him from fast pitches.

## Awkward Anticipatory Construction

This is a special case of failing to use the main sentence elements effectively:

WORDY *This is the kind of golfer that is called a hacker.*

CONCISE This kind of golfer is called a hacker.

In an anticipatory sentence the notional **subject**—that is, what the sentence is really **about**—is not the grammatical subject. Instead it is introduced (or "anticipated") by a pronoun (*it, this, that, these, those, there*) which functions as the grammatical subject. (The **there-construction** is different grammatically but for all practical purposes works the same way.) A verb like *is, are, or seems* links the notional subject to the pronoun, and an adjectival phrase or clause, modifying the notional subject, tells us what is being predicated about it:

This is the man who witnessed the accident.

There are many property owners who object to new schools.

Those are the people from Chicago.

Anticipatory constructions require more words than comparable direct statements. Sometimes the construction is legitimized by emphasis or idiom; then the extra words are certainly not deadwood. But unless there is such a purpose, a direct statement is preferable. *Seems* and its close relative *appears* are especially frequent in awkward anticipatory

sentences. Some writers, whether excessively cautious or polite, habitually hedge their bets, preferring a hesitant claim like

It seems that this professor did not prepare his lectures very well.

to the bolder assertion:

This professor did not prepare his lectures very well.

About any anticipatory construction, then, ask yourself whether idiom or emphasis justifies it. Sometimes one or the other will. Changing "It is true that we did not like the idea at first" to "That we did not like the idea at first is true" saves one word but results in a stiff sentence, too formal for many occasions. Similarly, revising "This is the man who witnessed the accident" to "This man witnessed the accident" **deemphasizes** the point, hardly an improvement *if* the writer wants to make a strong statement. But sometimes you will find that no such reason justifies an anticipatory construction. Then it is simply wordy, and you ought to replace it with a more direct statement.

## ▷ Express Modifiers in the Fewest Possible Words

- |         |  |
|---------|--|
| WORDY   | He acted <i>in an unnatural</i> way.   |
| CONCISE | He acted unnaturally.  |
| WORDY   | The organization of a small business can be described <i>in a brief statement</i> .                    |
| CONCISE | The organization of a small business can be briefly described.   |
| WORDY   | She prefers wines <i>having a French origin</i> .  |
| CONCISE | She prefers French wines.  |
| WORDY   | American exploration was rapid considering the means <i>which the pioneers had available to them</i> . |
| CONCISE | American exploration was rapid considering the means available to the pioneers.                        |
| WORDY   | The targets <i>that are supplied in skeet shooting</i> are discs <i>made of clay</i> .                 |
| CONCISE | Skeet targets are clay discs.  |

Adverbs and adjectives ought to link as directly as possible with what they modify. The writers of the first two examples above are afraid of adverbs. (Many people are, perhaps made timid by uncertainty about the *-ly* ending.) "Unnatural" really describes "acted," but instead of directly connecting it to that verb, the writer hangs it on the empty word "way" in an unnecessary prepositional phrase. Similarly, the adverbial phrase "in a brief statement" can be rendered with equal clarity and far more economy by "briefly." The other three sentences labor under ponderous adjectival phrases or clauses when much briefer construction will do.

## Use Participles

WORDY	It leaves us <i>with the thought</i> that we were hasty.
CONCISE	It leaves us thinking that we were hasty.
WORDY	This is the idea <i>that was suggested</i> last week.
CONCISE	This is the idea suggested last week.

Wordy modification often results from failing to use participles. In cases like the first example an abstract noun ("thought"), which requires a preposition and an article, can be replaced by one word, "thinking." The second example here shows how to prune an adjectival clause consisting of a relative word ("that") + a linking verb ("was") + a participle ("suggested") or other predicative term. By dropping the relative word and the linking verb, you can move directly from the noun to the participle (or predicative word).

Sometimes an entire adverbial clause can be cut back to the operative participle.

WORDY	<i>Because they were tired,</i> the men returned to camp.
CONCISE	Tired, the men returned to camp.

And sometimes an independent clause or sentence can be trimmed:

- WORDY      These ideas are already old-fashioned, *and they are not* frequently met with.
- CONCISE    These ideas are already old-fashioned, infrequently met with.
- WORDY      The women of the settlement would gather together at one home to work on the quilt. *They would* bring their children *with them* and spend the entire day, chatting gaily as they worked.
- CONCISE    The women of the settlement would gather together at one home to work on the quilt, bringing their children and spending the entire day, chatting gaily as they worked.

## Use Predicate Adjectives

- WORDY      Riots became frequent *affairs*.
- CONCISE    Riots became frequent.
- WORDY      Mr. Martin is a quiet, patient, and cautious *person*.
- CONCISE    Mr. Martin is quiet, patient, and cautious.
- WORDY      The day was a perfect *one*.
- CONCISE    The day was perfect.

*A predicate adjective* stands after the noun it notionally modifies, connected to it by a linking verb (*is, are, was, were, seems, becomes, and so on*), like "large" in this sentence:

The house is large.

An *attributive adjective* stands before the noun it modifies:

the large house

Predicate adjectives are not necessarily better. But it is better not to restate a word or idea pointlessly as the above examples do. "Affairs," "person," and "one" are empty words, hooks on which to hang an attributive adjective. Why not use the adjective predicatively? Then the empty word is no longer



needed. And even more important, the adjective will get the emphasis it deserves.

## ▷ Do Not State What Sentence Structure Itself Makes Clear

### Use Colon or Dash for Announcement

wordy      There were many reasons for the Civil War, *which include* slavery, economic expansion, states' rights, cultural differences, and sectional jealousies.

CONCISE      There were many reasons for the Civil War: slavery, economic expansion, states' rights, cultural differences, and sectional jealousies.

WORDY      Pitchers are divided into two classes. *These classes are* starters and relievers.

CONCISE      Pitchers are divided into two **classes—starters** and relievers.

In sentences like these, the colon or dash says: "Here comes a series of particulars." If you let the punctuation mark talk, you won't need deadwood like "which include" or "these classes are." (The only difference between the colon and the dash in this function is that the colon is a bit more formal. However, each mark has other, very different tasks in which they are not equivalents.)

The colon or dash can also set up an important idea delayed for emphasis:

WORDY      But a counterforce has been established within the weapons platoon. This *counterforce is* the antitank squad.

CONCISE      But a counterforce has been established within the weapons **platoon—the** antitank squad.

### Use Ellipses

WORDY      He is taller than his brother *is*.

CONCISE      He is taller than his brother.

WORDY	When you <i>are</i> late, you must sign yourself in.
CONCISE	When late, you must sign yourself in.
WORDY	He lost his wallet; she <i>lost</i> her pocketbook.
CONCISE	He lost his wallet; she, her pocketbook.

An *ellipsis* (plural, *ellipses*) is the omission of words implied by the grammar but not necessary to complete the sense. The writer using an ellipsis assumes that readers can supply the missing words from the context.

Ellipses often secure concision with no loss of clarity or emphasis. They may even enhance those qualities. In the first example above, the sense does not require the second "is"; moreover, the revision allows the sentence to end on the key term "brother." In the second, the concise version stresses "late" and avoids repeating "you"; while in the third, dropping "lost" from the second clause makes a striking statement.

The unusual quality of some ellipses, however, limits their usefulness. For example, "He lost his wallet; she, her pocketbook" has a literary flavor that might seem odd in a matter-of-fact, colloquial passage.

## Use Parallelism

WORDY	These books are not primarily for reading, but <i>they are used</i> for reference.
CONCISE	These books are not primarily for reading but for reference.
WORDY	The beginner must work more slowly, and <i>he must work</i> more consciously.
CONCISE	The beginner must work more slowly and more consciously.

Parallelism means that two or more words, phrases, or clauses are grammatically related in the same way to the same thing. In "The man and the boy came in together," "man" and "boy" are parallel because each acts as a subject of the same verb ("came in"). Or in "She stood and raised her

hand," "stood" and "raised" are parallel because each is a verb of the same subject ("She").

Parallelism is like factoring in mathematics; instead of repeating  $a$  in  $2ax + 3ay + az$ , the mathematician writes  $a(2x + 3y + z)$ . In a grammatically parallel construction the governing term need not be stated two or three times. In the first example, the phrase "for reference," by being made parallel to "for reading," does duty for the entire second clause.

But at times parallelism improves nothing. Emphasis or rhythm often justifies a certain amount of repetition. Thus in the second example above, the so-called "wordy" version would be preferable if the writer wished to stress "he must work."

## The Well-Written Sentence: (2) Emphasis

In speech we achieve emphasis in a variety of ways: by talking loudly (or sometimes very softly); by speaking slowly, carefully separating words that ordinarily we run together; by altering our tone of voice or changing its timbre. We also stress what we say by nonvocal means: a rigid, uncompromising posture; a clenched fist; a pointing finger; any of numerous other body attitudes, gestures, facial expressions.

Writers can rely upon none of these signals. Yet they too need to be emphatic. What they must do, in effect, is to translate loudness, intonation, gesture, and so on, into writing. Equivalents are available. Some are merely visual symbols for things we do when talking: much punctuation, for example, stands for pauses in speech. Other devices, while not unknown in speech, belong primarily to composition. Some of these we shall look at in this chapter.

First, though, we need to distinguish two degrees of emphasis—*total emphasis*, which applies to the entire sentence, **and** *partial emphasis*, which applies only to a word, or a group of words, within the sentence. As an example of total emphasis, consider these two statements:

1. An old man sat in the corner.
2. In the corner sat an old man.

Sentence (1) is matter of fact, attaching no special importance to what it tells us. Sentence (2), however, like a close-up in a film, suggests that the fact is important. Now this distinction does *not* mean that the second version is superior to the first: simply that it is more emphatic. Whether or not the emphasis makes it better depends on what the writer wants to say.

By their nature strong sentences (that is, those having total emphasis) cannot occur very often. Their effectiveness depends on their rarity. Writing in which every sentence is emphatic, or even every other, is like having somebody shout at you.

Partial emphasis (emphasis within the sentence), however, is characteristic of all well-written sentences. Usually one word (or phrase or clause) is more important than the others. Consider these two variations of the same statement:

1. It suddenly began to rain.
2. Suddenly, it began to rain.

If we suppose that the writer wished to draw our attention to "suddenly," sentence (2) is better. By moving it to the opening position and isolating it with a comma, the writer gives the word far more weight than it has in sentence (1). Again there is no question of an absolute better or worse. Each version is well-suited to some purpose, ill-suited to others.

## The Emphatic Sentence

There are a number of ways of stressing a statement in its totality.

### ▷ Announcement

An announcement (in the sense it has here) is a preliminary statement which tells the reader, "Watch out, here comes something important":

Finally, last point about the man: he is in trouble.

Benjamin DeMott

The construction receiving the stress should be phrased concisely and vigorously and separated from the preceding announcement by a colon or dash (though sometimes a comma will do).

Anticipatory constructions, which we saw on page 141 as a potential source of deadwood, can function effectively as a form of announcement. They are low-key, reducing the introduction to little more than a pronoun (or *there*) + a verb:

This was the consequence we feared.      Evelyn Jones

It's tragic—this inability of human beings to understand each Other.      Joy Packer

## The Fragment

A *fragment* is a construction which, like a sentence, begins with a capital and ends with full-stop punctuation, but which does not satisfy the traditional definition of a sentence.<sup>1</sup> While they are often serious grammatical faults, fragments can be used positively as a means of emphatic statement, drawing attention because of their difference:

And that's why there's really a very simple answer to our original question.

What do baseball managers really do?

Worry.

Constantly.

For a living.

Leonard Koppett

Going off her diet, she gained back all the weight she had lost. Also the friends.      Student

1. See page 112 for that definition.

## The Short Sentence

Short sentences are inherently emphatic. They will seem especially strong in the context of longer, more complicated statements. Often the contrast in length reinforces the contrast in thought:

As Thompson and the Transcript man had said, Vanzetti was naturally and quietly eloquent. So he was electrocuted. Phil strong

Again, it's an incontrovertible fact that, in the past, when contraceptive methods were unknown, women spent a much larger proportion of a much shorter life pregnant, or nursing infants whom they had borne with little or no medical help. And don't believe that that's a natural, a healthy thing for human beings to do, just because animals do it. It isn't. Elizabeth Janeway

## The Imperative Sentence

At its simplest the imperative sentence is a command:

Come here!  
Listen to me!

Its distinguishing **feature—usually—is** that it drops the subject and begins with the verb, although some commands use a noun of address or an actual subject:

John, come here!  
You listen to me!

While commands are rare in composition, imperative sentences can be emphatic in other ways:

Insist on yourself; never imitate. Ralph Waldo Emerson

Let us spend one day as deliberately as Nature, and not be thrown off the track by every nutshell and mosquito's wing that falls on the rails. Henry David Thoreau

Consider, for example, those skulls on the monuments.

. Aldous Huxley

Aside from being strong, imperative sentences also link writer and reader. Emerson does not say "men and women must insist on themselves"; he addresses *you*. Thoreau urges *you* to participate in a new way of life, and Huxley invites *you* to look with him at the statuary he is examining. Huxley's sentence also illustrates another use of the imperative: moving readers easily from one point to another.

## The Inverted Sentence

Inversion means putting the main elements of a sentence in an order other than subject-verb-object. Some patterns of inversion signal questions ("Are you going into town today?"); some signal condition contrary to fact ("Had I only been there"). Other inversional patterns indicate emphasis. The most frequent is the sentence that opens with an adverbial word or phrase (to which further modification may be attached) and follows it with the verb and subject:

And in one corner, book-piled like the rest of the furniture, stood a piano.

Kenneth Grahame

Less commonly, emphatic inversion follows the pattern object-subject-verb:

Wrangles he avoided, and disagreeable persons he usually treated with a cold and freezing contempt.

Douglas Southall Freeman

Inversions are tricky, subject to subtle conventions of idiom, too numerous and complex to bother with here. If you aren't sure whether a particular inverted sentence will work, read it out loud and trust your ear. If it sounds un-English, it probably is.



## The Interrupted Sentence

Normally a sentence moves from subject to verb to complement. Interruption breaks that flow by inserting constructions between the main elements and forcing pauses. As we shall see later in this chapter, interruption is an important means of emphasizing particular words. But it can also render an entire statement emphatic:

And finally, stammering a crude farewell, he departed.

Thomas Wolfe

The sentence could be expressed straightforwardly:

And he finally departed, stammering a crude farewell.

But while more natural, the revision is weaker. (Not therefore "poorer"; it depends on purpose.)

Interrupted movement makes demands on the reader, especially when the interrupting constructions grow numerous and long. But kept reasonably short and simple, interruption is an effective technique of emphasis.

## The Periodic Sentence

A periodic sentence (sometimes called a *suspended* sentence) does not complete its main thought until the end:

If you really want to be original, to develop your own ideas in your own way, then maybe you shouldn't go to college. student

It differs from a loose sentence, which places its main clause at the beginning and then adds subordinate ideas:

Maybe you shouldn't go to college if you really want to be original, to develop your own ideas in your own way.

Periodic sentences can be constructed in various ways. Many are built by beginning the sentence with adverbials, like the “**if**”-clause in the example above. Others start off with a noun clause:

That John Chaucer was only an assistant seems certain.

John Gardner

That the author of *Everyman* was no mere artist, but an artist-philosopher, and that the artist-philosophers are the only sort of artists I take seriously **will** be no news to you.

George Bernard Shaw

However they are constructed, periodic sentences make stronger statements than do loose, requiring that we pay attention and suspend understanding until the final words pull everything together. But this type of sentence has limitations. It quickly grows tiresome, for the alertness it demands wears readers. Furthermore, periodic structure has a formal, literary tone, unsuitable for informal occasions. Yet despite these limitations an occasional periodic sentence supplies valuable emphasis and has the further advantage of varying your style.

## The Rhetorical Question

In discussing paragraphs (page 68) we saw that rhetorical questions can serve as topic sentences. They can also establish emphasis. Most emphatic rhetorical questions are, in effect, disguised assertions:

A desirable young man? Dust and ashes! What was there desirable in **such a thing as that**?

Lytton Strachey

The question says, of course, that he was *not* “a desirable young man.”

Some emphatic questions are more complicated in meaning, combining an implicit avowal with an actual query:

Yet this need not be. The means are at hand to fulfill the age-old dream: poverty can be abolished. How long shall we ignore this under-developed nation in our midst? How long shall we look the other way while our fellow human beings suffer? How long?

Michael Harrington

Even here, however, Harrington is trying not so much to elicit an answer as he is to convince us that allowing poverty to continue is indefensible. (Notice, incidentally, that each of those two examples also contains other kinds of emphatic statement: short sentences, fragments, repetitions.)

## Negative-Positive Restatement

Here emphasis is achieved by stating an idea twice, first in negative terms, then in positive:

Color is not a human or personal reality; it is a political reality.

James Baldwin

This is more than poetic insight; it is hallucination. J. c. Furnas

The poor are not like everyone else. They are a different kind of people. They think and feel differently; they look upon a different America than the middle class looks upon. Michael Harrington

Generally the same sentence contains both the negative and the positive statements (as in the **first** two examples here). In an extended passage, negative and positive may be expressed in separate sentences (the third example).

Less commonly the progression may be from positive to negative, as in this sentence by G. K. Chesterton about social conventions:

Conventions may be cruel, they may be unsuitable, they may even be grossly superstitious or obscene, but there is one thing they never are. Conventions are never dead.

All this could be put more briefly:

Although conventions may be cruel, unsuitable, or even grossly superstitious or obscene, they are never dead.

But not put so well.

## Rhythm and Rhyme

**Rhythm**—primarily a pattern of stressed and unstressed syllables—is an inevitable aspect of prose, though rarely as regular or as obvious as in poetry. Since rhythm of some sort is inescapable, good writers are aware of it and make it work for them. Later, in Chapter 22, we shall look at prose rhythm a bit more closely, considering how it is controlled and how it contributes to meaning. One contribution we touch upon **here—emphasis**. Probably the most common ways in which rhythm conveys emphasis are by clustered stresses and metrical runs.

A stressed syllable is spoken relatively loudly, an unstressed one more softly. Stressed syllables are marked by /, unstressed by x, as in

above.

A metrical run consists of a number of stressed and unstressed syllables recurring in a more or less regular pattern. This, of course, is common in poetry, but much less so in prose.

### *Clustered Stresses*

<sup>x</sup> / <sup>/</sup> <sup>/</sup> <sup>/</sup> <sup>x</sup> <sup>x</sup> /      Frederick Lewis **Allen**

The Big Bull Market was dead.

<sup>x</sup> / <sup>x</sup> / / / / / <sup>x</sup>

He speaks and thinks plain, broad, downright, English.

William **Hazlitt**

Clustering stresses simply means constructing a sentence so that three or four or more stressed syllables occur succes-

sively. Obviously such clustering cannot be extensive or frequent. Done skillfully, as in the examples above, it endows an idea with considerable importance. It can also contribute to meaning in subtle ways. For example, the rhythm of Allen's sentence reinforces the sense of unalterable finality conveyed by "dead."

### *Metrical Runs*

$\begin{array}{cccccccccccccccc}
x & / & / & / & x & x & / & x & / & x & x & / & x & / & x \\
\text{For one brief moment the world was nothing but } \textit{sea} \text{—the sight, the} \\
/ & x & / & x & / & x & / & x & / \\
\text{sound, the } \textit{smell}, \text{ the touch, the taste of sea.} & \text{Sheila Kaye-Smith}
\end{array}$

The rhythmic regularity of that sentence not only makes it memorable but also enhances the emotional intensity of the experience.

Like clustered stresses, metrical runs cannot be maintained for very long or employed very often. Otherwise prose begins to sound awkwardly poetic. It is a mistake, however, to suppose that such passages have no place in prose, that prose must avoid any rhythmic effects at all. As we suggested, rhythm is *always* there, but it should be unobtrusive, directing a reader's response, but without drawing attention to itself.

### *Rhyme*

Rhyme, the repetition of identical or very similar sounds, is, like rhythm, a technique we associate more with poetry than with prose. When it does occur in prose it is usually a way of emphasizing particular words within the sentence (we shall see examples later in the chapter). Occasionally, however, rhyme serves to unify and emphasize an entire sentence, most commonly in the form of alliteration (the repetition of successive or near-successive initial sounds):

Reason will be replaced by Revelation.      w. H. Auden

## Emphasis Within the Sentence

Emphatic sentences are only occasionally needed. But it is usually necessary to establish appropriate emphasis upon particular words within the sentence. Good writers do this subtly. Rather than scattering exclamation points, underlinings, and capitals, they rely chiefly upon the selection and positioning of words.

### Modifiers

**Modifiers** are an important source of emphasis. A special class called *intensives* do nothing but stress the term they modify: *great*, ***greatly***, *extremely*, *much*, *very*, *terribly*, *awfully*, and many, many more. But on the whole intensives are not very satisfactory. They quickly become devalued, leading to a never-ending search for fresh words. Imaginative writers can and do discover unusual and effective ones, as in this description of the modern superstate:

These **moloch** gods, these monstrous states . . .                      Susanne K. Langer

Still it is best not to rely upon intensives as a primary device of emphasis.

### *Pairing and Piling Modifiers*

As we shall see in a few pages, adjectives and adverbs can be made emphatic by where they are placed and how they are punctuated. But aside from that, they may be paired and piled up (that is, grouped in units of two or of three or more). Here are a few instances of paired modifiers:

They [a man's children] are his for a brief and passing season.

Margaret Mead

This antiquated and indefensible notion that young people have no rights **until** they are **twenty-one** . . .

Evelyn Jones

[Lady Mary **Wortley** Montague was like] a dilapidated macaw with a hard, piercing laugh, mirthless and joyless, with a few unimaginative phrases, with a parrot's powers **of** observation and a parrot's hard and poisonous bite.

Edith Sitwell

Working as a team, paired adjectives impress themselves upon the reader. And they often do more, reinforcing a point by restatement ("a brief and passing season") or suggesting subtle contrasts and **amplifications** of meaning, as **Sitwell's** sentence leads us to think about the distinction between "mirth" and "joy" and about how a laugh can be both "hard" and "piercing."

Adjectives may also be accumulated in groups of three or more; as in this description of an **Irish-American** family:

... a wilful, clannish, hard-drinking, fornicating tribe.

William Gibson

Or this one of a neighbor taking a singing lesson:

A vile beastly rottenheaded foolbegotten brazenthroated pernicious piggish screaming, **tearing**, roaring, perplexing, **splitmecrackle** crashmegiggle insane ass.... is practicing howling **below-stairs** with a brute of a singingmaster so horribly, that my head is nearly off.

Edmund Lear

Passages like these, especially the second, are virtuoso performances in which exaggeration becomes its own end. Of course, exposition cannot indulge itself like this very often. But sobriety needs relief, and verbal exuberance dazzles and delights. Whatever may be the objective truth of such fusillades of modifiers, they bring us into startling contact with the thoughts and feelings of the **writer**—that is the essence of communication.

## Position

Two positions in a clause or sentence are more emphatic than any **others**—the opening and the closing. Elsewhere emphasis

must depend on inversion, isolation, modification, restatement, and so forth. (Of course these techniques may work in harness with positioning to give even greater strength to opening and closing words.)

Opening with key words has much to recommend it. Immediately, readers see what is important. E. M. Forster, for example, begins a paragraph on "curiosity" with the following sentence, identifying his topic at once:

Curiosity is one of the lowest human faculties.

Putting the essential idea first is natural, suited to a style aiming at the simplicity and directness of forceful speech:

Great blobs of rain fall. Rumble of thunder. Lightning streaking blue on the building.  
J. P. Donleavy

Donleavy's sentences mirror the immediacy of the experience, going at once to what dominates his **perception**—the heavy feel of rain, thunder, lightning. (The two fragments also enhance the forcefulness of the passage.)

Beginning (or ending) with the principal idea is **advantageous** in developing a contrast, which is strengthened if the following clause or sentence opens with the opposing term:

Science was traditionally aristocratic, speculative, intellectual in intent; technology was lower-class, empirical, action-oriented.

Lynn White, jr.

Postponing a major point to the end of the sentence is more formal and literary. The writer must have the entire sentence in mind from the first word. On the other hand, the final position is more emphatic than the opening, perhaps because we remember best what we have read last:

So the great gift of symbolism, which is the gift of reason, is at the same time the seat of man's peculiar **weakness**—the danger of lunacy.  
Susanne K. Langer



Like the opening position, the closing is also useful for re-inforcing contrasts and **iterations**:

We can never forget that everything Hitler did in Germany was "legal" and everything the Hungarian freedom fighters did **was** "illegal."  
 Martin Luther King, Jr.

But Marx was not only a social scientist; he was a reformer.

W. T. Jones

Inexperienced writers often waste the final position. Consider, for instance, how much more effective is the revision of this statement:

As the military power of Kafiristan increases, so too does the pride that Dravot has.

REVISION: **AS** the military power of Kafiristan increases, so too does Dravot's pride.

In topic sentences, finally, the closing position is often reserved for the idea the paragraph will develop (if it can be done without awkwardness). Here, for instance, is the opening sentence of a paragraph about Welsh Christianity:

The third legacy of the Romans was Welsh Christianity.

George Macaulay Trevelyan

## Isolation

An isolated word or phrase is cut off by punctuation. It can occur anywhere in the sentence but is most **common—and most effective—at** the beginning or end, positions, as we have seen, emphatic in themselves:

Leibnitz, it has sometimes been said, was the last man to know everything.  
 Colin Cherry

Children, curled in little balls, slept on straw scattered on wagon beds.  
 Sherwood Anderson

If the King notified his pleasure that a briefless lawyer should be made a judge or that a libertine baronet should be made a peer, the gravest counsellors, after a little murmuring, submitted.

Thomas Babington Macaulay

And then, you will recall, he [Henry Thoreau] told of being present at the auction of a deacon's effects and of noticing, among the innumerable odds and ends representing the accumulation of a lifetime, a dried tapeworm.

E. B. White

It is also possible to use both ends of a sentence. See how neatly this sentence isolates and emphasizes the two key terms "position" and "difficult":

The **position**—if poets must have positions, other than **upright**—of the poet born in Wales or of Welsh parentage and writing his poems in English is today made by many people unnecessarily, and trivially, difficult.

Dylan Thomas

Isolating a word or phrase in the middle of the sentence is less common but by no means rare:

I was late for class—inexcusably so—and had forgotten my homework.

Emily Brown

Whether the isolated expression comes first, last, or in between, it must be set off by commas, dashes, or a colon. (As isolating marks, colons never go around words within a sentence; usually they precede something at the end, though they may also follow an initial word.) Generally, dashes mark a longer pause than commas and hence imply stronger stress: "**Suddenly**—it began to rain" emphasizes the adverb a little more than does "Suddenly, it began to rain." A colon before a closing term is stronger than a comma, but about the same as a dash.

Isolation involves more, however, than just punctuating a word or phrase you wish to emphasize. The isolation must occur at a place allowed by the conventions of English gram-

mar. In the following sentence "Harry" may properly be split from its verb and isolated by an intruding adverbial phrase:

Harry, it was clear, was not the man for the job.

But it would be un-English arbitrarily to place a comma between "Harry" and the verb:

Harry, was not the man for the job.

The emphasis gained by **isolation**—like emphasis in general—**does** more than merely add strength to particular words: it conveys nuances of meaning. Suppose, for instance, that the sentence by Macaulay quoted above were to end like this:

... the gravest counsellors submitted, after a little murmuring.

The words are the same and the grammar and the logic, but not the implications. Macaulay, while admitting that the counsellors of Charles II occasionally protested, stresses their submissiveness; the revision, while acknowledging that they submitted, makes their protest more important. In short, the two sentences evaluate the king's ministers differently.

As one **final** example of how isolation can endow a word with special meaning, read this sentence by Lewis Thomas:

There was a quarter-page advertisement in The London Observer for a computer service that will enmesh your name in an electronic network of fifty thousand other names, sort out your tastes, preferences, habits, and deepest desires and match them up with opposite numbers, and retrieve for you, within a matter of seconds, friends.

## Balance

A balanced sentence (see pages 128 ff.) divides into roughly equal parts on either side of a central pause. Usually the pause

is marked by a comma or other stop, though now and then it may be unpunctuated. The halves of a balanced sentence are often independent clauses, but sometimes one will be a dependent clause or even a long phrase. In any case, the two parts must be roughly the same in length and of comparable significance, although they need not be of the same grammatical order.

In balanced construction words are stressed by being positioned so that they are played against one another:

It is a sort of cold extravagance; and it has made him all his enemies. C. K. Chesterton

**Till** he had a wife he could do **nothing**; and when he had a wife he did whatever she **chose**. Thomas Babington Macaulay

Chesterton draws our attention to the connection between a "cold extravagance" and making "enemies." Macaulay, playing "do nothing" against "did whatever she chose," comments wryly on the freedom of the married man.

## Polysyndeton and Asyndeton

Despite their formidable names, polysyndeton and asyndeton are nothing more than different ways of handling a list or series. *Polysyndeton* places a conjunction (*and, or*) after every term in the list (except, of course, the last). *Asyndeton* uses no conjunctions and separates the terms of the list with commas. Both differ from the conventional treatment of lists and series, which is to use only commas between all items except the last two, these being joined by a conjunction (with or without a **comma**—it is optional):

CONVENTIONAL      We stopped on the way to camp and bought supplies: bread, butter, cheese, hamburger, hot dogs, and beer.

POLYSYNDETON      We stopped on the way to camp and bought

supplies: bread and butter and cheese and hamburger and hot dogs and beer.

ASYNDETON

We stopped on the way to camp and bought supplies: bread, butter, cheese, hamburger, hot dogs, beer.

The conventional treatment of a series emphasizes no particular item, though the last may seem a little more important. In polysyndeton emphasis falls more evenly upon each member of the series, and also more heavily:

It was bright and clean and polished.

Alfred Kazin

It is the season of suicide and divorce and prickly dread, whenever the **wind** blows.

Joan Didion

In asyndeton too the series takes on more significance as a whole than it does in the conventional pattern. But the stress on each individual item is lighter than in polysyndeton, and the passage moves more quickly:

His care, his food, his shelter, his **education**—**all** of these were by-products of his parents' position.

Margaret Mead

Polysyndeton and asyndeton do not necessarily improve a series. Most of the time the usual treatment is more appropriate. However, **when** you do wish a different emphasis remember that polysyndeton and asyndeton exist.

## Repetition

In a strict sense, repetition is a matter more of diction than of sentence structure. But since it is one of the most valued means of emphasis we shall include it here.

Repetition is sometimes a virtue and sometimes a fault. Drawing the line is not easy. It depends on what is being repeated. Important ideas can stand repetition; unimportant ones cannot. When you write the same word (or idea) twice,

you draw the reader's attention to it. If it is a key idea, fine. But if not, then you have awkwardly implied importance to something that does not matter very much. In the following examples, of course, we are concerned with positive repetition, involving major ideas.

Repetition may take two basic forms: restating the same idea in different terms (called *tautologia* by Greek rhetoricians) and repeating the same exact word (or a variant form of the same word).

### *Tautologia*

In tautologia the synonyms are frequently stronger than the original term:

That's camouflage, that's trickery, that's treachery, window-dressing. Malcolm X

A second term need not be strictly synonymous with the first, and often it is not. Rather than simply restating the idea, the new terms may add shades of meaning:

October 7 began as a commonplace enough day, one of those days that sets the teeth on edge with its tedium, its small frustrations.

Joan Didion

One clings to chimeras, by which one can only be betrayed, and the entire **hope—the entire possibility—of freedom** disappears.

James Baldwin

In **Didion's** sentence "frustrations" signifies a worse condition than "tedium," but the ideas relate to the extent that tedium may contribute to frustration. In Baldwin's, "possibility" implies a deeper despair.

Now and then, a writer uses an expression just so he or she can replace it with another:

That consistent stance, repeatedly adopted, must mean one of two—no, three—things. John Gardner

Finally, repetition of an idea may involve simile or metaphor:<sup>2</sup>

It follows that any struggle against the abuse of language is a sentimental archaism, like preferring candles to electric light or handsome **cabs to** aeroplanes. George Orwell

In [Henry] James nothing is forestalled, nothing is obvious; one is forever turning the curve of the unexpected. James Huneker

The image contained in a simile or metaphor often both clarifies and emphasizes an idea by translating it into more concrete or familiar terms. Consider Orwell's sentence. (Incidentally, he is paraphrasing a view he does *not* agree with; he believes that abuses of language *should* be struggled against.) We cannot see a "sentimental archaism" (we may not even know what one is). But, familiar with candles and electric light, we can understand that a preference for candles is somehow perverse. And Huneker, practicing the very quality he praises in the novelist Henry James, startles us by the unexpectedness of his metaphor.

### *Repeating the Same Word*

This is a very effective means of emphasis and susceptible to considerable variation. Greek and Roman rhetoricians distinguished about two dozen varieties of verbal repetition, depending on the positions and forms of the repeated terms. For example, the words may begin successive clauses, or end them, or even end one and begin the next; the words may be repeated side by side, or three or four times, or in variant

2. A simile is a literal comparison commonly introduced by *like* or *as*: Robert Burns's famous line "my **luv** is like a red, red rose" contains a simile. A metaphor is a literal identification, as if Burns had written "my luv is a red, red rose." Sometimes metaphors simply use the second term to mean the **first**: "my red, red rose"="my luv."

forms. In ancient rhetoric each pattern had its own learned name. We needn't bother with those here. But you should realize that the patterns themselves are still very much in use. Nor are they used only by writers consciously imitating the classics. They are at home in the prose of men and women who belong to our world and have something to say about it. The patterns of repetition remain vital because we enjoy unusual and clever combinations. Here, then, are some examples of skillful verbal repetition, which not only emphasize important words but also are interesting and entertaining in themselves:

To philosophize is to understand; to understand is to explain oneself; **to** explain is **to** relate. Brand Blanshard

**I** didn't like the swimming pool, **I** didn't like swimming, and **I** didn't like the swimming instructor, and after all these years **I** still don't.

James **Thurber**

When that son leaves home, he throws himself with an intensity which his children will not know into the American way of life; he eats American, talks American, he will be American or nothing.

Margaret Mead

**I** am neat, scrupulously neat, in regard to the things **I** care about; but a book, as a book, is not one of those things. Max **Beerbohm**

Problem gives rise **to** problem. Robert Louis Stevenson

Life is tragic simply because the earth turns and the sun inexorably rises and sets, and one day, for each of us, the sun will go down for the last, last time. James Baldwin

She smiled a little smile and bowed a little bow.

Anthony Trollope

Visitors whom he [Ludovico Sforza, a Renaissance duke] desired to impress were invariably ushered into the **Sala** del Tesoro, they rubbed their eyes, he rubbed his hands, they returned home blinded, he remained at home blind. Ralph Roeder

(While the literal meanings of "rubbed" are the same, their implications differ. Sforza's guests rubbed their eyes dazzled



and amazed by his riches; he rubbed his hands proudly satisfied. Their blindness was a blurring of vision; his, a blindness of spirit.)

The average autochthonous Irishman is close to patriotism because he is close to the earth; he is close to domesticity because he is close to the earth; he is close to doctrinal theology and elaborate ritual because he is close to the earth. G. K. Chesterton

Mr. and Mrs. Veneering were bran-new people in a bran-new house in a bran-new quarter of London. Everything about the Veneerings was spick and span new. Charles Dickens

If there had never been a danger to our constitution there would never have been a constitution to be in danger.

Herbert Butterfield

(This is a frequent pattern of repetition called *chiasmus* or *antimetabole*. It involves two terms set in the order  $X-Y$  in the first clause and in the order  $Y-X$  in the second.)

## Mechanical Emphasis

Mechanical emphasis consists of exclamation points and of printing or writing words in an unusual way. Italic type is probably the most common method of calling attention to a word or phrase. (In handwriting or typing, the equivalent to italics is a single underline.)

It is so simple a fact and one that is so hard, apparently, to grasp: *Whoever debases others is debasing himself.* James Baldwin

Yet this government never of itself furthered any enterprise, but by the alacrity with which it got out of its way. *It* does not keep the country free. *It* does not settle the west. *It* does not educate.

Henry David Thoreau

Worse yet, he must accept—how often!—poverty and solitude.

Ralph Waldo Emerson

Other devices of mechanical emphasis include quotation marks, capital letters, boldface and other changes in the style or size of type, different colored links, wider spacing of words or letters, and **lineation**—**placing** key words or phrases on separate lines. Advertisements reveal how well all these techniques work.

In composition, however, they work less effectively. An experienced writer does not call upon exclamation points or underlining very often. They quickly lose their value, revealing that one does not know how to create emphasis and so has shouted.

Certainly in the examples above the italics and the exclamation point are effective. But in each case the mechanical device merely strengthens an emphasis already attained by more compositional means. Baldwin's sentence puts the key idea last and carefully prepares its way with a colon. Thoreau draws our attention to "it" not only by using italics but by repeating the word at the beginning of three brief, emphatic sentences. And Emerson stresses "how often" more by isolating it than by the exclamation point.

## The Well-Written Sentence: (4) Variety

The Art Cinema is a movie theater in Hartford. Its speciality is showing foreign films. The theater is rated quite high as to the movies it shows. The movies are considered to be good art. student

The Smith disclosures shocked [President] Harding not into political housecleaning but into personal reform. The White House poker parties were abandoned. He **told** his intimates that he was "off liquor." Nan Britton [Harding's mistress] had already been banished to Europe. His nerve was shaken. He lost his taste for revelry. The plans for the Alaska trip were radically revised. Instead of an itinerant whoopee, it was now to be a serious political mission.

Samuel Hopkins Adams

Both of those passages consist chiefly of short, simple sentences. The **first** uses them poorly, the second effectively. Where does the difference lie? The first writer has not grasped the twin principles of recurrence and variety which govern **sentence** style. Adams, a professional author, understands them very well.

*Recurrence* means repeating a basic sentence pattern. *Variety* means changing the pattern. Paradoxical as it sounds, good sentence style must do both. Enough sameness must appear in the sentences to make the writing seem all of a piece; enough difference to create interest.

How much recurrence, how much variety depend on subject and purpose. For instance, when you repeat the same point or develop a series of parallel ideas, the similarity of subject **justifies—and is enhanced by—similarity** of sentence structure. Thus Adams repeats the same pattern in his second through seventh sentences because they have much the same content, detailing the steps President Harding took to divert the scandal threatening his administration. Here the recurrent style evolves from the subject.

In the other passage, however, the writer makes no such connection between style and subject, and so the recurrence seems awkward and monotonous. The ideas expressed in the separate sentences are not of the same order of value. For example, the fact that the theater is in Hartford is less important than that it shows foreign films. The sentence style, in other words, does not reinforce the writer's ideas; it obscures them.

Nor has the writer offered any relief from his short, straightforward statements. Adams has. Moreover, Adams uses variety effectively to structure his paragraph, opening with a relatively long sentence, which, though grammatically simple, is complicated by the correlative “**not . . . but**” construction. And he closes the paragraph by beginning a sentence, for the first time, with something other than the subject.

Adams's brief sentences work because the subject justifies them and because they are sufficiently varied. Lacking similar justification or relief, the four sentences of the first passage are ineffective. They could be improved easily:

The Art Cinema, a movie theater in Hartford, specializes in **foreign** films. It is noted for the high quality of its films; in fact, many people consider them good art.

There is still recurrence: in effect the passage consists of three similar short clauses plus an appositive. But now there is more variety. In the first sentence an appositive interrupts subject

and verb; in the second there are two clauses instead of one, the latter opening with the phrase "in fact." Subordinating the information about Hartford also keeps the focus where it belongs, on the films.

Of course, in composing a sentence that differs **from** others, a writer is more concerned with emphasis than with variety. But if it is usually a by-product, variety is nonetheless important, an essential condition of interesting, readable prose. Let us consider, then, a few ways in which variety may be attained.

## Changing Sentence Length and Pattern

From the beginning she had known what she wanted, and proceeded single-minded, with the force of a steam engine towards her goal. There was never a moment's doubt or regret. She wanted the East; and from the moment she set eyes on Richard Burton, with his dark Arabic face, his "questing panther eyes," he was, for her, that lodestar East, the embodiment of all her thoughts. Man and land were identified.

Lesley Blanch

It is not necessary, or even desirable, to maintain a strict alternation of long and short statements. You need only an occasional brief sentence to change the pace of predominately long ones, or a long sentence now and then in a passage composed chiefly of short ones:

We took a hair-raising taxi ride into the city. The rush-hour traffic of Bombay is a **nightmare**—not from dementia, as in Tokyo; nor from exuberance, as in Rome; not from malice, as in Paris; it is a chaos rooted in years of practiced confusion, absentmindedness, selfishness, inertia, and an incomplete understanding of mechanics. There are no discernible rules.

James Cameron

Dave Beck was hurt. Dave Beck was **indignant**. He took the fifth amendment when he was questioned and was forced off the executive board of the **AFL-CIO**, but he retained enough control of his own union treasury to hire a stockade of lawyers to protect him.

Prosecution dragged in the courts. Convictions were appealed.  
 Delay. John Dos Passos

Sometimes variation in length can be used to emphasize a key idea. In the following passage the historian Herbert Butterfield moves through two long sentences (the second a bit shorter than the **first**) to a strong short statement:

The Whig historian is interested in discovering agency in history, even where in this way he must avow it only implicit. It is characteristic of his method that he should be interested in the agency rather than in the process. And this is how he achieves his simplification.

## Fragments

Fragments, usually a special kind of short sentence, make for effective **variation**—*easy* to see and easy to use (italics highlight the fragments in the next examples):

Sam steals like this because he is a thief. *Not a big thief.* He tried to be a big thief once and everybody got mad at him and made him go away to jail. He is strictly a small thief, and he only steals for his restaurant. Jimmy Breslin

Examinations tend to make me merry, often seeming to me to be some kind of private game, some secret ritual compulsively played by professors and the institution. **I** invariably become facetious in all the critical hours. *All that solemnity for a few facts!* **I** couldn't believe they were serious. **I** never quite understood it. Mary Caroline Richards

Used with restraint, fragments like these are a simple way to vary your sentences. They are, however, more at home in a colloquial style than in a formal one.

## Rhetorical Questions

Like fragments or any other kind of unusual sentence, rhetorical questions are rarely used for variety alone. Their

primary purpose is to emphasize a point or to set up a topic for discussion. Still, whenever they are employed for such ends, they are also a source of variety:

But **Toronto—Toronto** is the subject. One must say **something**—what must one say about Toronto? What can one? What has anybody ever said? It is impossible to give it anything but commendation. **It** is not squalid like Birmingham, or cramped **like** Canton, or scattered like Edmonton, or sham like Berlin, or hellish like New York, or tiresome like Nice. It is all right. The only depressing thing is that it will always be what it is, only larger, and that no **Canadian** city can ever be anything better or different. If they are good they may become Toronto.

Rupert Brooke

## Varied Openings

Monotony especially threatens when sentence after sentence begins the same way. It is easy to open with something other than the usual subject and verb: a prepositional phrase; an adverbial clause; a connective like *therefore* or an adverb like *naturally*, or, immediately following the subject and splitting it from the verb, a nonrestrictive adjectival construction. Take a look at this passage:

In the first decade of the new century, the South remained primarily rural; the beginnings of change, in those years, hardly affected the lot of the Negro. The agricultural system had never recovered fully from the destruction of the old plantation economy. Bound to the production of **staples—tobacco, cotton, rice, sugar**—the soil suffered from erosion and neglect. Those who cultivated it depended at best upon the uncertain returns of fluctuating world markets. But the circumstances under which labor was organized, particularly Negro labor, added to those difficulties further hardships of human Creation.

Oscar Handlin

Handlin's five sentences show considerable variety in their openings: a prepositional phrase, a subject, a participial phrase, a subject, and a connective word.

## Interrupted Movement

**Interruption**—positioning a **modifier** or even a second, independent sentence between main elements of a clause so that pauses are required on either side of the **intruder**—nicely varies straightforward movement. Here the writer places a second sentence between two clauses (italics added):

I had halted on the road. As soon as I saw the elephant I knew with perfect certainty that I ought to shoot him. It is a serious matter to shoot a working elephant—it is comparable to destroying a huge and costly piece of machinery—and obviously one ought not to do it if it can possibly be avoided.

George Orwell



## **Part II**

### **Writing Focus**

#### ✓ **Expanding the Paragraph:**

As you have learned, a paragraph consists of three parts: a topic sentence, supporting sentences (the body), and a concluding sentence. Notice these three parts in Model Paragraph 1 below.

#### **Model Paragraph 1:**

##### **Man's Best Friend**

There are three main relationships that people have with dogs. First, we have working dogs. These dogs, such as Siberian huskies and collies, serve people almost like employees. To a sheep farmer, for example, a good sheepdog is his most valuable partner. Other dogs are known primarily for their excellence in sports. The sleek and extremely fast greyhound is used in dog races, and many hunting dogs, such as setters, retrievers, and pointers, often compete in hunting trials. Third, many people enjoy dogs as companions. All kinds of dogs can be excellent companions,

but a few breeds are kept only for this purpose. Some examples are the toy dogs, such as Chihuahuas or Lhasa apsos. Because of the relationships they have with people, dogs are often called “man’s best friend”.

When you want to write about a topic in more detail, you can turn your paragraph into an essay. Similar to a paragraph, an essay is composed of three sections. These sections are the introductory paragraph; the supporting paragraphs, or the body; and the concluding paragraph. Paragraphs can be easily expanded to essay length. Here is Model Paragraph 1 expanded into an essay.

### **Model Essay 1:**

#### **Man’s Best Friend**

The dog is generally considered the first domesticated animal. It is believed that the direct ancestor of the domestic dog is the wolf, originally found throughout Europe, Asia, and North America. Archeologists have found remains of dogs that are 10,000 years old. In these ancient societies, as well as in our modern one, there are three main relationships that people have with dogs.

First, there are working dogs. These dogs, such as Siberian huskies and collies, serve people almost like employees. The dogs help pull heavy loads, round up cattle, and keep a sharp eye out for strangers. To a sheep farmer, for example, a good sheepdog is his most valuable partner. Sheepdogs, such as Border collies, standard collies, and Shetland sheepdogs, are very intelligent and can learn to respond to hand signals as well as spoken words. Sheepdogs in Scotland, for instance, move sheep along with just a glance from the farmer. As a result, working dogs know their worth to their master, and they are proud of it.

Other dogs are known primarily for their excellence in sports. For example, the sleek and extremely fast greyhound is used in dog races. These races take place on specially prepared tracks where the competitors chase a mechanical rabbit. People gamble on these athletes' performance. Next, special hunting dogs often compete in hunting trials. Bird dogs are a type of hunting dog. Setters and pointers, for example, recognize a bird's scent long before it makes a sound and show their owner where the bird is by standing very still. Retrievers, such as golden retrievers or Labrador retrievers, will throw themselves into an icy cold lake to pick up the bird their owner has shot. Clearly, sporting dogs are the athletes of the dog world.

Third, many people enjoy dogs as companions. All kinds of dogs can be excellent friends. Both the working dogs and

the hunting dogs have great patience and are very good with small children. Most of these dogs will allow children to climb all over them and are great baby-sitters because of their loyalty to their owner and their family. A few breeds are kept only for the purpose of being a companion. Some of these are the toy dogs, such as Chihuahuas or Lhasa apsos. Since these dogs are so tiny, they are great to have if you live in a small apartment. In short, all dogs, including the toy dogs, are wonderful companions.

In summary, although there are a great many breeds of dogs, they can be classified into these three main types by their relationships to their owners. Even if you have no interest in sports and no farm, you can have a great companion in a dog. Because of the relationships they have with people, dogs are often called “man’s best friend.”

**Look at the diagram on the next page to see how a paragraph is expanded into an essay:**

- The topic sentence of the paragraph becomes the thesis statement of the essay, which comes at the end of the introductory paragraph.
- The supporting sentences of the original paragraph expand into three separate body paragraphs in the essay. In other words, each major supporting sentence

and its minor supports in Model Paragraph 1 become one body paragraph in the corresponding essay.

- Finally, the concluding sentence is made into a concluding support paragraph.

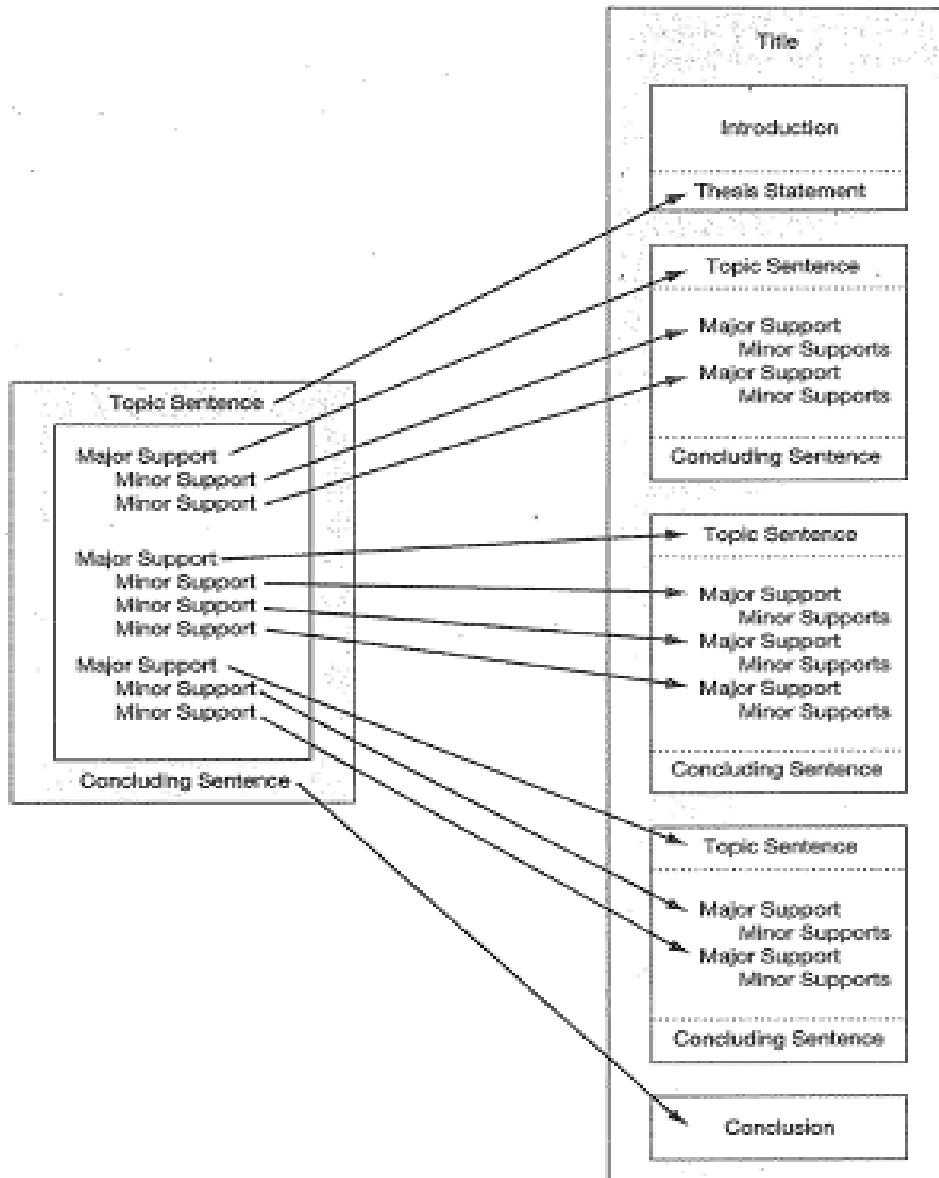


Diagram: Paragraph to Essay

Two other points about the expansion of a paragraph are important. First, each body paragraph mirrors the construction of the original paragraph. Just as the paragraphs you have written so far have had a topic sentence, supporting sentences, and a concluding sentence, so does each body paragraph. Second, the body paragraphs support the thesis statement of the essay, just as the supporting sentences in a paragraph support the topic sentence.

**PRACTICE 1: Analyzing a Paragraph:**

**Analyze this paragraph by labeling the three main parts: topic sentence, body, and concluding sentence. Then diagram it according to the diagram in the previous page.**

**Animal Camouflage**

Many animals find security in blending in with their environment. In birds, for example, while it is quite common for adult males to be brightly colored and very noticeable, adult females and young chicks are light brown or sand-colored in order to blend into their background. This way, they escape the sharp eyes of a predator. Many mammals have also adopted the colors of their surroundings over the years. A zebra is almost invisible among the branches and stripes of sunlight in its native Africa. Similarly, a lion is very

hard to see when it is sleeping on the beige sand of the plains. Ocean dwellers use camouflage as well. Most fish are darker on top than on the bottom; from above, they look like the land at the bottom of the water, and from below, they look like the water's surface. In conclusion, the safety that these animals' protective coloring provides has helped them survive over the ages.

## **PRACTICE 2: Analyzing an Essay:**

The essay on the next page is an expansion of the paragraph about animal camouflage. First, draw boxes around the three components of the essay (introductory paragraph, body paragraphs, and concluding paragraph). Next, using a different-colored pen, underline the topic and concluding sentences in each body paragraph.

### **Animal Camouflage**

Animals in the wild have many natural enemies. A small bird wants to avoid being seen by a hawk, a zebra doesn't want the lion to find him, and flatfish would prefer that the shark swim quietly by. If an animal can't easily run away from its predator, how can it protect itself? One way that has evolved over time is protective coloring, or camouflage. Many animals find security in blending in with their environment.

*In birds, for example, while adult males are brightly colored and very noticeable, adult females and young chicks are light brown or sand-colored in order to blend into their background and escape the sharp eyes of a predator. Consider the bright red cardinal, a very common bird in colder areas of North America. The male is bright and showy to attract a mate, but you hardly ever see the females. They are sandy brown, with touches of red on the wings, tail, and breast. The peacock is another bird where the male is bright and showy, while the female is easily overlooked because of her dull coloring. The long tail feathers of the male are generally bright green and gold and have round markings of a rich color, known as peacock blue. The female, called a peahen has short tail feathers and is much less colorful than the male. In short, adopting camouflage colors helps the female birds survive and raise another generation of birds.*

*Many mammals have also adopted the colors of their surroundings. A zebra is almost invisible among the branches and stripes of sunlight in its native Africa because its black and white stripes mimic the shadows among the trees and bushes. A lion is very hard to see when it is sleeping on the beige sand of the plains. The lioness, in particular, looks just like a part of the ground until she raises her head. The camouflage of the lioness makes her invisible to her prey, so she can concentrate on hunting and feeding her young. All*



*these mammals have, over many, many years, developed this protective coloring to assist them in the struggle to survive.*

*Ocean dwellers use camouflage as well. Most fish are darker on top than on the bottom; from above, they look like the land at the bottom of the water, and from below, they look like the water's surface. Many ocean fish have a horizontal line along their body that separates the top from the bottom. An ocean mackerel, for example, is easily distinguished by this stripe. Some flatfish have taken this protection a step further; for example, a fish that lives on a sandy bottom has a light-brown upper side, while a flatfish that lives on a rocky bottom has an upper side that looks like pebbles. The result is, because they look just like their surroundings, these fish survive and avoid becoming someone else's lunch.*

*In summary, looking like their environment is helpful to these animals for the survival of the species. The mother bird that is invisible among the brown leaves, the lion sleeping on the sandy plains, and the fish that hides among the pebbles will live to see another day. The safety these animals find in their protective coloring has helped them survive over the ages.*

**PRACTICE 3: Outlining an Essay:**

**Here is part of an outline of the essay “Animal Camouflage.” Complete the outline by writing in the key words from each paragraph of the essay.**

**I. Introductory paragraph**

- ◆ **Thesis statement:** Many animals find security in blending in with their environment.

**II. Body**

**A. Paragraph 1: Birds**

- ◆ **Topic sentence:** In birds, for example, while adult males are brightly colored and very noticeable, adult females and young chicks are light brown or sand-colored in order to blend into their background and escape the sharp eyes of a predator.

**Major support 1**

- ◆ .....

**Minor supports**

- ◆ .....

- ◆ .....

**Major support 2**

- ◆ .....

### Minor Supports

◆ .....

◆ .....

- ◆ **Concluding sentence:** In short, adopting camouflage colors helps the female birds survive and raise another generation of birds.

### B. Paragraph 2: Mammals

- ◆ **Topic sentence:** Many mammals have also adopted the colors of their surroundings.

#### Major support 1

◆ .....

#### Major support 2

◆ .....

#### Major support 3

◆ .....

#### Minor support

◆ .....

- ◆ **Concluding sentence:** The result is, because they look just like their surroundings, these fish survive and avoid becoming someone else's lunch.

### **III. Concluding paragraph**

In summary, looking like their environment is helpful to these animals for the survival of the species. The mother bird that is invisible among the brown leaves, the lion sleeping on the sandy plains, and the fish that hides among the pebbles will live to see another day. The safety these animals find in their protective coloring has helped them survive over the ages.

## Part III

### Using Transitions

Transitions are connectors that you use to make two sentences into one. There are many transition words and phrases in English. Here are some of the most common ones and their meanings.

Example	Chronology	Result
for example	first	as a result
for instance	second	consequently
	after that	therefore
	Later on	
	Next	
	then	

Difference	Addition	Conclusion
however	furthermore	all in all
in contrast	in addition	in conclusion
on the other hand	moreover	in short
		In summary

#### ✓ Using Commas with Transitions:

The use of the comma is different with transitions than it is with coordinating conjunctions. Many transitions can go at

the beginning, in the middle, or at the end of a sentence. No matter where they are, they are set off from the rest of the sentence by commas.

- ◆ For example, male cardinals are bright red.

OR

- ◆ Male cardinals, for example, are bright red.

OR

- ◆ Male cardinals are bright red, for example.

If the transition is a short, single-syllable transition and it comes at the beginning of a sentence, you don't have to use a comma.

- ◆ First, we went to the zoo.

OR

- ◆ First we went to the zoo

✓ **Using for example and such as:**

The use of *for example* and *such as* can be confusing. *For example* is a transition, so a complete sentence (with a subject and a verb) must follow it. Use *such as*, preceded by a comma, if your example is a list of words and phrases.

- ◆ There are many ways animals can protect themselves from predators. For example, they can camouflage themselves, run fast, or fight.

**OR**

- ◆ There are many ways animals can protect themselves from predators, such as camouflage, running fast, or fighting.

**PRACTICE 4: Combining Sentences Using Transitions:**

Connect the pairs of sentences by using one of the transitions in the chart on the previous page. Vary the position of the transition. Then compare your sentences with a classmate.

1. The Pacific Ocean has many forms of life. There are fish, plants, and microscopic organisms.

.....

2. The fox first found a perfect place to make a den. It started looking for a mate.

.....

3. December is a winter month in the northern hemisphere. December is a summer month in the southern hemisphere.

.....

4. The volcano erupted for ten days. The animals living in nearby habitats were killed.

.....

5. If you want to enjoy a photographic safari, you need to have a lot of money. You need to tolerate difficult traveling.

.....

**Using Semicolons with Transitions:**

Transitions are usually followed by a comma when they occur at the beginning sentence. The usual pattern is:

Independent clause. *Transition*, independent clause.

- ◆ Some insects have weak defenses. Therefore, they camouflage themselves to look like predators.

Another common pattern is to use a semicolon instead of a period. By using this pattern, you are showing a stronger connection between the two independent clauses. In this case, the pattern is:

Independent clause; *transition*, independent clause.

- ◆ Some insects have weak defenses; therefore, they camouflage themselves to look like predators.

Here are a few examples of this pattern.

- ◆ Your first reason is clear; however, your second is unclear.
- ◆ It is raining today; therefore, my pet snake can't go outside.



- ◆ She finally saw the lioness; then, she quietly moved closer.

**PRACTICE 5: Punctuating with Commas and Semicolons:**

*Punctuate these sentences. Use commas and semicolons in the appropriate places.*

1. Baby whales stay with their mothers for one to two years after that they usually go out on their own.
2. Loggers in the Northwest cut down the forests consequently they destroy some animals' natural habitats.
3. First we'll feed the dogs later on we'll feed ourselves.
4. The city government is trying many ways to decrease the number of wild cats in the park animal control officers are catching the cats and neutering them for instance.
5. Furthermore the police can suspend your dog's license.
6. Frank seems to hate people on the other hand he is very loving with his cats.
7. Some birds live permanently in the Arctic however most migrate.
8. I never leave home without my dogs for example.

## **Unit II**

### **How to write Your Essay**

## Part I

### The Structure of an Essay

In this unit, you will learn ...

- The definition of an essay.
- How to format an essay.
- How to write a thesis statement.

#### ✓ **What is an essay?**

An essay is a group of paragraphs written about a single topic and a central main idea. It must have at least three paragraphs, but a five-paragraph essay is a common assignment for academic writing.

#### ✓ **The structure of an essay:**

The three main parts of an essay:

#### **The introduction:**

This is the first paragraph of an essay. It explains the topics with general ideas. It also has a thesis statement. This is a sentence that gives the main idea. It usually comes at or near the end of the paragraph.

### **The body:**

These are the paragraphs that explain and support the thesis statement and come between the introduction and the conclusion. There must be one or more body paragraphs in an essay.

### **The conclusion:**

This is the last paragraph of an essay. It summarizes or restates the thesis and the supporting ideas of the essay.

### ✓ **How to format an essay:**

1. Use double spacing (leave a blank line between each line of writing).
2. Leave 2.5 centimeters (1 inch) of space on the sides, and the top and bottom of the page. This space is called the *margin*.
3. If you type your essay, start the first line of each paragraph with five spaces (one tab). This is called *indenting*. If you write by hand, indent about 2 centimeters (3/4 inch).
4. Put the title of your essay at the top of the first page in the center.

**1. Label the three parts of this essay: introduction, body paragraphs, and conclusion.**

***Changing English: the African American Influence***

*If you ask average Americans where their language comes from, they will probably say "England." However, English vocabulary has also been influenced by other countries and groups of people. Some words are borrowed from other languages, such as typhoon, which originally came from the Chinese word, "tai-fung; meaning "big wind." Skunk, the name of a small, smelly, black-and-white animal, came to English from a Native American language. African Americans, too, have both contributed new words to English and changed the meanings of some existing words.*

*African Americans, many of whose ancestors were brought to the States as slaves hundreds of years ago, have introduced a number of words to English from languages that they spoke in their native countries. The common English word OK is used around the world today, but it was not always part of English vocabulary. One theory is that slaves in America used a phrase in their own language that sounded like OK to mean "all right." Americans heard the phrase and started using it. Today, almost everyone in the world uses OK to mean "all right." Another good example of a "new" word is the word*

*jazz. African American musicians living In the United States began playing jazz music in the city of New Orleans, and they used the word jass or jazz to describe the music and certain kinds of dancing. No ono is sure where the word originally came from, but as jazz music became more and more popular, the word jazz became a common English word.*

*The meanings of words sometimes change over time. The word cool is a good example. Cool has been used in English for a long time to describe a temperature that is "not warm but not too cold" or to describe a person who is "calm or unemotional." However, an additional meaning was given to the word cool in the past 100 years. Just like the word jazz. African American musicians used the word cool to describe the music they were playing. For them, cool meant "good." As jazz music and other forms of music played by African American musicians became popular, more and more people started to use the word cool In conversation. Today, it is still a commonly used word, especially by ~younger people, to mean "good" or "great." A word with the opposite meaning of cool is square. Square is, of course, a shape, but it also is used to describe a person who is not cool. This may be because a person who is too old-fashioned and not flexible is like a shape with four straight sides and four corners.*

*English owes some of its interesting and colorful vocabulary to African Americans. Existing ethnic groups in the United States*

*as well as new immigrants will surely continue to bring new words to English and give fresh meanings to existing words. Who knows what the "cool" words of tomorrow will be?*

✓ **Thesis statements**

**What is a thesis statement?**

The *thesis statement* is the sentence that tells the main idea of the whole essay. It can be compared to a topic sentence, which gives the main idea of a paragraph. It usually comes at or near the end of the introductory paragraph.

**2. Look at the essay in exercise 1 on the previous page again. Underline the thesis statement.**

**3. In these introductory paragraphs, underline the thesis statement. Then circle the topic and draw another line under the main idea in each thesis statement. Share your answers with a partner.**

a.

*Before I traveled to the U.S. last year, I thought that American food was just hamburgers and French fries, hot dogs, steaks, pizza, apple pie, and cola. These foods are popular in the States, but during my travels, I discovered that there is so much more to eating in America. People from every country in the world have made their home in the U.S.A, and they have brought with them their native foods. Even in small towns, you*

*can find restaurants serving the foods of China and Mexico. Italy and Vietnam. The United States can be divided into six general regions that have their own characteristic foods influenced by the cultures of the people who live there.*

b.

*Everybody knows the koala, that cute Australian animal that resembles a teddy bear. Although koalas look like toys, they are actually strong climbers and spend their days in the treetops. Mother koalas carry their babies around from tree to tree in a pouch, or pocket, on their stomach. Although there were millions of koalas in Australia in the past, they are now a protected species of animal. As a result of human population growth. Deforestation, and hunting, the number of koalas has declined.*

c.

*Taoism is an ancient philosophy from Asia that places great importance on the natural world. Taoists believe that spirit can be found in every person or thing living or non-living. For the Taoist, even a mountain or a stone contains spirit. Lao Tsu, a Taoist writer and philosopher, said 'People follow earth. Earth follows heaven. Heaven follows the Tao: The Tao follows what is natural.' For thousands of years in China and other Asian countries, gardens have been an important way! to create a place where people can feel the spirit of the natural world.*



*Creating a Taoist garden is an art. No two Taoist gardens are exactly alike, but all Taoist gardens include four essential elements: water; mountains, buildings, and bridges.*

✓ **Writing a strong thesis statement:**

- A thesis statement gives the author's opinion or states an important idea about the topic. It should give an idea that can be discussed and explained with supporting ideas:

*Ex: The qualifications for entering a university in my country are unreasonable.*

*When studying a second language, there are several ways to improve your use of the language.*

Those are strong thesis statements. They can be discussed or explained.

- A thesis statement should not be a sentence that only gives a *fact* about the topic:

*Ex: In the Northern Hemisphere, the summer months are warmer than the winter months.*

This is not a strong thesis statement. It cannot be discussed or argued about.

- A thesis statement should not state two sides of an argument equally:

**Ex:** *There are advantages and disadvantages to using nuclear power.*

This could be a topic sentence, but it is not a thesis statement. It gives two sides of an argument without giving a clear opinion of support or disagreement. It could be revised like this:

**Ex:** *Although there are some advantages, using nuclear power has many disadvantages and should not be a part of our country's energy plan.*

This is a strong thesis statement. It clearly gives the writer's opinion about nuclear power.

**4. Read these thesis statements below. Write √ (strong thesis statement), F (fact only-a weak thesis statement), or N (no clear opinion-a weak thesis statement).**

- a. ....The top government official in my country is the prime minister.
- b. ....Some people prefer digital cameras, while others like traditional cameras.
- c. ....India became an independent country in 1947.
- d. ....To be a successful student, good study habits are more important than intelligence.
- e. ....There are several advantages of owning a car, but there are also many disadvantages.
- f. ....Half of the families in my country own a house.

- g. ....Using public transportation would be one of the best ways to solve the traffic and pollution problems in cities around the world.
- h. .... While traveling, staying in a hotel offers more comfort, but sleeping in a tent is less expensive.
- i. Classical music concerts are very popular in my country.
- j. In order to create a successful advertisement, it is necessary to consider three issues: who should be targeted, where the ad should be placed, and what type of ad should be made.

✓ **Writing thesis statements**

**How to connect the thesis statement and the essay:**

The body paragraphs of an essay should always explain the thesis statement. In addition, each body paragraph should discuss *one* part of the thesis. Look at the following thesis statement. The topics to be discussed are underlined:

*To create a successful advertisement, it is necessary for advertisers to answer three questions: What are we selling? Who are we selling it to? and How can we make people want to buy it?*

**Possible topic sentences for each body paragraph:**

1. *The first step in creating a successful advertisement is to completely understand the product that is being sold and how it can be used.*
2. *A second important part of creating an advertisement is deciding who is expected to buy the product.*
3. *Finally, a way must be found to create an ad that will make people want to buy the product.*

**5. Look at the introductory paragraphs in exercise 3. What should the body paragraphs discuss for each thesis statement? Write your ideas and then compare your answers with a partner.**

✓ **How to develop a thesis statement:**

One way to develop a thesis statement for an essay is to write opinions you have about the topic. Begin, *I think that ...* and complete the sentence with your opinion. Then remove *I think that ...* and the remaining words make a possible thesis statement.

**Topic: diet / food**

*I think that a vegetarian diet is one of the best ways to live a healthy life.*

*I think that governments should restrict the use of chemicals in agriculture and food production.*

After you have written several opinion statements, choose the one that would make the best thesis. Remember to decide if the sentence gives a clear opinion, states a fact, or presents two sides without a clear argument.

**6. For each of these topics, write two or three opinions you have, starting with *I think that*.**

**a. Exercise**

.....  
.....  
.....

**b. university study**

.....  
.....  
.....

**c. the Internet**

.....  
.....  
.....

**d. music**

.....  
.....  
.....

**7. Now cross out the "I think that" in the statements you wrote in the previous exercise. Choose the best thesis statement for each topic. Share these with a partner. Decide which ones are good thesis statements.**

**8. Choose one of your thesis statements from the previous exercise above. Circle the topics that must be explained in the essay. Write a topic sentence for each of the circled ideas.**

## **Part II**

### **Outlining an Essay**

In this unit, you will learn:

- The purpose of an outline.
- How to write an outline.

#### **✓ What is an outline?**

An outline is a list of the information you will put in your essay.

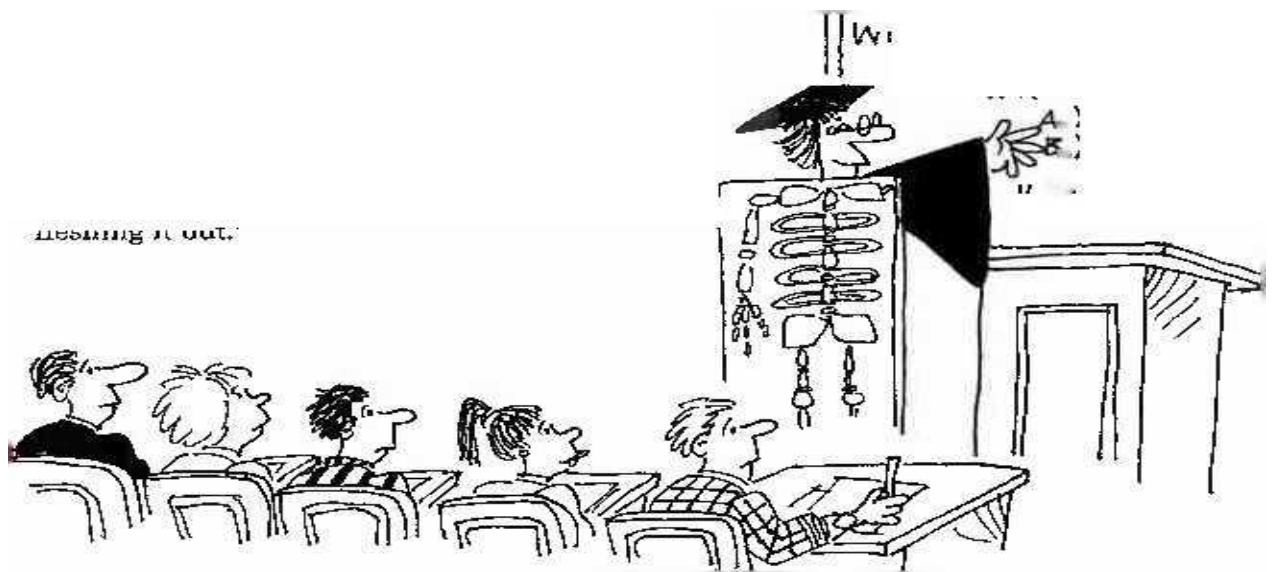
#### **An outline ...**

- Begins with the essay's thesis statement.
- Shows the organization of the essay.
- Tells what ideas you will discuss and shows which ideas will come first, second and so on.
- Ends with the essay's conclusion.

#### **Writing an outline before you write an essay will ...**

- Show you what to write before you actually begin writing.
- Help make your essay well organized and clearly focused.
- Keep you from forgetting any important points.

**Imagine your skeleton:** although you don't see it, it supports your body. In the same way, although a reader won't see your outline, making an outline in advance will support your essay by providing its structure. In fact, adding more information to an outline is called "fleshing it out."



**looking at an outline:**

**1. Read the outline on the following page. Answer the questions.**

- a. What will be the thesis statement of the essay?
- b. How many body paragraphs will the essay have?
- c. How many supporting points will the third paragraph have? What will they be?
- d. How many details will the fourth paragraph have? What will they be?



## **Writing an outline:**

### ✓ **How to write an outline:**

Before writing an outline, you must go through the usual process of gathering ideas, editing them, and deciding on a topic for your writing. Writing an outline can be a very useful way of organizing your ideas and seeing how they will work together.

To show how the ideas work together, number them. To avoid confusion, use several different types of numbers and letters to show the organization of the ideas. Use roman numerals (I, II, III, IV, V, VI, etc.) for your essay's main ideas: your introduction and thesis statement, your body paragraphs, and your conclusion. Write all of these first, before going into more detail anywhere.

**I.** Introduction

**II.** First main idea

**III.** Second main idea

**IV.** Third main idea

**V.** Conclusion

Next, fill in more information for your body paragraphs by using capital roman letters ( A, B, C, etc.). Use one letter for each supporting idea in your body paragraph. Complete this

information for each body paragraph before going into more detail.

I. Introduction

II. First main idea

A. First supporting point

B. Second supporting point

... and so on.

Finally, use Arabic numerals (1. 2. 3, etc.) to give details for your supporting points.

Not every supporting point will have details, and some points will have several, It is not important to have the same number of details for every supporting point.

I. Introduction

II. First main idea

A. First supporting point

1. First detail

2. Second detail

B. Second supporting point

1. First detail

2. Second detail

... and so on.

## **Don't Support Nuclear Energy!**

### **I. Nuclear power is not a good energy source for the world.**

#### **II. Very expensive**

- A. Nuclear fuel is expensive
- B. Nuclear power plants are expensive to build and operate
  - 1. Cost of construction
  - 2. Cost of training workers
  - 3. Cost of safety features

#### **III. Nuclear materials are not safe**

- A. Nuclear fuels are dangerous
  - 1. Mining fuels produces radioactive gas
  - 2. Working with radioactive fuels can harm workers
- B. Nuclear waste products are dangerous
  - 1. Very radioactive
  - 2. Difficult to dispose of or store safely

#### **IV. There is a great possibility of accidents:**

- A. Nuclear power plants can fail
  - 1. Three Mile Island, U.S.A. (1979)
  - 2. Tarapur, India (1992)
  - 3. Darlington, Canada (1992)
- B. Workers can make mistakes
  - 1. Chernobyl, U.S.S.R. (1986)

- 2. Kola, Russia (1991)
- 3. Tokaimura, Japan (1999)

C. Natural disasters can occur

- 1. Earthquake: Kozloduy, Bulgaria (1977)
- 2. Tornado: Moruroa, the Pacific (1981)

**V. Because of the cost and the danger, the world** should develop different types of energy to replace nuclear power.

**2. Fill in this outline for the essay "Changing English: the African American Influence". Then compare with a partner.**

The Changing Vocabulary of English

**I.** Thesis statement: .....

**II.** . Words introduced by .....

A. ....

- 1. From an African language
- 2, Now used all over the world to mean .....

B. Jazz

- 1, Came from .....
- 2. Exact origin unknown.....

A. Cool

- 1. ....
- 2. New meanings

B .....

- 1. "Original" meaning
- 2. ....

Iv..... : Existing ethnic groups in the United States as well as new immigrants will surely continue to bring new words to English and give fresh meanings to existing words.

**3. Label each statement T for thesis statement, M for main idea, S for supporting point, or C for conclusion.**

**Title: The Benefits of Yoga**

- a. ....Develops clear thinking
- b. . ....Physical benefits
- c. . . ....Improves concentration
- d. . ....Reduces fear, anger, and worry
- e. . ....Mental benefits
- f. . ....Improves blood circulation
- g. . .... Improves digestion
- h. . ....Helps you feel calm and peaceful
- i. . .... Develops self-confidence
- j. . ....Practicing yoga regularly can be good for your mind, your body, and your emotions.
- k. . ....Makes you strong and flexible.
- l. Therefore, to build mental, physical, and emotional health, consider practicing yoga.
- m. . .... Emotional benefits

4. Arrange the ideas in the exercise above into an outline.  
Compare your finished outline with a partner.

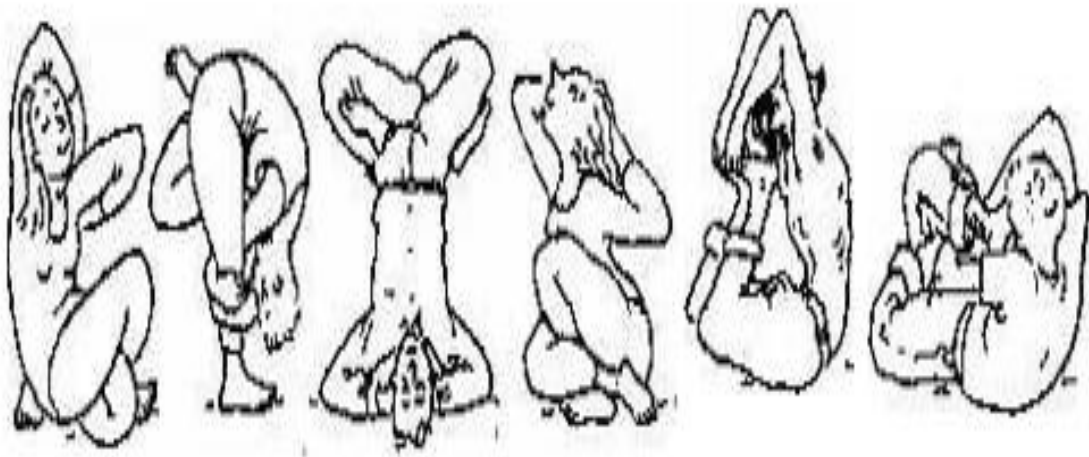
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III .

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IV .

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## **Part III**

### **Evaluating an outline**

#### **The outline checklist:**

Before you start writing your essay, check your outline for organization, support, and topic development. If possible, have a friend or your instructor check your outline too.

#### **Organization:**

- paragraphs in the right order
- supporting points and details in the right order

#### **Support:**

- each main idea related to the thesis statement
- each supporting point related to the paragraph's main idea
- each detail related to the paragraph's supporting points

#### **Topic development**

- enough (and not too many) main ideas to develop the thesis statement.
- enough (and not too many) supporting points for each main point.

- enough (and not too many) details for each supporting point.



5. With a partner, check the outline on the following page for organization, support, and topic development. What should the author add, subtract, or change in this outline? Share your ideas with another pair. Did you make the same recommendations?

In 1848, gold was discovered in California. People from all over the world rushed to California to look for gold—they wanted to become rich. This was called "the gold rush."



# **The Effect of the California Gold Rush on the City of San Francisco**

## **I. The California gold rush changed San Francisco In *ways* that we can still see today.**

### **II. History of the gold rush**

A. 134#

1. Gold was discovered rear San Francisco
2. The U.S. president tells the country there's gold in California

B. 1864: the gold rush ends

C. 1849: the gold rush begins as people from all over the *world go to* California to look for gold. Gold is very easy to find.

D. 1850s: gold becomes more difficult to find; big, expensive machines are now needed to find gold

E. Gold rushes in other countries

1. Australia (1851-53)
2. South Africa (1884)
3. *Canada* (1897-98)

### **III. Effects on San Francisco today:**

A. People still *come* to *San* Francisco hoping to get rich

1. Computer Industry

B. Sightseeing is *very* popular in San Francisco

C. San Francisco is still an expensive city

1. Houses and land
  2. Food & clothing
  3. Many new fast-food restaurants sell cheap hamburger
- D. Still problems in the city
- E. Technological *development* is still important
- F. There is no *gold* mining today
- G. Character of San Francisco today

#### **IV. Changes in California in the 1800s**

- A. Population increased-more than *40,000* people *moved* to California in *1848-50*
- B. Everything became more expensive
1. Houses and land
- C. Problems with crime *and* violence
- D. Technology to find gold improved
- V. The special personality of San Francisco can be traced In part to the famous gold rush of the 1800s.

6. **Look at the thesis statement and topic sentences you wrote. Write an outline for your essay. Then write the essay.**

## Part IV

### Introductions and Conclusions

In this unit, you will learn about ...

- the purpose of an introduction.
- types of information in introductions.
- the purpose of a conclusion.
- techniques for writing conclusions.

#### ✓ **The importance of introductions and conclusions:**

This part explained that the introductions and the conclusions are two of the three main parts of an essay. Without an introduction and a conclusion, an essay is just a group of paragraphs. The introduction and the conclusion work together to make the topic and main ideas of the essay clear to the reader.

#### ✓ **The introduction:**

What is an introduction?

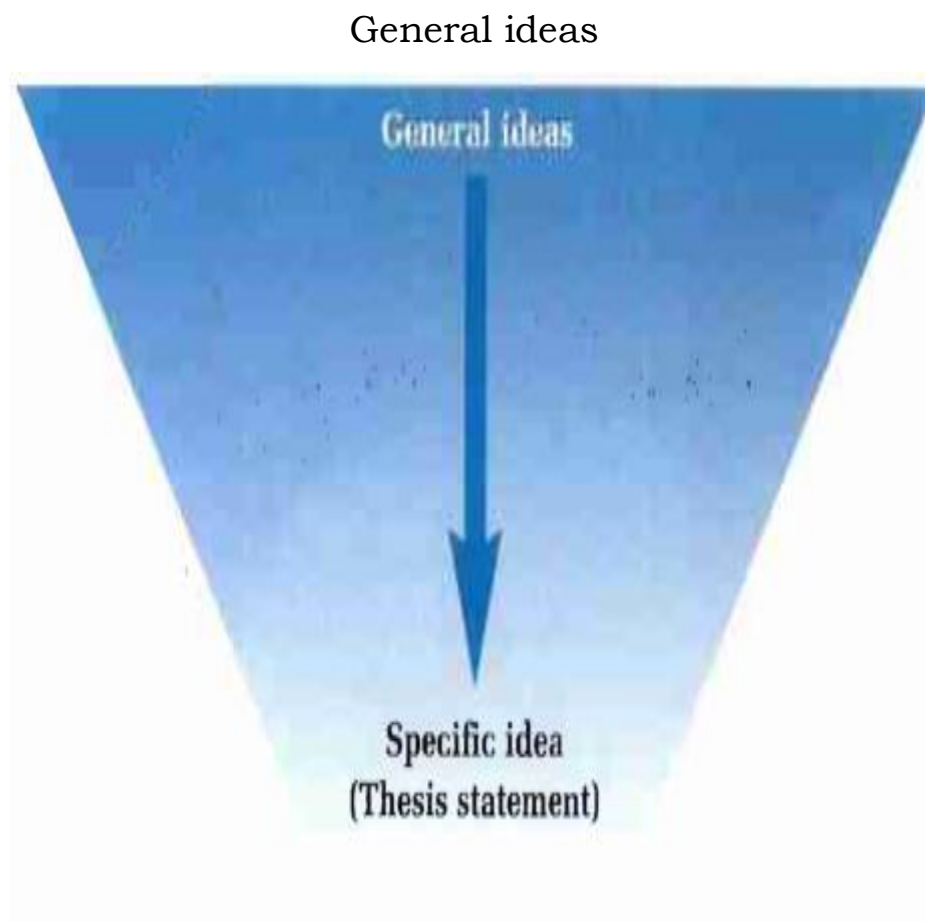
The first paragraph of an essay, as you learned in the previous parts, is called the introduction.

The introduction ...

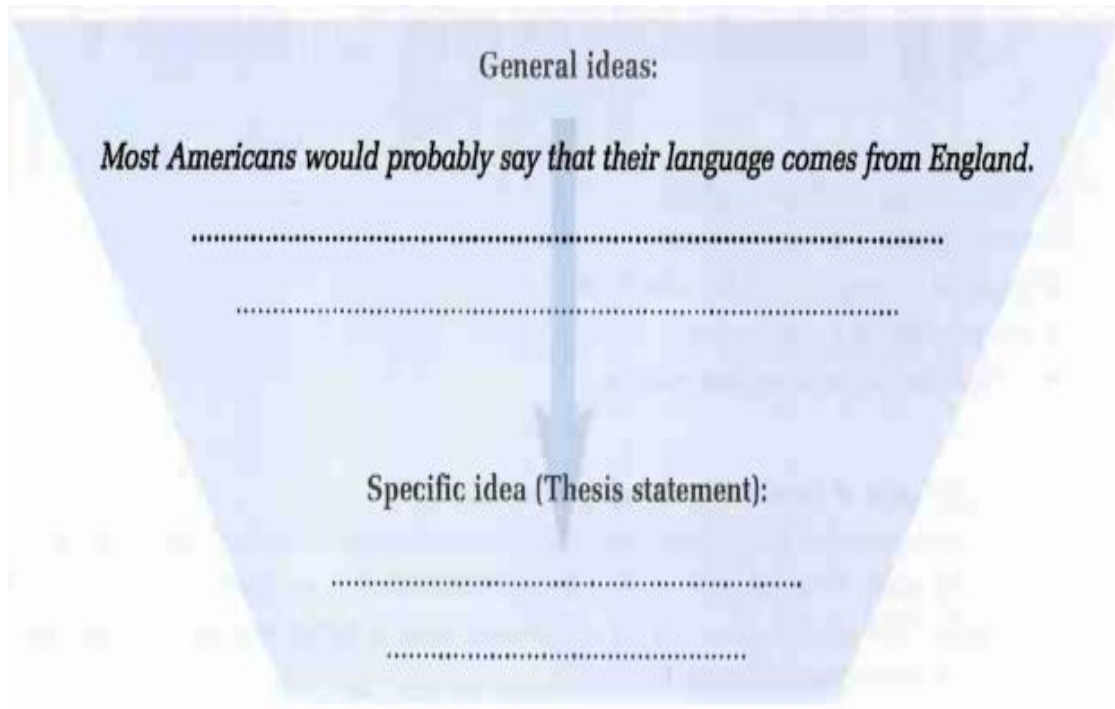
- is usually five to ten sentences.

- catches the reader's interest.
- gives the general topic of the essay.
- gives background information about the topic.
- states the main point (the thesis statement) of the essay.

The introduction is often organized by giving the most general ideas first and then leading to the most specific idea, which is the thesis statement, like this:



**1. Read the introduction to the essay " Changing English: the African American Influence", on page 28. Complete this diagram.**



✓ **How to write a strong introduction:**

**A strong introduction ...**

- introduces the topic clearly.
- gives several sentences of information about the topic.
- states the thesis (the main idea) of the essay.

**Any of the following will make an introduction weak:**

- It doesn't give enough information about the topic or gives too much information about it.

- It talks about too many different topics.
- It does not state a clear thesis.

**2. Read and discuss the following introductions with a partner. Mark the strong introductions with a check (f). Mark the weak introductions with an X. What could the writers do to make the weak introductions strong?**

a.

Family structure has changed a lot in the last fifty years in Asia. They decrease in the number of extended families and nuclear families has caused several social changes.

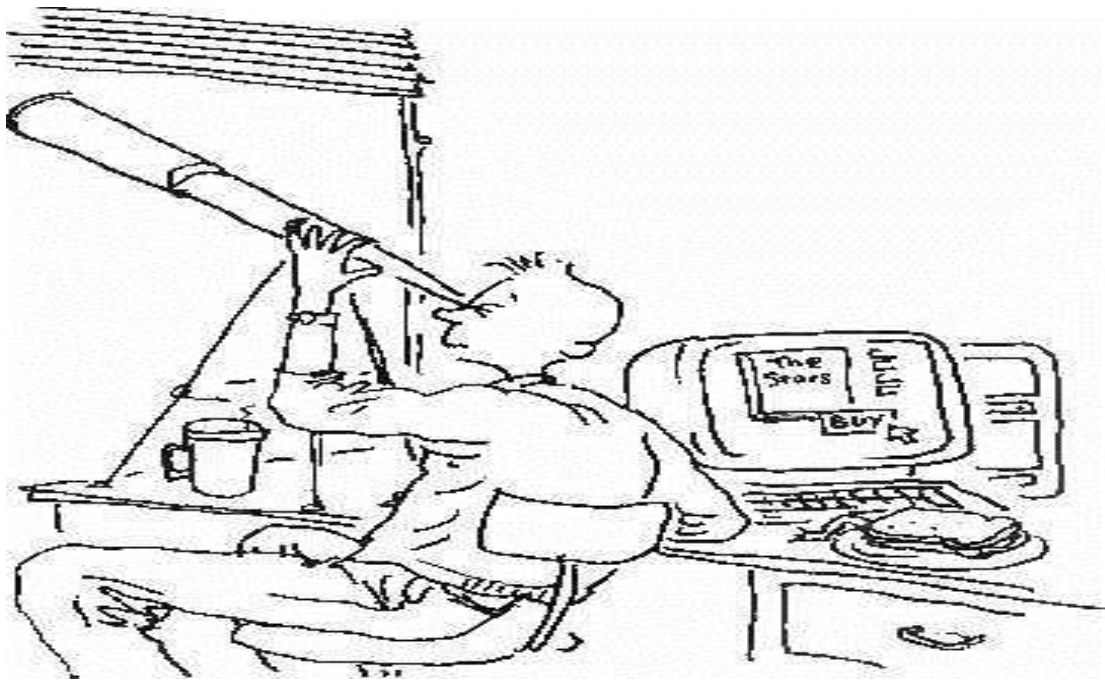
b.

The number of businesses using the Internet for selling products has increased greatly in recent years. Shoppers, too, are using the Internet In greater numbers to buy all types of products, such as books, cameras, and clothing. Although e-business has become popular, there are certain risks involved In Internet shopping that are a concern for both businesses and consumers.

c.

Stargazing—looking at the stars is something everyone should try! I love it. When looking at the night sky, most people observe that the moon, planets, and stars move from the east side of the sky to the west over a period

of several hours. In fact, this movement is actually the movement of the Earth rotating on its axis. In addition, as the Earth revolves around the sun throughout the year, different stars are visible at different times.



d.	
----	--

When the first recordings of country music were made In the 1920s, the only people who listened to them were people who lived on farms and ranches or in small towns in rural America. That's why they called it country music. The farms raised sheep, goats, cows, and a variety of grains, such as corn and wheat. By the middle of the twentieth century, things had changed. You might even have heard a country band in New York City. New York was already becoming a

very popular tourist destination. The statue of liberty was a favorite place to visit. Today, you'll hear American country music Tokyo and Taipei, Bangkok *and* Brussels, *Moscow and* Munich. Nowadays, country singers like Garth Brooks *and* Shania Twain are known around the *world*. With its roots In the folk music of Europe *and* the traditional songs of Africa, country music has become a *global* phenomenon.

e.	
----	--

Adjusting to another culture's food can be a challenge for many travelers. The geography of a country can greatly affect the typical foods that are eaten by its people.

✓ **Types of information:**

**How to make an introduction interesting?**

To make an introductory paragraph interesting for the reader, you can include ...

- Interesting facts or statistics.
- A personal story or example.
- An interesting quotation.





**3. Read the three introductions in Unit 8, exercise 3. What types of information does each introductory paragraph contain?**

**4. Look at the introduction of the essay you wrote for Unit II, exercise 6. With a partner, rewrite the introduction, making changes to improve it.**

✓ **The conclusion:**

**The importance of a conclusion:**

The conclusion is the final paragraph of the essay. A good concluding paragraph ...

- summarizes the main points of the essay.
- restates the thesis (using different words).
- makes a final comment about the essay's main idea.
- may emphasize an action that you would like the reader to take.

Don't introduce new ideas in a conclusion. A conclusion only restates or gives further commentary on ideas discussed in the essay.

**5. Look at the essay in part 1, exercise 1 again. Answer these questions.**

a. Does the conclusion use any of the four techniques described above? Which ones?

.....

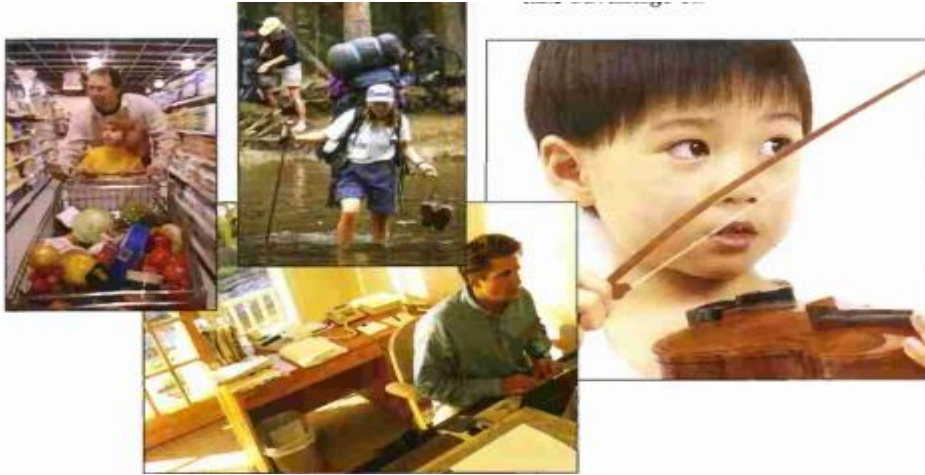
b. Which sentence in the conclusion restates the thesis (from the introduction)?

.....

**6. Match each of these introduction thesis statements with its rewritten version for a conclusion.**

<p>a. Supermarkets are the best places to buy food because of their convenience and lower prices.</p>	<p>People can learn many things by traveling to other countries.</p>
<p>b. Traveling abroad is a valuable learning experience.</p>	<p>Despite the challenges, being an entrepreneur can offer more benefits than other types of employment.</p>

<p>c. Learning to play a musical instrument is very beneficial for children.</p>	<p>The fact that larger grocery stores offer cheap prices and a large selection of products makes them the best place for shoppers.</p>
<p>d. Creating and owning a business offers more advantages than working as an employee in a company.</p>	<p>The World Wide Web gives access to a huge amount of knowledge, but users shouldn't believe everything they read there.</p>
<p>e. More houses should be adapted to use solar energy because it is clean and renewable.</p>	<p>When children are exposed to music and are taught to play instruments such as the piano or violin, there are many positive effects.</p>
<p>f. The World Wide Web can be very useful for research, but it also contains a lot of incorrect information.</p>	<p>The sun gives a constant, free supply of clean energy, which more homes should take advantage of.</p>



**7. Read paragraph (a) in exercise 3, part 1. Choose the best concluding paragraph, below.**

a.

Americans eat many different kinds of food, but the typical diet of many people including eating a lot of fast food. The popularity of hamburger and pizza restaurants has increased greatly over the years. As a result of this diet, many Americans have food-related health problems. To create a healthier society, people should learn about eating a good diet and should teach their children to do the same.

b.

*Clearly, it is difficult to say that there is one type of American food. Every region of the country has its own favorite dishes and cooking styles based on the ethnic influences in that region. From Native Americans and the first European settlers to present-day immigrants, the cuisine of the U.S.A. continues to change with its changing population.*

c.

People who have come from other countries to live in the United States have brought traditions and customs with them and added to American culture, it is possible to find restaurants from all different ethnic backgrounds, especially in larger cities around the country. Immigrants may also maintain their traditions by building places to practice their religion, such as mosques, temples, and churches. By continuing to follow some of their customs and beliefs, immigrants can remain in touch with their past while also living a new life in a new country.

- 8.** Look at the conclusion of the essay you wrote for part 3, exercise 6. With a partner. Re-write the conclusion. make changes to improve it.

## Part V

### Unity and Coherence

In this unit, you will learn ...

- The importance of unity in essay writing.
- How to edit an essay for unity.
- The importance of coherence in essay writing.
- Methods of creating coherence.

#### ✓ **Writing effective essays:**

You've already learned that an essay should be organized into an introduction, a body, and a conclusion. The next step is to make sure that all three parts of the essay work together to explain your topic clearly.

#### ✓ ***Unity in writing***

#### **What is unity?**

Unity in writing is the connection of all ideas to a single topic. In an essay, all ideas should relate to the thesis statement, and the supporting ideas in a body paragraph should relate to the topic sentence.

**1. Read the essay on the next page about "Chinese medicine". Then do these tasks:**

- a. Underline the thesis statement with two lines.
- b. Underline each topic sentence with one line.
- c. List the supporting ideas in each body paragraph on a separate piece of paper.
- d. After you have finished, review the topic sentences and supporting ideas. With a partner, discuss how the topic sentences relate to the thesis statement and how the supporting sentences relate to the topic sentences. Is the essay unified?

**Next Time, Try Chinese Medicine**

The last time I had a cold, a friend suggested that instead of taking the usual cold medicines, I visit the traditional Chinese doctor in our city. Although I knew nothing about Chinese medicine, I decided to try it. When I walked in to the Chinese doctor's office, I was amazed. It was not at all like my usual doctor's. There were shelves up to the ceiling full of glass containers filled with hundreds of different dried plants and other things I could not identify. Could this really be a doctor's office? It seemed very strange to me. When I met the doctor, he explained that Chinese medicine is thousands of years old. The plants in the jars in his office were herbs. These herbs could be mixed together to make

medicines. He explained the philosophy of Chinese medicine. The philosophy of traditional Chinese medicine is not the same as the philosophy of modern medicine, but it is useful for curing many health problems.

Modern medicine focuses on illness. If a patient with a cough visits a modern doctor, then the doctor will give the patient a medicine to stop the cough. If the patient also has a fever, the doctor may give a different medicine to stop the fever. For every person with a cough, the doctor will probably recommend the same cough medicine. The philosophy of modern medicine is to stop problems like coughing and fever as quickly as possible. Western doctors usually see illness as an enemy. They use medicines like weapons to fight diseases.

Chinese medicine, in contrast, has a different philosophy. Instead of focusing on a patient's health problems, Chinese medicine tries to make the patient's whole body well again. Specifically, doctors of Chinese medicine believe that inside people, there are two types of energy. The first type of energy, called "yin," is quiet and passive. The other type of energy, called "yang," is active. When these two energies are in equal balance, a person is healthy. When there is an imbalance-too much yin, for example-a person becomes unhealthy. A doctor of Chinese medicine doesn't try to stop a person's cough by giving a cough medicine. Instead, the doctor gives a mixture of herbs that will restore balance



in the patient's body. As a result, when the body is in balance, the cough will stop naturally.

The Chinese doctor's herbs seemed strange to me at first, but they made me feel better. My cold wasn't cured instantly, but I felt healthy again after a few days. For a very serious health problem, I would probably visit a modern hospital, but the next time I catch a cold, I am going back to the Chinese doctor. Chinese medicine definitely works for some health problems.

✓ ***Editing an essay for unity***

**Keeping unity in an essay:**

One way to keep unity in an essay is to edit the outline for ideas that are not relevant to the thesis statement or topic sentences, as you learned in the previous part. Likewise, after you have written the essay, it is helpful to review the text and look for ideas that do not relate to the thesis or the topic sentences.

**2. Read this thesis statement and body paragraphs. The writer has begun to cross out sentences that do not belong. There is still one large piece of the text that should be removed because it isn't relevant to the thesis. Can you find it? Compare your answer with a**

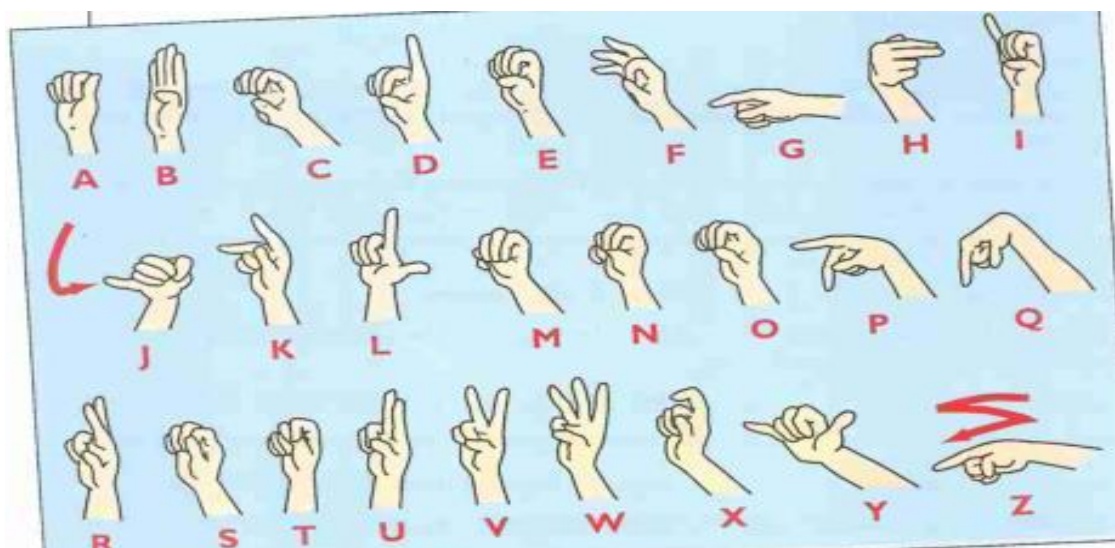
**partner. Then look at the edited version in exercise 6 in this part.**

**Thesis statement:** Sign language, the language used by many deaf people, has a 500-year history.

The first sign language for deaf people was developed in Europe in the 1500s. In Spain, a man named Pedro de Ponce was the first person to teach deaf children using sign language. Another Spaniard, Juan Pablo de Bonet, was the first person to write a book on teaching sign language to deaf people. ~~Most of his students were from rich families.~~ Another important teacher who influenced the development of sign language was a Frenchman named Abbe de L'Epee. L'Epee understood that deaf people could communicate without speech. He started to learn the signs used by a group of deaf people in Paris. Using these signs, he developed a more complete French sign language. ~~L'Epee also taught religion classes.~~ Another Frenchman, Louis Braille, also lived during this time. He invented a system of reading and writing for blind people, using raised bumps that can be felt with the fingers. In Germany, a man named Samuel Heinicke was another important teacher of the deaf during this time. However, he did not use sign language for instruction. Instead, he preferred to teach the deaf to understand other

people by looking carefully at other people's mouths when they spoke. This is called lip or speech reading.

Speech reading became a popular way of teaching deaf in the United States in the mid-1800s. Alexander Graham Bell, who invented the telephone, was one of the strongest supporters of teaching deaf people to do speech reading. Bell became interested in deafness and teaching deaf people. With his interest in science and the production of sound, he focused on ways of helping the deaf communicate with *Sign language for deaf people (people who cannot hear)* listening tools and speech reading. He eventually opened a training school for teachers of the deaf.



~~Not much is known about the use of sign language among deaf people in the United States before the 1800's.~~ The early 1800s were an important period in the development of American Sign language. In 1815, a man named Thomas Gallaudet became interested in teaching deaf people. He

traveled to Europe to study ways of communicating with deaf people. He was twenty-seven years old at this time, and he studied at a school for deaf students in Paris for several months. In 1817, Gallaudet returned to the United States, and he brought with him Laurent Clerc, a deaf sign language teacher from Paris. Gallaudet started the first school for the deaf, and Clerc became the first sign language teacher in the U.S. ~~The school, called American School for the Deaf, still exists in Hartford, Connecticut.~~ American Sign language developed from the mixture of signs used by deaf Americans and French Sign language. Today, it is used by more than 500,000 deaf people in the United States and Canada. ~~About twenty million people in the United States have hearing problems, and about two million of these are deaf.~~

✓ **Coherence in writing:**

**What is coherence?**

Coherence is related to unity. Ideas that are arranged in a clear and logical way are coherent. When a text is unified and coherent, the reader can easily understand the main points.

As you learned in the previous parts, creating an outline helps make a well-organized essay. When organizing your ideas, think about what type of organization is the best for

your topic or essay type. Here are some examples of types of writing and good ways to organize them.

<b>Type of writing</b>	<b>Type of organization</b>
Chronology (historical events, personal narratives, processes)	Order by time or order of events/ steps
Description	Order by position, size, and shape of things
Classification	Group ideas and explain them in a logical order
Comparison / contrast	Organize in point-by-point or block style
Argumentation / persuasion and cause / effect	Order from least important to most important

**3. Look again at the essay in exercise 1 in this part. What type of organizational pattern does the essay use? How do you know? What about the text in exercise 2 in the previous page?**

✓ ***Cohesive devices***

**What is a cohesive device?**

Cohesive devices are words and phrases that connect sentences and paragraphs together, creating a smooth flow of ideas. In this unit, we'll look at transitions, pronoun references, and repetition of key ideas.



✓ **Transitions:**

As you've learned in previous units, there are many transition words and phrases in English that are used to connect sentences together or relate ideas to one another. Here are several types of writing and some common transitions that are used with them.

Chronology	Comparison	Contrast	Additional information	Examples	Cause and effect	Concluding ideas
Before, After, Next, Since, first, second, while, when	Likewise, compared to, similarly, as... as, and	However, on the other hand, But, yet, in spite of, in contrast, Although, instead	And, Also, in addition, in fact, furthermore, moreover, Another...is/ was	for example, in general, generally, for instance, specifically in particular	Therefore, So, Thus, as a result, since, because	in conclusion, in summary, finally, therefore, to conclude, to summarize

4. Use transitions from the list above, or others that you know, to connect these sentences taken from the essay about "Chinese medicine". When you have finished, compare your answers with the essay.
1. ....of focusing on a patient's health problems. Chinese medicine tries to make the patient's whole body well again.
  2. ...., doctors of Chinese medicine believe that inside people, there are two types of energy. The first type of energy, called "yin," is quiet and passive. The other type of energy, called "yang." Is active .... When there is an imbalance-too much yin,
  3. ....-a person becomes unhealthy. A doctor of Chinese medicine doesn't try to stop a person's cough by giving a cough medicine.
  4. .... the doctor gives a mixture of herbs that will restore balance in the patient's body.
  - 5....., when the body is in balance, the cough will stop naturally.

✓ **Pronoun reference:**

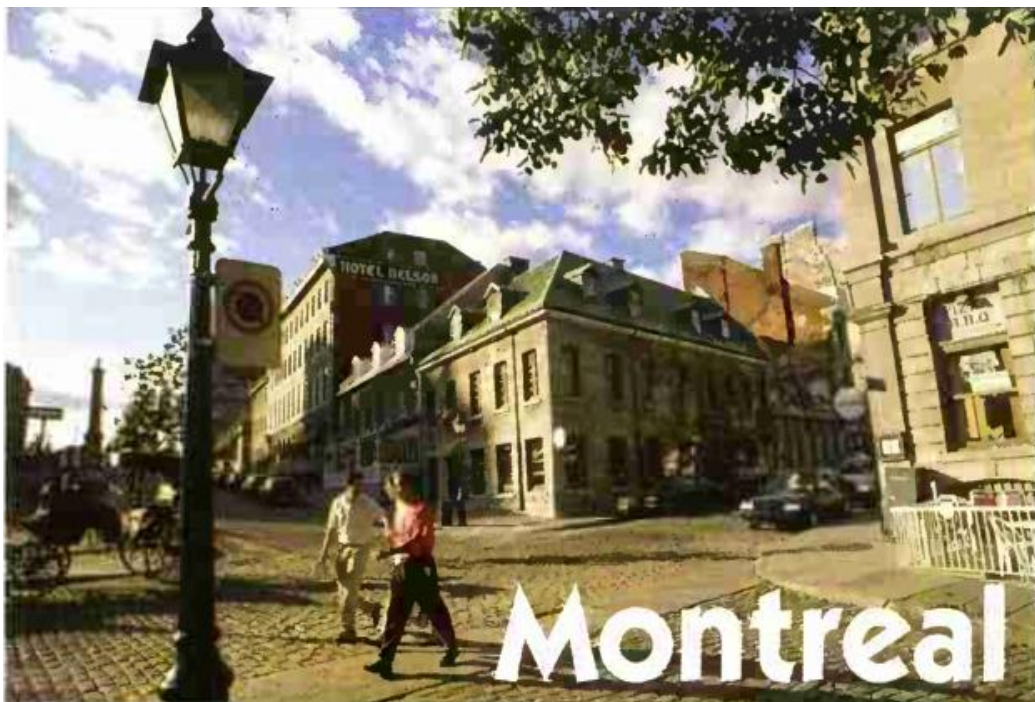
Two sentences can be connected by the use of a pronoun. A pronoun (*he, she, it, they, etc.*) takes the place of a noun (a person, place, thing, or idea) or a noun phrase (several words

that refer to a person, place, thing, or idea). Look at the following example taken from the essay on sign language:

**Ex:** *American Sign Language developed from the mixture of signs used by deaf Americans and French Sign Language. Today, it is used by more than 500,000 deaf people in the United States and Canada.*

The pronoun *it* refers back to the subject. *American Sign Language*, and connects the two sentences together.

- 5. For each of the *italicized* pronouns in this passage, identify the noun or noun phrase to which it refers. Write your answers on the lines below the text.**





Montreal, one of Canada's largest cities, is a popular tourist destination for several reasons. First, the city has a beautiful location.<sup>a</sup> *It* sits on an island in the middle of the St. Lawrence River. In addition, Montreal is both modern and historic. There are many luxury hotels. <sup>b</sup> *It* has a clean and efficient subway system, and visitors can find a wide variety of shops and restaurants, especially downtown. The oldest area of the town, the Vicux Montreal, is very beautiful because many of <sup>c</sup> *its* oldest buildings were protected as areas of the city were re-built or developed. The most interesting thing about Montreal may be <sup>d</sup> *its* French quality. Approximately two-thirds of the people living in or near Montreal are of French origin, and <sup>e</sup> *they* speak French as well as English. In addition to the strong French Influence, there are large groups of people from Germany, Greece, Italy, Hungary, the West Indies, and China *living* <sup>f</sup> *there*.. All of <sup>g</sup> *this* makes Montreal a great place to visit.

- a. it = .....
- b. it = .....
- c. its = .....
- d. its = .....
- e. they =.....
- f. there = .....
- g. this =.....

✓ **Repetition of key nouns or ideas:**

Another way to connect ideas in an essay is by repeating important words and phrases. This will help the reader remember the main ideas in the text.

*Modern medicine focuses on illness. If a patient with a cough visits a modern doctor, then the doctor will give the patient a medicine to stop the cough. If the patient also has a fever, the doctor may give a different medicine to stop the fever. For every person with a cough, the doctor will probably recommend the same cough medicine. The philosophy of modern medicine is to stop problems like coughing and fever as quickly as possible.*

**6. Read these revised paragraphs from the essay on "sign language". Underline examples of transition use, pronoun reference, and repetition of key words. Then compare your answers with a partner.**

**Thesis statement:** *Sign language, the language used by many deaf people, has a five-hundred-year history.*

*The first sign language for deaf people was developed in Europe in the 1500s. Three men in particular contributed a lot to the development of sign language. In Spain, a man named Pedro de Ponce was the first person to teach deaf children using sign language. In addition, another Spaniard, Juan*

*Pablo de Bonet, wrote the first book on teaching sign language to deaf people, at about the same time. Another important teacher who influenced the development of sign language was a Frenchman named Abbe de l'Epee. L' Epee understood that deaf people could communicate without speech. He started to learn the signs used by a group of deaf people in Paris. Using these signs, he developed a more complete French sign language.*

*The early 1800s were an important period in the development of American Sign Language. In 1815, a man named Thomas Gallaudet became interested in teaching deaf people, so he traveled to Europe to study ways of communicating with deaf people. He was twenty-seven years old at this time, and he studied at a school for deaf students in Paris for several months. After that, Gallaudet returned to the United States, and he brought with him Laurent Clerc, a deaf sign language teacher from Paris. As a result of his experience in Europe, Gallaudet started the first school for the deaf, and Clerc became the first sign language teacher in the U.S. American Sign Language developed from the mixture of signs used by deaf Americans and French Sign Language. Today, it is used by more than 500,000 deaf people in the United States and Canada.*

7. This paragraph needs more connection. Revise it. Then share your version with other classmates.



Ho Chi Minh City, in Vietnam, is a fascinating destination for travelers to Southeast Asia. It is located on the Mekong River. It was once an important trading center for the French in Southeast Asia. The influence of French culture can still be felt. Many people, especially the older generations, learned French in school and still can speak it very well. Some cafes serve French-style bread and pastries in Ho Chi Minh City. Expensive hotels and restaurants serve French food. Many of the buildings in the city are built in French style. The Vietnamese and the French fought. The French eventually left the country. There are museums and monuments documenting the country's long-and often bloody history. If you are looking for a unique city to visit in Southeast Asia, Ho Chi Minh City is an attractive choice.

**8. Write an outline for an essay on one of the following topics or on a topic of your choice.**

- a. health and medicine in your country
- b. an important problem in your country
- c. the importance of technology in society

**9. Edit your outline for unity and coherence, then write the essay.**

**10. Exchange the essay you wrote in exercise 9 above with a partner. Look for the use of the cohesive devices you have learned about in this part.**

## **Unit III**

# **Classification Essays**

# Part I

## Vocabulary Builder



We all have many sides to our personality. In addition, we react differently in different situations. Even so, some of our basic personality characteristics tend to stay fairly constant.

- A.** Below are eight pairs of adjectives describing personality. Describe yourself using the words in each pair.

**assertive/passive**

**daring/timid**

**ambitious/easygoing**

**organized/disorganized**

**cautious/reckless.**

**outgoing/shy**

**creative/detail-oriented**

**stubborn/flexible**

I am more.....than I am .....

I am more.....than I am .....

I am more.....than I am .....

I am more.....than I am .....

I am more.....than I am .....

I am more.....than I am .....

I am more.....than I am .....

I am more.....than I am .....

**B. Circle the adjective that best describes the personality of each person:**

**1. Zuleia almost always says no to party invitations because she feels uncomfortable about meeting new people.**

- a. Disorganized      b. shy      c. passive

**2. Maria Belen always agrees to do everything her husband wants to do—even when she doesn't want to do it.**

- a. daring      b. stubborn      c. passive

**3. When the Robinson family traveled to Asia last year, they spent six months planning the trip before they left.**

- a. organized      b. assertive      c. easygoing

**4. Adam read a lot of extra books and studied on the weekends because he wanted to get an A in the class.**

- a. timid      b. ambitious      c. cautious



**5. Paulo loves looking at a blank piece of paper and imagining what he could write on it, but he hates editing his writing.**

a. flexible

b. reckless

c. creative

✓ **Writing Focus:**

**Classification:**

When you classify, you divide objects, people, or ideas into groups or categories. It is something we do constantly. You might organize movies into those you like and those you don't like; you might divide people you know into those who are outgoing and those who are quiet; you might classify music into classical, rock and roll, country, rap, and so on.

You always classify according to a principle even though you may not be aware of it. For example, consider the topic of boats. If you want to write an essay classifying boats, you will state the subject you are describing (boats), the classification principle (for example, how they move), and the categories (in this case, sailboats, powerboats, rowboats).

## **PRACTICE 1: Classifying People:**

Discuss with your classmates different ways you could classify people by filling in this chart. There are no correct answers; the answers will depend on the choices you make. One example has been done for you.

<b>Subject</b>	<b>Classification Principle</b>	<b>Number of Categories</b>	<b>Category Names</b>
People	gender	2	Male, female
People	age		baby, child, A adolescent, adult, senior citizen.
People	education		
People			Extrovert, introvert
People	Body types	3	
People	Hair color		
People	Face shape		
People	occupation		

## **Practice 2: Determining the Classification Principle:**

**The classification principle is understood, but not stated, in these five thesis statements. Select a, b, or c as the understood classification principle. Then compare your answers with a classmate.**

- 1. There are two types of high schools in the United States: public and private.**

- a. quality of instruction
- b. qualification of the teachers
- c. payment for the school

**2. Deep-sea fishing, shore fishing, and river fishing are the kinds of fishing most people enjoy.**

- a. the size of the fish you catch
- b. where you do the fishing
- c. how much you like the activity

**3. In the gym where I work out, there are front-row people, middle-of-the-room people, and back-row people.**

- a. where they usually place themselves
- b. whether they are outgoing or shy
- c. their height

**4. Mexican, Thai, and Italian are the three types of restaurants in my town.**

- a. the nationality of the owner
- b. the type of food that is served
- c. the neighborhood the restaurant is in

**PRACTICE 3: Writing Classification Thesis Statements:**

**Look at the categories and principle for classifying each of the following three group. Then write a thesis statement for each group.**

For example:

**Subject:** Writers

**Principle :** What they write

**Categories:** .....novelists..... . .....reporters.....  
.....poets..... . .....essayists.....

**Thesis statement:** Novelists, reporters, poets, and essayists are four important but different kinds of writers.

Athletes

1. **Subject:** Athletes

**Principle:** The kind of sports they play

**Categories:**..... individual.....team.....

**Thesis statement:**.....  
.....  
.....

2. **Subject:** Actors

**Principle:** Where they act

**Categories:**  
.....movies.....stage.....  
.....T.V.....

Thesis statement.....  
.....

3. **Subject:** Teachers

**Principle:** personality

**Categories:**

.....strict.....moderate...

.....easygoing.....

**Thesis statement**

.....

.....

✓ **Paragraph Support in the Classification Essay:**

How do you turn a simple classification into a full-length essay? The best way is to choose detailed examples and descriptions to convince your reader that your categories are reasonable.

For example, imagine that you have divided the group “my friends” into three categories: worrywarts (people-who worry all the time about everything), bookworms (people who study all the time), and fatalists (people who feel that life is outside their control). Your thesis statement is that all of your friends fall into one of these three groups.

To get started, define the categories. Next, show your reader exactly what makes the people in one group

different from those in the other two. To do this, you may ask yourself some questions:

How does this type of person act?

How does this person feel and behave in certain situations in which the others would feel and behave very differently?

How do I feel when I am with a person like this?

The answers to those kinds of questions will lead you to the illustrations you can use to support your thesis statement.

#### **PRACTICE 4: Brainstorming Ideas for Paragraph Development**

With your classmates, discuss what these three types of people do in the following situations. Write notes next to each category.

1. It's 8:00 A.M., and the writing class starts at 8:30 A.M. The bus should have left at 7:45 A.M., but it's late, and your friend won't get to class on time. What would this person do?

**A worrywart:** .....

**A bookworm:** He would think that this is a great opportunity to reread the textbook lesson for that

**A fatalist:**.....

**2. Your friend was in a car accident. He wasn't hurt badly, but the insurance company says it was his fault, and it won't insure your friend again next year.**

**What would this person do?**

**A worrywart:** .....

**A bookworm :**.....

**A fatalist :**.....

**3. The TOEFL test is two weeks from now. Your friend must get a high score to be admitted to her favorite college. What would this person do?**

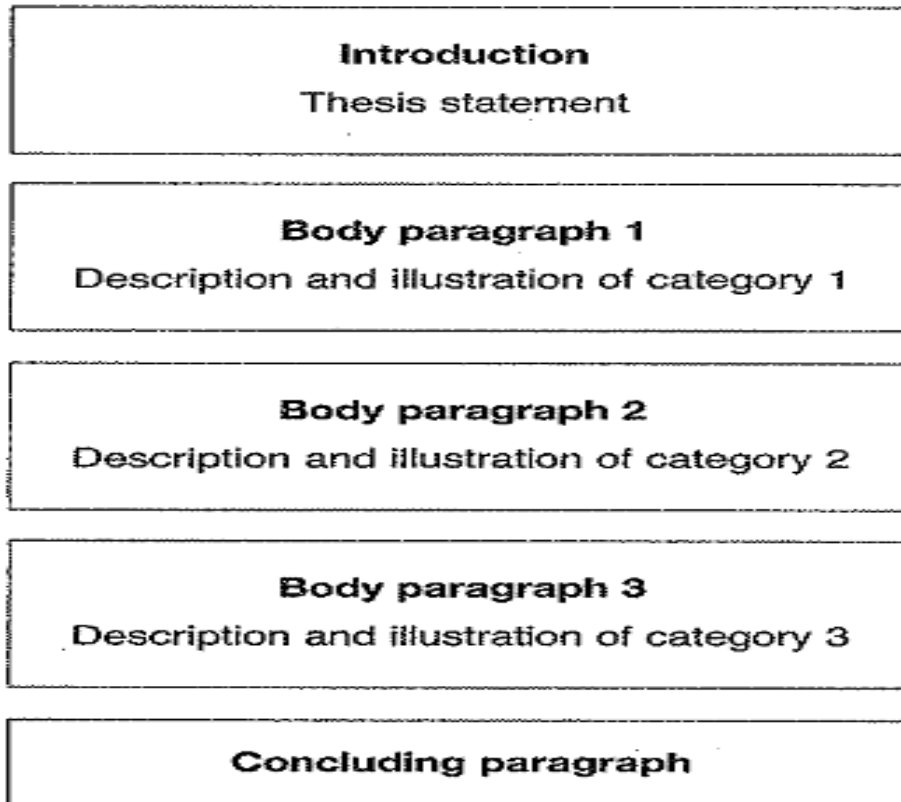
**A worrywart:** .....

**A bookworm :**.....

**A fatalist :**.....

✓ **Graphic Organizer:**

Organizing a classification essay is not difficult because each of the categories you've established becomes a body paragraph. The number of categories determines the number of body paragraphs.



### **PRACTICE 5: Outlining an Essay:**

**Work with a classmate. Complete the following outline of an essay describing your friends as worrywarts, bookworms, and fatalists using the actions and activities you described in Practice 4.**

Title: **My Friends**

Introduction: Why I like them all

Thesis statement: Almost all my friends can be divided into worrywarts, bookworms, or fatalists.

Paragraph 1: The worrywarts



What they do when they're late for something:

.....  
.....

What they do when they have money trouble:

.....  
.....

What they do when there's an important exam coming up:

.....  
.....

**Paragraph 2: The bookworms**

What they do when they're late for something:

.....  
.....

What they do when they have money trouble:

.....  
.....

What they do when there's an important exam coming up:

.....  
.....

**Paragraph 3: The fatalists**

What they do when they're late for something:

.....  
.....

What they do when they have money trouble:

.....  
.....

What they do when there's an important exam coming up:

.....  
.....

**Conclusion:** In conclusion, knowing which category my friends fall into is very useful for me because I know exactly who to ask for help in every situation.

**Model essay:**

**No Man Is an Island**

"No man is an island, entire of itself. " — John Donne, 1572-1631, Sometimes I wish that I were adopted and that I didn't know who my parents were. Then no one could say, "Your cousin Thomas gets all A's in school, so why can't you?" or "That hair of yours is just like your grandmother's; there's nothing you can do about it." The truth is that I'm not adopted, and even though I try to fight against it, I see family

traits in myself all the time. The three main personality types in my family are athletic, studious, and materialistic.

My father and his brother (my uncle Jonas) are athletic. They're both tall and strong. My father gets up at 5 A.M. every Sunday to drive two hours to a golf course. On weekdays, he parks his car three miles away from his office just so he can walk to work. My uncle Jonas is a terror on the basketball court. Even when he's playing with his seven-year old son, he plays to win. I know that some of that athleticism has come down to me because even though I don't play sports seriously, I love working up a sweat in the gym.

The studious types in my family are the ones everybody talks about. My cousin Anna Louise, for example, is a goody-goody high school student who wins many school prizes. All she knows about life is what she has read in a textbook. My brother Alfred is also studious, but he's totally different from Anna Louise. He's great with computers. He can fix anything electronic and reads all the latest electronics and science magazines. Naturally, he gets top honors in his science and math classes. I used to think that I was completely different from Anna Louise and Alfred, but now I have discovered an academic subject that I really love: history. I'm so interested in history that I carry books about history around with me everywhere I go.

My mother's two sisters and their children are the materialistic ones in our family. These two aunts have

brought their kids up to believe that the only things that are valuable in the world can be counted in money. Every time I'm with these cousins, they talk about how much their new watch cost or how much money they'll make when they go into business like their dads. After two hours of that, I just have to get away. Still, I have to admit that there is a little materialist inside me as well. A friend asked to borrow my new leather coat the other day, but I said no. I had saved my money a long time to buy that coat, and I didn't want to share.

Like most people, I like to think that I am unique. However, as I get older, I can see some of the family traits in my personality. I'm not much of an athlete, but when I play tennis I'll drive myself to exhaustion rather than lose a game. Even though I never got good grades in school, my new love of history definitely shows that I have some studious characteristics. Also, now that I am finally earning some money and have bought a few nice things, I realize that I have more in common with my irritating cousins than I used to think. Whether I like it or not, I see a little of my relatives in myself.

### **PRACTICE 6: Analyzing Model Essay 1**

With a classmate, discuss these questions about Model Essay

**1. What is the subject that is classified in this essay?**

.....  
.....

**2. What is the classification principle?**

.....  
.....

**3. How many categories does the writer divide the subject into?**

.....  
.....

**4. What are the names of the categories in this essay?**

.....  
.....

## Part II

### Structure & Mechanics

#### Connectors of Example and Consequence:

In essays that classify, the use of connectors of example is crucial. In order for your reader to clearly grasp how you are classifying, you need to give at least one example of each category. In addition, you will frequently want to use connectors of consequence (or result) in the concluding sentence of a paragraph to summarize how your examples relate to your classification principle. Look at the chart and the model sentences that follow. Pay careful attention to the use of commas and semicolons.

#### CONNECTORS OF EXAMPLE AND CONSEQUENCE

Purpose	Connectors of Example	Connectors of Consequence	Sample Sentences
Connect two independent clauses	for example, for instance	as a consequence as a result consequently for this reason therefore	Some of my friends are shy. <b>For example</b> , Ching and Hiro never say much when we are with other people.  I enjoy the peaceful company of good friends; <b>therefore</b> , I appreciate the serenity of Carlos and Maria.

connect two  
independent  
clauses

so

More and more  
people who live  
alone want a pet  
for company, so  
the pet services  
industry has  
expanded greatly.

**PRACTICE 8: Writing Sentences with Connectors:**

**Combine the two ideas below with a connector of example or of consequence. Change the tense of the verb in parentheses if necessary. Watch your punctuation!**

For example:

**1. sunny day—(go) swimming**

It was a sunny day. Therefore, we went swimming.

**2. miserable weather—(cancel) picnic**

.....

**3. solar energy—(heat) water**

.....

**4. sick—(go) to the doctor**

.....

**5. living former U.S. presidents—(be) Bill Clinton**

.....

**6. too much work—(not go) to the party**

.....

## Part III

### Writing to communicate

#### Your Turn:

Now it is your turn to write a classification essay. Choose one of the four topics below. Follow the process steps described in the previous parts.

#### Topic 1: Friends

Classify your friends. When you brainstorm, think about how you could classify your friends and what principle you could use. For example, you could classify them according to:

- a. what you do with them
- b. how you met them
- c. what you learned from them
- d. how close you feel to them
- e. when they were your friends

**Now organize your essay by following this outline.**

**Subject:** My friends

**Principle:** .....

**Category 1:** .....

**Category 2:** .....

**Category 3:**.....



## **Topic 2: Movies**

There are lots of ways in which you can classify movies. For example, your classification principle could be the country of origin of the movie, the way the audience reacts to the movie, whether the actors sing in the movie or not, and so on. Think of a classification principle that you are interested in and write it here:

**Subject:** movies

**Principle:** .....

**Category 1:** .....

**Category 2:** .....

**Category 3:**.....

## **Topic 3: My Family Characteristics**

Choose three kinds of traits in your family, such as appearance, interests, and skill. Write a thesis statement that includes these categories. Consider the examples or anecdotes you will use to support your thesis statement.

For example, does your category of appearance include only such characteristics as height, or hair color, or the shape of your nose? Or are you also going to include such characteristics as the way a person walks or sits or dresses? If you use the categories of interests or skills, you will

probably want to tell a brief story (anecdote) to illustrate that category.

**Subject:** my family characteristics

**Principle:** .....

**Category 1:** .....

**Category 2:** .....

**Category3:**.....

#### **Topic 4: Athletes**

Athletes can be classified according to many principles. One principle could be how much money they earn. Another principle might be how hard or how often they play. How many other principles can you think of to classify the subject athletes.

**Subject:** athletes

**Principle:** .....

**Category 1:** .....

**Category 2:** .....

**Category3:** .....

**Unit IV**  
**Process Essays**

## **Part I**

### **Vocabulary Builder**

Look at the list of words in the chart. Discuss their meaning with a classmate and your instructor. Use a dictionary if necessary. Then look at the pictures on the next page. Which of the words in the chart do you associate with each picture? Write them on the lines. Words can be used more than once. Then share your ideas with classmate.

#### **WORDS ABOUT EXERCISE**

<b>Nouns</b>	<b>Adjectives</b>	<b>Verbs</b>
couple	aerobic	climb
endurance	coordinated	dance
heart rate	individual	jog
pace	rhythmic	stretch
stamina	steady	swing

## **Part II**

### **Writing Focus**

#### **✓ Process:**

In this part, you will practice writing essays that describe a process. A process is a series of events or steps that are orderly and predictable. You can describe a process in the past, such as how something happened; a process in the present, such as how something works; or a process in the future, such as how to do something. A process essay describes the steps or stages in the change of something into something else. To write this type of essay well, it is important to make sure that all the steps are covered and that they are presented in chronological order.

#### **Graphic Organizers:**

The number of paragraphs in a process essay depends on how you organize your information. Some essays are very simple and have only three paragraphs: an introduction, a long body paragraph, and a conclusion. Other essays may have two, three, or even more body paragraphs.

### Graphic Organizer 1

#### Introductory paragraph

Thesis statement

#### Long body paragraph

All the steps in the correct chronological order

First steps



Last steps

#### Concluding paragraph

Essay conclusion

### Graphic Organizer 2

#### Introductory paragraph

Thesis statement

#### Body paragraph 1

Components, tools, and equipment

#### Body paragraph 2

Description of the process step-by-step

First step



Next step



(Next step)

etc.

#### Concluding paragraph

Essay conclusion

## Model Essay

### **A Change of Heart**

His Holiness the Dalai Lama has said that all human beings seek happiness and freedom from suffering. However, what brings happiness and joy? From my experience, what gives you the most pleasure varies a lot with the kind of person you are, but it also depends on your stage of life. Our concept of happiness goes through five stages as we mature.

In the first stage of life, our happiness depends mostly on family ties. A child needs security and attachment to one or more adults to be happy. Babies gaze adoringly into the eyes of their mothers because that's what makes them happy when children smile at their parents and their parents smile back, they feel safe and loved. Parents are their entire world. However, we don't remain babies; we grow into the next stage of life.

As children become teenagers, they often try to distance themselves from the family that previously was their entire universe, in Western cultures, parents almost expect their teenager to be rebellious. Nevertheless, in all cultures teenagers seek other people their own age outside their

families, and they find their happiness primarily in socializing with their friends.

In the next stage, early adulthood, our concept of happiness changes again. At this stage, most people seek attachment to one special person. This expectation and desire to find happiness in a romantic attachment is so strong in some cultures that people feel unhappy if they don't find it. In other cultures, mutual respect between marriage partners is more highly valued than romantic love, but the attachment between the two people is just as strong.

As they enter a later stage of adulthood, many people begin to expand their views. They move from only seeking happiness from a two-person relationship to seeking fulfillment from achievements and social relations. Their circle grows wider, including long-term friends as well as an extended family, and many people focus intensely on achieving career goals. Because most people are also financially better off at this stage, many begin to travel, and they find a lot of satisfaction in meeting and forming relationships with people from other cultures.

Finally, in the last stage of life, we mature into old age, and the idea of what brings us happiness often changes again. At this stage, many people begin to realize that possessions and



money didn't really bring lasting happiness. They seek happiness in self-actualization through helping others, through artistic efforts, or from spiritually.

In conclusion, the baby looks for happiness in the intimate contact with loving parents, but teenagers seek to break the bonds which held them so tight While young adults look for happiness through a perfect mate, older adults often seek enjoyment in recognition of their achievements or in friends, and mature adults tend to look for personal or spiritual satisfaction. As we live through the stages of life, we change, and change, although never easy, is the spice of life.

### **PRACTICE 1: Analyzing Model Essay 1**

With a classmate, discuss the answers to these questions about Model Essay 1.

**1. Does the thesis statement have these things? (Check' all that apply)**

- clear topic
- controlling idea
- predictor

**2. How many steps are in the process?**

**3. Which organizational pattern is used in the essay?**

## Model Essay 2:

### Culture Shock

I moved to another country when I was eighteen, and I have now lived there for ten years. By now, it is very comfortable for me to live in my new country. Although I was happy at first, after a while I began to feel miserable. Luckily for me, a friend of mine showed me how the process of adjusting to a new culture goes through distinct stages. Her explanations made me feel more secure because then I could predict how I would feel about my new home. According to my friend's explanation, there are four stages of cultural adjustment.

Initially, you feel happy in the new environment. It's new and it's exciting. You think that everything here is better than where you were before. My friend called this the "honeymoon" stage. The second stage comes very quickly, and it's almost unavoidable. Your initial love affair with your new country quickly turns to hate. Suddenly, you start to see everything that seems wrong with this country. It could be the traffic, the way people smile or don't smile, the customs about paying attention to time, or even the food. My friend told me that this unhappy feeling was quite natural and that I ought to notice it, but that I shouldn't pay too much attention to it. If I could just hold on and survive this culture shock period, she said I

would arrive at the next stage: acceptance. This is the stage in which you realize that your new country is truly different from the one in which you grew up, but that there are no rights and wrongs in culture. It just is. Once you accept that, you can keep working toward your goals. However, she also said that there was a fourth stage, which she called the “at home” stage. At this stage, you feel at home in the new country, and you feel completely comfortable with your daily life. You know how to do small things like buy a newspaper, fill your car with gas, or book an airplane flight over the telephone.

To sum up, the four stages of cultural adjustment made a lot of sense to me, and I have passed through every one. However, what my friend didn't tell me is that when you return to your native country, you are very likely to go through the stages all over again! I have heard this called "re-entry shock." Knowing this helps me a lot as I travel back and forth between my native country and my adopted country.

### **PRACTICE 2: Analyzing Model Essay 2:**

With a classmate, discuss the answers to these questions about Model Essay 2.

- 1. Does the thesis statement have these things? (Check all that apply).**

- clear topic
- controlling idea
- predictor

**2. How many steps are in the process?**

**3. Which organizational pattern is used in the essay?**

**PRACTICE 3: Ordering the Steps in a Process:**

Daniel feels that his life is too busy. He wants to calm down. He wants to practice meditation. What are his first steps in learning how to meditate?

Write the numbers 1 through 7 in the exercise below. Then compare the order for the steps you chose with a classmate. If your answers are different, discuss the reasons for your choices.

	<b>My Choices</b>	<b>My Classmate's</b>
Pay attention to your breath.		
Open your eyes		
If your mind wanders, focus again on your breath.		
Find a quiet place to sit.		
Start to breathe slowly.		
Close your eyes.		
Notice how you've become calmer.		

## Part III

### Chronological Connectors

As you know, connectors join sentences and improve the relationship of ideas in a text. There are several different types of connectors: transitions, conjunctions, and prepositions. This chart reviews the different type of connectors and provides a list of some common ones used in essays that describe a process.

#### Chronological Connectors

Purpose	Common Linking Words	Sample Sentences
connect two independent clauses	First, second, Next, then, after that at this point, later on. finally	Sue played basketball. <b>After that</b> , she played tennis.
introduce adverb clauses	After, before, since When, while	<b>After</b> Sue played basketball, she played tennis. Sue played tennis <b>after</b> she played basketball.
connect two independent clauses	And	Sue played basketball, <b>and</b> she played tennis.

precede nouns or noun phrases	After, before, in addition to, prior to, since	After playing basketball Sue played tennis. Sue played tennis after playing basketball.
-------------------------------------	--	--

✓ **PRACTICE 1: Adding Connectors**

Read the ten steps below describing the process of making scrambled eggs. Then write a complete paragraph using the sentences and the connectors in parentheses.

Note that the steps are in the imperative. When a subordinating conjunction used, you will need to change the imperative verb. Use you as the subject and present tense verb in the adverb clause. For example:

• **Pour milk into the glass. Add chocolate syrup. (before)**

Pour Milk into the glass before you add chocolate syrup.

1. Break three eggs in a bowl.
2. Mix them using a wire whisk.
3. Add one tablespoon of water for each egg.
4. Add a pinch of salt.
5. Heat a frying pan.
6. Melt one tablespoon of butter in the pan.
7. Pour in the egg mixture.
8. Stir the eggs by scraping the pan with a spatula.
9. Stop scraping when the eggs are golden yellow.
10. Don't overcook the eggs. Cooking eggs too long makes them rubbery.

Sentence 1 (first)

.....

Sentence 2 (next)

.....

Sentences 3 and 4 (after) (Note: Change the imperative verb.)

.....

Sentence 5 (at this point)

.....

Sentences 6 and 7 (after) (Note: Change the imperative verb.)

.....

Sentences 8 and 9 (until)

.....

Sentence 10 (finally)

.....

**Reviewing Comma Use:**

You have learned how to use commas correctly with coordinating conjunctions. Practice 2 reviews of all these uses of a comma.

**PRACTICE 6: Using Commas in a Process Paragraph:**

Insert commas in the correct places in this paragraph. The paragraph needs 12 commas.

## **Training for My First Marathon**

My year of training for my first marathon consisted of three stages. First of all I needed to improve my strength so I started going to a gym every day. I did an aerobic exercises with free weights took a weightlifting class and even climbed the gym's rock wall. At this point I started working on my flexibility. I added yoga to my exercise routine. After a few months I really noticed a difference. Without any difficulty I could stretch far enough to touch the floor. My third stage was an emphasis on stamina. After I started jogging every morning my resting heart rate was slowing down and I was breathing better. The aerobic nature of jogging really helped me. At the end of my year in training I finally felt brave enough to register for the marathon. I never thought it would be possible but I actually competed in a marathon last year and it was great!



## Part IV

### Writing to Communicate

#### **Your Turn:**

Your process essay assignment for this chapter is "How to stay physically healthy. Start by brainstorming with your classmates the many aspects of physical health. For example, ask yourselves questions like these:

- Does the food we eat matter?
- Does it matter when we eat it?
- What kinds of exercises should we do?
- How can we avoid illness?

Second, select the aspects of physical health you want to write about. Now organize your ideas in an outline and start planning your thesis statement. Some people write the thesis statement and the body paragraphs first and the introduction and conclusion afterward. Then read through your essay and revise it as necessary. At this point, exchange your essay with a classmate and use the Peer Help Worksheet (in the practical sheet) to give each other feedback. Finally, with your classmate's comments and your own ideas, edit your essay and write the final draft, paying special attention to punctuation and capitalization.

## **Writing to Communicate ,.. More**

Process writing can be long and complicated, or it can be short and simple. It can be a whole book (e.g., Dale Carnegie’s *How to Win Friends and Influence People*), a medium-length article in a magazine (“How to Lose 10 Pounds in 10 Days” or “How to Succeed in Business”), or just a list of steps to program your DVD player or set up an e-mail account. Following are some other topics that lend themselves to a process organizational pattern. Choose one and write an essay about it.

### **Sports and Games:**

All over the world, people play games in their free time. These games range from simple children’s games, such as jumping rope, to complex adult games such as chess and tennis. Think of a simple sport or game and write an essay describing how to play it. Consider the following:

- What equipment do you need?
- What are the main rules of the game?
- How do you win the game?

## **Preparing For and Surviving Disasters:**

Natural disasters can happen anytime and anywhere. How can you be well prepared for such a disaster? What could you do before, during, and after it to increase your chances of survival? Choose from these natural disasters:

- Earthquakes
- Mudslides
- avalanches
- hailstorms
- tornadoes
- Hurricanes
- Floods
- And snowstorms.

Write an essay explaining how you can prepare for and survive this disaster. Consider the following:

What supplies would you need to survive until help comes? (food, water, heat source, clothes, medical supplies, etc).

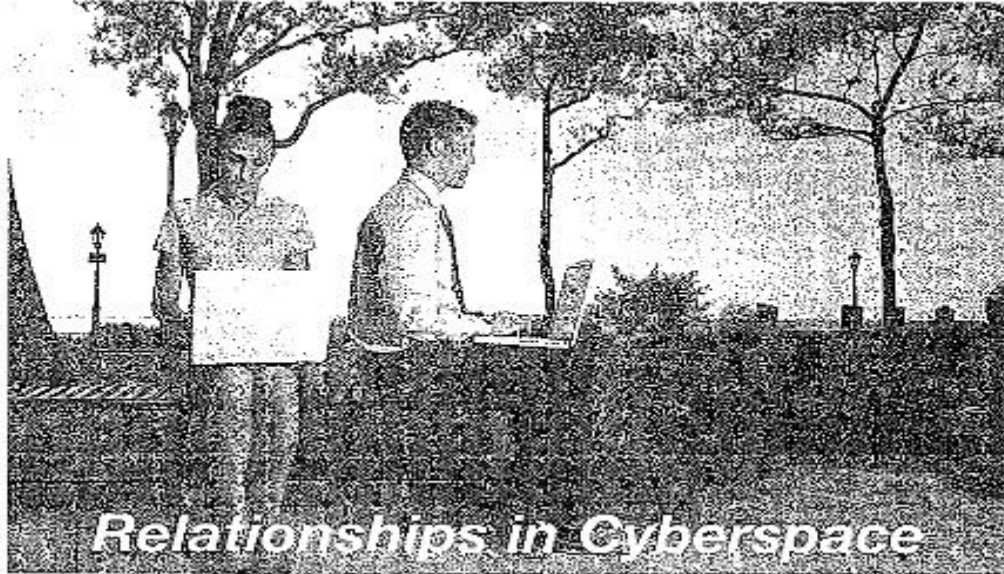
- How can you make your home safe from a disaster?
- What kind of plan should you make to contact family or friends?
- What should you do and not do during the disaster?
- What are the first things to do to recover from the disaster?

## **Unit V**

# **Persuasion (Argumentative) Essays**

## Part I

### Vocabulary Builder

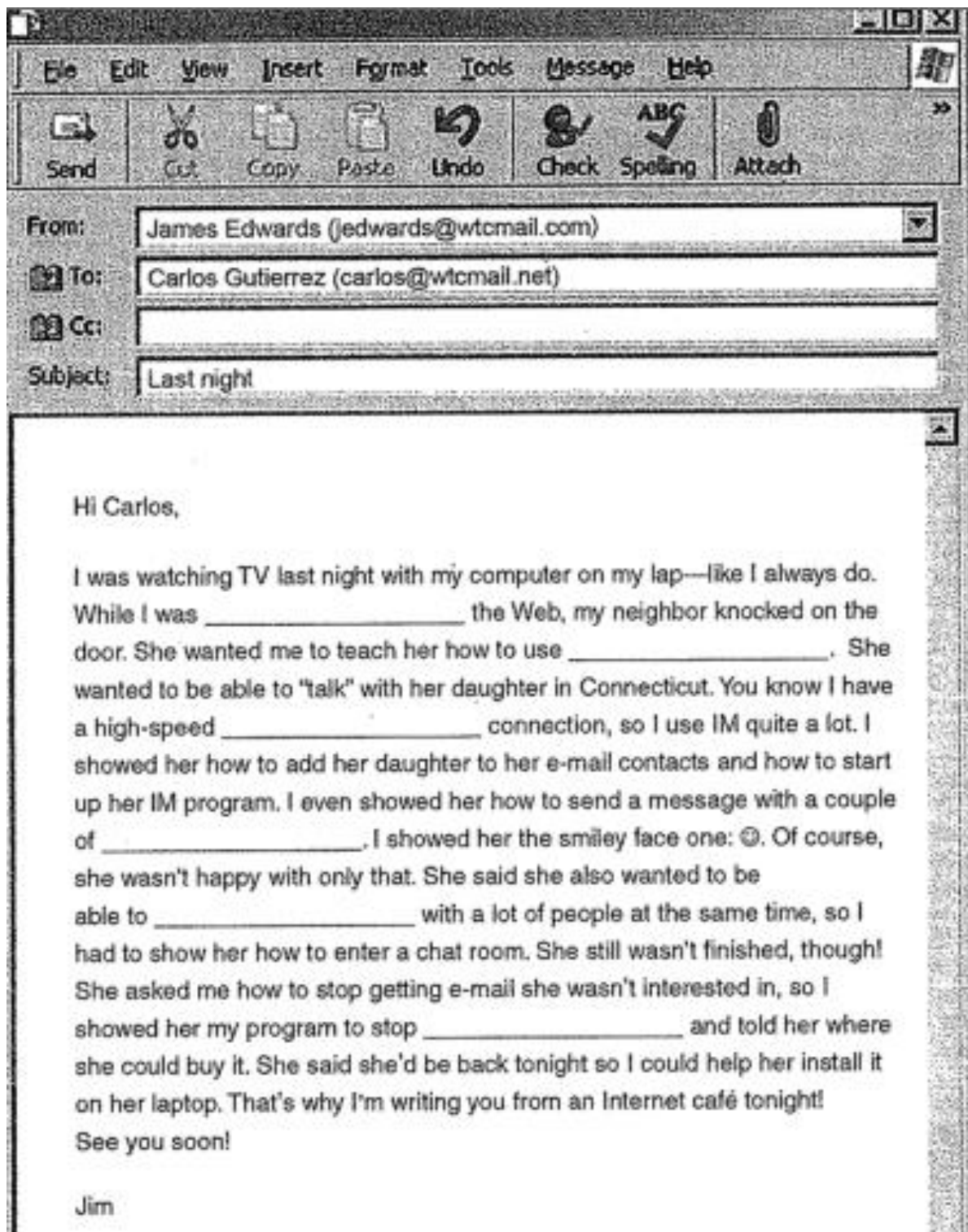


#### 1. Vocabulary Builder:

A. Flow much do you know about cyberspace? Work with a classmate to match the word with its definition. Then change the word form in the e-mail below if necessary.

1. emoticon	b. junk e-mail; e-mail you don't want from someone you don't know
2. instant messaging (IM)	b. real-time communication in writing between two people
3. chat	<b>c.</b> use the Internet to look for information
4. spam	d. a symbol for feelings; for example, ©
5. surf	e. Internet connection without a cable
6. wireless	f. real-time communication in writing among more than two people

**B. Use the words from Part A to fill in the blanks of the e-mail**



The screenshot shows an email client window with a menu bar (File, Edit, View, Insert, Format, Tools, Message, Help) and a toolbar (Send, Cut, Copy, Paste, Undo, Check Spelling, Attach). The email header shows the following information:

**From:** James Edwards (jedwards@wtcmail.com)  
**To:** Carlos Gutierrez (carlos@wtcmail.net)  
**Cc:**  
**Subject:** Last night

The body of the email contains the following text:

Hi Carlos,

I was watching TV last night with my computer on my lap—like I always do. While I was \_\_\_\_\_ the Web, my neighbor knocked on the door. She wanted me to teach her how to use \_\_\_\_\_. She wanted to be able to "talk" with her daughter in Connecticut. You know I have a high-speed \_\_\_\_\_ connection, so I use IM quite a lot. I showed her how to add her daughter to her e-mail contacts and how to start up her IM program. I even showed her how to send a message with a couple of \_\_\_\_\_. I showed her the smiley face one: ☺. Of course, she wasn't happy with only that. She said she also wanted to be able to \_\_\_\_\_ with a lot of people at the same time, so I had to show her how to enter a chat room. She still wasn't finished, though! She asked me how to stop getting e-mail she wasn't interested in, so I showed her my program to stop \_\_\_\_\_ and told her where she could buy it. She said she'd be back tonight so I could help her install it on her laptop. That's why I'm writing you from an Internet café tonight!

See you soon!

Jim



5. He .....me to stop sending him e-mail to his office account. He said that his boss might see it and wouldn't like it.

a. urged

b. emerged

✓ **Persuasion:**

Persuasion gets to the heart of academic writing. In a sense, the purpose of all academic writing is to persuade someone to do something or to convince someone of your point of view. This is why thesis statements give opinions. In a persuasive essay, as in all essays, the body paragraphs explain your **arguments** or reasons why you think the way you do.

✓ **Choosing a Topic for a Persuasive Essay:**

People can disagree about anything. They can disagree about how many cell phones were sold last year, who the president of South Africa is, or what the best kind of coffee is. However, none of these topics will make a good persuasive essay. The first two topics are about facts, and statements about facts are either right or wrong. The last topic deals with a matter of taste and personal belief, and persuasive arguments do not change your personal tastes or your beliefs.

When you write a persuasive essay, it's important to choose a topic that can be influenced by persuasive arguments. In



addition, you must have an opinion about this issue and state it. Arguments about legal topics are good examples. Should we allow sixteen-year-olds to drive cars? If yes, why? If not why not? Should we permit tobacco or alcohol sales in our country? Why or why not? If you can't see two sides to an issue, then it probably won't make a good persuasive essay.

**PRACTICE 1: Determining What Makes a Good Topic for a Persuasive Essay:**

Below are six possible topics for persuasive- essays. For each topic: Decide whether you think each topic will make a good persuasive essay. Put a check mark (✓) in the column of your choice. Discuss your choices with a partner.

Topics	good persuasive essay topic	poor persuasive essay topic; it's about facts	poor persuasive essay topic; it's a matter of taste or personal belief
Types of new cars			
the uses of technology the value of technology			

the best place to go on vacation the use of animals in medical testing			
the worst accident I ever had			
the most delicious			

## **Part II**

### **Ordering of Arguments**

When you consider your arguments for a particular thesis statement you want to support, you need to decide the order in which you want to present your ideas to the reader. These are the main organizational patterns:

- Ascending order means starting with the least important and building up to your strongest argument.
- Equal order means that you feel that all your arguments are of equal importance, so the order in which you place your arguments isn't important.

The most common type of order used in persuasive essays is ascending order because most writers want the reader to remember what the strongest argument is.

✓ **Graphic Organizers:**

**Ascending Order**

**Introductory paragraph**

Thesis statement

**Body paragraph 1**

Your least important argument and support for that argument

**Body paragraph 2**

Your second most important argument and support for that argument

**Body paragraph 3**

Your most important argument and support for that argument

**Concluding paragraph**

## Equal Order

### Introductory paragraph

Thesis statement

### Body paragraph 1

Your first argument and support for that argument

### Body paragraph 2

Your second argument and support for that argument

### Body paragraph 3

Your third argument and support  
for that argument

### Concluding paragraph

## **PRACTICE 2: Ordering Arguments:**

Below you will find a thesis statement and three arguments to support it. With a partner, discuss which of these arguments are more or less important. Put number 1 in front of the argument you think is most important, 2 in front of the second most important, and 3 in front of the least important argument. Then explain to the class why you ordered the arguments in this way.

**Thesis statement:** Electronic communication is hurting students' writing skills.

**Arguments:**

\_\_\_\_\_ Because they depend on the spell checker, students aren't learning how to spell.

\_\_\_\_\_ Students use the same casual style in their school papers as in their e-mails.

\_\_\_\_\_ Students use abbreviations and emoticons even in their academic essays.

**PRACTICE 3: Practicing Argumentation:**

**Below are two thesis statements. With one or two partners, discuss arguments that you can give to support each thesis statement. Then order them.**

1. Electronic communication is very useful for senior citizens.



**a.**.....  
.....

**c.**.....

Electronic communication is good for the environment

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

**Model Essay 1**

**Everyone Is Talking, and No One Is Listening**

Since the middle of the 1990s, the ability to communicate electronically has expanded dramatically. Electronic communication is changing how people relate to one another. However, one thing remains constant: These new forms of communication are not face to face. They are distant, and they keep people at a distance. In my opinion, due to electronic communication, relationships today are changing for the worse; they have become fragmented? Superficial, and anonymous.

Communication these days is becoming a process of exchanging messages of two or three words. There is no longer time for serious and deep reflection. For example, in most countries, sending a text message via a cell phone is much cheaper than talking on that phone, so people send each other silly messages like "RU ready?" or "4 sure." The language of Shakespeare and Milton has become reduced to abbreviations. With Instant Messenger (IM), people send each other emoticons such as a smiley face instead of sentences. In addition, since Instant Messenger depends on

who has the fastest connection, there cannot be real communication. There is no give-and-take. These fragmented messages are not true communication.

The current ability to relate to one another electronically is largely textual; that is, people read messages from each other. Blogs, or Web logs, have become the way to communicate. However, anyone, anywhere can create a blog, and they can write anything they want. There are millions of blogs being produced. It seems that everyone wants to shout, "Hey, here I am! This is me!", but no one really listens. No one responds. Another reason why relationships are becoming more superficial is the spread of e-mail. It's impossible to have a serious discussion with people through e-mail. Because they are overwhelmed by spam in addition to real messages, people just skim what they see and either make a rapid, thoughtless response or ignore it completely. No one reads e-mail messages carefully because there are just too many of them.

Finally, while one great advantage of the World Wide Web is that it is anonymous, this is also its major disadvantage. Anyone can pretend to be anyone. For example, a sixteen-year-old high school student could say that he is a twenty three-year-old college graduate, and the person reading his blog or profile would never know. This type of anonymity can also put Internet users at risk. There are many news stories



about a criminal convincing a teenager to meet him at a coffee shop or a mall. The teenager agrees to meet her Internet friend because she thinks she is meeting another teenager. The Web knows no one; a person can invent an identity. It's clear that there can be no real communication when it's so easy for someone to remain anonymous.

In short, electronic communication has multiple advantages, but it also has disadvantages. This new form of communication makes people lonelier because they don't make real and meaningful connections. The communication is fragmented and superficial, and it is not always honest because of the ability to be anonymous. Fewer silly messages and more face-to-face communication would make us better people, I think.

**PRACTICE 4: Analyzing Model Essay 1:**

With a partner, discuss the answers to the following questions.

**1. Which organizational pattern does this essay follow?**

**(Check one.)**

- a. ascending order      b. equal order

**2. What is the predictor in the thesis statement?**

-----

**3. The first body paragraph supports the opinion that electronic communication has made our relationships**

**more fragmented. Give an example of each of the communication methods the author mentions:**

a. Abbreviations:.....

b. Emoticons:.....

**4. How do the author's examples of blogs and the increase of e-mail support the second opinion that electronic communication is superficial? Give two examples.**

a.....

b.....

**5. Give two examples in the essay to support the author's third argument that electronic communication makes people anonymous.**

a.....

b.....

**6. Do you think this essay is convincing? Why or why not?**

.....

.....

## Part III

### Structure & Mechanics

#### Connectors of Argumentation:

As you know, connectors are useful in showing relationships between ideas in your writing. The connectors commonly used in persuasive essays are transitions. Some transitions order your arguments as ascending or equal. Others are used to strengthen an argument. Look at this chart and study the sample sentences.

#### Connectors for Argumentation

Purpose	Adding Strength	Most important	Sample Sentences
connect two independent clauses	Indeed  in fact	most importantly most significantly	When I'm away on business, e-mail allows me to communicate best through email.
	Above all Most of all	There are many things to remember when you write a research paper on the computer. Above all, you must save your document frequently so that you don't lose any work.	

<b>Purpose</b>	<b>Equal</b>	<b>Final</b>	<b>Sample Sentence</b>
connect two independent clauses	equally important	finally	There are many reasons to have several e-mail accounts; for one thing, you can keep your social life and your professional life separate.
	For one thing	lastly	
	For another thing		

**PRACTICE 1: Using Connectors of Argumentation:**

Use one of the transitions in the chart above to fill in each blank below, than one answer is possible. After you finish, share your completed paragraph with a partner or a small group.

**Pre-Internet Life**

Life before the Internet was much better. ...., going to your mailbox was more interesting. ...., you might find an actual personal letter. ...., libraries were used more. ...., people visited or called each

other more often instead of just e-mailing them. Nowadays, no one needs to leave the house to find information. In short, people were better off before the Internet changed everything.

**Your Turn:**

Write an argumentation essay about electronic communication.

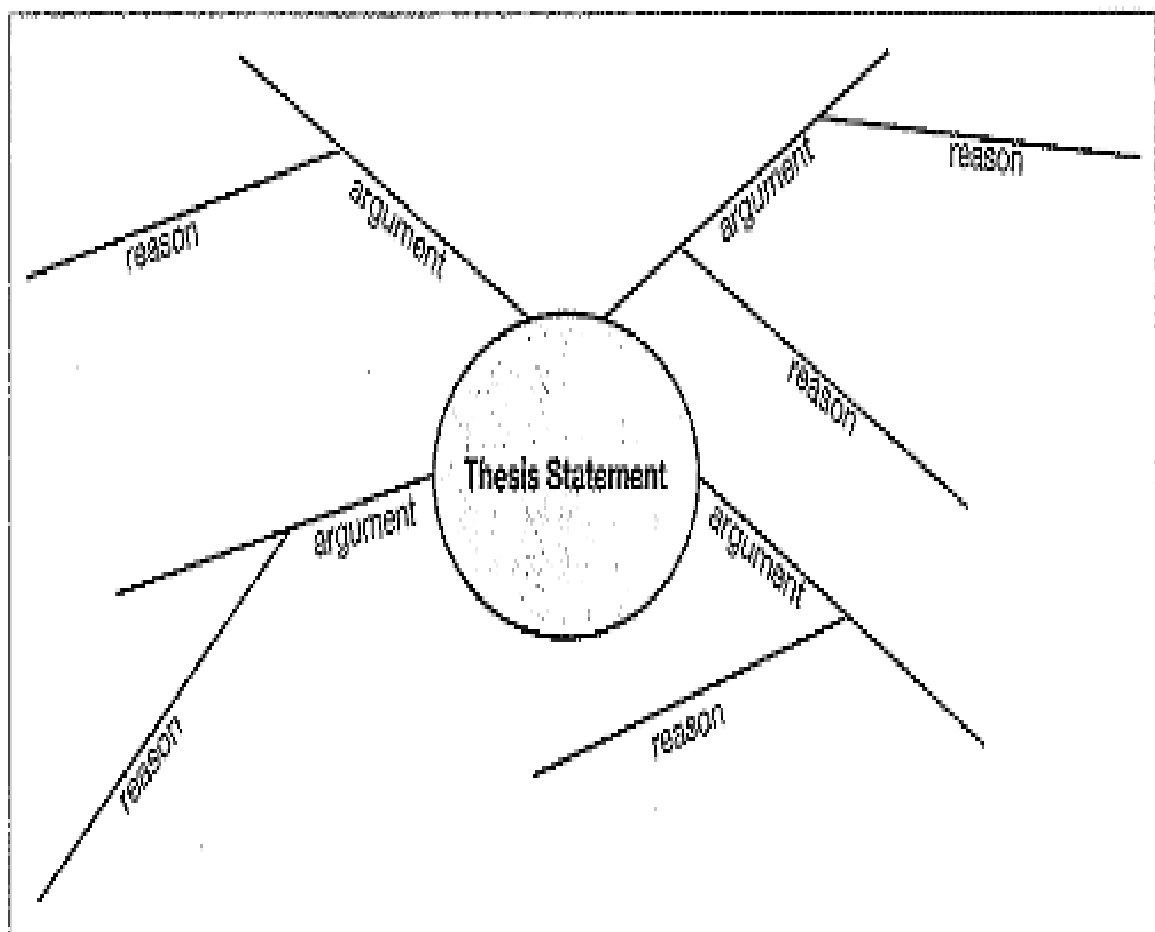
1. **First consider:** What is your opinion of electronic communication? Narrow down your topic to one specific type of electronic communication and/or to one specific problem or benefit.

.....  
.....

2. **Next,** consider a possible thesis statement for your essay. Write the first draft here:

.....  
.....

**Now brainstorm with your classmates some ideas that support this thesis statement. You may choose to use a mind map. Write your thesis in the center of the circle below and draw lines in all directions with your arguments and reasons (see below).**



## **Unit VI**

# **Comparison and Contrast Essays**

## Part I

### Vocabulary Builder

- A. **Read this poem out loud to your class and try to imagine the sound that the verbs describe in each line. Then write five of the verbs from the poem in the sentences below.**

#### The Sounds of the City

Horns honk

Brakes screech

Doors slam

Children scream

TVs hum

Voices shout

Church bells ring

And the winter's first snow covers all in its  
blanket of peace.

1. My new dishwasher is great. While the old dishwasher used to screech, my new one just .....
2. Whenever my friend drives by my house, he .....his horn to say hello.
3. On our campus, we have a clock tower whose bells .....every day at noon.
4. He left in anger and.....the garden gate shut behind him.



5. When the doctor set his broken arm, the man.....  
in pain.

**B. The photos below are of the J. Paul Getty Museum in Los Angeles (“The Getty”) and the Metropolitan Museum of Art in New York (“The Met”). The adjectives in the box on page 70 can be used to describe the two buildings. Which ones do you think describe the Getty and which ones describe the Met? Write the words in the chart.**



**The J. Paul Getty Museum**



**The Metropolitan Museum of Art**

Angular	classical	modern	plain	rounded
Asymmetrical	curvy	ornate	rectangular	symmetrical

Adjectives describing the Getty	Adjectives describing the Met

**C. Look at the pictures of the two museums again and discuss with your classmates five ways to describe the differences between the buildings. Use the adjectives in the chart above.**

1. Unlike the Getty, the Met is..... .
2. The buildings are different in that the Getty is....., while the Met is..... .
3. The shape of the Met is ....., but the Getty has a(n) .....shape.
4. The Met looks..... On the other hand, the Getty is.....
5. The Getty is ....., whereas the Met is more.....

## Part II

### Writing Focus

#### **Comparing and Contrasting:**

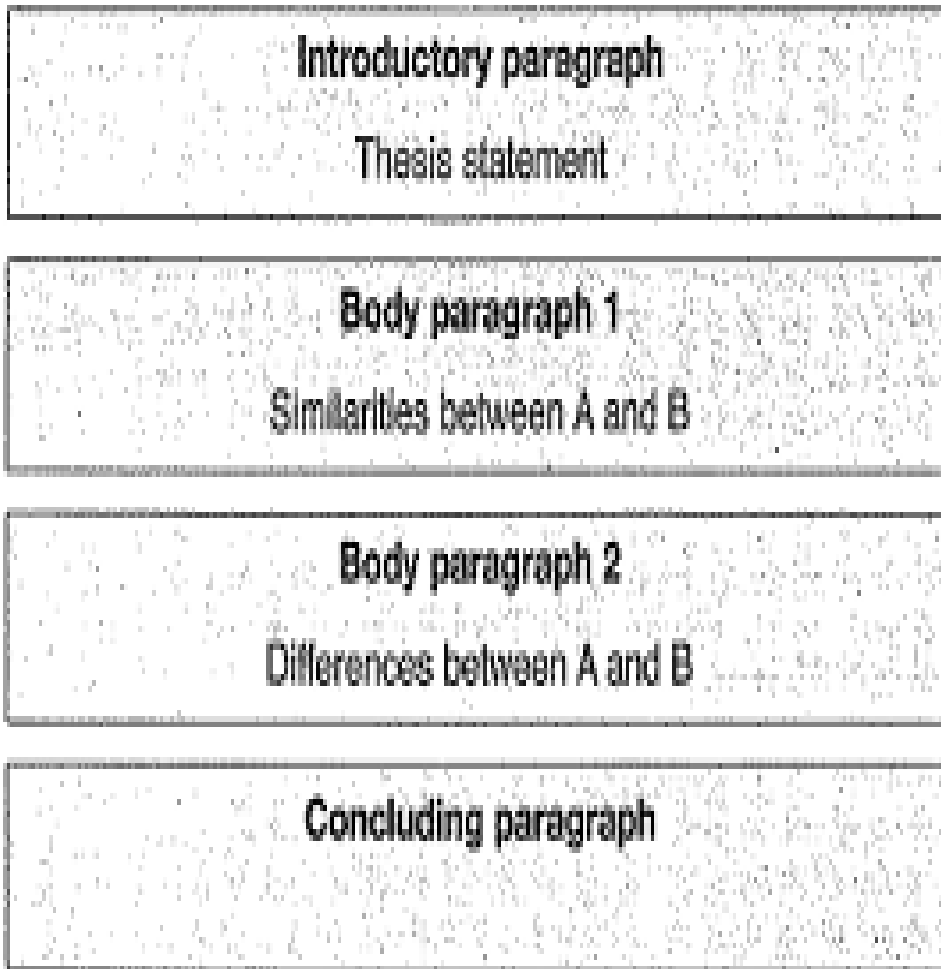
Comparing and contrasting are very common in academic writing. The purpose of a comparison is to show how people, places, things, or ideas are similar, and the purpose of contrast is to show how people, places, things, or ideas are different. For example, in a computer science class, you may be asked to compare two programming languages. In a literature class, your instructor may ask you to compare two novels. In a political science class, your assignment may be to contrast two or more theories of economics.

#### **Graphite Organizers:**

There are basically three ways of organizing essays that compare and contrast. They are called **basic block**, **block comparison**, and **point-by-point comparison**.

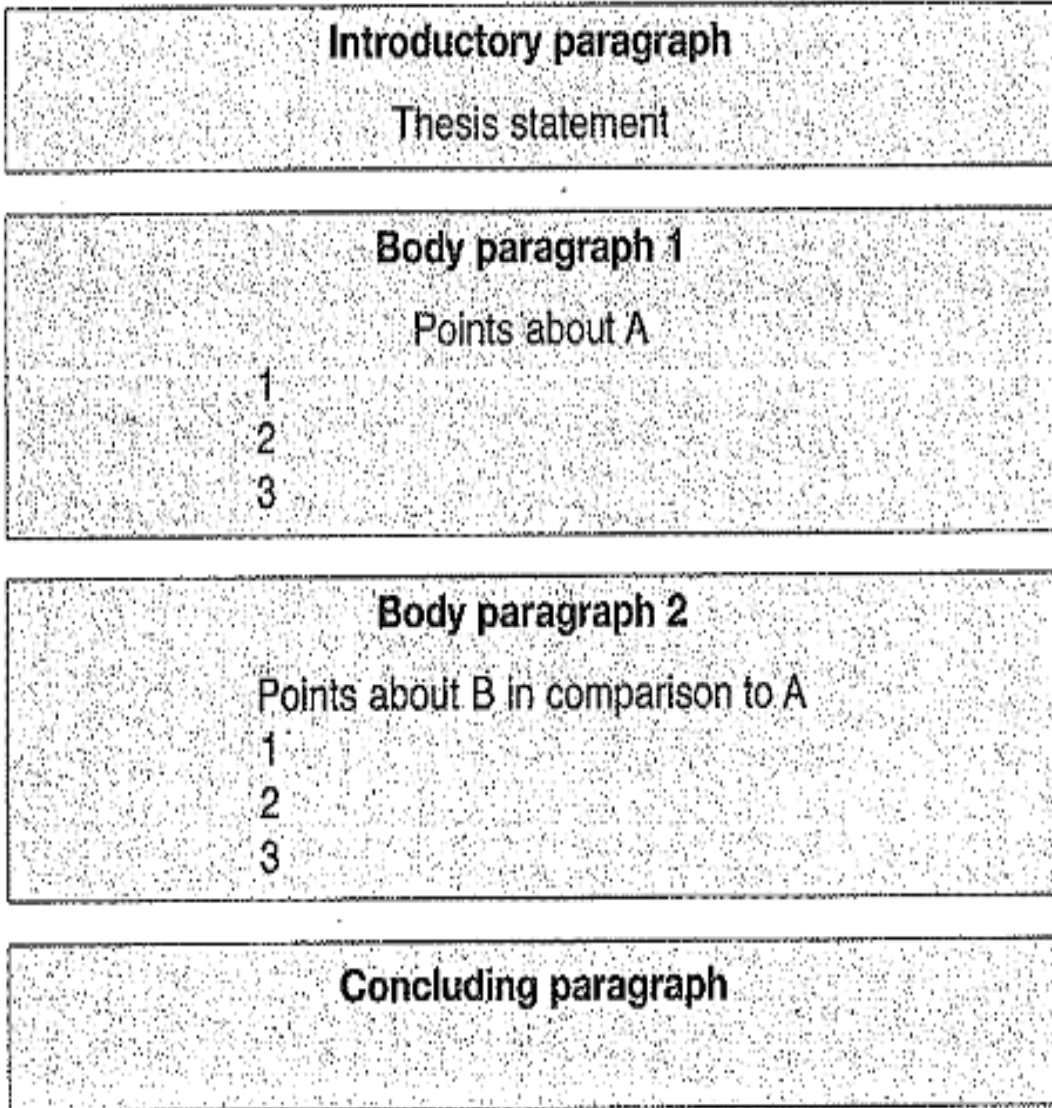
#### **Basic Block Style:**

The first style first introduces the similarities between two objects and then the differences, or vice versa. It looks like this:



**Block Comparison Style:**

The second style also has two body paragraphs. However, this style describes one item only in the first body paragraph and describes a second item in the second body paragraph. The second body paragraph shows how the second item compares with the first one by using the same categories of comparison. This style looks like this:



**Point-by-Point Comparison Style:**

The third style is a comparison-and-contrast essay. This style has several body paragraphs, and there are as many body paragraphs as there are points of comparison.

**Introductory paragraph**

Thesis statement

**Body paragraph 1**

Point 1: A and B

**Body paragraph 2**

Point 2: A and B

**Body paragraph 3**

Point 3: A and B

**Concluding paragraph**

**Model Essay 1**

**The Getty and the Met**

There are countless art museums in the United States. Some are small and consist of a single room, and others cover city blocks. Two of them, the Metropolitan Museum of Art in New York and the J. Paul Getty Museum in Los Angeles, are

visited every day by tourists as well as locals.' While these two museums have similarities because they are both places that exhibit art, I believe their differences are more striking than their similarities.

Both the Met, as the Metropolitan Museum of Art is known, and the Getty have amazing collections of art. The art spans many centuries, from antiquity to modern times. They are both enormously popular. The Met has thousands of visitors every day; likewise, the Getty is so popular that there is often a waiting list just to get in. Both have been used as movie locations, and the citizens of New York and Los Angeles are proud of their famous museums.

However, in three distinct ways, the Met and the Getty are almost opposites. First of all, their architecture is very different. The architectural style of the Met is classical, ornate, and symmetrical. The Getty, in contrast, is modern, plain, and asymmetrical. They also vary a lot in age. The construction of the Met was begun in 1880 and completed in 1902, and it is now well over 100 years old. The Getty, on the other hand, was just completed in 1997. Finally, the relationship between the buildings and the art inside is quite different in the two museums. While the architecture of the Met is impressive, the real treasure of the museum lies inside its walls in its fantastic collections. The Getty, in contrast, was designed and constructed as an impressive organization of walls and spaces. In fact, I believe that more people spend



time outside enjoying the gardens, trees, and the exterior atmosphere of the Getty than ever go inside.

In conclusion, these two museums do have several similarities, but I feel strongly that their differences outnumber the ways in which they are similar. In their architecture, their locations, and their relationship to the art they display, the two museums are worlds apart.

**PRACTICE 1: Analyzing Model Essay 1:**

**1. What is being compared in this essay?**

.....

**2. What is the organizational style of this essay?**

**Check (✓) the style that applies.**

- ◆ Basic block
- ◆ Block comparison
- ◆ Point-by-point comparison

**3. What are the topics of the two body paragraphs of this essay?**

**Paragraph 1:**.....

.....

**Paragraph2:**..... :  
:.....

**4. What are the similarities the author mentions?**

.....  
.....

**5. What are the differences the author mentions?**

.....  
.....

## Part III

### Structure & Mechanics

#### Connectors of Comparison and Contrast:

There are four types of connectors of comparison and contrast: **transitions, coordinating conjunctions, subordinating conjunctions, and prepositions.**

#### Connectors of Comparison:

Look at the following chart containing the most common comparison connectors and study the sample sentences, which compare two imaginary towns, Stonecreek and Linden.

#### Connectors of Comparison

Purpose		Comparison	Sample Sentences
connect two independent clauses	Transitions	likewise.	Linden has a town hall built in 1891
		similarly	Stonecreek, similarly, has a town hall built at the end of the nineteenth century.
introduce adverb clauses	Subordinate		

connect two nouns or independent clauses	Coordinate	both.... and neither... nor not only ... but also	<p><b>Both</b> Stonecreek <b>and</b> Linden have much to offer tourists.</p> <p><b>Neither</b> Stonecreek <b>nor</b> Linden has a population problem.</p> <p><b>Not only</b> do stores sell a lot in Linden, <b>but</b> they <b>also</b> sell a lot in Stonecreek.</p>
precede nouns or Noun phrases	Prepositions	like similar to	Stonecreek's town hall is <b>like</b> Linden's.

✓ **Connectors of Contrast:**

There are two ways to make a contrast: to say two things are different, and to say that two things are opposites. The first one is called a simple contrast, and the second one is called a direct contrast. Look at the following chart containing the most common connectors of both types of contrast. Study the sample sentences, which contrast Stonecreek and Linden.

## Connectors of Contrast

<b>Purpose</b>	<b>Simple Contrast</b>	<b>Direct Contrast</b>	<b>Sample Sentences</b>
connect two independent clauses	In contrast, however	on the other hand	Linden is exciting. On the other hand, Stonecreek is quiet
		however	Linden 's population is mostly German; in contrast, Stonecreek's population is very mixed.
introduce adverb clauses		While  whereas	Stonecreek is small, whereas Linden is large. While Stonecreek is small, Linden is large.
connect two independent clauses	but		Stonecreek is in a valley, but Linden on the coast.
	yet		Linden is large, yet Stonecreek is small
precede nouns or noun phrases	in contrast to, different from	unlike	In contrast to Stonecreek's harsh winters, Linden's winters are mild. Unlike Stonecreek, Linden has many traffic problems.

✓ **PRACTICE 1: Selecting Connectors:**

Choose the best connectors to complete the paragraph by circling one of the choices in bold. Use the punctuation marks and sentence structure to help you select the appropriate expression.

**Life In High-Rise Apartments**

Even though they have similarities, I think it's better to live on the top floors of a high-rise building than it is to live on the lower floors. One similarity is that **(both / not only)** the top floors **(and / but also)** the lower floors have the same types and sizes of apartments. In addition, renters on the top floor are **(unlike / similar to)** renters on the bottom floors in that they deal with the same owner and staff. **(Likewise / However)**, there are reasons to prefer the top floors. The top floors are quiet **(whereas / in contrast to)** the noisy lower floors. Also, the views are better. On the top floors, you can see the entire city. **(Different from / On the other hand)**, the view on the lower floor is of buildings, cars, and people. Finally, **(unlike / likewise)** top floor apartments, the sun never shines on the lower floors because there are too many tall buildings around. In conclusion, I prefer living on the top floors of a high-rise to living on the lower floors.

**PRACTICE 2: Writing Sentences Using Connectors of Comparison or Contrast:**

David studies at the University of Colorado in Boulder. He’s trying to decide whether to buy a used car or take the bus. He needs to get to his classes at different times; sometimes a class begins at eight o’clock in the morning, and other days his classes end at ten at night. He also loves to go mountain climbing and hiking in the mountains outside Boulder. Below, David has written a list of the differences between buying and driving a car and taking the bus.

On a separate piece of paper, make complete sentences from the ideas listed for each point of comparison and connect them with connectors from the charts on pages 77 and 78. You may not need to use all the words in every sentence.

<b>Point of Comparison</b>	<b>Buy and Drive a Car</b>	<b>Take the Bus</b>
Convenience	Car parked outside the house	Walk to the bus stop
speed	Can drive directly to destination	Bus makes many stops

cost	Car = \$5,000 Insurance = \$100 / month Gas = \$40 / month Parking = \$50 / month	Bus pass is free for university students
Weather.	Dangerous to drive in snowstorms	Bus is safe because of better equipment
Get out of town /	Easy and fast to get to the mountains	Need to take three buses to get to the mountains

✓ **Writing to communicate:**

**Your Turn:**

Write a comparison and/or contrast essay on one of the topics below. It should be about four or five paragraphs.

**Analyze** the assignment to be sure you understand it.

**Brainstorm** one of the topics below.

**1. My Hometown Then and Now**

Your hometown has certainly changed over the years. How is it different now? Are the houses different? The systems of transportation, the number of people, the crime rate, the parks and other natural spaces? Are there more jobs and opportunities than before?



## **2. Two Great Cities**

What are your favorite cities? You may think about cities you know well or ones you have only read about. What is exciting or enjoyable about these cities?

## **3. Urban and Rural Living**

What are some differences between living in an urban area and living in a rural area? For example, consider the types of buildings, the types of activities, the types of jobs, the environment, and the lifestyles.

**Organize your ideas by going through the following steps:**

1. Ask yourself: Do the differences outweigh the similarities of the two topics, or do the similarities outweigh the differences?
2. Write your thesis statement.
3. Decide which pattern of organization (basic block, block comparison, or point-by-point) would be best for the topic.
4. Write an outline.

**Write the first draft** of your essay following your outline. Write the body paragraphs first. Then think of an interesting anecdote for your introductory paragraph. Finally, write your concluding paragraph by restating the thesis statement, summarizing the main points of your essay, and/or making a final comment.



**3. Do you think the essay could be improved by adding more or different examples?**

**If so, what would you suggest to the writer**

✓ **ORGANIZATION**

1. There are.....body, paragraphs in this essay. (Write the number).

**2. What kind of organization is used? (Check one)**

**a. basic block**

**b. block comparison**

**c. point-by-point...**

**d. it's unclear**

✓ **MECHANICS**

**There are.....connectors in this essay. (Write the number (    ))**

**Do you think the punctuation for each connector is correct? If not, discuss any possible mistakes with the writer.**

## References

Boardman, C.A. & Frydenberg, J. (2008). Writing to Communicate: Paragraphs and Essays. (3 Ed.) Pearson: Longman.

Zemach, D. E & Rumisek, L.A. (2010). College Writing: From Paragraph to Essay. Macmillan