



National University

of Computer and Emerging Sciences



Functional English

Course Manual

For the Students of

- Computer Science
- Software Engineering
- Artificial Intelligence
- Cyber Security
- Data Science
- Business Analytics
- Fin Tech

Fall 2024

NUCES, Karachi Campus



FAST

National University

of Computer and Emerging Sciences

Department	Computer Science		Dept. Code	CS
Course Title	Functional English		Course Code	SS1012
Pre-requisite(s)	None		Credit Hrs.	2+1
Course Objective:	The course will acquaint students with more concise, lucid, and correct expression of English. The aims are to: achieve proficiency in language use, develop skills in reading comprehension, improve reading efficiency, use the conventions of standard written English with skill and assurance, build-up vocabulary, and summarize clearly and accurately the ideas of others etc. It will illustrate the force and effectiveness of simple and direct English. The course is intended to be interesting in itself.			
PLO	Program Learning Outcome (PLO) Statement			
10	Communication	Communicate effectively on complex computing activities with the computing community and with society at large.		
12	Life-long Learning	Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological changes.		
CLO	Course Learning Outcome (CLO)	Domain	Taxonomy Level	PLO
01	Demonstrate effective academic writing style	Cognitive	2	10
02	Plan their ideas and build effective essay outlines.	Cognitive	3	10
03	Construct academic essays on variety of topics	Cognitive	3	12
Tool: A = Assignment, M = Midterm, F=Final, CPA =Class Participation Activity ,FP = Final Project				

Text Book(s)	Title	College Writing Skills
	Author	John Langan
	Publisher	McGraw Hill
Ref. Book(s)	Title	Oxford Practice Grammar
	Author	John Eastwood
	Publisher	Oxford University Press
	Title	English Vocabulary in use
	Author	Michael McCarthy
	Publisher	Cambridge University Press

Weeks	Contents/Topics	CLOs
1	Orientation Class. Characteristics of Formal Writing;	1
2	Written English- Phrases, Clauses	1
3	Conjunctions: Subordinating, Coordinating, and Co relative	1
4	Common Sentential Errors: Fragments, Run-ons, Subject Verb Agreement	
5	Introduction to Academic Writing. The Writing Process.	2
6	Midterm 1	
7	Writing Process and Making Informational Essay Outlines	2
8	Types of Paragraphs- The Body Paragraph Assignment 1: Writing Process and Body Paragraph (Deadline: week 9)	2
9	Writing Introduction Paragraph	2
10	Writing Conclusion Paragraph	1
11	Revision: Unity, Coherence, and Development of Ideas. Editing.	3
12	Midterm 2	
13	Compare and Contrast Essay	3
14	Argumentative Essay Assignment 2: Argumentative or Compare and Contrast Essay (Deadline week:15)	3
15	Problem Solution Essay Project: Scenario on Week 15 topics (Deadline: week 16)	3
16	Revision	

Assessment

Particulars	% Marks
1. Assignments	7%
2. Quizzes	8%
3. Final Project	5%
4. Mid-Terms	30 %
5. Final Exam	50 %
Total:-	100

UNDERSTANDING THE FEATURES OF FORMAL WRITING

Writing especially formal writing is very different from speech or spoken language. Written language is a distinct category of a language and is expected to follow the grammatical rules of a language religiously.

Formal writing is used in academics, business and professional document, research and other formal documents. Formal writing has certain characteristic features that must be followed strictly. The key features of formal language are explained below.

- Well-Planned:** Formal writing, in fact, writing in general is well-planned and not spontaneous like regular conversations. Planning a written document requires one to follow the writing process. The written message is planned, composed, revised, and edited before it reaches the audience.
- Syntactic Complexity:** Writing uses well-formed and more refined sentences. Connectors and conjunctions play an integral part in creating meaningful and clear sentences and paragraphs. Sentences can be longer, but more compact as writing is not repetitive and redundant like informal speech.
- Standard Grammar:** Writing follows grammar rules strictly. Any grammar mistake can confuse a reader or lead to misunderstandings. Prepositions, tenses, articles, passive, etc. must be used correctly as writers are not present with the reader to explain a message in case of grammar mistakes.
- Formal Vocabulary:** Formal writing uses formal and more dignified vocabulary. It avoids idioms and phrasal verbs and uses multisyllabic, Latinate vocabulary.
- Well-Organized:** The content of the written message must be well-structured and organized. Information & ideas are divided into well- formed sentences & paragraphs. In addition, the format of a given written document such as a letter, essay, etc. must also be followed properly for clarity and ease of the reader.
- Use of Punctuations:** Speakers use their voices (pitch, rhythm, stress), pauses, intonation and their bodies to communicate their message. Writers rely on the words and punctuations on the page to express meaning and their ideas. Punctuation marks, underlining, capitals, and connectors can be used to represent pauses, emphasis, tone, etc.
- Delayed Feedback:** Speaking allows for immediate feedback in the form of verbal (questions, comments, grunts) and non-verbal tools (facial expressions, body language). However, in the case of writing, the feedback is usually delayed. Writer may have to anticipate the reader's feedback and incorporate it into the text. Since, the writers have a delayed response from audiences or none at all and have only one opportunity to convey their message, writing should be interesting, informative, accurate and hold their reader's attention.
- No Short Forms:** Formal writing avoids abbreviations and short forms. It uses formal and well-known acronyms or abbreviation usually after using the full form first and then informing the reader that the writer will use the short form in the future. However, informal

abbreviations must be avoided. In addition, formal writing never uses contractions which are common in speaking. Do not contract the auxiliaries and the negation word "not".

9. **Impersonal Language:** Formal writing is objective and hence uses impersonal language, that is, it avoids the use of personal pronouns such as "I", "we" and even "you". Passive voice and the third person point of view are used to be impersonal. Noun phrases can be used as subjects to avoid the use of personal pronouns.

10. **Learnt Craft:** Formal writing is a learnt skill and essential for both academic and professional success.

There are other more advanced features of academic and technical writing which will be discussed in future courses.

Change the grammar of these sentences to make them more formal, and remember, there might be several possible answers.

✓ **Exercise 1: Change to the 3rd person.** *3 sent.*

1. My essay will cover four main areas.
2. You need to take all factors into consideration.
3. We should monitor the results more closely.
4. In my opinion, the evidence seems flawed.
5. I will challenge this idea in my essay.
6. If you want to improve writing, you need to practise a great deal.
7. We feel that the government should take action.
8. When you go to college, you must organise your time effectively.
9. I do not agree with this solution.
10. If we want to help the situation, we could raise money.

✓ **Exercise 2: Change to a passive. (Hint – reverse the sentence, so start your sentence with the underlined words.)** *2 sent.*

1. Because of snow, the Principal has closed the college.
2. The teacher cancelled the classes.
3. Someone has called an election.
4. We should not ban smoking.
5. The government raises money from taxation.

✓ **Exercise 3: Change direct questions to indirect questions/sentences.**

1. What are the consequences of high inflation?
2. How can we tackle this problem?
3. Is this new law needed?
4. Does continuous assessment put too much pressure on students?
5. Should grants replace loans?

✓ **Exercise 4: Complete the transformation of these sentences so there are not as many simple/compound sentences, and link ideas better. You have the first letter, plus * (asterisks) for each missing letter. Or write your own version!**

She studied history at university. This was in Edinburgh. She now teaches at a London school. There are many different nationalities, cultures and religions. She likes the job. She finds discipline can be a problem.

✓ **Exercise 5: Change the underlined sentences/verbs to nouns, making any other changes as necessary.** *3 sent.*

1. This essay will discuss how much this option will cost.
2. It was difficult to understand what he meant.
3. This essay will discuss why the accident happened.
4. This essay will discuss how fast the Internet grew.
5. The report looked at how large the population was.

✓ **Exercise 6: Read the following paragraph and revise for formal vocabulary.**

Hey guys! So, global warming is like a big deal nowadays. The planet's heating up 'cause of all the nasty stuff we're pumping into the air. It's messing with the weather, causing crazy storms and making the ice melt like mad. This ain't good for us or the animals. We gotta step up and fix this mess by using less gas and being more green. If we don't, things are gonna get way worse. Can you help make this sound more formal?

✓ **Exercise 7: Rewrite the following paragraph and make it impersonal and objective?**

I've always felt that social inequality is one of the biggest issues we face today. It's so frustrating to see some people living in luxury while others can't even afford basic necessities. I believe everyone deserves an equal chance, but it seems like the system is rigged in favor of the wealthy. Watching families struggle just to get by really breaks my heart. I think we need to take serious action to address this problem and ensure a fairer distribution of resources.

✓ **Exercise 8: Following are some mistakes that should not be in a formal draft. Rewrite the following keeping in mind the mentioned ideas:**

- [i] contractions
- [ii] negative forms using 'not'
- [iii] etc.; and so forth/on
- [iv] use of second person pronoun
- [v] direct questions (to address the reader)
- [vi] positioning of adverbs within a sentence

The Olympics 2024 is gonna be amazing, isn't it? You've gotta be excited about all the awesome sports and athletes coming together. It's not just about winning medals, but also about celebrating unity and sportsmanship. I can't wait to see the opening ceremony, it's gonna be epic! And, like, the new sports they've added are so cool. The event is not only for the athletes but for the fans too. You can't help but feel the excitement building up. It's gonna be a blast, and so forth. Don't you think it'll be the best Olympics yet?

Homework

Rewrite the following paragraphs and make them formal:

1. Alright, folks, let's talk tourism! Ya ever think about why tourism's such a big deal? I mean, c'mon, it's like the lifeblood of so many places. It brings in dough, creates jobs, and man, it's a real game-changer for local businesses. Think about it – hotels, restaurants, shops – they all get a piece of the pie when tourists roll into town. Plus, it's not just about the cash flow. Tourists bring in new ideas, cultures, and vibes that mix things up a bit. Ever been to a place and thought, "Wow, I've gotta tell everyone about this"? That's the magic of tourism, folks! It's a win-win – you get your adventure, and the locals get to show off their turf. And hey, who doesn't love a good story about their travels? So, what's the big deal about tourism? It's like a breath of fresh air for the economy and culture, boosting various sectors like entertainment, transportation, etc.

2. let's dive into computer science! Don't you ever wonder why it's so important? I mean, c'mon, it's like the backbone of everything nowadays. It's not just about coding and algorithms, you know. Computer science brings in big bucks, creates tons of jobs, and seriously changes the game for businesses. Think about it – tech companies, startups, even old-school industries – they all rely on computer science to stay ahead. Plus, it's not just about making money. Computer science drives innovation, leading to new gadgets, apps, and solutions that make our lives easier. Ever used an app and thought, "Wow, this is so cool!"? That's the magic of computer science! It's a win-win – you get your convenience, and tech companies get to showcase their skills. And hey, who doesn't love a good tech story? So, what's the big deal about computer science? It's like a breath of fresh air for progress and development, boosting various sectors like education, healthcare, etc. How can one imagine a world without it.

WRITTEN LANGUAGE:

Written language is grammatically accurate, and so it is rule-governed. For this reason, it must be studied scientifically.

Writing can be divided into:

- Sentences
- Paragraphs
- Specific genres and types

SENTENCE:

A sentence can be defined as a group of words which makes complete sense. In short, it must express a complete thought or idea to help the reader or listener clearly understand the message that is being communicated. For examples,

- The first people in America probably arrived there about 40,000 years ago, during the ice age.
- Carbon dioxide in the air has increased a lot.
- Around the Earth, there is a special type of Oxygen called "Ozone".
- Rock music has continued to change and develop.
- The last story on the news is usually about sports.

Sentence Types:

1. Declarative Sentence: It used to express statements. It can be positive or negative.

For example,

- The hat only cost me \$15.
- I don't really want to be here.
- Lions and tigers belong to the cat family.

2. Interrogative Sentence: It is used to ask questions. For example,

- What will happen in December 2012?
- Would you like a cup of coffee?
- Why have you been calling me since morning?

3. Imperative Sentence: It is used to give orders, directions, to request, etc. For example:

- Come back!
- Do be reasonable.
- Sit up straight!

4. Exclamatory Sentence: It is used to express opinions, feelings with force and strong emotions. For example:

- What a fool I've been!

- How I hate Maths!
- How marvelous!

EXERCISE:

Read the following sentences. Write W (Well-formed) for sentences which make complete sense and I (Ill-formed) for those which do not.

1. The bird flew from the nest.
2. While driving my car under the beautiful starry sky.
3. If new satellites are not sent into space to orbit the Earth.
4. Have they said anything to you about next week's meeting?
5. The organization helps to maintain and restore the most important places of our history.
6. Learning by heart, trying to understand the rule, and remembering some example sentences.
7. For these reasons, countries around the world united to form.
8. An international team has discovered the bones of two new species of dinosaurs in the Atlas Mountains, Morocco.

BUILDING BLOCKS OF A SENTENCE:

Two major building blocks of a sentence are:

- Phrases
- Clauses

PHRASE:

A phrase is a group of words (at least two) which does not have a subject or a verb. Some phrases do not have both subject and verb. For example,

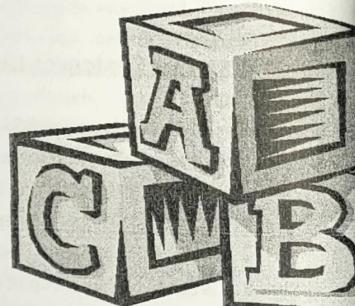
- In the evening
- A sincere and honest leader
- In early nineties
- Extremely beautiful
- Very strong and courageous

Phrases usually form part of a clause or a larger sentence, and are meaningless alone. They occupy the same function slot in a sentence as a single word. For example,

Mary sings well.
S V Adv

The above sentence can be further elaborated as

My little cousin Mary sings very well.
S (noun phrase) V Adv (adverb phrase)



Study the following examples:

- Walking down the street, I saw a large truck.
- It was a sunset of great beauty.
- She lives in a beautiful town.

Phrases are very important. To add more description, information, or specific details, you need more words, and so single words of sentences will naturally turn into big phrases. For example, the sentence

The children sang songs

Can be made more concrete by using bigger phrases instead of single words, like,

The children from Class 2A sang some beautiful folk songs.

EXERCISE:

Use bigger phrases to replace the boldfaced words in the sentences below so that the sentences become more descriptive and concrete.

1. Karen Smith is a **nurse**.
2. The **commandos** made their way **silently** through the jungle.
3. This time, the **plan** will work.
4. A **snake** is **dangerous**.
5. The **weather** is **pleasant**.

All phrases have a "head" which determines the type or nature of the phrase. The rest of the words describe or give more information about the head.

Types of Phrases:

1. **NOUN PHRASE:** A noun phrase is a phrase which has a noun or a pronoun as its head. They are used as subjects and objects in a sentence. They can form part of other phrases as well. For example,
 - Steve and Tom play badminton for the school team.
 - Big dogs frighten me.
 - He kicked the blue ball.
2. **ADJECTIVE PHRASE:** An adjective phrase is one which has an adjective as its head. For example,
 - His behavior was absolutely unbelievable.
 - She was slightly annoyed.
 - Their house is extremely beautiful.
3. **ADVERB PHRASE:** Adverb phrases have an adverb as their head.
 - He got out of bed very slowly.
 - Please walk more quickly.

- She could so easily have believed what he was telling her.
4. **VERB PHRASE:** Verb phrases have a verb as their head.
- I have read this book.
 - Tina should have known what to do.
 - I get along with my friends very well.

5. **PREPOSITIONAL PHRASE:** It consists of a preposition followed by a noun, pronoun, noun phrase or adverb.
- Who's talking to tom?
 - The cat was on the table.
 - I even baked a cake for her.

There is a special class of phrases which is different from other phrases, and is used to describe nouns. For example:

- *Though always helpful*, Diana was sometimes quite infuriating.
- *Running down the hill*, John lost his hat.
- *When in Rome*, do as the Romans do.
- *Badly damaged by fire*, the castle was never rebuilt.
- *Strictly speaking*, you shouldn't be here.

Such phrases make a sentence more dramatic and impactful. Remember to use a comma to separate the phrase from the rest of the sentence if the phrase is placed in the beginning. Modern grammarians, however, term such phrases as clauses.

ACTIVTIY:

Select ten sentences from different places. Underline the phrases in them. Also, try to determine the types of the phrases, but this is optional. There is a solved example below:

phrase 1	phrase 2	phrase 3	phrase 4
NP	NP	NP	VP
<u>all wrongs</u> .			
phrase 5			
NP			

STUDY TIP:

After writing a sentence, always check if it makes complete sense. Also, try to use good vocabulary in your phrases.

CLAUSE:

A clause is a group of words which has a subject and a verb. A sentence may contain one or more clauses. For example,

1. Suzy is a very talented girl.

The above sentence has one S (Suzy) and one V (is). So, it has ONE clause.

2. I will see you when I come.

This sentence has two Ss (I, I) and two Vs (will see, come). It has TWO clauses.

3. Tina doesn't have a typewriter, but her father can arrange one for her.

This sentence has two Ss (Tina, her father) and two Vs (doesn't have, can arrange). It has TWO clauses.

EXERCISE:

Read the following sentences and write P for phrases, C for clauses, and S for sentences.

Also, determine how many clauses are there in the sentences:

1. The mountain was covered with snow.
2. If she will not come.
3. On the top of the house.
4. All roads were blocked because of the rain.
5. Which is made up of gold.
6. The blue Mercedes.
7. The rainbow soon faded away.
8. Eventhough she was ill.

A sentence with more than one clause requires a CONJUNCTION to join the different clauses, so that a complete singular message or idea can be generated. Before we move on to conjunctions, it is important to study types of clauses commonly used in the English language.

Types of Clauses:

1. **Independent Clause:** An independent clause is a type of clause which can stand alone, that is, if it is removed from the sentence, it will continue to make complete sense. For example,

He drinks coffee, but she drinks tea.
S V S V

If the first clause is removed from the sentence, it will still make sense when alone. For example,
He drinks coffee.

Or She drinks tea.

Therefore, both the clauses in the example sentence above are INDEPENDENT CLAUSES.

2. **Dependent Clause:** A dependent clause is that clause which does not make complete sense when removed from the sentence to which it belongs. It needs the support of another clause in order to make complete sense. For example,

I had lunch after my brother had left.
S V S V

If the second clause is removed from the sentence, it will not make complete sense. For example,

After my brother had left,

Therefore, it is a dependent clause. It depends on the other clause to make complete sense. The first clause can stand alone.

I had lunch.

So, the first clause is an independent or main clause.

So, the first clause is an independent or main clause. Dependent clauses do not make complete sense alone because they usually have a subordinating conjunction or a pronoun embedded in them as an important element. In the example sentence above, the subordinating conjunction "After" makes the clause a dependent clause. There are two types of dependent clauses.

- a. **Subordinating Clause:** A subordinating clause is one which begins with a subordinating conjunction. For example,

 - She screamed when she saw the body.
 - While I was running for the bus, I slipped on a patch of ice.
 - If you don't work hard, you will fail.

b. **Relative or Subordinating Clause:** A relative clause is one which begins with a relative pronoun (who, which, whose, that, whom) or a relative adverb (when, where, why). It is used to perform TWO functions. The first is that it is used to identify a noun. For example,

 - I told you about the woman who lives next door.
 - The man who we met yesterday is very nice.
 - A seaman is a person who works on a ship.

In this case, a comma is not needed to separate the relative clause from the main clause, and such relative clauses are called defining relative clauses as they define some specific noun.

The second type of relative clause is used to give extra information about a noun. For example:

- Jim, who we met yesterday, is very good at Maths.
 - Karachi, which is a metropolitan city, is an expensive city.
 - The mall, where we celebrated Tim's birthday, is very big.

- The mall, where we celebrated Tim's birthday, has been demolished.

In such relative clauses, commas are used to set off the dependent clause from the main clause. This type of relative clause is called a non-defining relative clause.

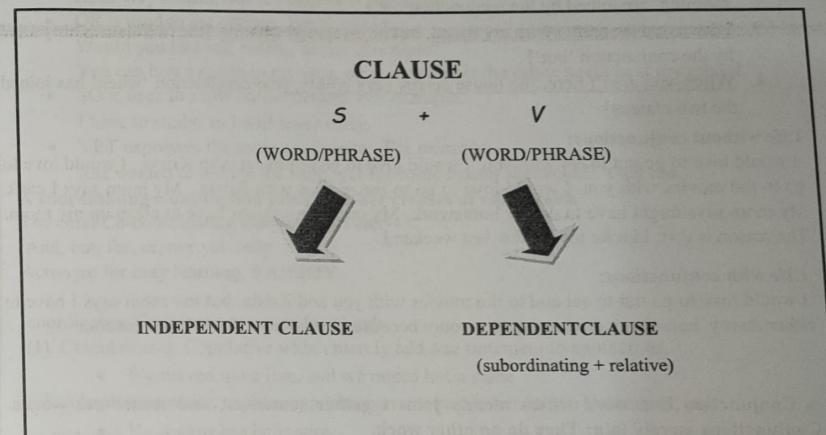
Relative clauses are also called adjective clauses as they are used to describe a noun.

EXERCISE:

Read the clauses below, and state whether they are depended or independent. For independent clauses, also indicate if the clause is subordinating or relative.

1. Before Bill gets here.
 2. Mary was reading the newspaper.
 3. Whenever I want your help.
 4. Who we met yesterday
 5. This is not how you behave with your parents.

6. Before the semester starts.
 7. John didn't break the window.
 8. Which we bought from my uncle's shop



In the given sentences identify phrases, and the types of clauses:

1. On the way to the computer store yesterday, we discovered a short cut to the farmer's market.
 2. At the computer store, Philip bought a computer, and I returned my printer.
 3. The students could not turn in their assignments in time because they had no access to computers.
 4. I slipped on the patch of ice while I was running for the bus.
 5. As a student, he was no Einstein.
 6. He found the work boring and beneath his dignity.
 7. Although Ricky took driver's education three times before passing, he considered himself a good driver.
 8. As a child, he longed for open meadows.
 9. Tad grew up in the city surrounded by tall buildings and taxis.
 10. It isn't necessary to cram all night if you have studied a little each day.

CONJUNCTIONS:

Conjunctions are words which are used to join or glue words, phrases, and clauses with each other in a given sentence. For example,

1. I bought pens and pencils. [the words 'pens' and 'pencils' are joined by 'and']
2. I will do it this evening or tomorrow morning. [the phrases 'this evening' and 'tomorrow morning' are joined by the conjunction 'or']
3. I discussed the matter with my friend, but he disagreed with me. [the two clauses are joined by the conjunction 'but']
4. When you aren't here, the house seems very empty. [the conjunction 'when' has joined the two clauses]

Life without conjunctions:

I would love to go out to eat with you. I would love to go out to eat with Krista. I would love to go to the movies with you. I would love to go to the movies with Krista. My mom says I can't. My mom says might have to do my homework. My mom says might have to clean up my room. The reason is this: I broke my curfew last weekend.

Life with conjunctions:

I would love to go out to eat and to the movies with you and Krista, but my mom says I have to either do my homework or clean up my room because I broke my curfew last weekend.

A Conjunction is a word which merely joins together sentences, and sometimes words.
Conjunctions merely join: They do no other work.

There are three types of conjunctions:

1. **Coordinating Conjunctions:** Coordinating conjunctions join independent clauses or other elements (words and phrases) of equal importance. They are present in the sentence as a gluing element connecting the ideas expressed by different independent clauses. They do not form part of any clause. For example,
 - Gary lives in Ohio, **and** Deana lives in Michigan.
 - She loves to dance, **so** she bought a studio.
 - You could buy a car, **or** you could put the money in the bank.
 - I hate to sing, **but** I love to dance.

It is necessary to put a comma before a coordinating conjunction, especially in case of clauses. The common coordinating conjunctions are:
And, but, or, so, nor, for, yet

The different co-ordinators not only join elements in a sentence, but also express a meaning relationship between/among them. For example,

- AND is used to add information, etc. For example,
John promised to bring the book, **and** Tina promised to bring the charts.
- BUT is used to show contrast between two or more ideas. For example,
He is very honest, **but** his brother is insincere.
- OR is used to list options. For example,
Would you like tea, coffee, **or** hot chocolate?
You can buy a house in my area, **or** you can meet the estate agent hear my school.
- SO is used to show consequences. For example,
I have to study, **so** I will leave early.
- YET expresses the same as 'despite'. For example:
She wanted to tell me the truth, **yet** for some reason she wouldn't tell me.

A coordinating Conjunction joins together clauses of equal rank.

The chief Co-coordinating Conjunctions are:-

And, but, for, or, nor, yet, ,only

Acronym for easy learning: **FANBOY**

coordinating Conjunctions are of four kinds:

- (1) Cumulative or Copulative which merely add one statement to another; as,
 - We carved not a line, and we raised hot a stone.
- (2) Adversative which express opposition or contrast between two statements; as,
 - He is slow but he is sure.
 - I was annoyed but I kept quiet.
 - I would come only that I am engaged.
 - He was all right only he was fatigued.
- (3) Disjunctive or Alternative which express a choice between two alternatives; as,
 - She must weep, or she will die.
- (4) Illative which express an inference; as,
 - Something certainly fell in: for I heard a splash.
 - All precautions must have been neglected, for the plague spread rapidly.

Find the mistakes in these sentences and correct them.

1. I want new rollerblades. And I want new games for the computer for my birthday.
-

2. Kate ate a plate of spaghetti, and a salad.
-

3. Meg got dressed and headed out for her horseback lesson and got there early and she groomed her horse slowly.

4. Neither Tina or Brian was able to go with us to the game.

2. **Subordinating Conjunctions:** Subordinating conjunctions are used to join dependent clauses with independent clauses. Unlike the co-ordinating conjunctions, they become part of the clause they join, and so make the resulting clause a dependent (subordinating clause) clause. For example:

- *Although* she was ill, she attended the conference.
- *If* you don't stop, I will shoot.
- The concert had already started *when* we arrived.

A Subordinating Conjunction joins a clause to another on, which it depends for its full meaning.

- The chief Subordinating Conjunctions are:- After, because, if, that, though, although, till, before, unless, as, when, where, while, than, despite.
- Acronym for easy learning: About wit

If the subordinating clause comes in the beginning of the sentence, a comma is required to separate it from the main clause. On the other hand, if the subordinating clause is placed after the main clause, the comma is not required as the joining is already provided by the conjunction in the middle. Common subordinating conjunctions are given below along with their specific meanings:

although, even though	to show slight contrast
because, since, so that, as	to give reasons
when, while, before, after, whenever	to indicate time relationships
wherever, anywhere	to indicate place
if, unless, whether[or not]	to indicate conditions
Whereas	to show major contrast

Subordinating Conjunctions may be classified according to their meaning, as follows:-

a. Time

After	E.g. <i>Mary closed his diary after writing about that day's events.</i>
As soon as	E.g. <i>A baby deer can stand as soon as it is born.</i>
As long as	E.g. <i>You can use my car as long as you drive carefully.</i>
Before	E.g. <i>He always feeds the dogs before he goes to school.</i>
By the time	E.g. <i>By the time ambulancemen arrived, he was unconscious.</i>
Now that	E.g. <i>You can go and play now that you have finished your homework.</i>
Once	E.g. <i>Once you learn it, you never forget.</i>
Since	E.g. <i>Mary has danced since she was five.</i>
Till	E.g. <i>James lived with his parents till he was twenty – five.</i>
Until	E.g. <i>You can stay on the bus until you reach London.</i>
When	E.g. <i>Tom's parents cheered for him when he crossed the finished line.</i>
Whenever	E.g. <i>Whenever we go abroad, we take as many pictures as possible.</i>
While	E.g. <i>While I was walking to the market, I met Jenny.</i>

b. Concession

Though	E.g. <i>Though it was raining, she went out.</i>
Although	E.g. <i>Although the kitchen is small, it is well designed.</i>
Even though	E.g. <i>Even though he's a millionaire, he lives in a very small flat.</i>

c. Place

Where	E.g. This is the park where we played.
Wherever	E.g. Wherever you go in the world, you'll always find someone who speaks English.

d. Condition

If	E.g. If you leave, I will be lonely.
Only if	E.g. Only if a teacher has given permission is a student allowed to leave the room.
Unless	E.g. You won't succeed unless you work hard.
Provided that	E.g. I was allowed to go off by myself provided that I promised to be careful.
Assuming that	E.g. I hope to go to college next year, assuming that I pass my exams.
Even if	E.g. Even if you have already bought your ticket, you will still need to wait in line.
In case (that)	E.g. I have my umbrella with me in case it rains.
Lest	E.g. Study hard lest you should fail.

e. Manner

How	E.g. She taught him how to play the piano.
As though	E.g. They look as though they're heading for divorce.
As if	E.g. At sunset, the sun looks as if it is going down.

f. Reason

Because	E.g. I love Matisse's work because he uses color so brilliantly.
Since	E.g. Since we've got a few minutes to wait for the train, let's have a cup of coffee.
So that	E.g. I'll go by car so that I can take more luggage.
In order (that)	E.g. Do exercises in order that your health may improve.
That	E.g. We eat that we may live.
As	E.g. We played chess all evening as we had nothing better to do.

g. Relative Adjectives

That	E.g. She went to the school that my father went to.
Whatever	E.g. I copied in my notebook whatever he wrote on the blackboard.
Which	E.g. He developed the films which he had taken.
Whichever	E.g. Mary will eat chocolate cake or donut, whichever is delicious.

h. Relative Pronouns

Who	E.g. The person who made the mess needs to clean it.
Whoever	E.g. Whoever leaves last should turn off the light.
Whom	E.g. He's the man whom I met in <u>Greece</u> .
Whomever	E.g. He was free to marry whomever he chose.
Whose	E.g. She's the student whose handwriting is the best in my class.

i. Comparison

Than	E.g. <i>He is cleverer than I am.</i>
Rather than	E.g. <i>I chose to learn German rather than French</i>
Whether	E.g. <i>She was uncertain whether to stay or leave.</i>
As much as	E.g. <i>He doesn't earn as much as me.</i>
Whereas	E.g. <i>Elliot is tall and blond, whereas his brother is short and has dark hair.</i>

Exercise: Insert appropriate conjunctions in text below to include some of the conjunctions in the box below. Place the text, connecting clauses near the slash marks.

While although consequently therefore

Once a disaster has occurred, engineers assess the damage and study ways to improve safety in future catastrophic events. /They have to think in terms of costs and benefits. Engineers have to give risks to human life the highest priority. They can often design new structural ways to control natural hazards for public safety. /They are trained to find ways to strengthen buildings or to control the forces of nature. The strategy of improving construction has proven very successful in earthquake and hurricane zones. Construction can also harm the environment / Environmental change can lead to unforeseen dangers, such as a levee system actually causing increased flooding.

3. Correlative conjunctions

Correlative conjunctions are paired words. It joins words, phrases, or clauses having reciprocal or complementary relationship.

List of Common Correlative Conjunctions:

- either... or
- neither... nor
- not only... but also
- both... and
- whether... or
- so... as

Examples:

- We may buy either a camera or a laptop.
- She likes neither tea nor coffee.

- Both the pink and the blue are nice colours.
- She is interested not only in singing but also in games.
- You will find him either in the library or in the classroom.
- I can't decide whether I'll take Chemical Engineering or take Medical Technology in college.

Exercise: Choose the best answer to complete each sentence.

1. She is neither polite _____ funny.
 - Or
 - Nor
 - Not
 - Yet
2. _____ that is the case, _____ I'm not surprised about what's happening.
 - If / then
 - No sooner / than
 - Scarcely / when
 - Whether / or
2. Have you made a decision about _____ to go to the movies _____ not?
 - If / then
 - Either / or
 - Whether / or
 - What with / and
3. _____ had I put my umbrella away, _____ it started raining.
 - No sooner / than
 - If / then
 - What with / and
 - Neither / nor
4. This salad is _____ delicious _____ healthy.
 - Whether / or
 - Both / and
 - Scarcely / when
 - Rather / than

What is a Conjunctive Adverb?

Although a conjunctive adverb is not a real conjunction, this kind of words functions as conjunctions in a sentence. Some examples of conjunctive adverbs are:

Commonly Used Adverbial Conjunctions and Their Meanings			
Adverbial Conjunction	Meaning	Adverbial Conjunction	Meaning
accordingly	since, so	however	by contrast, in spite of
additionally	in addition	incidentally	by the way
also	in addition	indeed	in fact, undoubtedly
anyway	nevertheless, whatever	likewise	in the same way, similarly
besides	also, in addition	meanwhile	the time between events
certainly	inescapable, sure	moreover	in addition, more, plus
consequently	as a result of	nevertheless	but, despite, in spite of, still
finally	at the end	next	after, afterward, since
furthermore	in addition	nonetheless	however, nevertheless
Adverbial Conjunction	Meaning	Adverbial Conjunction	Meaning
hence	for this reason, from now	now	at present, immediately
otherwise	under other circumstances	thereafter	from then on
similarly	as, as if, like	therefore	as a result, on account of
still	as before, now, yet	thus	as a result, in this way
then	at that time, next in time	undoubtedly	certainly, indeed, truly

Conjunctive adverbs are parts of speech that are used to connect one clause to another. They are also used to show sequence, contrast, cause and effect, and other relationships. Notice that some, but not all, adverbial conjunctions have similar meanings and can be used interchangeably. Also,

notice that when using adverbial conjunctions, you must precede them with a semicolon and follow them with a comma.

Examples:

- Jeremy kept talking in class; **therefore**, he got in trouble.
- She went into the store; **however**, she didn't find anything she wanted to buy.
- I like you a lot; **in fact**, I think we should be best friends.

EXERCISE:

Join the following sentences using the conjunctions indicated in the brackets. You can change the order of the clauses in case of dependent ones.

1. Mum was working in the garden. Dad was preparing the meal. [and]
2. You can go to Paris for vacation. You can go on Pakistan tour. [or]
3. I tried to warn him. He had already left. [but]
4. I try to run. My leg hurts. [when]
5. I don't know. We should be doing this. [whether]
6. She was worried. She pretended to look carefree. [even though]
7. We went for lunch. We completed the assignment. [after]
8. I will complain to your mother. You don't listen to me. [if]

Join the following sentences and make a single one. Use the conjunctions given in the brackets.

1. Mitchell prefers watching romantic films. He rented the latest spy thriller. He enjoyed it very much. (although, and)
2. Laura forgot her friend's birthday, so she sent her a card. She finally remembered. (so, when)
3. The team captain jumped for joy. The fans cheered. We won the state championship. (and, because)
4. I was sleeping. My daughter woke me up. She had a nightmare. (while, because)
5. I went shopping. I forgot my shopping list. It was next to my car keys. (but, even though)
6. My sister was exhausted. She kept running. She got first place. (yet, and)

Fill in the blanks with the conjunctions in the box.

If	before	Although	When	while	since
but also	whenever	yet			

1. there is no demand for this type of book, I cannot place an order.
2. She not only gave us a fine dinner drove us back home.
3. August 31st is a national holiday everybody dances in the streets.
4. I'll visit you I have time.
5. We must finish it we leave.
6. I hurt myself I was playing tennis.
7. I'll only pay you you finish the work.
8. I was tired, I managed to finish the work.

9. He's very rich, _____ he doesn't spend a lot of money.

10. We can go by bus, _____ we can walk.

Paying attention to the meanings of the sentences, and to the presence of inverted word order, fill in the blanks with the correct coordinate conjunctions chosen from the pairs given in brackets.

1. I would like to come, _____ I do not have time. (but, nor)

3. He has not written, _____ has he called me. (but, nor)

4. I opened the door _____ looked out. (and, yet)

5. She was not in the back yard, _____ was she upstairs. (or, nor)

6. The sun had set, _____ it was still light outside. (or, yet)

7. Do you know his address _____ telephone number? (but, or)

8. He has not arrived yet, _____ have they. (and, nor)

9. I read the book, _____ did not understand it. (but, or)

10. We searched diligently, _____ found nothing. (or, yet)

11. I invited him _____ his friends. (and, but)

Paying attention to the meanings of the sentences, fill in the blanks with the correct subordinate conjunctions or similar expressions chosen from the pairs given in brackets.

I went for a walk _____ the sun was shining. (because, otherwise)

Do you know _____ the stores are open today? (as if, whether)

We recognized her at once, _____ we had not seen her for years. (although, in case)

2. He kept reading _____ he fell asleep. (for, until)

3. The moon will rise _____ the sun sets. (as soon as, than)

4. It looks _____ the train will be late. (while, as though)

5. _____ she got her degree, she became a teacher. (After, Than)

6. We will not go skiing _____ the weather is good. (as if, unless)

7. _____ he left, he made sure he had his keys with him. (Before, For)

8. _____ I told the truth, you would not believe me. (Even if, So that)

9. They have known her _____ she was a child. (until, since)

10. I must leave now, _____ I have a great deal of work to do. (as, than)

11. What shall we do _____ it rains? (or else, supposing)

12. _____ you read this book, you would be sure to enjoy it. (If, Until)

13. The door was open, _____ we could hear everything. (in case, so)

14. I studied more _____ he did. (than, whereas)

15. We packed a lunch, _____ we knew we would soon be hungry. (lest, for)

16. I will join you, _____ the weather is fine. (providing, than)

17. _____ he is very busy, he is seldom at home. (Or else, Because)

18. We must hurry, _____ we will be late. (so that, or else)

Add the adverbial conjunction that best expresses the appropriate relationship between the pairs of independent clauses that follow. Also, be sure to use correct punctuation. Do not use the same adverbial conjunction twice.

Examples: Sheila hit the ball; however, she was thrown out at first base.

1. The CAT scan discovered a tumor..... it turned out to be benign.

2. Wrestling at the high school or college level is physically demandingstaying in shape is a necessity.

3. Jackie did not like writing essays..... she worked hard and received an "A" in the class.

4. The dentist warned my children to floss after every meal..... cavities and gum disease would surely develop over the next few years.

5. The vacationers didn't like the tour guide's itinerary..... they rented a car, bought a guide book, and went their own way.

6. The crew chief made out the weekly shift schedule..... she hired three evening workers.

7. The assistant unloaded the cases of sodahis boss settled the account with the café's owner.

CONNECTORS: (Link Words)

Connectors are the heart of writing. Connectors are also known as words of transition because they indicate the change of ideas from one sentence to the other, or sometimes within a given sentence. Connectors can be defined as words/phrases used in order to join or link ideas with each other in a given piece of writing. In addition, they also allow a smooth and logical flow of ideas within writing with no abrupt changes.

Major Functions:

- Joining words, phrases, and clauses within sentences. (Conjunctions)
- Joining sentences inside a paragraph.
- Joining paragraphs inside an essay.
- Indicating the writer's shift from one idea to another. In this way, they are like sign posts guiding the reader from a TS to a MP, and so on. For example:

"English communication skills are a must for a successful career. First, English is the official language of Pakistan. Also, it is the lingua franca of the world. In addition, it is the language of science and technology. Hence, English language proficiency is very important for a good career."

In the above paragraph, the connector "First" shows a move from the TS to the more specific MP. Similarly, "Hence" indicates that the writer is now concluding his points and has nothing more to say.

- Connectors glue all ideas together and make them look logically linked with each other.
- They inform the reader about what the writer wants to say. For example:

"Political activities in educational institutes should not be favoured. In fact, they should be banned completely."

The connector "In fact" is used to emphasize the idea in the previous sentence.

- Connectors not only join and link ideas, but they also express a meaning relationship between the ideas. In other words, connectors indicate meaning relationship between ideas.

There is a list of connectors on the next page along with the meaning relationship expressed by them.

SENTENCE CONNECTOR TYPES:

- 1. ADDITIVES/LISTERS:** They are used to add more points, or list down points.

Also, plus, in addition, furthermore, moreover, again, on top of that, another, first, second, third, finally, what's more.....

Use additives and fill in the blanks. Do not repeat the connector used once.

Traveling by a boat is rather old-fashioned. However, it has certain advantages. _____, boats are usually more comfortable than planes or cars. Instead of staying in your seat the whole journey, you can go for a walk on the deck, eat in a restaurant, or even go shopping. Having more space to move around makes a long journey much more pleasant. _____, boats are often cheaper than other forms of travel. For example, a boat ticket usually costs less than a plane ticket. _____, boats are a safer alternative to cars and planes. There are fewer accidents at sea than in the air or on the roads.

- 2. COMPARATIVES:** They are used to show similarity between ideas.

In the same way, Similarly, just like, just as, likewise

Use comparative to complete the paragraph below.

Karachi and Lahore have a lot in common. First, both the cities are very developed. Karachi is the industrial capital and home to many cultural groups. _____, Lahore is also culturally diverse. Karachi can offer a remarkable variety to food lovers. _____, Lahore is also very famous for its food streets.

- 3. CONTRASTIVES:** They are used to show contrast between ideas.

However, on the other hand, on the contrary, nevertheless, in contrast, instead, despite, inspite of, conversely

Fill in the blanks with contrastives.

The biggest advantage of using a cell phone is that you can reach people easily. Also, when somebody wants to reach you, he can get in touch with you by touching a few buttons. _____, using a cell phone has some disadvantages. For example, it is a very expensive way of communication. No doubt, cell phones are handy and can be entertaining owing to the games and players in them. _____, no body can deny that cell phones emit radiations dangerous for human health.

- 4. EXAMPLE WORDS:** These connectors are used to give examples.

For example, for instance, as an illustration, specifically, to be specific, as proof

Fill in the blanks with example connectors.

Critics say that the third World War, if it happens, would be a nuclear war through and through. We have already seen the devastating results of a nuclear attack when the US bombed Japan. Therefore, the powerful countries are seeking to disarm other less powerful countries of their nuclear warhead. _____, the US war on terror has this objective. The US launched wars in different countries giving the reason that the rulers of these countries could use nuclear weapons to terrorize the world. _____, the biggest allegation against Iraqi rulers was that they possess dangerous nuclear weapons.

- 5. CONCLUDERS:** They are used to summarize ideas.

In summary, in conclusion, as I have shown, as has been stated, in other words, in brief, to sum up, hence, therefore, so, summing up, consequently, on the whole, as a result,

- 6. TO SHOW CAUSE AND EFFECT:** They are used to express consequences or results.

Consequently, as a result, therefore, accordingly, hence, owing to

- 7. TO SHOW PURPOSE:**

For this reason, for this purpose, so that this may happen

- 8. TO EMPHASIZE:**

Indeed, in fact, surely, certainly, without any doubt, truly, again, to repeat, in any case, undeniably, without reservations

- 9. TO SHOW TIME:**

Immediately, thereafter, soon, after a few hours, finally, then, later, previously, formerly, first, next

- 10. TO REPEAT:**

In brief, as I have said, as noted above, as has been noted

NOTE:
The exercises below are based on both conjunctions and sentence connectors.

EXERCISES:

Fill in the blanks with the connectors given below.

[Similarly, therefore, then, nevertheless]

- The Interact Club has done well to help the poor. _____, the Welfare Club has done well too.
- The documents will be scrutinised by the police. _____ they will be sent back to the relevant authority.
- The retailer has been making losses. _____, he intends to wind up his business.
- Life in the country may not be as exciting as life in the city. _____, you are close to nature which provides peace and quietness.
- Lopez has experienced poverty and hardship before. _____, he has a sympathetic heart towards the poor and needy.

Join the clause in A with the clauses in C using the correct linking words in B. You should make two sentences for each row. Change the punctuation where necessary.

A	B	C
1.I always watch the news on TV	Even though Whereas	John always watches sport. It's usually depressing
2.It took only an hour to get to the airport	However, In spite of	The traffic. They still missed the plane
3.Some couples argue all the time	Nevertheless, whereas	Others never do. Their marriages still work

Complete the sentences with the connectors below. Do not repeat a connector used once.

For this reason	Despite the fact that	No matter
Due to	Consequently	As a result
In spite of	Regardless of	Owing to

- _____ who wins the election, the public will be disappointed.
- _____ the president promised not to raise taxes, I think that he will probably raise them this year.
- _____ my interest in the law, I want to be a lawyer.
- Taiwan's president is pro-China. _____, there are now direct flights to China.

5. There are now direct flights to China. _____, it is much more convenient to travel.

6. _____ where I am, I try to email my mother every day.

7. _____ the price of gas, I will still drive my car to work every day.

8. My cat ate some poison. _____, he got sick and died.

9. _____ the poison, he got sick and died.

Fill in the blanks with the suitable subordinating conjunctions or connectors from the options provided. Use comma where necessary.

- Your aunt is resting in the next room. So walk softly _____ disturb her.
[so as to, in order to, so as not to, so that]
- _____ you are so interested, I won't persuade you to give up. _____ do check with the agent before you purchase it.
[if/in order, as/however, unless/though, because/so]
- Tea should be served in every meeting _____ the members will not be sleepy.
[although, even if, as, so that]
- The boys encountered lots of problems _____ trying to get to the island. _____ they managed to reach the island in time before the sharks came.
[while/nevertheless, during/nevertheless, then/however, as/however]
- _____ the monsoon season, the fisherman managed to obtain a good income.
[even, as, although, inspite of]

Choose transitional expressions from the given list and insert them in the paragraph below. Use correct punctuation.

(but, for example, otherwise, similarly, yet)

Since the major cost of advanced education, if the student is away from home, is board and lodging, one can argue that as far as possible the expansion of public education beyond high school should be arranged locally. _____ in order to offer equal opportunities we should have to envisage using public funds to provide years of free board and room for a considerable fraction of our high school graduates. _____ there are various types of professional and vocational education that can be given at only a few centers in even a very populous state. It is literally impossible, _____ to give adequate instruction in clinical medicine except in cities of sufficient size to support large hospitals. _____ advanced work in the arts, sciences, and letters can be done only where adequate libraries and laboratories are at hand. It is clearly in the national interest to find all the latent talent available for the lengthy training that research careers demand. _____ to establish research centers at every point in the United States where general education beyond the high school is desired would be not merely uneconomical, but impossible.

Insert an appropriate transitional expression in the second sentence of each item below. Use correct punctuation and make the necessary spelling changes.

- The students were elected to the senate by majority vote. _____ The speeches of the elected senators did not reflect the thinking of the majority of the students.

2. Some comic books provide a painless education for the young. _____ Many adults could profit from reading educational comic books.
3. Over a thousand policemen were injured or killed. _____ Hundreds of policemen went to Washington to protest.
4. It was a year of natural disasters. _____ Earthquakes shook Peru.

Insert suitable connectors to show the relationship between the following sentences.

- (1) Alice moved to New York. Her mother stayed in Boston.

(2) You have disobeyed me. I will not help you again.

(3) Harrison is kind. He is generous.

(4) Television is entertaining. It is instructive.

(5) I prepared my English lesson. I wrote my French paper.

(6) I live too far away to visit you often. You are never home.

(7) The road was wet and slippery. There were many accidents.

(8) You must study hard. You will fail.

(9) The leaders settled their differences. There would have been war.

(10) Mr. Adams was an invalid. He had an active career.

(11) We must meet the deadline. A decision is needed now.

(12) I will study medicine for six years. I will be a doctor.

(13) He made a special effort. I gave him special help.

(14) All of Mr. Jones' ancestors were long-lived. He is in very good health.

The following paragraphs do not have connectors. Add appropriate connectors in them.

1. Doing a job along with studying at a university has made my life very tough. I have given up so many personal pleasures in my life. I can not play football with my friends anymore. I miss all my favourite TV shows. I don't get enough sleep. According to psychologists, different people need different amounts of sleep. I need at least eight hours of sleep which is now impossible. My social life is suffering. I miss important family events. I can not hang out with friends anymore. No doubt, it is really very difficult to do a job with university education.
2. Feeling fear is normal in public speaking. It is the adrenaline which causes all of the symptoms we associate with speech anxiety. Having sweaty palms, feeling flushed, having a pulse rate, etc.

Everyone including accomplished professionals in music, athletics, and politics experience the exact same thing before a performance. If you feel fear, that is a normal thing. What's important here is to think about coping with this fear.

3. Two different schools of thought exist as to why we dream. The physiological school holds that we dream to exercise the brain cells. When awake, our brains are constantly transmitting and receiving messages to keep our body in motion. Psychological theorists focus on our thoughts and emotions. They say dreams deal with immediate concerns in our life. There is a connection between dreams and human psyche. Whatever is the reason, all of us dream when we sleep.
4. For many poorer countries, tourism may still offer the best hope for development. The Vietnamese are doing their best to open up their country for tourists. Iran is working on a master plan for their tourism. Libya has paid \$1 million for a study. They all want tourists. And people like to discover ever new parts of the world; they are tired of mass tourism. A country can offer beaches, mountains, deserts, and unique cultures.

What Are Fragments?

Every sentence must have a subject and a verb and must express a complete thought. A word group that lacks a subject or a verb and does not express a complete thought is a *fragment*. The most common types of fragments are:

- 1 Dependent-word fragments
- 2 -ing and to fragments
- 3 Added-detail fragments
- 4 Missing-subject fragments

Once you understand what specific kinds of fragments you write, you should be able to eliminate them from your writing. The following pages explain all four types of fragments.

Dependent-Word Fragments

Some word groups that begin with a dependent word are fragments. Here is a list of common dependent words:

Dependent Words

after	if, even if	when, whenever
although, though	in order that	where, wherever
as	since	whether
because	that, so that	which, whichever
before	unless	while
even though	until	who, whoever
how	what, whatever	whose

Whenever you start a sentence with one of these words, you must be careful that a fragment does not result.

The word group beginning with the dependent word *After* in the example below is a fragment.

After I learned the price of new cars, I decided to keep my old Buick.

A *dependent statement*—one starting with a dependent word like *After*—cannot stand alone. It depends on another statement to complete the thought. “*After I learned the price of new cars*” is a dependent statement. It leaves us hanging. We expect to find out—in the same sentence—*what happened after* the writer learned the price of new cars. When a writer does not follow through and complete a thought, a fragment results.

To correct the fragment, simply follow through and complete the thought:

After I learned the price of new cars, I decided to keep my old Buick.

Remember, then, that *dependent statements by themselves are fragments*. They must be attached to a statement that makes sense standing alone.

Here are two other examples of dependent-word fragments:

My daughter refused to stop smoking. Unless I quit also.

Tommy made an appointment. Which he did not intend to keep.

“*Unless I quit also*” is a fragment; it does not make sense standing by itself. We want to know—in the same statement—*what would not happen unless* the writer quit also. The writer must complete the thought. Likewise, “*Which he did not intend to keep*” is not in itself a complete thought. We want to know in the same statement what *which* refers to.

Correcting a Dependent-Word Fragment

In most cases you can correct a dependent-word fragment by attaching it to the sentence that comes after it or the sentence that comes before it:

After I learned the price of new cars, I decided to keep my old Buick.
(The fragment has been attached to the sentence that comes after it.)

My daughter refused to quit smoking unless I quit also.
(The fragment has been attached to the sentence that comes before it.)

Tommy made an appointment which he did not intend to keep.
(The fragment has been attached to the sentence that comes before it.)

Another way of connecting a dependent-word fragment is simply to eliminate the dependent word by rewriting the sentence:

I learned the price of new cars and decided to keep my old Buick.

She wanted me to quit also.

He did not intend to keep it.

(11)
Do not use this method of correction too frequently, however, for it may cut down on interest and variety in your writing style.

Notes

- 1 Use a comma if a dependent-word group comes at the beginning of a sentence (see also page 487):

After I learned the price of new cars, I decided to keep my old Buick.

However, do not generally use a comma if the dependent-word group comes at the end of a sentence:

My daughter refused to stop smoking unless I quit also.

Tommy made an appointment which he did not intend to keep.

- 2 Sometimes the dependent words *who*, *that*, *which*, or *where* appear not at the very start, but near the start, of a word group. A fragment often results:

The town council decided to put more lights on South Street. A place where several people have been mugged.

"A place where several people have been mugged" is not in itself a complete thought. We want to know in the same statement *where the place was* that several people were mugged. The fragment can be corrected by attaching it to the sentence that comes before it:

The town council decided to put more lights on South Street, a place where several people have been mugged.

Activity 1

Turn each of the following dependent-word groups into a sentence by adding a complete thought. Put a comma after the dependent-word group if a dependent word starts the sentence.

Examples Although I arrived in class late

Although I arrived in class late, I still did well on the test.

The little boy who plays with our daughter

The little boy who plays with our daughter just came down with German measles.

- 1 Because the weather is bad

- 2 If I lend you twenty dollars

If I lend you twenty dollars

The car that we bought

- 3 Since I was tired

Since I was tired

- 4 Before the instructor entered the room

Before the instructor entered the room

Activity 2

Underline the dependent-word fragment or fragments in each item. Then correct each fragment by attaching it to the sentence that comes before or the sentence that comes after it—whichever sounds more natural. Put a comma after the dependent-word group if it starts the sentence.

- 1 When my neighbor and I both use our cordless telephones. We hear one another's conversations. One of us needs to get a different phone.

When my neighbor and I both use our cordless telephones. We hear one another's conversations. One of us needs to get a different phone.

- 2 Bill always turns on the radio in the morning to hear the news. He wants to be sure that World War III has not started. Before he gets on with his day.

Bill always turns on the radio in the morning to hear the news. He wants to be sure that World War III has not started. Before he gets on with his day.

- 3 Although Mr. Simon is over eighty years old. He walks briskly to work every day. He seems like a much younger man. Since he is so active and involved in life.

Although Mr. Simon is over eighty years old. He walks briskly to work every day. He seems like a much younger man. Since he is so active and involved in life.

(11)

Do not use this method of correction too frequently, however, for it may cut down on interest and variety in your writing style.

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Tommy made an appointment which he did not intend to keep.

- 2 Sometimes the dependent words *who*, *that*, *which*, or *where* appear not at the very start, but near the start, of a word group. A fragment often results:

The town council decided to put more lights on South Street. A place where several people have been mugged.

"A place where several people have been mugged" is not in itself a complete thought. We want to know in the same statement *where the place was* that several people were mugged. The fragment can be corrected by attaching it to the sentence that comes before it:

The town council decided to put more lights on South Street, a place where several people have been mugged.

Activity 1

Turn each of the following dependent-word groups into a sentence by adding a complete thought. Put a comma after the dependent-word group if a dependent word starts the sentence.

Examples: Although I arrived in class late

Although I arrived in class late, I still did well on the test.

The little boy who plays with our daughter

The little boy who plays with our daughter just came down with German measles.

1. Because the weather is bad

2. If I lend you twenty dollars

3. The car that we bought

4. Since I was tired

5. Before the instructor entered the room

Activity 2

Underline the dependent-word fragment or fragments in each item. Then correct each fragment by attaching it to the sentence that comes before or the sentence that comes after it—whichever sounds more natural. Put a comma after the dependent-word group if it starts the sentence.

1. When my neighbor and I both use our cordless telephones. We hear one another's conversations. One of us needs to get a different phone.

2. Bill always turns on the radio in the morning to hear the news. He wants to be sure that World War III has not started. Before he gets on with his day.

3. Although Mr. Simon is over eighty years old. He walks briskly to work every day. He seems like a much younger man. Since he is so active and involved in life.

4. My dog ran in joyous circles on the wide beach. Until she found a dead fish Before I had a chance to drag her away. She began sniffing and nudging the smelly remains.

5. When the air conditioner broke down. The temperature was over ninety degrees. I then found an old fan. Which turned out to be broken also.

-ing and to Fragments

When an -ing word appears at or near the start of a word group, a fragment may result. Such fragments often lack a subject and part of the verb. Underline the word groups in the examples below that contain -ing words. Each is a fragment.

Example 1

I spent almost two hours on the phone yesterday. Trying to find a garage to repair my car. Eventually I had to have it towed to a garage in another town.

Example 2

Maggie was at first very happy with the blue sports car she had bought for only five hundred dollars. Not realizing until a week later that the car averaged seven miles per gallon of gas.

Example 3

He looked forward to the study period at school. It being the only time he could sit unbothered and dream about his future. He imagined himself a lawyer with lots of money and women to spend it on.

People sometimes write -ing fragments because they think the subject in one sentence will work for the next word group as well. Thus, in the first example the writer thinks that the subject *I* in the opening sentence will also serve as the subject for "Trying to find a garage to repair my car." But the subject must actually be in the sentence.

Correcting -ing Fragments

- 1 Attach the -ing fragment to the sentence that comes before it or the sentence that comes after it, whichever makes sense. Example 1 could read: "I spent almost two hours on the phone yesterday, trying to find a garage to repair my car."
- 2 Add a subject and change the -ing verb part to the correct form of the verb. Example 2 could read: "She did not realize until a week later that the car averaged seven miles per gallon of gas."
- 3 Change *being* to the correct form of the verb *be* (*am, are, is, was, were*). Example 3 could read: "It was the only time he could sit unbothered and dream about his future."

Correcting to Fragments

When *to* appears at or near the start of a word group, a fragment sometimes results:

I plan on working overtime. To get this job finished. Otherwise, my boss may get angry at me.

The second word group is a fragment and can be corrected by adding it to the preceding sentence:

I plan on working overtime to get this job finished.

Activity 1

Underline the -ing fragment in each of the items that follow. Then make it a sentence by rewriting it, using the method described in parentheses.

- Example* A thunderstorm was brewing. A sudden breeze shot through the windows.
Driving the stuffiness out of the room.
 (Add the fragment to the preceding sentence.)
A sudden breeze shot through the windows, driving the stuffiness out of the room.

(In the example, a comma is used to set off "driving the stuffiness out of the room," which is extra material placed at the end of the sentence.)

1. Sweating under his heavy load, Brian staggered up the stairs to his apartment. He felt as though his legs were crumpling beneath him.
(Add the fragment to the sentence that comes after it.)

2. He works 10 hours a day. Then going to class for 2½ hours. It is no wonder he writes fragments.
(Connect the fragment by adding the subject *he* and changing *going* to the proper form of the verb, *goes*.)

3. Charlotte loved the movie *Gone with the Wind*, but Clyde hated it. His chief objection being that it lasted four hours.
(Correct the fragment by changing *being* to the proper verb form, *was*.)

Activity 2

Underline the *-ing* or *to* fragment or fragments in each item. Then rewrite each item, using one of the methods of correction described on pages 374–375.

1. A mysterious package arrived on my porch yesterday. Bearing no return address. I half expected to find a bomb inside.

2. Jack bundled up and went outside on the bitterly cold day. To saw wood for his fireplace. He returned half frozen with only two logs.

3. Looking tired and drawn. The little girl's parents sat in the waiting room. The operation would be over in a few minutes.

4. Sighing with resignation, Jill switched on her television set. She knew that the picture would be snowy and crackling with static. Her house being in a weak reception area.

5. Jabbing the ice with a screwdriver. Luis attempted to speed up the defrosting process in his freezer. However, he used too much force. The result being a freezer compartment riddled with holes.

Added-Detail Fragments

Added-detail fragments lack a subject and a verb. They often begin with one of the following words:

also	except	including
especially	for example	such as

See if you can locate and underline the one added-detail fragment in each of the examples that follow:

Example 1

I love to cook and eat Italian food. Especially spaghetti and lasagna. I make everything from scratch.

Example 2

The class often starts late. For example, yesterday at a quarter after nine instead of at nine sharp. Today the class started at five after nine.

Example 3

He failed a number of courses before he earned his degree. Among them, English I, Economics, and General Biology.

People often write added-detail fragments for much the same reason they write -ing fragments. They think the subject and verb in one sentence will serve for the next word group as well. But the subject and verb must be in each word group.

Correcting Added-Detail Fragments

- 1 Attach the fragment to the complete thought that precedes it. Example 1 could read: "I love to cook and eat Italian food, especially spaghetti and lasagna."
- 2 Add a subject and a verb to the fragment to make it a complete sentence. Example 2 could read: "The class often starts late. For example, yesterday it began at a quarter after nine instead of at nine sharp."
- 3 Change words as necessary to make the fragment part of the preceding sentence. Example 3 could read: "Among the courses he failed before he earned his degree were English I, Economics, and General Biology."

Activity 1

Underline the fragment in each of the items below. Then make it a sentence by rewriting it, using the method described in parentheses.

Example I am always short of pocket money. Especially for everyday items like magazines and sodas. Luckily my friends often have change.
(Add the fragment to the preceding sentence.)
I am always short of pocket money, especially for everyday items like magazines and sodas.

1. There are many little things wrong with this apartment. For example, defective lights and leaking faucets. The landlord is not good about making repairs.
(Correct the fragment by adding the subject and verb *it has*.)
2. I could feel Bill's anger building. Like a land mine ready to explode. I was silent because I didn't want to be the one to set it off.
(Add the fragment to the preceding sentence.)

3. We went on vacation without several essential items. Among other things, our sneakers and sweat jackets.
(Correct the fragment by adding the subject and verb *we forgot*.)

Activity 2

Underline the added-detail fragment in each item. Then rewrite that part of the item needed to correct the fragment. Use one of the three methods of correction described above.

1. It's always hard for me to get up for work. Especially on Monday after a holiday weekend. However, I always wake up early on free days.

2. Tony has enormous endurance. For example, the ability to run five miles in the morning and then play basketball all afternoon.

3. A counselor gives you a chance to talk about your problems. With your family or the boss at work. You learn how to cope better with life.

4. Fred and Martha do most of their shopping through mail-order catalogs. Especially the J. C. Penney catalog.

5. One of my greatest joys in life is eating desserts. Such as cherry cheesecake and vanilla cream puffs. Almond fudge cake makes me want to dance.

Missing-Subject Fragments

In each example below, underline the word group in which the subject is missing.

Example 1

The truck skidded on the rain-slick highway. But missed a telephone pole on the side of the road.

Example 2

Michelle tried each of the appetizers on the table. And then found that, when the dinner arrived, her appetite was gone.

People write missing-subject fragments because they think the subject in one sentence will apply to the next word group as well. But the subject, as well as the verb, must be in *each* word group to make it a sentence.

Correcting Missing-Subject Fragments

- 1 Attach the fragment to the preceding sentence. Example 1 could read: "The truck skidded on the rain-slick highway but missed a telephone pole on the side of the road."
- 2 Add a subject (which can often be a pronoun standing for the subject in the preceding sentence). Example 2 could read: "She then found that, when the dinner arrived, her appetite was gone."

Activity

Underline the missing-subject fragment in each item. Then rewrite that part of the item needed to correct the fragment. Use one of the two methods of correction described above.

- 1 I tried on an old suit hanging in our basement closet. And discovered, to my surprise, that it was too tight to button.

- 2 When Mary had a sore throat, friends told her to gargle with salt water. Or suck on an ice cube. The worst advice she got was to avoid swallowing.

-
-
- 3 One of my grade-school teachers embarrassed us with her sarcasm. Also, seated us in rows from the brightest student to the dumbest. I can imagine the pain the student in the last seat must have felt.

A Review: How to Check for Fragments

- 1 Read your paper aloud from the *last* sentence to the *first*. You will be better able to see and hear whether each word group you read is a complete thought.
- 2 If you think a word group is a fragment, ask yourself: Does this contain a subject and a verb and express a complete thought?
- 3 More specifically, be on the lookout for the most common fragments:
 - Dependent-word fragments (starting with words like *after*, *because*, *since*, *when*, and *before*)
 - *-ing* and *to* fragments (*-ing* or *to* at or near the start of a word group)
 - Added-detail fragments (starting with words like *for example*, *such as*, *also*, and *especially*)
 - Missing-subject fragments (a verb is present but not the subject)

Review Test 1

Turn each of the following word groups into a complete sentence. Use the spaces provided.

Example With sweaty palms

With sweaty palms, I walked in for the job interview.

Even when it rains

The football teams practice even when it rains.

1. When the alarm sounded

2. In order to save some money

3. Were having a party

4. To pass the course

5. Geraldo, who is very impatient

6. During the holiday season

7. The store where I worked

8. Before the movie started

9. Down in the basement

10. Feeling very confident

Review Test 2

Each word group in the student paragraph below is numbered. In the space provided, write C if a word group is a *complete sentence*; write F if it is a *fragment*. You will find seven fragments in the paragraph.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____

17. _____
18. _____
19. _____
20. _____

¹My first date with Donna was a disaster. ²I decided to take her to a small Italian restaurant. ³That my friends told me had reasonable prices. ⁴I looked over the menu and realized I could not pronounce the names of the dishes. ⁵Such as "veal piccata" and "fettucini Alfredo." ⁶Then, I noticed a burning smell. ⁷The candle on the table was starting to blacken. ⁸And scorch the back of my menu. ⁹Trying to be casual, I quickly poured half my glass of water onto the menu. ¹⁰When the waiter returned to our table. ¹¹He asked me if I wanted to order some wine. ¹²I ordered a bottle of Blue Nun. ¹³The only wine that I had heard of and could pronounce. ¹⁴The waiter brought the wine, poured a small amount into my glass, and waited. ¹⁵I said, "You don't have to stand there. We can pour the wine ourselves." ¹⁶After the waiter put down the wine bottle and left. ¹⁷Donna told me I was supposed to taste the wine. ¹⁸Feeling like a complete fool. ¹⁹I managed to get through the dinner. ²⁰However, for weeks afterward, I felt like jumping out of a tenth-story window.

On separate paper, correct the fragments you have found. Attach each fragment to the sentence that comes before or after it, or make whatever other change is needed to turn the fragment into a sentence.

Review Test 3

Underline the two fragments in each item. Then rewrite the item in the space provided, making the changes needed to correct the fragments.

Example The people at the diner save money. By watering down the coffee. Also, using the cheapest grade of hamburger. Few people go there anymore.
The people at the diner save money by watering down the coffee.

Also, they use the cheapest grade of hamburger....

1. Gathering speed with enormous force. The plane was suddenly in the air. Then it began to climb sharply. And several minutes later leveled off.

2. Before my neighbors went on vacation. They asked me to watch their house. I agreed to check the premises once a day. Also, to take in their mail.
-
-

3. Running untouched into the end zone. The halfback raised his arms in triumph. Then he slammed the football to the ground. And did a little victory dance.
-
-

4. It's hard to keep up with bills. Such as the telephone, gas, and electricity. After you finally mail the checks. New bills seem to arrive a day or two later.
-
-

5. While a woman ordered twenty pounds of cold cuts. Customers at the deli counter waited impatiently. The woman explained that she was in charge of a school picnic. And apologized for taking up so much time.
-
-

What Are Run-Ons?

A *run-on* is two complete thoughts that are run together with no adequate sign given to mark the break between them.* Some run-ons have no punctuation at all to mark the break between the thoughts. Such run-ons are known as *fused sentences*: they are fused, or joined together, as if they were only one thought.

Fused Sentences

My grades are very good this semester my social life rates only a C.
Our father was a madman in his youth he would do anything on a dare.

In other run-ons, known as *comma splices*, a comma is used to connect, or "splice" together, the two complete thoughts. However, a comma alone is *not enough* to connect two complete thoughts. Some stronger connection than a comma alone is needed.

Comma Splices

My grades are very good this semester, my social life rates only a C.
Our father was a madman in his youth, he would do anything on a dare.

Comma splices are the most common kind of run-on. Students sense that some kind of connection is needed between two thoughts and so put a comma at the dividing point. But the comma alone is not sufficient: a stronger, clearer mark is needed between the two thoughts.

A Warning about Words That Can Lead to Run-Ons: People often write run-ons when the second complete thought begins with one of the following words:

I	we	there	now
you	they	this	then
he, she, it		that	next

Remember to be on the alert for run-ons whenever you use one of these words in writing a paper.

*Notes:

1. Some instructors feel that the term *run-ons* should be applied only to fused sentences, not to comma splices. But for many other instructors, and for our purposes in this book, the term *run-on* applies equally to fused sentences and comma splices. The bottom line is that you do not want either fused sentences or comma splices in your writing.

2. Some instructors refer to each complete thought in a run-on as an *independent clause*. A clause is simply a group of words having a subject and a verb. A clause may be *independent* (expressing a complete thought and able to stand alone) or *dependent* (not expressing a complete thought and not able to stand alone). A run-on is two independent clauses that are run together with no adequate sign given to mark the break between them.

Correcting Run-Ons

Here are four common methods of correcting a run-on:

- 1 Use a period and a capital letter to break the two complete thoughts into separate sentences.

My grades are very good this semester. My social life rates only a C.
Our father was a madman in his youth. He would do anything on a dare.

- 2 Use a comma plus a joining word (*and, but, for, or, nor, so, yet*) to connect the two complete thoughts.

My grades are very good this semester, but my social life rates only a C.
Our father was a madman in his youth, for he would do anything on a dare.

- 3 Use a semicolon to connect the two complete thoughts.

My grades are very good this semester; my social life rates only a C.
Our father was a madman in his youth; he would do anything on a dare.

- 4 Use subordination.

Although my grades are very good this semester, my social life rates only a C.
Because my father was a madman in his youth, he would do anything on a dare.

The following pages will give you practice in all four methods of correcting a run-on. The use of subordination is explained on pages 109–111.

Method 1: Period and a Capital Letter

One way of correcting a run-on is to use a period and a capital letter at the break between the two complete thoughts. Use this method especially if the thoughts are not closely related or if another method would make the sentence too long.

Activity 1

Locate the split in each of the following run-ons. Each is a *fused sentence*, which consists of two sentences that are fused, or joined together, with no punctuation at all between them. Reading each fused sentence aloud will help “hear” where a major break or split in the thought occurs. At such a point, your voice will probably drop and pause.

Correct the run-on by putting a period at the end of the first thought and a capital letter at the start of the next thought.

Example Martha Grencher shuffled around the apartment in her slippers. Her husband couldn't stand their slapping sound on the floor.

- 1 A felt-tip pen is easy to ruin just leave it lying around without its cap.
- 2 Phil cringed at the sound of the dentist's drill it buzzed like a fifty-pound mosquito.
- 3 Last summer no one swam in the lake a little boy had dropped his pet piranhas into the water.
- 4 A horse's teeth never stop growing they will eventually grow outside the horse's mouth.
- 5 Sue's doctor told her he was an astrology nut she did not feel good about learning that.
- 6 Ice water is the best remedy for a burn using butter is like adding fat to a flame.
- 7 In the apartment the air was so dry that her skin felt parched the heat was up to eighty degrees.
- 8 My parents bought me an ant farm it's going to be hard to find tractors that small.
- 9 Lobsters are cannibalistic this is one reason they are hard to raise in captivity.
- 10 Julia placed an egg timer next to the phone she did not want to talk more than three minutes on her long-distance calls.

Activity 2

Locate the split in each of the following run-ons. Some of the run-ons are fused sentences, and some are *comma splices*—run-ons spliced, or joined together, with only a comma. Correct each run-on by putting a period at the end of the first thought and a capital letter at the start of the next thought.

- 1 A bird got into the house through the chimney we had to catch it before our cat did.
- 2 Some so-called health foods are not so healthy. many are made with oils that raise cholesterol levels.

3. We sat only ten feet from the magician, we still couldn't see where all the birds came from.
4. Jerome needs only five hours of sleep each night his wife needs at least seven.
5. Our image of dentistry will soon change dentists will use lasers instead of drills.
6. Gale entered her apartment and jumped with fright someone was leaving through her bedroom window.
7. There were several unusual hairstyles at the party one woman had bright green braids.
8. Todd saves all his magazines, once a month, he takes them to a nearby nursing home.
9. The doctor seemed to be in a rush, I still took time to ask all the questions that were on my mind.
10. When I was little, my brother tried to feed me flies, he told my they were raisins.

Activity 3

Write a second sentence to go with each of the sentences that follow. Start the second sentence with the word given in italics. Your sentences can be serious or playful.

Example She Jackie works for the phone company. She climbs telephone poles in all kinds of weather.

1. The alarm clock is unreliable. _____

2. My uncle has a peculiar habit. _____

3. Lola studied for the math test for two hours. _____

4. I could not understand why the car would not start. _____

5. We saw all kinds of litter on the highway. _____

Method 2: Comma and a Joining Word

A second way of correcting a run-on is to use a comma plus a joining word to connect the two complete thoughts. Joining words (also called *conjunctions*) include *and, but, for, or, nor, so, and yet*. Here is what the four most common joining words mean:

and in addition to, along with

His feet hurt from the long hike, and his stomach was growling.

(*And* means "in addition": His feet hurt from the long hike; *in addition*, his stomach was growling.)

but however, except, on the other hand, just the opposite

I remembered to get the cocoa, but I forgot the marshmallows.

(*But* means "however": I remembered to get the cocoa; *however*, I forgot the marshmallows.)

for because, the reason why, the cause of something

She was afraid of not doing well in the course, for she had always had bad luck with English before.

(*For* means "because" or "the reason why": She was afraid of not doing well in the course; *the reason why* was that she had always had bad luck with English before.)

Note: If you are not comfortable using *for*, you may want to use *because* instead of *for* in the activities that follow. If you do use *because*, omit the comma before it.

so as a result, therefore

The windshield wiper was broken, so she was in trouble when the rain started.

(*So* means "as a result": The windshield wiper was broken; *as a result*, she was in trouble when the rain started.)

Activity 1

Insert the joining word (*and, but, for, so*) that logically connects the two thoughts in each sentence.

1. The couple wanted desperately to buy the house, _____ they did not qualify for a mortgage.
2. A lot of men today get their hair styled, _____ they use perfume and other cosmetics as well.
3. Clyde asked his wife if she had any bandages, _____ he had just sliced his finger with a paring knife.
4. The computer's mouse was not behaving correctly, _____ Rita took it apart and cleaned it.
5. The restaurant was beautiful, _____ the food was overpriced.

Activity 2

Add a complete, closely related thought to go with each of the following statements. Use a comma plus the italicized joining word when you write the second thought.

Example for Lola spent the day walking barefoot, for the heel of one of her shoes had come off.

1. She wanted to go to the party _____
2. Tony washed his car in the morning _____
3. The day was dark and rainy _____
4. I'm not going to eat in the school cafeteria anymore _____
5. I asked my brother to get off the telephone _____

Method 3: Semicolon

A third method of correcting a run-on is to use a semicolon to mark the break between two thoughts. A *semicolon* (:) is made up of a period above a comma and is sometimes called a *strong comma*. The semicolon signals more of a pause than a comma alone but not quite the full pause of a period.

Semicolon Alone: Here are some earlier sentences that were connected with a comma plus a joining word. Notice that a semicolon alone, unlike a comma alone, can be used to connect the two complete thoughts in each sentence:

A lot of men today get their hair styled; they use perfume and other cosmetics as well.

She was afraid of not doing well in the course; she had always had bad luck with English before.

The restaurant was beautiful; the food was overpriced.

The semicolon can add to sentence variety. For some people, however, the semicolon is a confusing mark of punctuation. Keep in mind that if you are not comfortable using it, you can and should use one of the first two methods of correcting a run-on.

Activity

Insert a semicolon where the break occurs between the two complete thoughts in each of the following run-ons.

Example I missed the bus by seconds; there would not be another for half an hour.

1. I spend eight hours a day in a windowless office it's a relief to get out into the open air after work.
2. The audience howled with laughter the comedian enjoyed a moment of triumph.
3. It rained all week parts of the highway were flooded.
4. Tony never goes to a certain gas station anymore he found out that the service manager overcharged him for a valve job.
5. The washer shook and banged with its unbalanced load then it began to walk across the floor.

Semicolon with a Transitional Word: A semicolon is sometimes used with a transitional word and a comma to join two complete thoughts.

We were short of money; therefore, we decided not to eat out that weekend. The roots of a geranium have to be crowded into a small pot; otherwise, the plants may not flower.

I had a paper to write; however, my brain had stopped working for the night.

Following is a list of common transitional words (also known as *adverbial conjunctions*). Brief meanings are given for the words.

<i>Transitional Word</i>	<i>Meaning</i>
however	but
nevertheless	but
on the other hand	but
instead	as a substitute
meanwhile	in the intervening time
otherwise	under other conditions
indeed	in fact
in addition	and
also	and
moreover	and
furthermore	and
as a result	in consequence
thus	as a result
consequently	as a result
therefore	as a result

Activity 1

Choose a logical transitional word from the list in the box and write it in the space provided. Put a semicolon before the connector and a comma after it.

Example Exams are over _____; however, _____ I still feel tense and nervous.

1. I did not understand her point _____ I asked her to repeat _____

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- Janis spent several minutes trying to pry open the case of her new CD _____ she didn't succeed until she attacked it with a hammer.
- Post offices are closed for today's holiday _____ no mail will be delivered.
- Mac and Alana didn't have a fancy wedding _____ they used their money for a nice honeymoon.
- I had to skip lunch _____ I would have been late for class.

Activity 2

Punctuate each sentence by using a semicolon and a comma.

Example My brother's asthma was worsening; as a result, he quit the soccer team.

- My brother ate an entire pizza for supper in addition he had a big chunk of pound cake for dessert.
- The man leaned against the building in obvious pain however no one stopped to help him.
- Our instructor was absent therefore the test was postponed.
- I had no time to type up the paper instead I printed it out neatly in black ink.
- Lola loves the velvety texture of cherry Jell-O moreover she loves to squish it between her teeth.

4: Subordination

A fourth method of joining related thoughts is to use subordination. *Subordination* is a way of showing that one thought in a sentence is not as important as another thought.

Here are three earlier sentences that have been recast so that one idea is subordinated to (made less important than) the other idea:

When the window shade snapped up like a gunshot, her cat leaped four feet off the floor.

Because it rained all week, parts of the highway were flooded.

Although my grades are very good this year, my social life rates only a C.

- The impatient driver drove his car into the low-hanging branches of a tall tree.
- The course on the Internet is taught by a very dull teacher.

Notice that when we subordinate, we use dependent words like *when*, *because*, and *although*. Here is a brief list of common dependent words:

Common Dependent Words

after	before	unless
although	even though	until
as	if	when
because	since	while

Subordination is explained on pages 109–111.

Activity

Choose a logical dependent word from the box above and write it in the space provided.

Example Because I had so much to do, I never even turned on the TV last night.

1. _____ we emerged from the darkened theater, it took several minutes for our eyes to adjust to the light.
2. _____ "All Natural" was printed in large letters on the yogurt carton, the fine print listing the ingredients told a different story.
3. I can't study for the test this weekend _____ my boss wants me to work overtime.
4. _____ the vampire movie was over, my children were afraid to go to bed.
5. _____ you have a driver's license and two major credit cards, that store will not accept your check.

A Review: How to Check for Run-Ons

- 1 To see if a sentence is a run-on, read it aloud and listen for a break marking two complete thoughts. Your voice will probably drop and pause at the break.
 - 2 To check an entire paper, read it aloud from the *last* sentence to the *first*. Doing so will help you hear and see each complete thought.
 - 3 Be on the lookout for words that can lead to run-on sentences:
- | | | | | |
|----------|-------------------|---------------|--------------|--------------|
| I
you | he, she, it
we | they
there | this
that | next
then |
|----------|-------------------|---------------|--------------|--------------|
- 4 Correct run-on sentences by using one of the following methods:

- Period and capital letter
- Comma and joining word (*and, but, for, or, nor, so, yet*)
- Semicolon
- Subordination

Review Test 1

Some of the run-ons that follow are fused sentences, having no punctuation between the two complete thoughts; others are comma splices, having only a comma between the two complete thoughts. Correct the run-ons by using one of the following three methods:

- Period and capital letter
- Comma and joining word
- Semicolon

Do not use the same method of correction for every sentence.

but

Example Three people did the job, I could have done it alone.

1. The impatient driver tried to get a jump on the green light he kept edging his car into the intersection.
2. The course on the history of UFOs sounded interesting, it turned out to be very dull.

3. That clothing store is a strange place to visit you keep walking up to dummies that look like real people.
4. Everything on the menu of the Pancake House sounded delicious they wanted to order the entire menu.
5. Chung pressed a cold washcloth against his eyes, it helped relieve his headache.
6. Marc used to be a fast-food junkie now he eats only vegetables and sunflower seeds.
7. I knew my term paper was not very good, I placed it in a shiny plastic cover to make it look better.
8. The boy smiled joyously, his silver braces flashed in the sun.
9. My boss does not know what he is doing half the time then he tries to tell me what to do.
10. In the next minute, 100 people will die, over 240 babies will be born.

■ Review Test 2

Correct each run-on by using subordination. Choose from among the following dependent words:

after	before	unless
although	even though	until
as	if	when
because	since	while

Example My eyes have been watering all day, I can tell the pollen count is high.
Because my eyes have been watering all day, I can tell the pollen count is high.

1. There are a number of suits and jackets on sale, they all have very noticeable flaws.

2. Rust has eaten a hole in the muffler, my car sounds like a motorcycle.
-

3. I finished my household chores, I decided to do some shopping.
-

4. The power went off for an hour during the night, all the clocks in the house must be reset.
-

5. Self-cleaning public toilets are available, few American cities have installed them.
-

Review Test 3

There are two run-ons in each passage. Correct them by using the following methods.

- Period and capital letter
- Comma and one of these joining words: *and, but, or so*
- One of these dependent words: *although, because, or when*

1. The dog raced into the house it was happy to be among people. Its owner bent down to pet it he drew back in disgust. The dog had rolled in something with a horrible smell.
-
-

2. Small feet were admired in ancient China, some female infants had their feet tightly bound. The feet then grew into a tiny, deformed shape. The women could barely walk their feet were crippled for life.
-
-

3. Davie insisted on dressing himself for nursery school. It was a cold winter day, he put on shorts and a tank top. He also put on cowboy boots over his bare feet. He liked his image in the mirror his mother made him change.

4. A stimulating scent such as peppermint can help people concentrate better. The idea has practical applications, studies have shown that students do better on tests when peppermint is in the air. Maybe scented air could improve students' performance, it might help office workers be more alert, too.

Did You Know?
other word for
agreement is
accord.

Review Test 4

Write quickly for five minutes about what you did this past weekend. Don't worry about spelling, punctuation, finding exact words, or organizing your thoughts. Just focus on writing as many words as you can without stopping.

After you have finished, go back and make whatever changes are needed to correct any run-ons in your writing.



Subject-Verb Agreement

Agreement

The subject of a sentence controls the form of the verb in that sentence. This is called **agreement**: a verb must agree with its subject.

If the subject of the sentence is in the first person, for example *I* or *we*, the verb must also be in the first person:

I am really angry.

We were very pleased to be there.

I love Chinese food.

We Scots love Chinese food.

I have something to tell you.

Both of us have something to tell you. ('both of us' = 'we')

Similarly, if the subject of the sentence is in the second person (that is, *you*), the verb must be in the second person, and if the subject of the sentence is in the third person (for example *he*, *she*, *it*, *they*, *John*, *a dog*, *the teachers*, etc), the verb must also be in the third person:

You are silly.

You two were late again this morning.

You boys have no right to say that!

Both of you are at fault.

She is my daughter's teacher.

Toni is at school.

They are Japanese, I think.

Both of the boys were here yesterday.

Similarly, if the subject of the sentence is singular, the verb must be singular, and if the subject of the sentence is plural, then the verb must be plural:

I am on holiday.

We are on holiday.

The bread is mouldy.
The apples are mouldy.
Her dog barks a lot.
Her dogs bark a lot.

Grammar Help

- The noun or pronoun immediately in front of the verb is not always the subject, or not the whole subject, of the verb. Care must be taken to identify the real subject, or the complete subject, of a sentence, and to make the verb agree with it:

She and I are both on holiday. (The subject is 'she and I', and so the verb agrees with 'she and I', not just 'I'; 'she and I' = 'we')

You and he have been chosen for the task. (The subject is 'you and he', and so the verb agrees with 'you and he', not just 'he'; 'you and he' = 'you')

A box of fireworks was lying on the table. (= 'A box was lying on the table'; the verb agrees with 'box', not 'fireworks')

Ten bags of sugar have gone missing. (= 'Ten bags have gone missing'; the verb agrees with 'bags', not 'sugar')
- With **here is/are** and **there is/are**, the verb agrees with the words that follow it:

Here is the book you lent me.
Here are the books you lent me.
There is a big black bird in that tree.
There are two big black birds in that tree.

Similarly, in questions with **who** and **what**, the verb agrees with what follows it:

Who is that man?
Who are those men?
What is that?
What are they?

And in statements with **what**:

What was once an important port is now a village nearly a mile from the sea.
What were once warehouses are now just empty ruins.

Some Problems with Subject-Verb Agreement

- When making a verb agree with its subject, what is important is whether the subject is grammatically singular or plural, not how many people or things the subject refers to:

Every student has a personal locker. (singular subject)
Each student has a personal locker. (singular subject)
All the students have a personal locker. (plural subject)

Handy Hint

Always check in your own writing that verbs agree with their true subjects

Grammar Help

In informal English **there's** and **here** may be followed by a plural noun or phrase:

There's hundred ants crawling over picnic basket.
Here's three good reasons why you shouldn't smoke.

Everyone is here. ('Everyone' is singular although it refers to several people)
Everybody knows that. ('Everybody' is singular)
Nobody was listening to her. ('Nobody' is singular)

- When the subject of a sentence refers to a quantity of something, it should be followed by a **singular verb**; when the subject refers to a number of separate items, it should be followed by a **plural verb**:

All the bread is mouldy.
All the apples are mouldy.

Some money has been stolen.
Some books have been stolen.

No damage has been done.
No losses have been incurred.

However, plural nouns denoting quantities or amounts are usually treated as **singular**:

Three kilos of carrots is far too much.
Six thousand dollars seems a lot of money to pay for a painting.
Ten shillings is the same as fifty pence.
Twenty-five miles is a long way to walk in one day.
Five days is a long time to wait.

Care must be taken with phrases consisting of two or more nouns linked by **and**. If the nouns are considered as separate things, then the phrase is **plural**:

Tea and coffee are popular drinks.
Carrots and potatoes are vegetables.

But if the nouns linked by **and** are considered to be one single thing, then the phrase is **singular** and the verb must be singular:

Gin and tonic is a popular drink.
Mince and potatoes is my favourite meal.

Sometimes both singular and plural verbs are considered correct:

Two and two make (OR makes) four.

Grammar Help

Although it looks as if it ought to be singular, a **number** of is in fact treated as plural and should be followed by a plural verb:

A **number** of passengers were injured when the bus crashed.

A **number** of animals have escaped from the zoo.
Majority and **minority**, when followed by plural nouns, are also followed by plural verbs:

The **majority** of our students go on to study at university.

Only a **small minority** of our members have voted against strike action.
Similarly, when **a lot** of and **the rest** of are followed by a plural noun or pronoun, they are also followed by a plural verb:

A **lot** of strange things have been happening recently.

A **lot** of us are not sure why we're here.

The **rest** of us have to stay here.

The **rest** of the children were rescued by the fire brigade.
But when **a lot** of and **the rest** of are followed by a singular noun or pronoun, the verb is also singular:

A **lot** of the work has already been done.

The **rest** of it is to be finished by tomorrow.

Again, with **lots**, **heaps**, **tons**, etc, it is the following noun that determines whether the verb must be singular or plural:

There was **lots** of rubbish lying in the street.

There were **lots** of children playing in the street.

Heaps of money has been wasted on this project.

Heaps of mistakes have been made.

Singular Nouns that appear to be Plural

When verbs are made to agree with their subjects, particular care must be taken with nouns that are plural in form but which are usually treated as singular:

Maths is not as interesting as history.

Billiards is a very similar game to snooker.

Measles was a common childhood disease.

Metaphysics is a branch of philosophy.

Tiddlywinks is played with small round plastic counters.

Numismatics is a fancy word for the study of coins and medals.

Words in this category are nouns referring to:

subjects of study, such as economics, electronics, ethics, linguistics, mechanics, phonetics, physics, politics and semantics;

activities, such as aerobics, athletics and gymnastics;

games, such as charades, darts, dominoes, musical chairs, noughts and crosses, quoits, rounders and snakes and ladders; diseases, such as mumps, rabies, rickets and shingles.

Some of the words in the 'subjects of study' list can also be used in the plural when they are not referring to a single subject:

Politics is boring. (= subject of study)

Her politics are quite beyond me. (= political beliefs)

Mechanics is one of the subjects I studied at university.
(= subject of study)

The mechanics of this process are quite complex.
(= mechanical operations)

Mathematics is her favourite subject. (= subject of study)

The mathematics are clear: the cost of a refill can be as low as a tenth of the cost of a new cartridge. (= mathematical facts)

I think your mathematics is/are wrong. (= mathematical calculations)

Plural Nouns that appear to be Singular

There are some nouns in English which appear to be singular but which are in fact *plural* and must be followed by a plural verb. Common examples are *people*, *folk*, *youth*, *police*, *clergy* and *cattle*:

People are silly, aren't they?

Folk do things like that, don't they?

The youth of today are less interested in playing sport than we were at their age.

The police are on their way.

The clergy are forever complaining about the morals of young people today.

The cattle were in the barn.

Grammar Help

Some of these nouns can also be used in the plural form:

the aboriginal peoples of Canada (= tribes, races)

There were several youths at the end of the street. (= young men, young people)

I'm going home to visit my folks this weekend. (= family; an informal, mostly American, usage)

Hello, folks! (used as an informal form of address)

Collective Nouns

Collective nouns are nouns denoting groups of people or animals, such as *aristocracy, army, audience, class, club, committee, family, flock, government, group, herd, jury, public, staff, team, etc.* They can be thought of as referring either to a number of individuals or to one single body.

When such nouns are felt to be referring to *single entities* rather than numbers of separate individuals, they are usually treated as *singular nouns* and followed by singular verbs:

The audience was larger than I had expected.

The committee has decided not to accept your resignation.

Our class has been chosen to represent the school.

The public is all too easily fooled.

The jury finds the defendant not guilty.

The government has no right to act without consulting parliament.

However, when they are thought of as referring to a *number of individuals*, they are in British English treated as *plural nouns* and followed by plural verbs:

The audience were obviously enjoying the performance.

The committee have decided not to accept your resignation.

Our class have all had flu.

The general public know very little about the causes of inflation.

He could see that the flock were getting restless.

Grammar Help

Once a choice has been made as to whether to treat a collective noun as singular or plural, it may be necessary to make the same choice with regard to other words in the sentence:

The committee has (singular) decided that it does not want to accept your resignation.

The committee have (plural) decided that they do not want to accept your resignation.

Grammar Help

In American English it is more usual to treat collective nouns as singular nouns than as plural nouns.

DO IT YOURSELF

A In some of the following sentences, the verbs do not agree with their subjects. Find the subject of each sentence, decide which of the verbs show incorrect agreement with their subjects, and correct them.

1. The dog was chased out of the garden.
2. She were really angry about it.
3. Who were you with last night?
4. Is these two boys your sons?
5. They became increasingly worried.
6. The two of us are going on a trip.
7. What do they want?
8. They was soon friends again.
9. It gives me a lot of pleasure to be here.
10. We doesn't often turn up late for school.

B Find the true or complete subject of each of the following sentences, decide whether it is singular or plural, and select the correct form of the verb to agree with it.

1. She and I ____ close friends. (was, were)
2. Both Jenny and May ____ ice-cream. (likes, like)
3. Several bars of chocolate ____ been stolen. (has, have)
4. Tom and his brother ____ like football. (doesn't, don't)
5. You and she ____ very alike. (is, are)
6. One set of exam papers ____ gone missing. (has, have)
7. Tea and coffee ____ popular drinks. (is, are)
8. Gin and tonic ____ a popular drink. (is, are)

C Choose the correct verb from the brackets to complete the following sentences:

1. A lot of women ____ their hair. (dyes, dye)
2. Everybody ____ somebody to love. (needs, need)
3. A squadron of fighters ____ been sent to the Middle East. (has, have)
4. Three squadrons of fighters, ____ been sent to the Middle East. (has, have)
5. Five pounds ____ a lot of money when I was young. (was, were)

Reading to Write

Read the following essays and identify the central idea of each essay. Also, identify the main ideas/sub-topics and the supporting material used by the writers to elaborate the main ideas.

Essay 1: Losing Touch

Steve, a typical American, stays home on work days. He plugs into a computer terminal in order to hook up with the office, and he sends and receives work during the day by electronic mail and fax -modem. Evenings he puts on his stereo headphones, watches a movie on his VCR, or logs back onto the computer to visit the Internet. On many days, Steve does not talk to any other human beings, and he does not see any people except those on television. Steve is imaginary, but his lifestyle is very common. More and more, the inventions of modern technology seem to be cutting us off from contact with our fellow human beings.

The world of business is one area in which technology is isolating us. Many people now work alone at home. With access to a large central computer, employees such as secretaries, insurance agents, and accountants do their jobs at display terminals in their own homes. They no longer have to actually see the people they're dealing with. In addition, employees are often paid in an impersonal way. Workers' salaries are automatically credited to their bank accounts, eliminating the need for paychecks. Fewer people stand in line with their coworkers to receive their pay or cash their checks. Finally, personal banking is becoming a detached process. Customers interact with machines rather than people to deposit or withdraw money from their accounts. Even some bank loans are approved or rejected, not in an interview with a loan officer, but by a computer program.

Another area that technology is changing is entertainment. Music, for instance, was once a group experience. People listened to music in concert halls or at small social gatherings. For many people now, however, music is a solitary experience. Walking along the street or sitting in their living rooms, they wear headphones to build a wall of music around them. Movie entertainment is changing, too. Movies used to be social events. Now, some people are not going out to see a movie. Some are choosing to wait for a film to appear on cable television or DVD. Instead of being involved with the laughter, applause, or hisses of the audience, viewers watch movies in the isolation of their own living rooms.

Education is a third important area in which technology is separating us from others. From elementary schools to colleges, students spend more and more time sitting by themselves in front of computers. The computers give them feedback, while teachers spend more time tending the computers and less time interacting with their classes. A similar problem occurs in homes. As more families buy computers, increasing numbers of students practice their math and reading skills with software programs instead of with their friends, brothers and sisters, and parents. Last, alienation is occurring as a result of DVDs. People are buying DVDs on subjects such as cooking, real estate investment, speaking, and speed-reading. They then practice their skills at home rather than by taking group classes in which a rich human interaction can occur.

Technology, then, seems to be driving human beings apart. Soon, we may no longer need to communicate with other human beings to do our work, entertain ourselves, or pursue an education. Machines will be the coworkers and companions of the future.

THE PROCESS OF WRITING

Composition or writing is a process. You have to go through the different steps of this process before you reach the final product. The different steps are as follows:

1. Assessing the writing situation:

This involves analyzing the following:

- The Topic:** Clear interpretation and understanding of the topic is the first step. Focus on key words for this.
- The Purpose:** This refers to your aim behind writing, that is, are you writing to inform, persuade, argue, describe, narrate, compare and contrast, analyze, evaluate, etc.
- Audience:** Clearly analyze and understand your readers. This is important in guiding your selection of material, your vocabulary, your style, and attitude.
- Tone:** Clearly decide for the correct tone you will adopt in your writing. Tone refers to the voice of the writer. Tone will depend on your audience, subject matter, purpose, and domain of writing.

Understanding the Topic

Clear interpretation and understanding of the topic is the first step. Focus on key words for this.

Activity #1

If you work for a kitchen remodeling company and your boss, Ms. Meyer, calls you in one morning and says, 'By three o'clock today, I want a proposal on my desk for a procedure for handling customer cancellations.'

What do you do first? Head for the typewriter? Head for the policy manual on customer relations? Head for the aspirin bottle?

Activity #2

Here are some possible subjects for a three-hundred-word essay. Read over the list and mark each subject as 'too broad' or 'about right'.

Too Broad About Right

- | | | |
|-------|-------|--|
| _____ | _____ | 1. World war II |
| _____ | _____ | 2. Nuclear power |
| _____ | _____ | 3. Computers |
| _____ | _____ | 4. The whooping crane's struggle for survival |
| _____ | _____ | 5. Pollution |
| _____ | _____ | 6. The difficulties of living in one-parent family |
| _____ | _____ | 7. Technology |
| _____ | _____ | 8. Honesty |
| _____ | _____ | 9. Marriage |
| _____ | _____ | 10. Getting a job |

Most written work begins with a title, and students must be quite clear what question the title is asking before starting to plan the essay and read around the topic. This unit deals with analysing titles and making basic

plans.

When preparing to write an essay, it is essential to identify the main requirements of the title. You must be clear about what areas your teacher wants you to cover. This will then determine the organisation of the essay. For example:

Academic qualifications are of little practical benefit in the real world – Discuss.

Here the key word is *discuss*. Discussing involves examining the benefits and drawbacks of something.

Underline the key words in the following titles and consider what they are asking you to do.

- a) Define Information Technology (IT) and outline its main applications in medicine.
- b) Compare and contrast the appeal process in the legal systems of Britain and the USA.
- c) Evaluate the effect of mergers in the motor industry in the last ten years.
- d) Trace the development of primary education in Britain. Illustrate some of the issues currently facing the sector.

Note that most of the titles above have *two* terms in the title. You must decide how much importance to give to each section of the essay (e.g. title (a) might demand 10% for the definition and 90% for the outline).

The following terms are also commonly used in essay titles. Match the terms to the definitions on the right.

Analyse	Give a clear and simple account
Describe	Make a proposal and support it
Examine	Deal with a complex subject by giving the main points
State	Divide into sections and discuss each critically
Suggest	Give a detailed account
Summarise	Look at the various parts and their relationships

Underline the key terms in the following titles and decide what you are being asked to do.

Example: Relate the development of railways to the rise of nineteenth-century European nationalism. *Relate* means to link one thing to another. The title is asking for links to be made between the growth of railways in Europe in the nineteenth century and the political philosophy of nationalism. The writer needs to decide if there was a connection or not.

- a) Identify the main causes of rural poverty in China.
- b) Calculate the likely change in coffee consumption that would result from a 10% fall in the price of beans.
- c) Classify the desert regions of Asia and suggest possible approaches to halting their spread.

Purpose of Writing

It refers to your aim behind writing, that is, are you writing to inform, persuade, argue, describe, narrate, and contrast, analyze, evaluate, etc. The purpose makes a difference in how you write. It changes the tone you use. It influences the organization of the writing. It even makes a difference in the content of the writing. Being conscious of the purpose you are writing can accomplish subtle differences in the way you express yourself.

Activity

Here, for example, is a letter to a garden store named the Garden Shop about a lawn mower they sold you that didn't work. What do you think the purpose of this piece of writing is?

Version 1

Dear Garden Shop:

Last May I made the mistake of purchasing a power lawn mower (T3000) from you. I should have known a store with stupid employees like the man who sold me the mower would not sell quality merchandise. The piece of junk has never worked. I have cranked it till my arm was ready to fall off, and the damn thing has never even kicked over. Furthermore, while I was cranking away, the cranking rope broke. Also three of the bolts to fasten the handle on were missing when I opened the box.

I have written a number of letters about this piece of junk and about your lousy service, and I've gotten nothing but grief in return. I have concluded that your store is a rip-off and you are all a bunch of crooks.

Sincerely,

Kimberly Klein

Version 2

Dear Garden Shop:

Last May I purchased a power lawn mower, model T3000, from your store. That mower has never worked.

I have tried repeatedly to get it start, but have been unsuccessful. I have cleaned the fuel line and replaced the spark plug, to no avail. I believe that the motor itself is defective.

I have written your service department several times in the last month and have received no reply, so I am now writing to you as the manager.

Please advise me as to what steps I should take to rectify this situation. I would be happy to talk the problem over with you on the phone; my number is 522-1436. I can be reached any day during business hours.

Sincerely,

Kimberly Klein

Version 3

Dear Garden Shop:

I am writing to inform you of the steps it will be necessary for me to take if you do not correct the situation by August 15.

I bought the mower, model T3000, from you on May 28. To this date, despite numerous efforts on my part, it has not yet started. The steps I have taken have included cleaning the fuel line and replacing the spark plug.

I have written your service department on June 12, June 30, and July 15, but have received no reply. This will be my last correspondence with your store.

If you do not agree to replace the mower or refund \$238 I paid for it by August 15, I will advise my lawyer to file the suit he has prepared. In addition, he will notify your parent company in Des Moines of all particulars and recommend that they revoke your franchise.

I should also mention that I am the owner of Klein's Landscaping Service. Not only is my company a potential customer for a considerable amount of equipment in future years, but also hundreds of my customers ask my advice about the

purchase of lawn and garden equipment. If I have not received satisfaction by August 15, not only will I not buy another piece of equipment from your firm, but also I will advise all my customers to avoid your store.

Sincerely,

Kimberly Klein

Read the following extracts and complete the table using one or two of the following purposes to inform/amuse/persuade/entertain.

Text	Purpose
a	
b	
c	

- a) The lower you are in the office hierarchy, the more disgusting your sandwiches. You can safely assume that a chicken and banana man is not a main board director. Some people, generally those in accounts, have eaten the same sandwich for the past 30 years. People like to prove how busy they are by eating their sandwich at their desk. But this is counter-productive, because every time you take a mouthful the phone rings and you'll only get to finish that last mouthful just before you go home.
- b) Writing for publication can be both profitable and enjoyable. It's open to everyone, because you don't need any qualifications. In Britain there is a huge demand for new materials, with thousands of newspapers and magazines published every week. In addition there are TV and radio programmes, the theatre and Given this situation, there are many openings for new writers. But the director of one of the UK's writing colleges, the Writing Academy, advises: 'to enter this market successfully you must have training.'
- c) The Advertising Standards Authority makes sure that advertising is legal, decent, honest and truthful. Authority safeguards the public by ensuring that the rules contained in the British Code of Advertising are followed by everyone who prepares and publishes advertisements in the UK, and that advice is available to prevent problems arising. The Code lays down what is and is not acceptable in advertising, except for those on TV and radio.

Home Work

For each of the following writing situations, write a statement in which you explain what the purpose or purpose of the piece of writing might be. Remember that these purposes may not be completely obvious. In addition, there could be more than one right answer for each of these. Try to think of purposes that might be less than obvious. The first one has been done for you.

1. A memo to your boss in which you suggest several improvements in the way the office does business.
 - a. To make my job easier
 - b. To impress the boss
2. A cover letter to go with your resume to the personnel office of a company where you would like to work.
3. A note to the owner of a parked car which you have just backed into, denting the fender.

4. A letter to your parents letting them know that you have a summer job in New York city that starts June 3. Therefore you will be visiting them from May 25 to June 1.

5. Instructions to be posted near the office copying machine explaining how to operate it.

Audience

Clearly analyze and understand your readers. This is important in guiding you in your selection of material, your vocabulary, your style, and attitude.

Activity

Read over these two passages and try to decide which one is the better piece of writing.

Version 1

Dear Doctor Henley:

For the past thirteen years, you have been treating my cat, Jimmie. You may remember that last summer Jimmie was hit by a car and required major surgery to his hip and a three-week stay in your animal hospital. The total bill was \$650.

You may also remember that in October you had to operate on Jimmie again because of an infection that apparently resulted from the previous accident and surgery. The bill for this second operation was \$280.

Now Jimmie's hip is apparently infected again; he is limping badly, seems to be in considerable pain, and is constantly scratching the area that you operated on.

Please understand that I am not questioning the quality of the treatment Jimmie received in the slightest; however, because of the expense, the obvious pain Jimmie is suffering, and the apparent likelihood that the infection will recur yet again, I am asking that you agree to put Jimmie to sleep. I know that your philosophy is to do this only as a last resort, but I think, in this case, we have reached the last resort.

If you agree, I will bring Jimmie in at 5:00 on Friday.

Sincerely,

Maria Ramirez

Version 2

Dear Tina,

You won't believe this, but Jimmie's hip is infected again. Yes, it's the same one that Dr. Henley operated on last summer.

I'm quite upset because Jimmie is in an awful lot of pain. He can barely walk, and he is constantly clawing at the incision. Also, I've had to come up with \$930 to pay for the two operations. I don't really think Doctor Henley has done anything wrong, although sometimes I'm not sure, but I don't think it will do any good anyhow. I just can't see spending more than \$1,000 to keep a thirteen-year-old cat alive for another year or two.

I'm afraid that once I get Jimmie in there, Dr. Henley will try to pressure me into having another, so I've written to ask him to agree to put Jimmie to sleep. Do you think I'm being too cruel?

Your friend,

Maria

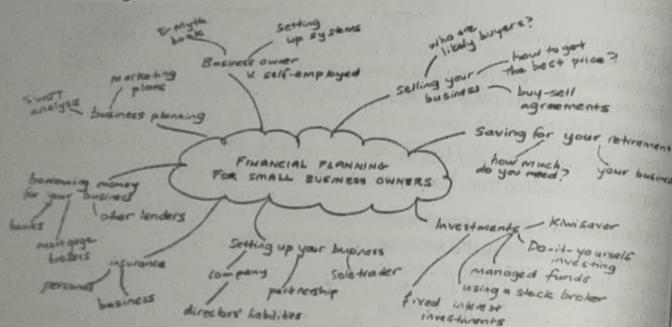
2. Planning(Pre-Writing):

Writing is similar to constructing something. So, you first need to plan your writing.

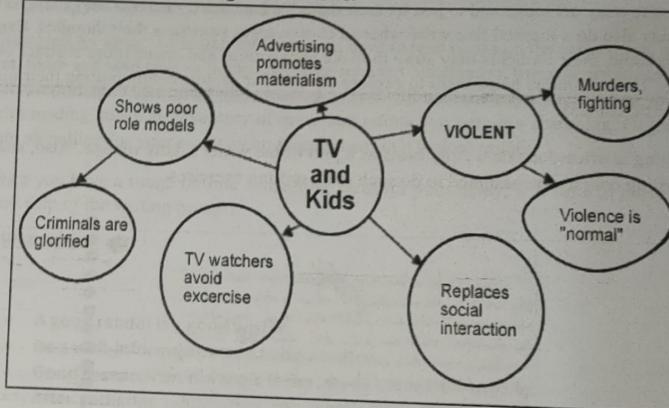
Following things are done in the planning stage:

- Generating ideas:** When your mind is blank, you can use the following techniques to come up with ideas:

1. **Brainstorming:** Brainstorming refers to intense and free thinking about the topic. Jot down all the ideas that come to your mind ignoring issues like relevance or importance of ideas and points. You are scanning your brain for any prior knowledge you have about the topic. Brainstorming is usually done in groups. An example of brainstorming would be:



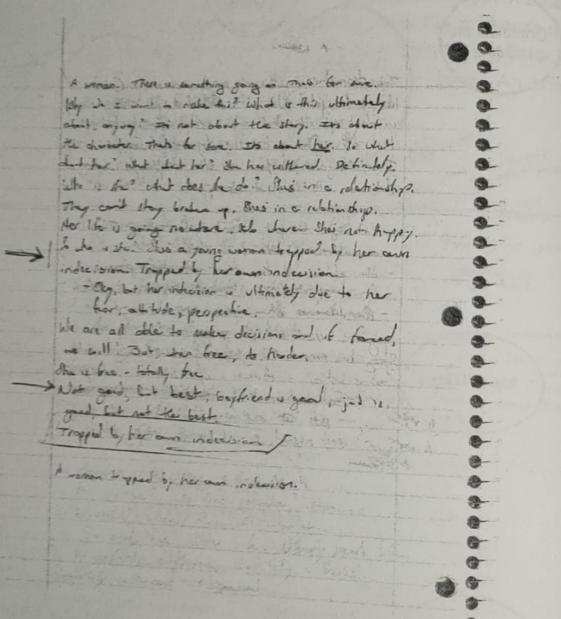
- Clustering:** Clustering is similar to brainstorming. It only differs in three ways. First, it is more specific than brainstorming. Second, it is never done in groups. Last, it involves more focused thinking, and is a better tool when writing shorter texts. Examples of clustering are as follows:



- Free writing:** Free writing is a popular technique used by writers to practice writing in general, or to collect their initial thoughts and ideas on a writing topic. It is often used as a preliminary to more formal writing.

The technique involves continuous writing, usually for a predetermined period of time (often 5, 10, or 15 minutes). Writing is done without regard to spelling, grammar, etc., and no corrections are made. If the writer reaches a point where they cannot think of anything to write, then they write that they cannot think of anything, until they find another line of thought. The writer allows himself or herself to stray off topic, and to just let their thoughts lead them wherever they may. At times a writer may also do a focused free write where a chosen topic structures their thoughts. Expanding from this topic, their thoughts may stray to make connections and create more abstract views on the topic. This technique helps them to explore a particular subject before putting their ideas into a more basic context.

Free writing is often done on a daily basis as a part of the writer's daily routine. Also, students in many writing courses are assigned to do such daily writing exercises.



Above is an example of free writing by a film maker.

4. **Discussion:** Discussion can also be very helpful in generating ideas. Jot down the ideas in a notebook.

The above techniques can be used for coming up with ideas. After generating ideas, scan and review your ideas. According to the word limit, select the most relevant and important ones for your essay. Decide for a logical order for your ideas. Arrange them according to the order and make an outline to help you achieve organization, and clarity. If you are unable to come up with ideas or points, you can search for them.

- b. **Searching for ideas:** To search for ideas, you have to read books on the essay topic, or surf the net. Skim and scan sites or books. Separate relevant information from the irrelevant one. It is very important to take notes while reading as you will not remember later. When you are done with reading, make an inventory of important points you got after searching. Organize them into an outline for your essay by arranging them in a logical order.

Once you have a rough outline containing ideas for your essay, it is time to move on to the next step of the writing process.

Writing Advice:



- A good reader is a good writer.
- Be a well-informed person to be a writer.
- Good research on the topic is the key to successful writing.
- After gathering information, the most challenging task for a writer is to analyze, summarize, synthesize, assimilate all ideas with each other, paraphrase and present the ideas in an essay as a unified whole.
- Always paraphrase from a source. Do not copy paste. Mention sources in your writing. If you do not do this, you commit an academic crime called "PLAGIARISM".

3. Reading:

After planning, reading is done. Reading helps in getting more ideas, vocabulary, sentence structures, etc. Add the new information in your outline. Revise and finalize it.

4. Rough Writing:

After reaching a final outline, it is time for you to start writing your essay. Write a rough draft ignoring grammatical and organizational concerns. Focus on free expression of ideas uninterrupted by any regard for propriety of any kind. Most writers find beginning with the introduction paragraph difficult. So, they begin with the main body of the essay, and later on construct an introduction paragraph. Your outline and ideas undergo considerable revision at this stage. Most writers achieve a true grasp on their topic at this stage. After having written the rough draft, it is now time to bring into consideration the issues you ignored in order not to disturb a spontaneous flow of ideas.

5. Proofreading/Editing/Revising:

Check your essay for grammatical, structural and organizational mistakes, unity and coherence, etc. Revise expression.

6. Final Draft Writing:

After proofreading and editing, write a final draft of your essay.

The Writing Process

Prewriting

- purpose and audience
- brainstorming
- form



Writing

- organization
- voice
- word choice
- sentence fluency



Responding

- teacher/peer conference
- self/peer evaluation



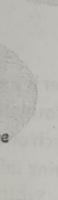
Revising

- clarifying
- reorganizing
- refining
- using precise language



Editing

- conventions



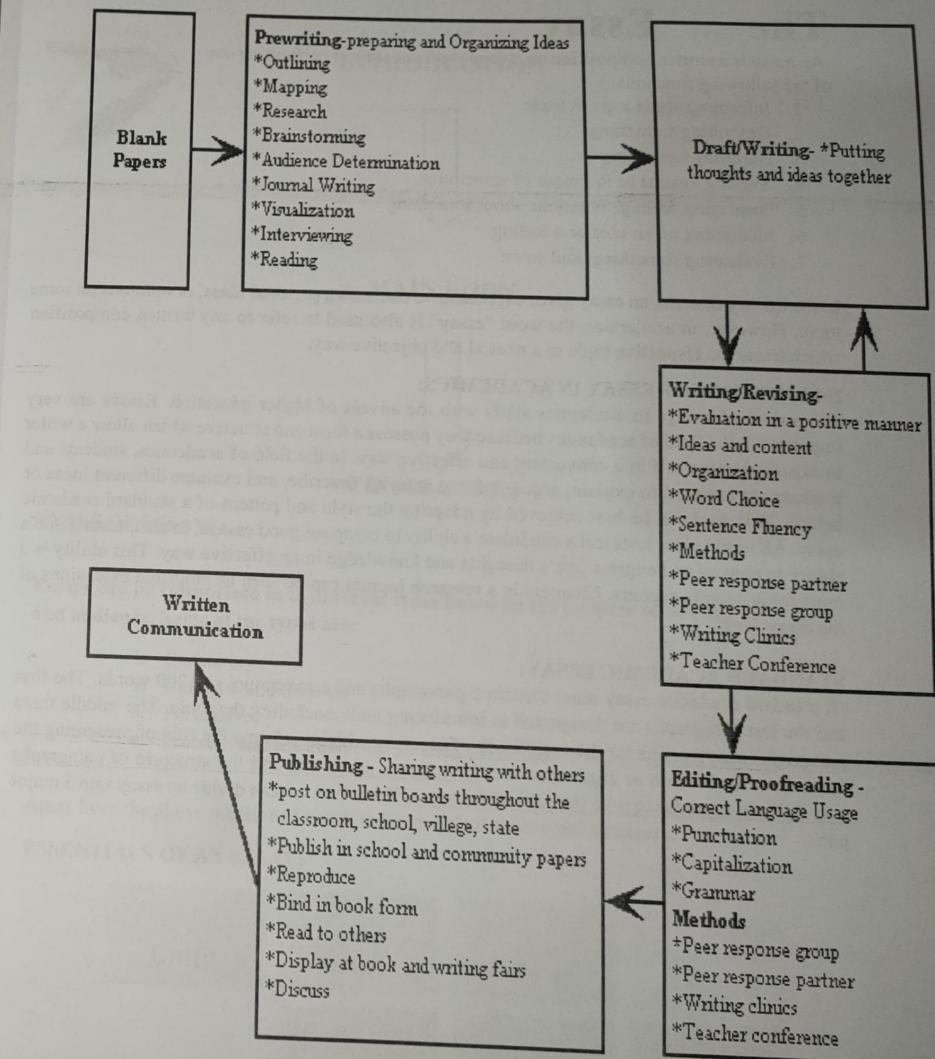
Publishing/Sharing

- bulletin board
- website
- performance
- author's chair



unity and coherence, etc. Revise expression.

After proofreading and editing, write a final draft of your essay.



The Essay

An essay is a written composition on a single topic or subject performing one of the following functions:

1. Informing about a given topic
2. Describing something
3. Narrating something
4. Arguing against or in favour of something
5. Displaying feelings/emotions about something
6. Meditating on an idea or a feeling
7. Evaluating something, and so on



In the literary domain, an essay gives expression to one's own personal ideas, or opinions on some topic. However, in academics, the word "essay" is also used to refer to any written composition which treats the respective topic in a neutral and objective way.

IMPORTANCE OF ESSAY IN ACADEMICS:

The arrival of essays in academics starts with the advent of higher education. Essays are very important in the field of academics because they possess a form and structure which allow a writer to express him/herself in a convenient and effective way. In the field of academics, students and teachers are required to explain, argue, inform, analyze, describe, and evaluate different ideas or beliefs. This goal can be best achieved by adopting the style and pattern of a standard academic essay. All world class tests test a candidate's ability to compose good essays, in turn, testing one's ability to convey and express one's thoughts and knowledge in an effective way. This ability is a must for academic success. Chapters in a research journal can be seen as modified extensions of the essay form.

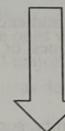
STANDARD ACADEMIC ESSAY:

A standard academic essay must contain 5 paragraphs and a maximum of 1200 words. The first and the last paragraphs are designated to introducing and concluding the topic. The middle three paragraphs are reserved for the main body of an essay which performs the role of presenting the respective information or argumentation. Techniques of writing and the structure of paragraphs may differ in accordance with the type of the essay. Therefore, we can divide an essay into 3 major parts:

INTRODUCTION



MAIN BODY



CONCLUSION

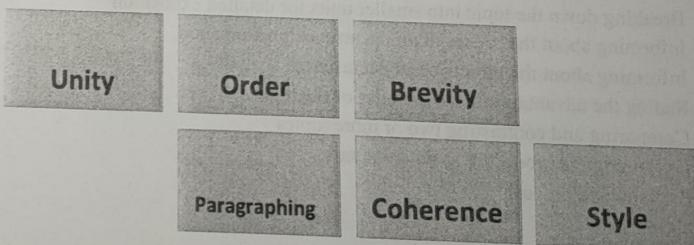
TYPES OF ESSAYS:

Essays can be categorized into different types based on the purpose of writing and audience. Some of the types are:

1. Expository
2. Compare and contrast
3. Persuasive
4. Problem and solution

Apart from the above mentioned types, there are a few more types of essays.

ESSENTIALS OF AN ESSAY:



NOTE:

- An essay is a literary/academic genre.
- An article is chiefly a journalistic genre, but is also found in academic magazines.
- An essay allows subjectivity, and performs much wider functions.
- An article deals with a well-defined topic in a much objective way. It may present a factual account of some event, etc.
- An essay may have smaller audience, and no headings.
- An article has bigger audience, and may have headings.
- In an essay, the writer bears less responsibility, which is not the case in an article.

STEPS IN ESSAY WRITING:

1. Understand the TOPIC, purpose, and audience.
2. Generate ideas using different techniques, or search for them if needed.
3. Make an OUTLINE.
4. Write a rough draft.
5. Proofread, revise, and improve the unity, support, and coherence of the essay.
6. Edit and write a final draft.

THE BASIC INFORMATIVE ESSAY:

An informative essay serves the single purpose of informing or educating the reader about a topic. Informative essays are non-fiction essays that deliver content to the reader in a simple manner. Informative essays can be found in non-fiction books, magazines, and online content. While they don't have a specific length, they are generally not really long or detailed. Informative essays are the first type of longer writing that younger elementary students learn how to write. Informative essays may have a specific informational purpose such as

1. Defining a topic
2. Breaking down the topic into smaller units for detailed exposition
3. Informing about the causes of an occurrence/phenomenon
4. Informing about the effects of an occurrence
5. Stating the advantages/disadvantages of the topic
6. Comparing and contrasting two or more topics
7. Explaining the procedure to do some task
8. Explaining a process

Making Essay Outlines: From the Perspective of Information Essays

OUTLINE:

Preliminary or schematic plan of an essay. It displays the important ideas/points that are to be discussed.

FUNCTION OF AN OUTLINE:

It functions like a map guiding the writer in organizing his/her points/ideas in the essay. It tells one where and when to discuss a given point. A well-made outline is crucial to achieving clear organization in an essay.

STEPS IN MAKING OUTLINES:

- After generating ideas, analyze them.
- Select the most relevant ideas, or the ones which are directly related to your essay topic.
- According to the word limit, select 3 major issues/ideas/points for your essay.
- Decide for a logical order for your ideas depending on the degree of importance with respect to the topic.
- Use phrases, headings, or keywords.
- For each body paragraph, select relevant MPs, and SDs.
- Revise and finalize it.
- Now follow it and write a rough draft for your essay.

NOTE:

- Outline should have
- ✓ The introduction paragraph
 - ✓ The 3 body paragraphs
 - ✓ The conclusion paragraph

ESSAY OUTLINE FORM

TITLE: _____

PURPOSE: _____

READERS: _____

I. INTRODUCTORY PARAGRAPH:

General Statement or Hook: _____

Transition: _____

Thesis Sentence: _____

Major Divisions of Essay: (overview of upcoming points) _____

A: _____

B: _____

C: _____

II. BODY PARAGRAPH 1: Sub-topic A

Transition: _____

Topic Sentence: _____

Main Points: _____

1: _____

2: _____

3: _____

Conclusion/Transition: _____

III. BODY PARAGRAPH 2: Sub-topic B

Transition: _____

Topic Sentence: _____

Main Points: _____

1: _____

2: _____

3: _____

Conclusion/Transition: _____

IV. BODY PARAGRAPH 3: Topic C

Transition: _____

Topic Sentence: _____

Main Points: _____

1: _____

2: _____

- A. _____
- B. _____
- C. _____

V. BODY PARAGRAPH 4: Conclusion

Transition: _____

Topic Sentence: _____

Main Points: _____

1: _____

2: _____

3: _____

Conclusion/Transition: _____

VI. BODY PARAGRAPH 5: Conclusion

Transition: _____

Topic Sentence: _____

Main Points: _____

1: _____

2: _____

3: _____

VII. BODY PARAGRAPH 6: Topic C

Transition: _____

Topic Sentence: _____

Main Points: _____

1: _____

2: _____

3: _____

3:
Conclusion/Transition: _____

V. CONCLUDING PARAGRAPH
Restatement/Reinforcement of Thesis _____
Closing Device

NOTE:

You can also mention SDs in the outline.

SAMPLE ESSAY OUTLINE

TITLE: Dangers and Challenges of Exploring Outer space

PURPOSE: To inform

READERS: The teacher, classmates (academic)

I. INTRODUCTORY PARAGRAPH:

General Statement or Hook: General to specific, land, water, and space

Transition: Finally, outer space

Thesis Sentence: Space offers dangers, but also challenges for explorers.

Major Divisions of Essay: (overview of upcoming points)
A: No air
B: Meteors and micro meteors

C: No water

II. BODY PARAGRAPH 1: Sub-topic A

Transition: First

Topic Sentence: First challenge is that space is a vacuum.

Main Points:

- 1: No atmosphere, no air pressure
- 2: No Oxygen, blood can boil
- 3: No protection from sun rays

Conclusion/Transition: Therefore, survival is a challenge.

III. BODY PARAGRAPH 2: Sub-topic B

Transition: Second

Topic Sentence: Presence of meteors and micro meteors.

Main Points:

- 1: Meteors freely travel in space
- 2: Move at very high speed
- 3: Can collide with space ships

Conclusion/Transition: Hence, one is always in a vulnerable position.

IV. BODY PARAGRAPH 3: Topic C

Transition: Finally

Topic Sentence: There is no water.

Main Points:

- 1: Water essential for survival
- 2: No water on other planets
- 3: Planets either too hot or too cold, so no possibility for liquid water

Conclusion/Transition: No doubt, a life-threatening situation.

V. CONCLUDING PARAGRAPH

Restatement Reinforcement of Thesis

Closing Device: Space offers real dangers, but also exciting challenges, like, effort to survive without air, water, and the free flowing meteors.

NOTE:
The essay is on the following page. The thesis statement is in bold. The topic sentences are underlined.
This is an example of an expository essay.

Remember that the paragraphs in the essay must be indented or moved over from the margin.

Sample Essay: DANGERS AND CHALLENGES OF EXPLORING OUTER SPACE

Throughout human history, the physical universe has often presented dangers to explorers. For example, when primitive humans left their tribal villages to search for food and water, they risked death or injury from dangerous animals. Later, when people sailed the oceans in search of new lands for settlement or trade, many died in terrible storms. Similarly, the ocean of outer space has many dangers, but it also has several unique challenges for explorers. The presence of vacuum, and meteors and the absence of water are among the most important dangers and challenges.

One of the challenges that is unique to space is the fact that space is a vacuum, which is a risk for various reasons. First, in a vacuum there is no atmosphere and therefore no air pressure. Without air pressure, the human body has no oxygen to sustain itself. After too many minutes without oxygen, a person would lose consciousness and eventually die. Also, in a vacuum a person's blood will gradually begin to boil. Finally, without an atmosphere, the rays of the Sun can cause radiation poisoning.

Another difficulty that is unique to outer space is the presence of meteors and micro meteors. These are pieces of rock and metal that are left over from the formation of the solar system. Many of these objects travel at very high speeds. Under the Earth's blanket of air, people are usually protected from meteor impacts. However, in space, people and spaceships are vulnerable to collisions with meteors. It is true that the chance of meteor impacts is relatively small, but if even a small micro meteor happens to collide with a spacecraft, it could cause serious damage.

A third special challenge involved with the environment of space involves the fact that it is very difficult to find life-sustaining water off the Earth. Water is essential for life, but it can not be found in space. For example, the planet Mercury, which is closest to the Sun, is too hot to have water, so space travelers must take water from Earth if they want to visit Mercury. A similar situation exists on the planet Venus, second from the Sun. This planet is likewise too hot for water to exist. Similarly, the fourth planet, Mars, is too cold and dry, although there may be some water frozen at the north and south poles of the planet.

As mentioned above, the Earth's natural environment has often presented dangers to explorers. Dangerous animals, vast oceans, and violent weather have presented risks to humans. However, the new frontier of outer space, with its vacuum, meteors, and lack of water, presents unique challenges to people who desire to explore it.

Making Essay Outlines: The Specific View

In this chapter, we will study some important things involved in developing essay outlines. These significant considerations are:

- ✓ Understanding topics and developing a THESIS
- ✓ Generating ideas
- ✓ Analyzing ideas and short listing a few most relevant ones
- ✓ Selecting support material
- ✓ Organizing ideas and making an outline

Understanding topics and developing a THESIS:

What do you expect to find in essays with the following titles?

1. Damage to the environment is an inevitable consequence of worldwide improvements in the standard of living. Discuss.
2. My ambition in life
3. Are famous people treated unfairly by the media? Should they be given more privacy, or is the price of their fame an invasion into their private lives?
4. The role of media in society
5. My Childhood
6. Urban life and rural life
7. Air pollution

Imagine that you have to write essays on the above topics. For each essay topic/question, work out the following:

Essay Title	Purpose	Audience	Thesis

Thesis:

The word thesis refers to the central idea of any piece of writing. Thesis includes two things:

1. The essay topic
2. What you want to say about the topic (your main message)

Some topics are very easy. You read them and instantly know what your views are related to it, or what you would want to say regarding it. However, most of the time, topics are too broad, general, or difficult. You can follow the steps given below to come up with a thesis:

1. Read the topic. Understand it clearly and determine the purpose and audience.
2. If the topic is too broad, narrow it down to a specific and vital point. Limit broad topics to a manageable specific idea.
3. Think about the topic and discover your views, your opinions, your perspectives, etc, about it and create a meaningful message that you would want to deliver via the essay.
4. Do some reading if needed. You can also generate ideas using any suitable technique, and then develop a singular message you will want to impart about the topic.

You must come up with a working thesis before you start writing the rough draft of your essay. This working thesis will undergo revision and improvement when you read and write rough drafts. Now, for the topics below try to develop a working thesis:

1. Importance of Tourism

2. Computer Operating Systems

3. Education is the single most important factor in the development of a country. Do you agree?

NOTE:

Your thesis should be able to predict the content of your essay.

Reviewing and Analyzing Ideas

A writer came up with the following ideas after brainstorming on the topic "**FRIENDSHIP**".

Definition of friendship, we need friends, help, advisors, supporters, as important as family, faithful, trust worthy, we can share secrets, guide us, nobody is self-sufficient.

TASK:

- Review the ideas, and put the related ideas at one side. Also, give them a title.
- Select three major ideas for your essay and two for back-up.
- The essay topic is too broad. Select an angle from which you will handle the topic, and formulate a clear thesis. You can do this before reviewing ideas as well.
- Use the outline form and make an outline.
- Make sure that the selected ideas support your thesis.

Another writer came up with the following ideas after brainstorming on the topic "KARACHI".

Location, sea port, huge population, weather, multicultural society, humid, hot very cold weather, not very hot weather, variety of food, outing spots, nice beaches, heart of the country, congested and polluted, industrial capital, other nationals, heavy traffic, dirty.

TASK:

- Review the ideas and put the related ideas at one side. Also, give them a title.
- Select three major ideas for your essay and two for back up.
- The essay topic is too broad. Select an angle from which you will handle the topic, and formulate a clear thesis. You can do this before reviewing ideas as well.
- Use the outline form and make an outline.
- Make sure that the selected main ideas support your thesis.
- Write an essay following the outline.

Selecting support material

Gather appropriate and suitable support material for your essay sub-topics or main ideas. Support material helps you convey ideas with clarity, force, and confidence. Support material can be

- Facts
- Statistical data
- Quotes
- Stories (real and hypothetical)
- Researches
- Expert opinions
- Insightful observation
- Examples (hypothetical and real)

Practice Activity:

Plan outlines for the above essay topics, i.e., "Friendship" and "Karachi"

The Introduction Paragraph

A paragraph is a collection of sentences (at least two) dealing with a single topic/idea. There are three types of paragraphs. They are used to perform different functions in writing. The types are as follows:

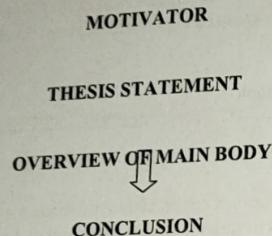
1. The introduction paragraph
2. The body paragraph
3. The conclusion paragraph

Strong introductions and conclusions are crucial to the success of an essay. Essays are long and the readers need these devices to stay focused and interested. An introduction paragraph grabs the readers' interest and presents the topic of the essay.

PARTS OF AN INTRODUCTION PARAGRAPH:

1. **MOTIVATOR:** Motivators are techniques used to generate interest and hook the reader.
2. **THESIS STATEMENT:** Thesis statement introduces the essay topic, like, the topic sentence introduces the main idea of a body paragraph. Thesis statements have two aspects; the first introduces the topic of the essay, and the second defines the writer's standpoint and goal in an explicit and clear way.
3. **OVERVIEW OF MAIN BODY POINTS:** Here the writer gives hints, or briefly informs the reader about the main ideas of the body paragraphs. Do not use more than two sentences for this. This is often treated as part of the thesis statement, or is written in the thesis statement itself.
4. **CONCLUSION:** Do not end the paragraph abruptly. Restate thesis statement, and end on an encouraging note. Sometimes this sentence may not be needed.

FORMAT OF INTRODUCTION PARAGRAPHS:



Example introduction paragraph taken from essay on "Effects of Gaming on Children"

"Over the years in national history, since the phenomenal uprising of billionaire Bill Gates and his introduction of Microsoft, America and many countries alike have taken many advances in the breaches of technology. Many countries have developed a major dependency on computer systems in everyday life. However, in a way, computers have not only become an aide to the human race but also a destructive force in the development of the world's children. Over the years, computer games have become the latest craze among children and teenagers'. It would not be wrong to say that computer games cast a negative influence on children in various ways. Computer games cause time wastage, develop unruly realism, and teach children barbaric techniques of behavior. Hence, gaming is indeed serving as a strong force causing damage to the future of the country, that is, "the children"."

MOTIVATORS/ATTENTION GETTERS/HOOKS:

Motivators get people's interest. They must lead naturally into your thesis statement, and not just be there for effect. Different motivators used by professional writers are as follows. Read the example paragraphs and locate the thesis statements as well.

1. Personal Example:

Provides strong, dramatic incidents to use. Honesty in expressing thoughts and feelings will ring true with the reader. While you can make up the personal experience, be careful that it sounds credible.

Personal observation - different from a personal example, an observation is something you saw happening.

Example:

On Friday, February 19, 2011, life changed for an eighteen-year-old young man. He became very ill from a bacterial infection. His body could not fight the infection. Why? After a week of tests

and examinations by several specialists, the diagnosis was made. He had leukemia, a cancer of the bone marrow. I am that young man. When a person finds out that he has cancer, just as I did, his whole world changes. A *cancer patient is affected physically, psychologically, and socially by the impact of cancer*.

2. Using Quotations: Content of quote should be:

- Dramatic
- Emotionally appealing
- Surprising
- Humorous

Quote must be from a famous person. Must be relevant to thesis statement.

Example:

"The mind is its own place, and in itself can make a heaven of hell, a hell of heaven" (255). This thought by John Milton was recorded over four hundred years ago, but it is still timely for us today. He seems to be saying that we are the ones to control our lives. We can be miserable when things are going well, just as we can be happy when things are going wrong. *With this thought in mind, we can control the way we face life through our attitude, our determination, and our ability.*

3. Using Fact/Statistics

- Must be startling or unusual
- Must be from a credible source
- Use journal as a place to record both quotes and facts or statistics that might work for an introduction

Example:

According to an article in *Family Safety & First Aid*, published by Berkley Books, "... every 45 seconds a fire breaks out in an American home – 700,000 residences aflame each year. And 16 times a day somebody dies in one of these burning homes" (45). These statistics are frightening and should not be taken lightly. The best way to deal with the possibility of loss from fire is to plan ahead before it happens. Otherwise, it is too late. In order not to become one of these statistics, *Americans need to equip their homes with safety devices, set and adhere to safety rules, and practice a family escape plan in order to protect their families*.

4. Using Current Events:

- Must be recent
- Must be important
- Should be made public by newspapers, television, or radio

EXERCISE

Write a thesis for each of the following topics. An effective essay should have a clear thesis statement and supporting evidence.

Example:

This morning's news reported that a young girl, age 5, was abducted from her classroom. As a frantic search ensued, people across the Philadelphia area were shocked to find that the kidnapper walked right into the child's classroom and demanded that the young kindergartner leave with the woman. The child managed to escape and was found, but she had been attacked by her captor. Obviously, safety procedures broke down and this poor child paid the price. *In order to assure the safety of all children, schools across the country must review safety procedures, tighten safety protocols where necessary, and assure all staff members are properly trained.*

NOTE:

Many writers use more than one motivator by merging them and coming up with a stimulating beginning leading the readers nicely to the thesis statement.

THE THESIS STATEMENT:

DEFINITION: The thesis statement is a sentence which states the central idea of the essay clearly and directly.

CHARACTERISTICS OF A THESIS STATEMENT:

- It is the most general statement in the essay.
- It should launch the essay topic in a decisive and firm manner.
- It contains the controlling idea(s) which give direction to the essay, and help in forming topic sentences.
- It is usually written at the end of the paragraph, or after the motivator.
- It gives the reader enough information to predict the main ideas of the body paragraphs.
- Usually a thesis has a topic and an angle or an idea about it.
- It is focused, detailed, and specific.
- It may change according to the type of the essay.

EXERCISE:

Read the given thesis statements, and identify the controlling ideas of the essays. Also, predict kind of discussion you will find in the main body.

1. Children enjoy professional wrestling for many reasons.
2. Shopping malls are more than just places where you can buy things.
3. Most students prefer the bright colors and good organization of the skippy websites to the jiffy websites.
4. The Head & Shoulders website proved superior to the Herbal Essences website.
5. Fate is one's own lot.

Write A beside each sentence that is an announcement rather than a thesis statement. Write OK beside the statement in each pair that is a clear, limited point that could be developed in an essay.

1. This essay will discuss the people you meet in exercise class.
2. The kids of workout clothes worn in my aerobic class identify "jocks", "strugglers", and "princesses".
3. I made several mistakes in the process of trying to win the respect and affection of my teenage stepson.
4. My thesis in this paper is relationships between stepparents and stepchildren.
5. Loneliness is the subject of this paper.
6. My concern here is to discuss near-death experiences reported by some patients.
- 7.

Write TN beside each statement that is too narrow to be developed in an essay. Write OK beside the statement in each pair that is a clear, limited point.

1. _____ a. I had squash, tomatoes, and corn in my garden last summer.
_____ b. Vegetable gardening can be a frustrating hobby.
2. _____ a. The main road into our town is lined with billboards.
_____ b. For several reasons, billboards should be abolished.
3. _____ a. My first job taught me that I had several bad work habits.
_____ b. Because I was late for work yesterday, I lost an hour's pay and was called in to see the boss.

Write TB beside each statement that is too broad to be developed in an essay. Write OK beside the statement in each pair that is a clear, limited point.

1. _____ a. In many ways, sports are an important part of American life.
_____ b. Widespread gambling has changed professional football for the worse.
2. _____ a. Modern life makes people suspicious and unfriendly.
_____ b. A frightening experience in my neighborhood has caused me to be a much more cautious person in several ways.
3. _____ a. Toys ads on television teach children to be greedy, competitive, and snobbish.
_____ b. Advertising has bad effects on all of society.

For each pair, write 2 beside the statement that contains more than one idea. Write OK beside the statement that is a clear, limited point.

1. _____ a. Working with old people changed my stereotypical ideas about the elderly.
_____ b. My life had moved in a new direction since the rewarding job I had working with older people last summer.
2. _____ a. The new architecture on this campus is very unpleasant, although the expansion was desperately needed.
_____ b. Our new college library building is ugly, intimidating, and inefficient.
3. _____ a. Among the most entertaining ads on TV today are those for mail-order products.
_____ b. Although Ads on TV for mail-order products are often misleading, they can still be very entertaining.

EXERCISE:

Write a thesis for each group of supporting statements. This activity will give you practice in writing an effective essay thesis—one that is neither too broad nor too narrow. It will also help you understand the logical relationship between a thesis and its supporting details.

- 1. Thesis:** _____
- a. My first car was rebellious-looking one that matched the way I felt and acted as a teenager.
 - b. My next car reflected my more mature and practical adult self.
 - c. My latest car seems to tell me that I am aging. It shows my growing concern with comfort and safety.

- 2. Thesis:** _____
- a. All the course credits that are accumulated can be transferred to a four-year school.
 - b. Going to a two-year college can save a great deal of money in tuition and other fees.
 - c. If the college is nearby, there are also significant savings in everyday living expenses.

- 3. Thesis:** _____
- a. First, I tried simply avoiding the snacks aisle of the supermarket.
 - b. Then I started limiting myself to only five units of any given snack.
 - c. Finally, in desperation, I began keeping the cellophane bags of snacks in a padlocked cupboard.

- 4. Thesis:** _____
- a. The holiday can be very frightening for little children.
 - b. Children can be struck by cars while wearing vision-obstructing masks and dark costumes.
 - c. There are always incidents involving deadly treats: fruits, cookies, and candies that contain razor blades or even poison.

- 5. Thesis:** _____
- a. First of all, I was a typical type A personality: anxious, impatient, and hard-driving.
 - b. I also have a family history of relatives with heart trouble.
 - c. My unhealthy lifestyle, though, was probably the major factor.

Write introductory sentences for each of the following thesis sentences. Try to create at least three sentences that lead logically to the thesis sentence.

1. Solar power should be a governmental priority because of diminishing fossil fuels, environmental pollution, and skyrocketing costs.

Practice:

Generate ideas, make an outline, and write an introduction paragraph for the given topics:

1. Importance of sleep for a healthy life
2. The causes and long-term consequences of stress
3. Cybercrime and how not to be its victim

4. Peer Pressure, and its influence on teenagers'

THE BODY PARAGRAPH:

Body paragraphs are used in the main body of any piece of writing. They are the most important type of paragraphs as they contain all the information that the writer intends to convey. A body paragraph consists of the following components:

- a. **Topic Sentence (TS):** Informs about the topic of the paragraph. (the single controlling idea/aspects of the major topic)
- b. **Main Points (MP):** Inform, explain, elaborate, or further the TS.
- c. **Supporting Details (SD):** Support MP. They can be examples, facts, statistics, evidence etc.
- d. **Conclusion (Cncl):** Summarizes the ideas discussed in the paragraph. To write a conclusion, restate TS in different words and then ask for a response, evaluate topic, make suggestions, state prediction, link upcoming paragraph, etc.

Before the TS the following techniques can be used to hook the reader:

Begin with a dramatic sentence, interesting fact about the TS, question, joke, incident, or presentation of a general issue about the TS, etc.

NOTE:

Body paragraphs with this structure are used in formal, scientific, business, and academic writing. Also, this type of body paragraphs are constructed in

- Informative/Expository writing
- Argumentative and persuasive writing
- Evaluative and critical analysis writing
- Other technical reports and research projects

However, in descriptive and narrative writing, such body paragraphs are not used.

EXAMPLE BODY PARAGRAPH:

It is the incredible speed of computers, along with their memory capacity, which makes them so useful and valuable. Computers can solve problems in a fraction of the time it takes man. For this reason, businesses use them to keep their accounts, and airline, railway, and bus companies use them to control ticket sales. As for memory, modern computers can store information with high accuracy and reliability. A computer can put data into its memory and retrieve it again in a few millionths of a second. It also has a storage capacity for as many as a million items. In short, unbeatable speed and unimaginable memory capacity have turned computers into the most efficient and smartest machines in the world.

- **TS and Cncl are bold faced.**
- **MPs are underlined.**
- **SDs are italicized.**

What is the controlling idea of the above paragraph?

Read the following body paragraph and answer the questions that follow:

My younger brothers, who are twins, were born only fifteen minutes apart from each other, but they are very different in character. The older one is responsible, neat and a caring person. For example, whenever I ask him to help me in home chores or other works, he readily offers his help. However, the younger one is irresponsible, unfriendly, and rude. As proof, his room is always disorderly, and he is never willing to give me a hand in household works. In short, though my brothers are twins and have an identical face, but they are as different as one can imagine if the character is considered.

1. What is the controlling idea of the paragraph?
2. Which is more specific (narrower in meaning): the TS or the MPs?
3. Which is the most specific part of a body paragraph? TS, MP, or SD?
4. Write the MPs only.
5. Are the SDs convincing? Give reasons for your answer.

ESSENTIALS OF A BODY PARAGRAPH:

A body paragraph must have the following features:

- **UNITY:** Unity can be defined as oneness of topic. All the ideas in a paragraph must focus on the main idea. The supporting ideas must develop a single main idea only. If any sentence in a paragraph does not relate to the main idea, the paragraph will lose unity.
- **COHERENCE:** Along with unity, paragraphs should demonstrate paragraph coherence. Just as "adhere" means for things to stick together, "cohere" means, for a paragraph, that the elements in the paragraph should "stick together." For your paragraphs to show coherence, there are five elements that you should consider:
 - Logical order of events
 - Transitional expressions
 - Key concept repetition
 - Substituting pronouns for nouns
 - Parallelism

These tools are like the nuts and bolts used to connect two beams in a building's structure, or a handle of a lawn mower to the mower's deck, or the side of a computer table to its top.

Logical Order of Events

It is important that the events in your paragraphs demonstrate logical order. How you order your information helps the reader understand what you are trying to explain to the reader about the subject.

There are three types of information ordering that you need to consider:

- Time order
- Space order
- Order of ideas

Time Order

It is helpful to order the ideas in your paragraphs with a sense of time. Time is important in all of our

lives. We have many clocks and watches, on walls, buildings, wrists, computer monitors, phones, to keep us aware of the time because the events in our lives are connected to time; eat breakfast, lunch, and dinner; when we work out at the gym; when we do homework, play with our children; when church services begin; even when it's time to sleep to take a break worrying about time!

The following paragraph develops the ideas chronologically ("chronos" means "time" and "logos" to "order"—so "chronologically" means "time order").

Phil had an important dinner meeting with a client at 7 P.M. At 8 A.M., Phil took his car into a service station for repairs. After an hour's wait, the service technician explained the repairs necessary to the car. By 10 A.M., Phil had talked to the service manager to get an estimate on the cost. He called his insurance agent at 10:30 A.M. to see if the bill was covered under his policy. Phil went to the dealer's at 6 P.M. and picked up his car. He made it to the restaurant on time for his meeting with the client.

This paragraph demonstrates good chronological order. The topic sentence establishes the importance of an event associated with a specific time: Phil's important business meeting at 7 P.M. The sequences "8 A.M., 9 A.M., 10 A.M., 10:30 A.M., and 6 P.M." keep the reader focused on the frame in which the events are unfolding, and they help establish the "importance" of the sequence of the events in Phil's life.

Space Order

Sometimes, the physical space in which the events are unfolding is important and should be emphasized. Depending on the kind of space you are describing, you can move from top to bottom, left to right, inside to outside, or any appropriate "direction." Consider the following paragraph for its space order in describing a field from a distance to close-up:

The tall fir trees surrounded the open field. At the base of the trees, small shrubs ringed the green like a floating fence. The field was dotted with blue "heal-all" flowers. On many of the flowers small beads of dew glistened in the morning sun. Tiny insects swam in the dew drops as if in their own backyard pool.

Notice how the writer keeps you moving from the outside to the inside of the setting. You are moved from the trees, closer still to the bushes, still closer to the flowers, and even more closely to the dew drops, and almost microscopically, to the little insects in the dew drops. It's almost as if you are being in a movie theater at the beginning of a movie, as the director sets the scene with a long shot and all the while moving you closer and closer to some important aspect of the scene.

Order of Ideas

If you were to explain to a friend how to save computer information on a disk, you would not follow the process with ideas given in the following order:

1. Hit the "Save as" icon on the left menu.
2. Click on the "File" icon on the top tool bar to display options.
3. Place the disk into the port on the CPU.
4. Click on the "Save in" tool bar for the drop-down menu to display.
5. Move to the lower tool bar and click on "Save."
6. Click on "3½ Floppy (A:.)"
7. In the "File Name" box, type in the name of your document.

This ordering of the steps is not logical, and your friend would not be able to accomplish the task. It would be more successful in helping your friend if you ordered the ideas in the logical way that would be done.

1. Place the disk into the port on the CPU.
2. Click on the "File" icon on the top tool bar to display options.
3. Hit the "Save as" icon on the left menu.
4. Click on the "Save in" tool bar for the drop-down menu to display.

5. Click on "3½ Floppy (A:.)"

6. In the "File Name" box, type in the name of your document.

7. Move to the lower tool bar and click on "Save."

This order of ideas is logical. It demonstrates a step-by-step order of events that will mean success for your friend. As a writer, it is your responsibility to order the ideas in your paragraphs for the maximum clarity in order for your reader to understand the information you are explaining about the subject.

Transitional Expressions

As you move from one idea or event in a paragraph, it is helpful to the reader if you link these ideas and events with transitional expressions. You may have already experienced some of these devices in other chapters where they are labeled coordinating conjunctions, adverbial conjunctions, introductory words, and subordinating conjunctions. What follows is a list of commonly used transitional expressions and how they are used:

The Relationship	The Transitional Expression
Results	as a result of . . . , consequently, therefore, thus, because
Comparison	in comparison, similarly, likewise
Contrast	in contrast, but, however, although, otherwise
Examples	for example, namely, another . . . , for instance, namely
Sequence	first . . . , second . . . , third . . . , next, then, also, finally, lastly, additionally, further more, soon

Notice in the following two paragraphs how the use of transitional expressions helps to connect the ideas to show the relationship existing between the ideas. Without transitional expressions:

The pilot took off from the airport in bright sunshine. The storm clouds on the horizon were thick and black. The small plane began to dip and shake. The winds from the approaching storm buffeted the small craft. The pilot struggled to keep the plane aloft. She called the airport tower for advice. She increased her speed. She headed the plane into the wind. The plane responded to the controls. She landed the plane safely at her destination. She called the tower personnel and thanked them for their help.

Notice that in this paragraph all the ideas, although related, sound separate and distinct from one another. Also, you should notice that the rhythm is choppy and has an abrupt "stop and start . . . stop and start" quality, and all the sentences either start with the word The or the word She, which does not make for good sentence variety. They are all simple sentences. With transitional expressions:

The pilot took off from the airport in bright sunshine; however, the storm clouds on the horizon were thick and black. Soon, the small plane began to dip and shake because the winds from the approaching storm buffeted the small craft, and the pilot struggled to keep the plane aloft. First, she called the airport tower for advice. Next, she increased her speed. Then, she headed the plane into the wind. As a result, the plane responded to the controls. Afterwards, she landed the plane safely at her destination. Finally, she called the tower personnel and thanked them for their help.

Notice how this paragraph reads with much better rhythm and how the ideas are connected to show good coherence. Each idea is connected, or linked, to the next idea by a transitional expression that helps the reader understand the information more clearly. Also notice the sentence variety in the paragraph. By using transitional expressions, your writing will be clearer and easier to understand, and the reader will be better informed.

Key Concept Repetition

In longer works, because you are expressing so many ideas, it is vital that you keep the reader focused on the topic. One technique that will help you to accomplish this task is to repeat key concepts and words. Usually, the key concepts are expressed through your nouns: people, places, and things. For

instance, in a paragraph taken from a longer work, such as the one that follows, you might use words and phrases to keep the reader focused on the main topic.

When trying to find a job, two tools are vital to the process if you hope to have any chance of success.

First, complete a resume listing your education, work history, and personal attributes. hobbies and social and charitable organizations to which you belong. Along with your resume, a letter of application. The letter of application, unlike the resume, summarizes your educational history, hobbies, and social and charitable organizations and tailors them to the specific job you are applying. In this way, the resume and letter of application work together to give the prospective employer a more complete picture of you, your talents, and how they might fit into the job and the company.

By repeating and stressing the key words, most often nouns, the focus of the writing remains clear. However, there are times when repetition can be cumbersome and unnecessary. When this happens, the repetition can become a bit awkward. This can be overcome by replacing the nouns with pronouns.

Substituting Pronouns for Key Nouns

Another method for achieving coherence is substituting pronouns for key nouns. The prefix "for," as "standing in for" or "representing." So, a pronoun is a word that can stand in for one or more nouns. Some commonly used pronouns are he, she, it, you, me, him, her, us, them, we, etc. [See The Writer's Resources for more information in regard to pronouns.] In the following paragraph, key nouns are in bold. In the paragraph that follows, pronouns have been substituted for some of the key nouns. By doing so, the writing appears less awkward but still retains enough key nouns to keep the reader's focus.

The children attended Patricia's birthday party. While at the party, the children ate cake. They enjoyed chocolate with white icing. The children also ate ice cream. The ice cream was neopolitan, vanilla, chocolate, and strawberry flavors. The children also played games. The games included hide and seek, pin the tail of the donkey, and Twister. The children watched as Patricia opened presents. The children also received a present for attending the party. The party was a great success. All the children had a wonderful time at the party.

Unity: It means that all the sentences refer to the main idea, or the topic of the paragraph.

• **Exercise:** *I live in a flat with my family. We have two bedrooms and a living room. We have a kitchen, a bathroom, and a toilet. I live with my parents. And our flat is very crowded sometimes but I like it.*

Coherence: It means that the sentences should be organized in a logical manner and should follow a plan of development.

• **Exercise:** *I live in a house in Izmit. It is not old or modern. It's a normal Turkish house. We live near the sea. It takes about 10 minutes to go to the sea side on foot. We have one bedroom, a living room. We also have two other rooms, too. We use them as a dining room. Naturally, we have a kitchen, a bathroom, and a toilet. I live with my parents. And our house has a little garden; my parents spend their time there to grow vegetables and fruit.*

Development of the Ideas: It means that every idea discussed in the paragraph should be explained and supported through evidence and examples.

- *First of all, a friend must not tell lie. He must always tell me the truth and he must be honest because if there is honesty between two friends, their relationship will last until death. In addition to honesty, helping or being near a friend on a bad day is very important. Another point to consider is that he must criticize me if I make a mistake.*

EXERCISE:

Read the following body paragraphs and complete the tables that follow them.

Railway companies use large computer systems to control ticket reservations and to give immediate information on the status of their trains. The computer system is connected by private telephone lines to terminals in major train stations, and ticket reservations for customers are made through these phone lines. The passenger's name, type of accommodation, and the train schedule are put into the computer's memory. On a typical day, a railway's computer system gets thousands of telephone calls about reservations, space on other railways, and requests for arrivals and

departures. A big advantage of the railway computer ticket reservation system is its rapidity because a cancelled booking can be sold anywhere in the system just a few seconds later. Railway computer systems are not used for reservations alone. They are used for a variety of other jobs including train schedules, planning, freight and cargo loading, meal planning, personnel availability, accounting and stock control. Hence, railway companies are fully dependent on computers for all their major activities.

TS:

MPs:

1:

2:

3:

SDs:

1:

2:

3:

Cncl:

Riding a bicycle is preferable to driving a car. First, a bicycle is relatively inexpensive to buy and maintain. While a car may cost thousands of dollars to buy and hundreds of dollars annually for maintenance, a bicycle is so easily affordable for anyone. Second, biking is also healthier. For example, bikers have strong legs and a strong heart as compared to non-bikers. Finally, bicycles do not pollute the environment. For instance, other vehicles have caused tremendous damage to our earth and its atmosphere by emitting dangerous chemicals. To sum up, biking, owing to the advantages listed above, is so much better than going for cars.

TS:

MPs:

1:

2:

3:

SDs:

1:

2:

3:

Cncl:

Activity

B.1. In each of the lists below, major and minor ideas and supporting items are mixed together. Put the items into logical order by filling in the outline that follows each list.

1. Thesis: My high school had three problem areas.

Involved with drugs

a. _____

Leaky ceilings

(1) _____

Students

(2) _____

Unwilling to help after class

b. _____

Formed cliques

(1) _____

Teachers

(2) _____

Buildings

c. _____

Ill-equipped gym

(1) _____

Much too strict

(2) _____

2. Thesis: Working as a dishwasher in a restaurant was my worst job.

Ten-hours shifts

a. _____

Heat in kitchen

(1) _____

Working conditions

(2) _____

Minimum wage

b. _____

Hours changed every week

(1) _____

No bonus for overtime

(2) _____

Hours

c. _____

Pay

(1) _____

Noisy work area

(2) _____

B.2. The topic sentence of each of the following paragraphs has been omitted. After a careful reading, choose your own topic sentence for each:

1. Thousands of new people are born on our planet every day. The number of inhabitants in the world has already reached over six billion. If the present growth rate remains unchecked, the world may soon face

wide-spread starvation, poverty, and serious health problems.
(topic sentence)

- a) Therefore, it is predicted that the world will face serious health problems in the near future.
- b) The rapid growth of the world's human population is the most important problem the world must address.
- c) One of the burning issues is the population explosion in third world countries.

2. _____ (topic)

Arriving in the land below the Rio Grande River, the Spanish conquistador Hernando Cortez was surprised to see the local inhabitants raising crops that included avocados, corn, garlic and nuts. Onions, tomatoes, chilli peppers and pumpkins were also grown in the rich soil. Irrigation systems were employed in the drier regions. The Aztec farmers also were skilful in creating terraced gardens to make the most of rainfall and to minimise soil erosion. Evidence shows that they employed crop rotation as well as fertilisers to enhance the production of their farm products.

- a) The Aztecs of Mexico were a nation of accomplished farmers.
- b) Hernando Cortez discovered farming in Mexico.
- c) Mexico is blessed with rich farmland and an abundance of food products.

B.3. The **topic sentence** of each of the following paragraphs has been omitted. After a careful reading of your own topic sentence for each:

1. The most important factor is a student's past experience of study. If a student has already developed good study habits, study at university should not be difficult. Good study habits need to be complemented by interest and motivation, factors which are important when competition gets tough. We should however not underestimate the distracting effects of financial and personal difficulties. Students have to grapple with these at some stage of their university life. Beyond the personal, it has to be said that there is also a certain element of luck involved in success: this includes excellent teachers and the subject matter that inspires one to give one's best.

2. Animal breeding for particular features may soon become obsolete with the new-found ability of scientists to work at the level of genes. On the one hand there are those who embrace the new technology: genetic engineering. They argue that many genetic changes will be hugely beneficial and harmless. As long as safeguards are in place, they claim, humans would be foolish not to take advantage of the many benefits genetic engineering has to offer. Others have seen the speed with which gene manipulation can get out of hand, mixing species so that vegetable and animal are no longer distinguishable. They want to wind the clock back. But can they?

B.4. For the given TSs, give 2-3MPs, a SD for each MP, and a conclusion sentence. Use connectors. Use the worksheet on the next page.

1. Shopping is fun.
2. The high price of oil is bad for economy.

3. Violence shown on television influences the society in a negative way.
4. Professional jealousy can yield good results.
5. Small classes are better than large classes.

WORKSHEET: (Use Connectors)

Topic Sentence:

Main Point 1:

Supporting Detail 1:

Main Point 2:

Supporting Detail 2:

Main Point 3:

Supporting Detail 3:

Conclusion:

B.5. Write a TS, SDs, and a conclusion sentence for the given MPs. Use connectors.

1. Old age makes one ugly. It brings economic insecurity. It opens doors to different diseases.
2. Limited intelligence can keep a person from entering a good university. Limited height can keep a soldier from being an officer. Limited knowledge of English may cost a person the chance to get a good job.
3. Talk shows can be very informative. Talk shows can be of great help in learning communication skills. Talk shows are a better pass time than films and dramas.

What are the words in bold called? What role do they play?

The transportation industry serves us in many ways. **First**, it is the means through which we travel from one place to another. Modern means of transportation have minimized the distance between places to such a degree that we can easily reach our workplaces too far away from our house in a very short time. **Plus**, it is the means through which energy, raw materials, and finished products are channeled where they are needed. **For instance**, rail roads and trucks carry the food, lumber, automobiles, furniture, clothing and thousands of other goods that fill our stores. **In addition**, ships and air planes carry goods between cities throughout the world. **Likewise**, the food we eat may come from farms hundreds or even thousands of miles away. **As a result**, we are totally dependent on the transportation industry in today's modern world.

When you see a person smoking, what comes to your mind? Positive thoughts may be rare. Smoking is no doubt a bad habit. **First**, it can lead to dangerous diseases. Lung cancer and TB are the most common examples. **Second**, smoking is not a good habit as it can cause inconvenience to others around a smoker. **For example**, many people face problems in breathing if they are in the company of a smoker. **Furthermore**, smoking can also play a role in tarnishing one's reputation in society. **For instance**, smoking is a habit usually associated with criminals in most of the societies. **Therefore**, habitual smokers must think about giving up this bad habit for the sake of the society and their own health and reputation.

The Conclusion Paragraph

Conclusions too often fade out because writers feel they are near the end and the task is over. Do not do this. Use your conclusion to drive your central idea home one final time. Make sure your conclusion has the same energy as the rest of the essay. It should create a sense of completion. Bring the reader back to the place s/he started from. It should have a circular approach. Refer back to your motivator.

A conclusion should

1. Not contain any new idea.
2. Begin with a conclusion connector.
3. Restate thesis statement in different words.
4. Restate all main ideas in a **very** brief manner.
5. End on an interesting note, like,
 - a. A recommendation or suggestion about the topic.
 - b. A prediction about the future development of the topic.
 - c. A solution to the problems discussed in the essay.
 - d. Questions motivating the readers to think further about the topic, or tempting him to read more on it, etc.

Concluding Paragraph

A concluding paragraph is your chance to remind the reader of your thesis idea and bring the paper to a natural and graceful end.

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Common Methods of Conclusion

You may use any one of the methods below, or a combination of methods, to round off your paper.

- **End with a summary and final thought.** When army instructors train new recruits, each of their lessons follows a three-step formula:

1. Tell them what you're going to tell them.
2. Tell them.
3. Tell them what you've told them.

An essay that ends with a summary is not very different. After you have stated your thesis ("Tell them what you're going to tell them") and supported it ("Tell them"), you restate the thesis and supporting points ("Tell them what you've told them"). However, don't use the exact wording you used before. Here is a summary conclusion:

Online shopping at home, then, has several advantages. Such shopping is convenient, saves money, and saves time. It is not surprising that growing numbers of people are doing the majority of their shopping on the Internet for everything from turnip seeds to televisions.

Note that the summary is accompanied by a final comment that rounds off the paper and brings the discussion to a close. This combination of a summary and a final thought is the most common method of concluding an essay.

- **Include a thought-provoking quotation.** A well-chosen quotation can be effective in re-emphasizing your point. Here is an example:

Rude behavior has become commonplace and needs to stop. People no longer treat each other with the respect and courtesy they should. People talk on their cell phones at inappropriate times and places. Cutting off other drivers in order to save mere seconds happens more and more often. As the Dalai Lama said, "Love and kindness are the very basis of society. If we lose these feelings, society will face tremendous difficulties; the survival of humanity will be endangered."

- **End with a prediction or recommendation.** Predictions and recommendations encourage the reader to continue thinking about the essay. A prediction states what may happen in the future:

It is believed that as many as two million people are currently undiagnosed with celiac disease, or gluten sensitivity. There is currently no medication to cure the disease. If doctors disregard patients who complain of symptoms of the disease, serious physical damage can occur. But if doctors listen to their patients and administer the appropriate tests, proper diagnosis can be made in a timely manner.

A recommendation suggests what should be done about a situation or problem:

Stereotypes such as the ditzy blonde, harried executive, and annoying in-law are insulting enough to begin with. In magazine ads or television commercials, they become even more insulting. Now these unfortunate characters are not just being laughed at; they are being turned into hucksters to sell products to an unsuspecting public. Consumers should boycott companies whose advertising continues to use such stereotypes.

In the space provided, note how each concluding paragraph ends: with a summary and final thought (write *S* in the space), with a prediction or recommendation (write *P/R*), or with a quotation (write *Q*).

1. Disappointments are unwelcome, but regular, visitors in everyone's life. We can feel depressed about them, or we can try to escape from them. The best thing, though, is to accept a disappointment and then try to use it somehow: step over the unwelcome visitor and then get on with life.
2. Saving the environment is up to each of us. Levels of harmful emissions would drop dramatically if we chose to carpool or take public transportation more often. Conserving fuel and electricity at home by sealing up leaky windows and using energy-saving light bulbs would help, too. As David Orr once wrote, "When we heal the Earth, we heal ourselves."
3. Some people dream of starring roles, their names in lights, and their pictures on the cover of *People* magazine. I'm not one of them, though. A famous person gives up private life, feels pressured all

ACTIVITY

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the time, and is never completely safe. So let someone else have that cover story. I'd rather lead an ordinary, but calm, life than a stress-filled one.

EXERCISE:

C.1. In each of the following groups are a thesis statement, its supporting topic sentence conclusion. Study each conclusion to determine if it is appropriate or not appropriate conclusions, give reasons and revise them.

1. Thesis Statement: Communicating in a foreign language can create some embarrassing misunderstandings.

Topic Sentences:

- a) Mispronouncing words can lead to real embarrassment.
- b) Misunderstanding what someone says to you can create amusing problems.
- c) Misusing words can really make you blush

"Everyone who speaks a foreign language is bound to have some misunderstandings from time to time. What you need to do is go to the laboratory as often as you can to improve your language skills. The people there are very friendly, and they will help you with your grammar and pronunciation."

2. Thesis Statement: Television commercials are entertaining.

Topic Sentences:

- a) The Coca-Cola commercial is a good example of an entertaining commercial.
- b) The Chevrolet commercial is as good as any situation comedy.
- c) The Fritos commercial is particularly amusing.

If you do not have a television, you are certainly missing out on the fun of commercials. There are also many entertaining programmes to watch. In addition, the news programmes will keep you informed about the world. Indeed, everyone should have a television set.

3. Thesis Statement: My reason for coming up to State University centre around the services it provides.

Topic Sentences:

- a) State University offers a superior programme in the course of my choice.
- b) In addition, the university has high-quality academic resources.
- c) State also offers quality student services.
- d) The recreational activities make State even better.

The challenge of a diversified and excellent programme, the academic resources, the student services, the recreational activities, and the low tuition fees together provide the reasons I decided to come to State University. I really think I made a wise decision. If you are looking for a quality education at a reasonable price, then consider state as a place to enroll.

4. Thesis Statement: In order to make a good impression at a job interview, you should prepare well for the interview.

Topic Sentences:

- a) The first thing you should do is plan your answers to the questions the interviewer might ask.
- b) Then you should carefully plan what you are going to wear.
- c) Finally, you should make sure that you arrive on time.

As you can see, it is necessary to be well prepared for the job interview. Having the answers ready, dressing appropriately, and being on time could all help to make a good impression on the interviewer. If you follow these steps, you will find yourself sitting behind a desk with that coveted job in no time at all.

C.3. EXERCISE:

The given essays do not have an introduction, and a conclusion paragraph. Read them and write the missing paragraphs.

I. LEARNING ABOUT PAST IS FRUITFUL

Technological progress is induced by new scientific discoveries that would never occur without the knowledge of prior achievements in the certain scientific field. Major innovations occurring in the industry are based on new scientific theories put into practice. Discovery of micro particles - electrons, protons and neutrons- in Physics revealed the possibility of creating the flow of electrons under the influence of the magnetic field. Every production process today is based on this latter discovery of electric current, which wouldn't be made without past knowledge of electrons existence.

Besides providing knowledge of fundamental discoveries, past experience helps prevent reoccurrence of negative events in the history of our civilization. School children learn about world wars cited in the history textbooks so that when they grow up they don't repeat mistakes of their predecessors. One of the brightest examples is atomic bombs dropped on Japan during World War the Second. Knowledge of such negative experiences is necessary for humanity to continue its existence.

Moreover, learning about the past helps satisfy people's desire to understand who they are and why they exist. History and Religion are necessary for a discussion of these main philosophical questions. If people haven't been learning about the past, Bible texts, which give answers to these questions, would never be preserved till the present day. In the same time Bible is the main guide for majority of the world population today.

TIP:

First find out the main ideas of the 3 body paragraphs.
Keeping in mind the 3 main ideas, form a THESIS statement which is general yet a good representative of the main ideas.

2. ARTISTS VS SCIENTISTS

Artists make art, and art makes people feel better. Artistic creations may be more or less valuable, from the connoisseur's point of view, but nevertheless, some people find them enjoyable and pleasing. For instance, looking at a beautiful picture or listening to Beethoven's symphony seems very relaxing after a hard day spent in the office. Furthermore, museums and galleries all over the world are made possible by the work of the generations of artists, from the ancient times until today. Without the museums and galleries, men of modern age would not be able to improve their knowledge about past times. Therefore, education is also the important role of artists. The art enriches people's spirits and makes them more imaginative, while at the same time teaches them about historical events.

Scientists contribute to the society in a different way. Their influence is of more material, and less spiritual nature. For example, physicists try to determine the laws of nature and engineers then use that knowledge in order to make various devices and systems. Those products of joint efforts of physics and engineering make ordinary people's lives easier. Just think about the difference that was made by the invention of microwave ovens for example.

It is my opinion that science is more appreciated than art by the modern society. There are several reasons that lead to this conclusion. People find it easier to accept information in material, than in spiritual form. For example, using typical products of science, such as computers or TVs, doesn't require much mental effort, while art can sometimes be obscure and hard to grasp. Furthermore, in many countries, science receives generous financial support from the government, while art seldom does. This is because a country's military and economic power is dominantly affected by its science, not art. Therefore, scientists are paid much better than artists. In fact, having art as a sole profession is very unlikely to provide enough money to support a family, for instance, even though some people become fascinated with art classes while in school, later in life they are usually forced to move towards more scientific fields of work, such as economics or engineering.

Revising, Editing, & Proofreading Your Essay

Once you are done with writing the rough draft, the next stage involves revising and improving your writing. It demands correction of all possible mistakes in your essay. Most of the professional writers achieve a true grasp on their topic at this stage. They can easily frame a proper thesis statement and check if the topic sentences are related to the thesis.

Revision involves considering 3 major issues:

1. **UNITY:** The whole essay is based on a single central idea clearly stated in the thesis statement.
2. **SUPPORT:** The TSs support the thesis, and the MPs support the TSs.
3. **COHERENCE:** The term "coherence" refers to the quality or state of cohering, especially a logical, orderly, and aesthetically consistent relationship of parts. All ideas are logically linked with the thesis, both in terms of organization of ideas and connection of ideas. There are four mechanical ways of achieving coherence:
 - a. Logically justifiable sequencing of ideas
 - b. Use of appropriate connectors
 - c. Repetition of key words and phrases
 - d. Consistent pronoun and verb tense references
 - e. Parallel grammatical structures

Editing focuses on SENTENCES & GRAMMAR-Syntactic errors, grammatical errors, and punctuation mistakes are corrected.

EXAMPLE OF EDITING:

The following essay has been edited, and the expression has been refined and revised.

READING: MY FAVORITE PASS TIME

Everyone has different ways of spending his or her free time. As for me, I usually do reading when I have free time. Most of the time, I read alone. I think because of through reading, I can find out how beautiful this discover the beauty of the world is.

When I was young, my parents were always busy working.; Therefore, they bought me a lot of books to keep me company accompany me. Through reading, I have made friends with the Three Little Pigs, Snow White, Red Riding Hood, and so on. Since then, reading is has become an important part of my life. Books, magazines, or newspaper are very handy to carry around with. The smallness of sizes and the lightweights of reading materials made it very convenient for me to put them into my handbag. so various that I can pick up any size of them with me at anytime. Besides, Moreover, I can read whenever and wherever I choose to. at anytime, Even just a shred during an interval of time, like waiting for a bus or at break time-at in school or at work.; Some people even use time to read while they are in the toilets. In short, I can enjoy reading no matter when or where.

In addition to the convenience, reading also enriches my life, brings gives me a lot of fun, and releases me from the my pressures of modern living. I live in Taiwan and I'm an elementary school teacher. While reading books on travel, like 'Lonely Planet' for example, I would got to know what about other countries are-like and what their cultures and customs too. ; also, I can also get to know about other peoples' stories through reading their biographies. Besides, while reading, When I am immersed in a novel for example, I share can experience the same feelings, such as excitement, sadness and happiness, with the characters in the books. I went to the Hogwarts with Harry Potter, fell in love with Romeo and Juliet, and decoded secret ancient codes with The Da Vinci Code; all of which brought me enormous pleasure. such-a-good-time. With Through reading, I can forget all about this material set aside all the cares of this material world and just dive into the world books provide. Reading relieves me from the burdens of the life, and serves as an outlet for my frustrations.

I usually do reading alone when I have free time. Reading alone doesn't make me antisocial. mean that I don't like to read with others., It is just because most of time, I happen to be alone when I have free time. In short, doing reading when I'm free can broaden my horizons, mind make me happy, and help me relax.

After Correction

Everyone has different ways of spending his or her free time. As for me, I usually do reading when I have free time. Most of the time, I read alone. I think through reading, I can discover the beauty of the world.

When I was young, my parents were always busy working. Therefore, they bought me a lot of books to keep me company. Through reading, I have made friends with the Three Little Pigs, Snow White, Red Riding Hood, and so on. Since then, reading has become an important part of my life. Books, magazines or newspaper are very handy to carry around with. The smallness of size and the lightweight of reading materials made it very convenient for me to put them into my handbag. Moreover, I can read whenever and wherever I choose to. Even during an interval of time, like waiting for a bus or at break time in school or at work. Some people even read while they are in the toilets. In short, I can enjoy reading no matter when or where.

In addition to the convenience, reading also enriches my life, gives me a lot of fun, and releases me from the pressures of modern living. I live in Taiwan and I'm an elementary school teacher. While reading books on travel, like Lonely Planet, for example, I got to know about other countries and their cultures and customs too. I can also get to know about other peoples' stories through their biographies. When I am immersed in a novel for example, I can experience the same feelings, such as excitement, sadness and happiness, with the characters in the books. I went to the Hogwarts with Harry Potter, fell in love with Romeo and Juliet, and decoded secret ancient codes with The Da Vinci Code; all of which brought me enormous pleasure. Through reading, I can set aside all the cares of this material world and just dive into the world books provide. Reading relieves me from the burdens of life, and serves as an outlet for my frustrations.

I usually do reading alone when I have free time. Reading alone doesn't make me anti-social. It is just because most of time, I happen to be alone when I have free time. In short, doing reading when I'm free can broaden my horizons, make me happy, and help me relax.

E.1. EXERCISE 1:
The following essay has problems in unity and organization. Identify the errors and correct them. Use the given checklist.

BENEFITS OF EATING OUT

People may have two choices to eat, either they go out to fast food stands or restaurants, or they prepare food at home, whatever suitable to them. In my case I prefer to go out to eat, as it is easy to get, it saves my time, and I can try variety of interesting food of different countries.

Being a working person, with all day long office work and driving long way, it becomes difficult to do all preparation for making food. For me easy way to get food is restaurant, where I can get prepared food at home or office by just ordering on phone.

Along with that when I eat at restaurant I have more time to do other things like reading, watching TV, and listening music, going out theatre, or having fun with friends, that don't make me tired or boring and I feel refreshed for next day work, so by going to restaurant I can manage a lot more activities instead preparing food.

Also, many restaurants offer cheap deals which are good and economical. One near my house is such a place. It is known for its good and economical food. It was built some three years ago, but it has gained so much popularity in very less time. I have made the owner my friend. So, I get special discounts. It is famous for its fast food. I am also very fond of fast food. It is delicious and fast to cook well fast to get.

To conclude I am fond of going stands and restaurants for eating that is suitable for me because of convenient, quick and variety of tasty food, which I enjoy very much and make my routine easier and interesting.

TIPS:

Identify the thesis statement.

Do body paragraphs have TSs? Do they relate to the thesis statement?

E.2. EXERCISE 2:

Task: Edit the following essay for spelling, punctuation, inappropriate vocabulary, and grammar. Also, suggest a title for it.

Study are a whole life business. No matter you are in college, in university or taking a job, we are always studying. However, there is a little bit difference among them. Studying in college or university, we put most of our effort in books, examination marks, etc. We don't need to worry about the outside world since have parent to take care of. We can distribute our time more freely.

After high school mostly we are seventeen or eighteen. Our experience about the society is too young, taking a job is a bit harsh for us. Therefore if we go to college or university you have more chance to recognize our society. We have more time to think about our future before we get onto the field that we may not suit for. A year older, our mind should be widen, then decide our future will be more suitable.

Moreover, take a job after high school do have some advantage. Since experience should be accumulate. We cannot recognise our world while you are sitting in a close door room. We have to go out of the room, touch by our hands, see by our eyes. Since those up-to-date knowledge will not be read by books, we have to face by ourselves.

To conclude, take a job after high school or after college or university do have advantage and disadvantage. We have to think very carefully before we make the decision whether you prefer background knowledge or you prefer get into the society to collect the experience.

E.3. Activity for Unity

Both of the following essays contain irrelevant sentences that do not relate to the thesis of the essay or support the topic sentence of the paragraph in which they appear. Cross out the irrelevant sentences and write numbers of those sentences in the spaces provided.

Playing on the Browns

1 For the past three summers, I have played first base on a softball team known as the Browns. 2 We play long schedule, including playoffs, and everybody takes the games pretty seriously. 3 In that respect, we're different from any other of the thousand or so teams in our city. 4 But in one respect, we are different, since all-male league, we have a woman on the team—me. 5 Thus I've had a chance to observe something about human nature by seeing how the men have treated me. 6 Some have been disbelieving; some have been patronizing; and, fortunately, some have simply accepted me.

7 One new team in the league was particularly flabbergasted to see me start the game at first base. 8 Nobody on the Comets had commented one way or the other when he saw me warming up, but playing in the actual game was another story. 9 The Comets' first-base coach leaned over to me with a disbelieving grin and said, "You mean, you're starting, and those three guys are on the bench?" 10 I nodded and he shrugged, still amazed. 11 He probably thought I was the manager's wife. 12 When I came up to bat, the Comet pitcher smiled and called to his outfielders to move way in on me. 13 Now, I don't have a lot of power, but I'm not exactly feeble. 14 I had to work out on the exercise machines at a local health club until it closed, and now I lift weights at home couple of times a week. 15 I wiped the smirks off their faces with a line drive double over the left fielder's head.

The number of the irrelevant sentence: _____

16 The next game, we played another new team, the Argyles, and their attitude was patronizing. 17 The Argyles had seen me take batting practice, so they didn't do anything so rash as to draw their outfield way in. 18 They had respect for my ability as a player. 19 However, they tried to annoy me with phony concern. 20 For example, a redheaded Argyle got on base in the first inning and said to me, "You'd better be careful, hon." 21 When you have your foot on the bag, somebody might step on it. 22 You can get hurt in this game." 23 I was mad, but I have worked out several mental techniques to control my anger because it interferes with my playing ability. 24 Well, this delicate little girl survived the season without injury, which is more than I can say for some of the he-men on the Argyles.

The number of the irrelevant sentence: _____

25 Happily, most of the teams in the league have accepted me, just as the Browns did. 26 The men on the Browns coached and criticized me (and occasionally cursed me) just like anyone else. 27 Because I'm a religious person, I don't approve of cursing, but I don't say anything about it to my teammates. 28 They are not amateurish when I get a hit or stretch for a wide throw. 29 My average this year was higher than the averages of several of my teammates, yet none of them acted resentful or threatened. 30 On several occasions I was taken out late in a game for a pinch runner, but other slow players on the team were also lifted at times for pinch runners. 31 Every woman should have a team like the Browns!

The number of the irrelevant sentence: _____

32 Because I really had problems only with the new teams, I've concluded that it's when people are faced with an unfamiliar situation that they react defensively. 33 Once a rival team has gotten used to seeing me on the field, I'm no big deal. 34 Still, I suspect that the Browns secretly feel we're a little special. 35 After all, we won the championship with a woman on the team.

E.4. Activity for Support

Problems of a Foreign Student

1 About ten months ago I decided to leave my native country and come to the United States to study. 2 When I got here, I suddenly turned into someone labeled "foreign student." 3 A foreign student, I discovered, has problems. 4 Whether from Japan, like me, or from some other country, a foreign student has to work twice as hard as Americans do to succeed in college.

5 First of all, there is the language problem. 6 American students have the advantage of comprehending English without working at it. 7 But even they complain that some professors talk too fast, mumble, or use too many idiomatic expressions.

words. 8 As a result, they can't take notes fast enough to keep up, or they misunderstand what was said. 9 Now consider my situation. 10 I'm trying to cope with a language that is probably one of the hardest in the world to learn. 11 Dozens of English slang phrases—"mess around," "hassle," "get into"—were totally new to me. 12 Other language problems gave me trouble, too.

The spot where supporting details are needed occurs after sentence: _____

3 13 Another problem I face has to do with being a stranger to American culture. 14 For instance, the academic classes are informal, and the relationship between instructor and student is friendly; in fact, students call some instructors by their first names. 15 In Japan, however, the instructor-student relationship is different. 16 Lectures, too, are more formal, and students show respect by listening quietly and paying attention at all times. 17 This more casual atmosphere occasionally makes me feel uncomfortable in class.

The spot where supporting details are needed occurs after sentence: _____

4 18 Perhaps the most difficult problem I face is social. 19 American students may have some trouble making new friends or may feel lonely at times. 20 However, they usually manage to find other people with the same background, interests, or goals. 21 It is twice as hard to make friends, though, if a person has trouble making the small talk that can lead to a relationship. 22 I find it difficult to become friends with other students because I don't understand some aspects of American life. 23 Students would rather talk to someone who is familiar with these things.

The spot where supporting details are needed occurs after sentence: _____

5 24 Despite all the challenges that I, as a foreign student, have to overcome, I wouldn't give up this chance to go to school in the United States. 25 Each day, the problems seem a little bit less overwhelming. 26 Like a little child who is finally learning to read, write, and make sense of things, I am starting to enjoy my experience of discovering a brand-new world.

E.5. Activity for Coherence

Noise Pollution

1 Natural sounds—waves, wind, birdsong—are so soothing that companies sell recordings of them to anxious people seeking a relaxing atmosphere at home or in the car. 2 One reason why "environmental sounds" are big business is that ordinary citizens, especially city dwellers, are bombarded by noise pollution. 3 On the way to work, on the job, and on the way home, the typical urban resident must cope with a continuing barrage of unpleasant sounds.

4 4 The noise level in an office can be unbearable. 5 From nine to five o'clock, phones and fax machines ring, computer keyboards chatter, intercoms buzz, and copy machines thump back and forth. 6 Every time the receptionists can't find people, they resort to a nerve shattering public address system. 7 And because the managers worry about the employees' morale, they graciously provide the endless droning of canned music. 8 This effectively eliminates any possibility of a moment of blessed silence.

3 9 Traveling home from work provides no relief from the noisiness of the office. 10 The ordinary sounds of blaring taxi horns and rumbling buses are occasionally punctuated by the ear-piercing screech of car brakes. 11 Taking a shortcut through the park will bring the weary worker face to face with chanting religious cults, freelance musicians, screaming children, and barking dogs. 12 None of these sounds can compare with the large radios many park visitors carry. 13 Each radio blasts out something different, from heavy-metal rock to baseball, at decibel levels so strong that they make eardrums throb in pain. 14 If there are birds singing or wind in the trees, the harried commuter will never hear them.

4 15 Even a trip to work at 6 or 7 a.m. isn't quiet. 16 No matter which route a worker takes, there is bound to be a noisy construction site somewhere along the way. 17 Hard hats will shout from third-story windows to warn their coworkers below before heaving debris out and sending it crashing to earth. 18 Huge front-end loaders will crunch into these piles of rubble and back up, their warning signals letting out loud, jarring beeps. 19 Air hammers begin an earsplitting chorus of rat-a-tat-tat sounds guaranteed to shatter sanity as well as concrete. 20 Before reaching the office, the worker is already completely frazzled.

5. *Noise pollution is as dangerous as any other kind of pollution.* 22 *The endless pressure of noise problems we could solve, if only the noise stopped long enough to let us think.* 23 *And imagine the sentence to which the transition word*
1. In "Noise Pollution," what is the number of the sentence to which the transition word *Also* could be added in paragraph 2?
 2. In the last sentence of paragraph 2, to what does the pronoun *This* refer?
 3. What is the number of the sentence to which the transition word *But* could be added in paragraph 3?
 4. What is the number of the sentence to which the transition word *Then* could be added in paragraph 4?
 5. What is the number of the sentence to which the transition word *Meanwhile* could be added in paragraph 4?
 6. What word is used as a synonym for *debris* in paragraph 4?
 7. How many times is the key word *sounds* used in the essay?
 8. The time order of the three supporting paragraphs is confused. What is the number of the supporting paragraph that should come first? _____ Second? _____ Third? _____

E.6. The following essay has problems in unity and organization. Identify the errors and correct them using the given checklist.

BENEFITS OF EATING OUT

People may have two choices to eat, either they go out to fast food stands or restaurants, or they prepare food at home, whatever suitable to them. In my case I prefer to go out to eat, as it is easy to get, it saves my time and I can try variety of interesting food of different countries.

Being a working person, with all day long office work and driving long way, it becomes difficult to do preparation for making food. For me easy way to get food is restaurant, where I can get prepared food at home or office by just ordering on phone,

Along with that when I eat at restaurant I have more time to do other things like reading, watching TV, listening music, going out theatre, or having fun with friends, that don't make me tired or boring and I feel refreshed for next day work, so by going to restaurant I can manage a lot more activities instead preparing food.

Also, many restaurants offer cheap deals which are good and economical. One near my house is such a place. It is known for its good and economical food. It was built some three years ago, but it has gained so much popularity in very less time. I have made the owner my friend. So, I get special discounts. It is famous for fast food. I am also very fond of fast food. It is delicious and fast to cook well fast to get.

To conclude I am fond of going stands and restaurants for eating that is suitable for me because of convenience, quick and variety of tasty food, which I enjoy very much and make my routine easier and interesting.

TIPS:

Identify the thesis statement.

Do body paragraphs have TSs? Do they relate to the thesis statement?

Are the paragraphs indented? Revise sentences.

E7:

Task: Edit the following essay for spelling, punctuation, inappropriate vocabulary, and grammar. Also, suggest a title for it.

Study are a whole life business. No matter you are in college, in university or taking a job, we are always studying. However, there is a little bit difference among them. Studying in college or university, we put most

of our effort in books, examination marks, etc. We don't need to worry about the outside world since have parent to take care of. We can distribute our time more freely.

After high school mostly we are seventeen or eighteen. Our experience about the society is too young. taking a job is a bit harsh for us. Therefore if we go to college or university you have more chance to recognize our society. We have more time to think about our future before we get onto the field that we may not suit for. A year older, our mind should be widen, then decide our future will be more suitable.

Moreover, take a job after high school do have some advantage. Since experience should be accumulate. We cannot recognise our world while you are sitting in a close door room. We have to go out of the room, touch by our hands, see by our eyes. Since those up-to-date knowledge will not be read by books, we have to face by ourselves.

To conclude, take a job after high school or after college or university do have advantage and disadvantage. We have to think very carefully before we make the decision whether you prefer background knowledge or you prefer get into the society to collect the experience.

E8: Read the following paragraphs and revise them for unity:

1. When we first opened this restaurant, a lot of people complained about cold food. (2) The restaurant opened in 1988. (3) Then we started ringing a bell whenever an order was ready. (4) Now customers rarely grumble about cold food.
2. (1) There are several basic things you need to cook Chinese food. (2) Most Chinese food must be cooked in a special pan called a wok. (3) Soy sauce and cornstarch are needed for most Chinese recipes. (4) Chinese food is tasty and nutritious.
3. (1) I just love Kia's new babysitter. (2) Kia is a very bright child. (3) The babysitter takes Kia for a walk every day. (4) She also gets Kia involved in art and music projects.
4. (1) I am looking forward to election day. (2) I'll be rooting for my candidate to win and enjoying the suspense if the vote is close. (3) The following day will be a good time to play video games. (4) No matter who wins, an election is a special occasion.
5. (1) An odd behavior associated with sleep and dreaming is somnambulism, commonly known as sleepwalking. (2) Sleepwalkers suffer from a malfunction in a brain mechanism that monitors the transition from REM to non-REM sleep. (3) REM sleep is vitally important to psychological well-being. (4) Sleepwalking episodes diminish with age and usually cause no serious harm—the worst thing that could happen would be a fall down the stairs.

E9: Five statements are given below, labeled A, B, C, D, and E. Among these, four statements are in the logical order and form a coherent paragraph. From the given options, choose the option that does not fit into the theme of the paragraph.

1Q.

- (A) The 1.0% annual pace of expansion for the year compared with 1.2% growth in 2015.
- (B) For all but one quarter of the year, private demand was flat or negative.
- (C) Japan's economy expanded at a steadily slowing pace in 2016, though a modest recovery in exports helped offset sluggish spending by households and businesses, according to data reported Monday.
- (D) And quarterly growth slowed to 0.2% in October–December, down from 0.6% in January–March.
- (E) The usual boost from increased government spending at the beginning of the April–March fiscal year will also likely sustain growth in the coming months.

2Q.

- (A) The killing of seven policemen in a landmine blast has tragically buttressed their resolve to boycott local elections in the absence of development and grinding poverty in a predominantly rural state.
(B) Juggling with alphabets such as GDP means little or nothing in rural Odisha in terms of the opening of bank branches, the "unbanked" gram panchayats, or even improvement in the quality of life of the Scheduled Castes and Tribes.
(C) A fortnight before the panchayat elections in Odisha, the Maoists are engaged in mortal muscle-flexing if last Wednesday's outrage on the state's border with Andhra Pradesh is an index to go by.

- (D) A cruel irony when one reflects that Odisha has fared commendably in terms of industrial investment
(E) This is the crux of the issue; it is public policy and development, and not ideology, that predominates over the current philosophy of the Left radicals as well as the reluctant revolutionaries of the Communist Party of India.

E 10: Analyze the given paragraph for:

1. The topic sentence (write sentence number only):
2. Irrelevant sentence (write sentence number only):
3. Methods of development/sentence organization used in this paragraph (write the correct option in copy):
 - i. Examples and illustrations
 - ii. Descriptions or details:
 - iii. Chronology of events:
4. The paragraph also shows coherence by the use of
 - i. Write the sentence number that has Paraphrased the topic sentence
 - ii. Transitional words (write all of them)

¹Each of the U.S. manned space exploration projects had specific major goals. ²For example, the Mercury project was designed to test whether or not human beings could survive and function in outer space. ³In addition, the Mercury project tested rockets with the new Mercury space capsule, which could hold one person. ⁴As another example, the Gemini project was intended to find out whether two people could work in the weightless environment of space. ⁵One way of doing this was by having Gemini astronauts take "spacewalks." ⁶That is, they floated outside their spacecraft in a spacesuit, connected to it by a tether. ⁷This type of walk was developed into the famous dancing move called 'moonwalk' by Michael Jackson. ⁸Finally, the Apollo project, with three astronauts, had the goal of testing spacecraft and skills so that people could actually fly to the Moon and land on it. ⁹Other goals included performing scientific experiments on the lunar surface and collecting rocks for study on Earth. ¹⁰These three space projects have different goals with different lessons for human beings.

The Comparison and Contrast Essay

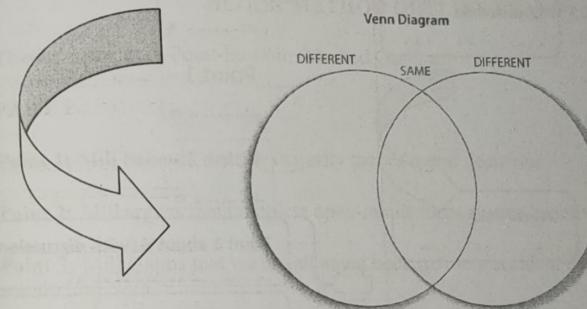
A comparison, incidentally, is the process of showing how things are alike; a contrast is the process of showing differences. Generally in academic writing, the word "comparison" is used to refer to both comparison and contrast.

Note: A comparison and contrast essay can be both informative and persuasive.

PLANNING A COMPARISON AND CONTRAST ESSAY:

1. Pick two ideas to be compared or contrasted.
2. Analyze both the ideas in detail.
3. Make an inventory of the similarities and the differences between them.
4. The ideas for comparison and contrast should be fair without any biases.

What popular method to use for outlining the points of similarity and differences?

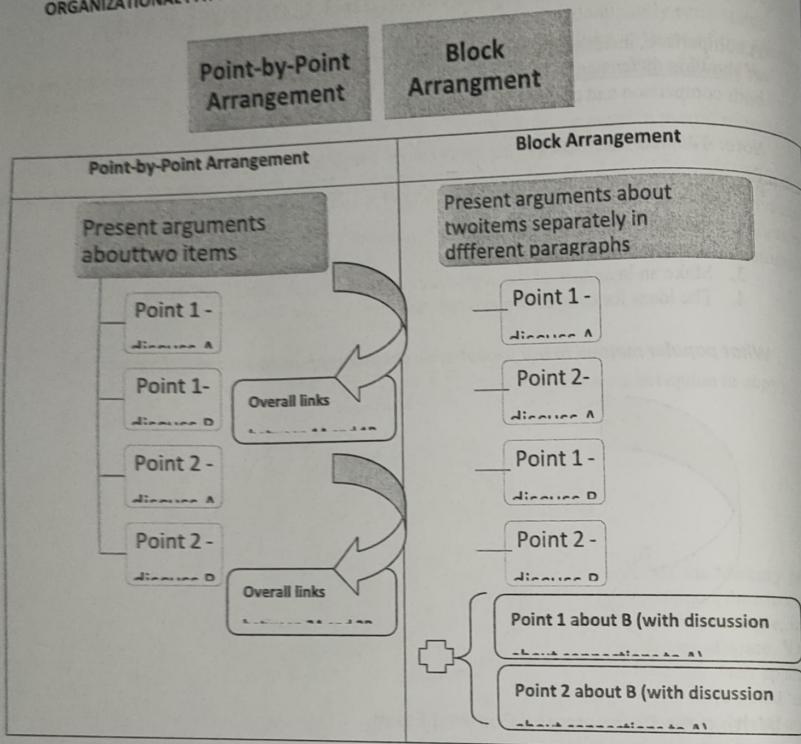


Writing the Compare and Contrast Essay

A compare and contrast essay will ultimately follow this basic format:

1. Introduction and Thesis Statement (one paragraph).
2. Topic One (at least one paragraph, can be more, discussing just one of the ideas, people, or objects being discussed in great detail).
3. Topic Two (will follow the same guidelines as topic one).
4. Topic One and Topic Two Together (analyze both topics together, can be one or more paragraphs).
5. Conclusion (sum up the compare and contrast essay, should generalize the thesis and should reaffirm the thesis).

ORGANIZATIONAL PATTERNS FOR A COMPARISON & CONTRAST ESSAY



POINT-BY-POINT METHOD OUTLINE EXAMPLE:

Thesis: John Stewart Mill and Michael Bakunin both support three of the basic principles of democracy (government by the people, tolerance, and equality); however, they support them to different degrees and for different reasons.

POINT 1

Paragraph 1: Mill believes that the majority makes moral decisions.

Paragraph 2: Bakunin believes that public opinion should be the basis of society's decisions, which is slightly different than Mill's understanding of a moral majority.

POINT 2

Paragraph 3: Mill argues that complete open-mindedness always benefits society.

Paragraph 4: Unlike Mill, Bakunin allows freedom of expression to be limited by public opinion.

POINT 3

Paragraph 5: Mill claims that we are all equal because mere accident determines what worldview we are born into.

Paragraph 6: As with Mill, Bakunin extends equality to all and embraces diversity.

BLOCK METHOD OUTLINE EXAMPLE:

Thesis: Same as in Point-by-Point Method Outline.

PART 1

Point 1: Mill believes that the majority makes moral decisions.

Point 2: Mill argues that complete open-mindedness always benefits society

Point 3: Mill claims that we are all equal because mere accident determines what worldview we are born into.

PART 2

Point 1: Bakunin believes that public opinion should be the basis of society's decisions, which is slightly different than Mill's understanding of a moral majority.

Point 2: Unlike Mill, Bakunin allows freedom of expression to be limited by public opinion.

Point 3: As with Mill, Bakunin extends equality to all and embraces diversity.

Sample Comparison/Contrast Essay

LARGE LEAP

Point by Point Arrangement

Introduction
and thesis
statement

Point 1 of IDEA
A and IDEA B

Point 2 of IDEA
A and IDEA B

The leap from high school to college is a large one. Many students enter post-secondary education expecting the experience to be the same as the one they had while at secondary school. These students are wrong to make this assumption, and they very quickly realize just how **different** college is. College costs **more**, presents **more** academic challenges, and offers a **more** social environment than high school.

First, in terms of cost, college is **more expensive than** high school because of tuition, living expenses, and books. Anyone who wishes to attend college must pay fees, whereas it is free to attend high school. College tuition can start at roughly \$1,500 per term and can wind up costing as much as \$2,000. The government funds high schools, so high school students do not have to pay for their education. In addition to tuition, college students must also worry about the residence or rental costs for living close to the college's campus. In Toronto, rental costs for a basement apartment can range from \$400 to \$600 per month (not including utilities), and residence fees at most colleges work out to roughly \$2,000 per term. **In contrast**, high school students have no living expenses because the majority of high school students live at home with their parents for free. College is also more expensive than high school when it comes to the cost of learning materials, such as textbooks. In college, students must buy textbooks for each course they take. These books are not cheap, and they often wind up costing students several hundreds of dollars once students have purchased the books for all their classes. High school students never have to worry about buying their textbooks because high schools always keep a set of books, which students use and then return at the end of the year. Not only do college students have to pay **more** money than high school students for their education, the college students also have **much more** work to do once their bills have been paid.

Second, the workload in college is **more challenging than** the workload in high school. College students are faced with the task of having to complete an average of three to five assignments per week, **whereas** high school students average only one to three assignments per week. There are **more** assignments in college, and they are also **more** challenging and can take up to eight hours to complete successfully. **In contrast**, high school students do not have to commit as much time and effort to their assignments and can often finish all of their homework in the **same amount of time** it takes a college student to complete a single assignment. In addition to the extra time that college students put into their work, students experience extra pressure because their final grades are based on each assignment. In high school,

however, an assignment is worth only 5% to 20% of a student's final grade. In college, an assignment is worth 25% or as much as 50% of a student's final grade. College students are consistently placed under **more** academic pressure than high school students.

Point 3 of IDEA
A and IDEA B

Conclusion
(restatement of
the thesis)

Third, in college, there are **more** activities, sports, and clubs for students to participate in **than** in high school. College students have both the benefits of being able to join varsity sports teams as well as being able to use any athletic facilities the college has to offer, such as gyms, pools, and weight rooms. **In contrast**, most high schools often offer non-varsity sports teams, **but** very few high schools boast athletic facilities similar to those of a college. Colleges also host social events that are unavailable in high schools. Examples of these events are orientation week and pub nights. Furthermore, colleges offer more clubs than high schools do. High schools may have some clubs or groups that students can join; however, because high schools are smaller with fewer students, the variety of clubs is limited. Colleges are guaranteed to have a club for everyone because the population base is so large. Athletic facilities, social events, clubs and special interest groups show the college environment to be much more social than the high school environment.

On the basis of financial, academic, and social aspects, college is more costly, more academically challenging, and more socially stimulating than high school. These differences need to be taken into account by those students who are entering college from high school. If new post-secondary students are conscious of these differences, they will be more adequately prepared for the challenges that college can present.

Block Arrangement

Introduction
paragraph.
Thesis
statement

IDEA A

Point 1 with
supporting

The leap from high school to college is a large one. Many students enter post-secondary education expecting the experience to be the same as the one they had while at secondary school. These students are wrong to make this assumption, and they very quickly realize just how **different** college is. College costs **more**, presents **more** academic challenges, and offers a **more** social environment than high school.

First, in terms of cost, college is **more expensive** because of tuition, living expenses, and books. Anyone who wishes to attend college must pay fees. College tuition can start at roughly \$1,500 per term and can wind up costing as much as \$2,000. The government funds high schools, so high school students do not have to pay for their education. In addition to tuition, college students

	details (fees, costs)	must also worry about the residence or rental costs for living close to the college's campus. In Toronto, rental costs for a basement apartment can range from \$400 to \$600 per month (not including utilities), and residence fees at most colleges work out to roughly \$2,000 per term.
	Point 2 with supporting details (assignments and assessments)	Second, the workload in college is more challenging. College students are faced with the task of having to complete an average of three to five assignments per week. There are more assignments in college, and they are also more challenging and can take up to eight hours to complete successfully. In addition to the extra time that college students put into their work, students experience extra pressure because their final grades are based on each assignment. In college, an assignment is worth 25% or as much as 50% of a student's final grade. College students are consistently placed under more academic pressure.
	Point 3 with supporting details (co-curricular, extra-curricular activities)	Third, in college, there are more activities, sports, and clubs for students to participate in. College students have both the benefits of being able to join varsity sports teams as well as being able to use any athletic facilities the college has to offer, such as gyms, pools, and weight rooms. Colleges also host social events that are unavailable in high schools. Examples of these events are orientation week and pub nights. Furthermore, colleges offer more clubs than high schools do. Colleges are guaranteed to have a club for everyone because the population base is so large. Athletic facilities, social events, clubs and special interest groups show the college environment to be much more social.
IDEA B		In contrast , high school students have no living expenses because the majority of high school students live at home with their parents for free. College is also more expensive than high school when it comes to the cost of learning materials, such as textbooks. High school students never have to worry about buying their textbooks because high schools always keep a set of books, which students use and then return at the end of the year. High school students are under no pressure of paying debts, fees, loans and living expenses.
Point 1 related to Point 1 of idea A		Moreover, the workload in high school is less challenging. High school students only get one to three assignments per week on an average. Also , high school students do not have to commit as much time and effort to their assignments and can often finish all of their homework in the same amount of time it takes a college student to complete a single assignment. In high school, that the high school students are under less pressure as compare to the college students.
Point 2 related to Point 2 of idea A		Lastly, most high schools often offer non-varsity sports teams, but very few high schools boast athletic facilities similar to those of a college. High schools may have some clubs or groups that students can join; however, because high

Point 3 related to Point 3 of idea A	schools are smaller with fewer students, the variety of clubs is limited which puts some reservations on the social environment of high school.
	On the basis of financial, academic, and social aspects, college is more costly, more academically challenging, and more socially stimulating than high school. These differences need to be taken into account by those students who are entering college from high school. If new post-secondary students are conscious of these differences, they will be more adequately prepared for the challenges that college can present.

Outline of the Essay

INTRODUCTION:

MOTIVATOR:

THESIS STATEMENT:

PREVIEW OF MAIN IDEAS:

MAIN BODY:

PARAGRAPH 1:

TOPIC SENTENCE: POINT/ISSUE 1

MAIN POINTS: STATE SIMILARITIES & DIFFERENCES

PARAGRAPH 2:

TOPIC SENTENCE: POINT/ISSUE 2

MAIN POINTS: STATE SIMILARITIES & DIFFERENCES

PARAGRAPH 3:

TOPIC SENTENCE: POINT/ISSUE 3

MAIN POINTS: STATE SIMILARITIES & DIFFERENCES

CONCLUSION:

RESTATE THESIS:

SUMMARIZE COMPARISON:

MOTIVATOR:

Write a comparison and contrast essay on any one of the following. You can make it informative or argumentative.

1. What is easier: learning from books or learning from the internet?
2. British English vs. American English
3. Book vs. the movie version
4. Fiction vs. Nonfiction: What People Prefer and which Genre?

Checklist

Below is a checklist for compare and contrast essays. Use it to check your own writing, or get a peer (another student) to help you.

Item	OK?	Comment
The essay is a comparison and contrast essay		
An appropriate structure is used, either block or point-by-point		
Compare and contrast structure words are used accurately		
The criteria for comparison/contrast are clear		
The essay has clear thesis statement		
Each paragraph has a clear topic sentence		
The essay has strong support (facts, reasons, examples, etc.)		
The conclusion includes a summary of the main points		

Argumentation

Almost without exception, each of us, every day, argues for or against something with somebody. The discussions may be short and friendly ("Let's go to this restaurant rather than that one") or long and complex ("Mandatory motorcycle helmets are an intrusion on civil rights"). Because we do argue our viewpoints so often, most of us realized long ago that shifting into high whine does not always get us what we want. On the contrary, we've learned that we usually have a much better chance at winning a dispute or having our plan adopted or changing someone's mind if we present our side of an issue in a calm, logical fashion, giving sound reasons for our position. This approach is just what a good argumentative essay does: it presents logical reasoning and solid evidence that will persuade your readers to accept your point of view.

Some essays are *position arguments* that declare the best solution to a problem ("Raising the drinking age will decrease traffic accidents") or argue a certain way of looking at an issue ("Rap music degrades women"). Other essays are *proposal arguments* that urge adoption of a specific proposal or plan of action ("Voters should pass ordinance 10 to fund the new ice rink"). Whatever your purpose, your argumentative essay should be composed of a clear thesis and body paragraphs that offer enough sensible reasons and persuasive evidence to convince your readers to agree with you. Following a writing process like that represented in Figure 15.1 will help you develop an effective argumentative essay.

Developing Your Essay

Here are some suggestions for developing and organizing an effective argumentative essay:

Choose an appropriate topic. Selecting a good topic for any essay is important. Choosing a focused, appropriate topic for your argument essay will save you enormous amounts of time and energy even before you begin prewriting. Some subjects are simply too large and complex to be adequately treated in a three-to-five-page argumentative essay; selecting such a subject might produce a rough draft of generalities that will not be persuasive. If you have an interest in a subject that is too general or complex for the length of your assignment, try to find a more focused, specific issue within it to argue.

Figure 15.1 VISUALIZING THE PROCESS: ARGUMENTATION

Prewriting

Identify possible subjects by considering the following questions:

- About what topics do you have strong opinions?
- Are any of these topics of interest to others? What might your audience think of these topics?
- Which of these topics can be properly covered in an essay of the length you've been assigned?
- About which topics do you have solid knowledge? What additional research might be required?

Drafting

Determine the effect you hope your essay will have on your audience by asking the following questions:

- What are the main arguments and evidence you want to use in support of your thesis?
- What opposing arguments do you need to take into consideration?
- Are your main points soundly reasoned, avoiding common logical fallacies?
- How are your opinions shaping your argument?
- What is the strongest organization pattern for your essay?

Revising

Carefully review your thesis and the supporting details you use by asking the following questions:

- Is your thesis clearly stated and appropriate to the assigned length of your assignment?
- How persuasive are your main arguments in support of your thesis?
- Does your essay follow an organized pattern that eliminates repetition and confusion?
- Have you included sufficient supporting evidence for your main arguments?

Editing/Proofreading

Consider the sentence-level issues of your essay by asking the following questions:

- Have you used any specialized language that may require further clarification for your readers?
- Have you reviewed your sentences for spelling, grammar, and punctuation errors?
- Is your paper formatted according to the assignment guidelines?

For example, the large, controversial (and rather overdone) subject "capital punishment" might be narrowed and focused to a paper advocating time limits for the death-row appeal process or required use of DNA testing. A general opinion on "unfair college grading" might become a more interesting persuasive essay in which the writer takes a stand on the use of pluses and minuses (A-, B+, B-, etc.) on transcript grades. Your general annoyance with smokers might move from "All smoking should be outlawed forever" to an essay focused on the controversial use of e-cigarettes in smoke-free venues. The complex subject of gun control might be narrowed into an essay arguing support for or against new laws regarding concealed weapons on campuses or in national parks. In other words, while we certainly do debate large issues in our lives, in a short piece of writing it may be more effective, and often more interesting, to choose a focused topic that will allow for more depth in the arguments. You must ultimately decide whether your choice of subject is appropriate for your assignment, but taking a close, second look at your choice now may save you frustration later.

Explore the possibilities . . . and your opinions. Perhaps you have an interesting subject in mind for your argumentative essay, but you don't yet have a definite opinion on the controversy. Use this opportunity to explore the subject! Do some research; talk to appropriate people; investigate the issues. By discovering your own position, you can address others who may be similarly uncertain about the subject.

Many times, however, you may want to argue for a belief or position you already hold. But before you proceed, take some time to consider the basis of your strong feelings. Not surprisingly, we humans have been known, on various occasions, to spout opinions we can't always effectively support when challenged to do so. Sometimes we hold an opinion simply because on the surface it seems to make good sense to us or because it fits comfortably with our other social, ethical, or political beliefs. Or we may have inherited some of our beliefs from our families or friends, or perhaps we borrowed ideas from well-known people we admire. In some cases, we may have held an opinion for so long that we can't remember why we adopted it in the first place. We may also have a purely sentimental or emotional attachment to some idea or position. Whatever the origins of our beliefs, we need to examine the real reasons for thinking what we do before we can effectively convince others.

If you have a strong opinion you want to write about, try jotting down a list of the reasons or points that support your position. Then study the list—are your points logical and persuasive? Which aren't, and why not? After this bit of prewriting, you may discover that although you believe something strongly, you really don't have the kinds of factual evidence or reasoned arguments you need to support your opinion. In some cases, depending on your topic, you may wish to talk to others who share your position or you may decide to research your subject (♦ for help with research or interviewing, see Chapter 19); in other cases, you may just need to think longer and harder about your topic and your reasons for maintaining your attitude toward it. Keep an open mind; your exploration may lead you to a surprising new position. (Remember the words of humorist F. G. Burgess: "If in the last few years you haven't discarded a major opinion or acquired a new one, check your pulse. You may be dead.") But with or without formal research, the better you know your subject, the more confident you will be about writing your argumentative essay.

Anticipate opposing views. An argument assumes that there is more than one side to an issue. To be convincing, you must be aware of your opposition's views on the subject and then organize your essay to answer or counter those views. If you don't have a good sense of the opposition's arguments, you can't effectively persuade your readers to dismiss their objections and see matters your way. Therefore, before you begin your first rough draft, write down all the opposing views you can think of and an answer to each of them so that you will know your subject thoroughly. If you are unfamiliar with the major objections to your position, now is the time to investigate your subject further. (For the sake of clarity throughout this chapter, your act of responding to those arguments against your position will be called *refuting the opposition*; "to refute" means "to prove false or wrong," and that's what you will try to do to some of the arguments of those who disagree with you.)

Know and remember your audience. Although it's important to think about your readers' needs and expectations whenever you write, it is essential to consider carefully the audience of your argumentative essay both before and as you write your rough drafts. Because you are trying to persuade people to adopt some new point of view or perhaps to take some action, you need to decide what kinds of supporting evidence will be most convincing to your particular readers. Try to analyze your audience by asking yourself a series of questions. What do they already know about your topic? What information or terms do they need to know to understand your point of view? What biases might they already have for or against your position? What special concerns might your readers have that influence their receptiveness? ♦ To be convincing, you should consider these questions and others by carefully reviewing the discussion of audience on pages 20–23 before you begin your drafts.

Decide which points of argument to include. Once you have a good sense of your audience, your own position, and your opposition's strongest arguments, try making a Pro-and-Con Sheet to help you sort out which points you will discuss in your essay.

Let's suppose you want to write an editorial on the importance of healthy nutrition to you and your classmates at your school. Should all campus food outlets be required to provide consumers with nutritional information about the food they serve? After reviewing the evidence on both sides, you have decided to argue that all your school's food service outlets should provide calorie labels for the food they sell to allow students to make informed nutritional choices. To begin planning your essay, you list all the pro-and-con arguments you can think of concerning the debate.

My Side: For the posting of nutritional information

1. Students often struggle with good decision-making when they first go off to college.
2. Consumers have the right to know what they are consuming.
3. The U.S. government says it is important to post this information.
4. The FDA calorie labeling rules apply to many of the chain eateries on campus.
5. Many students prefer the traditional cafeteria, which is exempted from the FDA rules.
6. The cafeteria could be serving anything since they don't have to post such information.

7. The FDA's guidelines aren't too rigid or hard to follow.
8. Trans fat may be in the cafeteria's food.
9. The cafeteria charges too much for what it offers.

My Opposition's Side: Against the posting of nutritional information

1. The FDA guidelines aren't intended for independent cafeterias.
2. Cafeterias aren't "chain" businesses.
3. The FDA guidelines are too stringent for individual food operators to follow.
4. The financial burden of researching and accurately posting nutritional information is too great.
5. Cafeterias don't offer packaged meals; instead, they offer a customized approach that makes calorie labeling impossible.
6. Students don't really pay attention to nutritional information anyway.
7. Traditional cafeterias already struggle to compete with the chain eateries that have been allowed on many college campuses.

After making your Pro-and-Con Sheet, look over the list and decide which of your strongest points you want to argue in your paper and also which of your opposition's claims you want to refute. At this point you may also see some arguments on your list that might be combined and some that might be deleted because they're irrelevant or unconvincing. (Be careful not to select more arguments or counter-arguments to discuss than the length of your writing assignment will allow. It's far better to present a persuasive analysis of a few points than it is to give an underdeveloped, shallow treatment of a host of reasons.)

Let's say you want to cover the following points in your essay:

- The federal government has officially recognized the need for posted nutritional information. (combination of 2 and 3)
- Federal guidelines are reasonable, flexible, and fair. (4 and 7)
- On our campus, some food outlets, including many in the student center, are part of national chains that are required to follow the new rules. (5 and 6)

Your assignment calls for an essay of 750 to 1,000 words, so you figure you'll only have space to refute your opposition's strongest claim. You decide to refute this claim:

- "Customized" food service provided by college cafeterias is too complex to allow for accurate calorie labeling. (3 and 5)

The next step is to formulate a working thesis. At this stage, you may find it helpful to put your working thesis in an "although-because" statement so you can clearly see both your opposition's arguments and your own. An "although-because" thesis for the note-taking essay might look something like this:

Although many campus food service operators maintain that being required to post nutritional information would be too difficult, such "customized" food service providers should be required to do so since the government acknowledges the importance of providing such information, the FDA guidelines for posting are reasonable and

flexible, and most of the other campus "chain" eateries are already complying with this government directive.

Frequently, your "although-because" statement will be too long and awkward to use in the later drafts of your essay. But for now, it can serve as a guide, allowing you to see your overall position before the writing of the first draft begins. (◆ To practice compiling a Pro-Con Sheet and writing an "although-because" working thesis, turn to the exercise on pages 320-321.)

Organize your essay clearly. Although there is no set model of organization for argumentative essays, here are some common patterns that you might use or that you might combine in some effective way.

Important note: For the sake of simplicity, the first two outlines present two of the writer's points and two opposing ideas. Naturally, your essay may contain any number of points and refuted points, depending on the complexity of your subject and the assigned length of your essay.

In Pattern A, you devote the first few body paragraphs to arguing points on your side and then turn to refuting or answering the opposition's claims.

Pattern A: Thesis

Body paragraph 1: you present your first point and its supporting evidence

Body paragraph 2: you present your second point and its supporting evidence

Body paragraph 3: you refute your opposition's first point

Body paragraph 4: you refute your opposition's second point

Conclusion

Sometimes you may wish to clear away the opposition's claims before you present the arguments for your side. To do so, you might select Pattern B:

Pattern B: Thesis

Body paragraph 1: you refute your opposition's first point

Body paragraph 2: you refute your opposition's second point

Body paragraph 3: you present your first point and its supporting evidence

Body paragraph 4: you present your second point and its supporting evidence

Conclusion

In some cases, you may find that the main arguments you want to present are the very same ones that will refute or answer your opposition's primary claims. If so, try Pattern C, which allows each of your argumentative points to refute one of your opposition's claims in the same paragraph:

Pattern C: Thesis

Body paragraph 1: you present your first point and its supporting evidence, which also refutes one of your opposition's claims

Body paragraph 2: you present a second point and its supporting evidence, which also refutes a second opposition claim
Body paragraph 3: you present a third point and its supporting evidence, which also refutes a third opposition claim
Conclusion

Now you might be thinking, "What if my position on a topic as yet has no opposition?" Remember that almost all issues have more than one side, so try to anticipate objections and then answer them. For example, you might first present a thesis that calls for a new traffic signal at a dangerous intersection in your town, and then address hypothetical counter-arguments such as "The City Council may say that a stoplight at Lemay and Columbia will cost too much, but the cost in lives will be much greater" or "Commuters may complain that a traffic light there will slow the continuous flow of north-south traffic, but it is precisely the uninterrupted nature of this road that encourages motorists to speed." By answering hypothetical objections, you impress your readers by showing them you've thought through your position thoroughly before you asked them to consider your point of view.

You might also be thinking, "What if my opposition actually has a valid objection, a legitimate point of criticism? Should I ignore it?" Hoping that an obviously strong opposition will just go away is like hoping the IRS will cancel income taxes this year—a nice thought but hardly likely. Don't ignore your opposition's good point; instead, acknowledge it, but then go on quickly to show your readers why that reason, though valid, isn't compelling enough by itself to motivate people to adopt your opposition's entire position. Or you might concede that one point while simultaneously showing why your position isn't really in conflict with that criticism, but rather with other, more important, parts of your opponent's viewpoint. By admitting that you see some validity in your opposition's argument, you can again show your readers that you are both fair-minded and informed about all aspects of the controversy.

If you are feeling confident about your ability to organize an argumentative essay, you might try some combination of patterns, if your material allows such a treatment. For example, you might have a strong point to argue, another point that simultaneously answers one of your opposition's strongest claims, and another opposition point you want to refute. Your essay organization might look like this:

Combination: Thesis

Body paragraph 1: a point for your side

Body paragraph 2: one of your points, which also refutes an opposition claim

Body paragraph 3: your refutation of another opposition claim
Conclusion

In other words, you can organize your essay in a variety of ways as long as your paper is logical and clear. Study your Pro-and-Con Sheet and then decide which organization best presents the arguments and counter-arguments you want to include. Try sketching out your essay following each of the patterns; look carefully to see which pattern (or variation of one of the patterns) seems to put forward your particular material most persuasively, with the least repetition or confusion. Sometimes your essay's material will clearly

fall into a particular pattern of organization, so your choice will be easy. More often, however, you will have to arrange and rearrange your ideas and counter-arguments until you see the best approach. Don't be discouraged if you decide to change patterns after you've begun a rough draft; what matters is finding the most effective way to persuade the reader to your side.

If no organizational pattern seems to fit at first, ask yourself which of your points or counter-arguments is the strongest or most important. Try putting that point in one of the two most emphatic places: either first or last. Sometimes your most important discussion will lead the way to your other points and, consequently, should be introduced first; perhaps more often, effective writers and speakers build up to their strongest point, presenting it last as the climax of their argument. Again, the choice depends on your material itself, though it's rare that you would want to bury your strongest point in the middle of your essay.

Now let's return to the essay on posting nutritional information first discussed on page 309. After selecting the most important arguments and counter-arguments (pages 309–310), let's say that you decide that your main point concerns the ability of students to make informed health choices. Since your opposition claims that providing nutritional information is too complex, you see that you can make your main point as you refute theirs. But you also wish to include a couple of other points for your side. After trying several patterns, you decide to put the "too complex" rebuttal last for emphasis and present your other points first. Consequently, Pattern A best fits your plan. A sketch outline might look like this:

- **Revised working thesis and essay map:** The new 2014 FDA calorie labeling rules should be applied to all campus food establishments. The FDA ruling indicates that this nutritional information is important for people to know, and the FDA guidelines are fair and not too rigid. If our campus's chain eateries are already following these rules, then posting calorie labels in the cafeteria will allow students to make more informed nutrition decisions all over campus.
- **Body paragraph 1 (a first point for the writer's side):** The federal government has officially recognized the need for posted nutritional information.
- **Body paragraph 2 (another point for the writer's side):** The FDA's federal guidelines are reasonable, flexible, and fair.
- **Body paragraph 3 (another point for the writer's side):** On our campus, some food outlets, including many in the student center, are part of national chains that are required to follow the new rules.
- **Body paragraph 4 (rebuttal of the opposition's strongest claim):** The cafeteria claims that "customized" food service would be too complex to accurately label calories, but better labeling would reveal the calorie content of each individual ingredient, allowing students to make better choices about what to put on their plates.

Once you have a general notion of where your essay is going, plan to spend some more time thinking about ways to make each of your points clear, logical, and persuasive to your particular audience.

Argue your ideas logically. To convince your readers, you must provide sufficient reasons for your position. You must give more than mere opinion—you must offer logical arguments to back up your assertions. Some of the possible ways of supporting your ideas

should already be familiar to you from writing expository essays; listed here are several methods and illustrations:

1. **Give examples (real or hypothetical):** "Many of my friends on campus report a weight gain of about fifteen pounds during their first year at school." Also: "The Subway sandwich shop in the Grayson Center, for example, is part of a chain with more than twenty locations, so the menu at its store will be required to include the new calorie labels by the end of 2015."
2. **Present a comparison or contrast:** "On our campus, some food outlets, including many in the student center, are part of national chains that are required to follow the new rules. Our campus dining services and other local food outlets would not fall under the new FDA guidelines. Because they are not part of a national chain, and have fewer than twenty locations, these places, where many of my friends eat one or more meals daily, will not be required to post calorie contents for their menu items."
3. **Show a cause-and-effect relationship:** "Information by itself, of course, will not solve the obesity crisis, but without detailed knowledge about the contents of various menu items, how can we make good choices about what to eat?"
4. **Provide statistical evidence:** "A recent article on the topic of food labeling states that more than one third of American adults today are obese."

The well-thought-out arguments you choose to support your case may be called *logical appeals* because they appeal to, and depend on, your readers' ability to reason and to recognize good sense when they see it. But there is another kind of appeal often used today, the *emotional appeal*.

Emotional appeals are designed to persuade people by playing on their feelings rather than appealing to their intellect. Rather than using thoughtful, logical reasoning to support their claims, writers and speakers using *only* emotional appeals often try to accomplish their goals by distracting or misleading their audiences. Frequently, emotional appeals are characterized by language that plays on people's fears, material desires, prejudices, or sympathies; such language often triggers highly favorable or unfavorable responses to a subject. For instance, emotional appeals are used constantly in advertising, where feel-good images, music, and slogans ("I'm Lovin' It"; "The Heartbeat of America Is Today's Chevy Truck") are designed to sway potential customers to a product without their thinking about it too much. Some politicians also rely heavily on emotional appeals, often using scare tactics to disguise a situation or to lead people away from questioning the logic of a particular issue.

But in some cases, emotional appeals can be used for legitimate purposes. Good writers should always be aware of their audience's needs, values, and states of mind, and they may be more persuasive on occasion if they can frame their arguments in ways that appeal to both their readers' logic and their emotions. For example, when Martin Luther King, Jr., delivered his famous "I Have a Dream" speech to the crowds gathered in Washington, D.C., in 1963 and described his vision of little children of different races walking hand in hand, being judged not "by the color of their skin but by the content of their character," he certainly spoke with passion that was aimed at the hearts of his listeners. But King was not using an emotional appeal to keep his audience from thinking about his message; on the contrary, he presented powerful emotional images that he hoped would inspire people to act on what they already thought and felt, their deepest convictions about equality and justice.

Appeals to emotions are tricky: you can use them effectively in conjunction with appeals to logic and with solid evidence, but only if you use them ethically. Too many appeals to the emotions are also overwhelming; readers tire quickly from excessive tugs on the heartstrings. To prevent your readers from suspecting deception or feeling manipulated, support your assertions with as many logical arguments as you can muster, and use emotional appeals only when they legitimately advance your cause.

Offer evidence that effectively supports your claims. In addition to presenting thoughtful, logical reasoning, you may wish to incorporate a variety of convincing evidence to persuade your readers to your side. Your essay might profit from including, where appropriate, some of the following kinds of supporting evidence:

- Personal experiences
- The experiences or testimony of others whose opinions are pertinent to the topic
- Factual information you've gathered from research
- Statistics from current, reliable sources
- Hypothetical examples
- Testimony from authorities and experts
- Charts, graphs, or diagrams

You'll need to spend quite a bit of your prewriting time thinking about the best kinds of evidence to support your case. Remember that not all personal experiences or research materials are persuasive. For instance, the experiences we've had (or that our friends have had) may not be representative of a universal experience and consequently may lead to unconvincing generalizations. Even testimony from an authority may not be convincing if the person is not speaking on a topic from his or her field of expertise; famous football players, for instance, don't necessarily know any more about underwear or soft drinks than anyone else. Always put yourself in the skeptical reader's place and ask, "Does this point convince me? If not, why not?" (♦ For more information on incorporating research material into your essays, see Chapter 19. For more advice on the selection of evidence, see the section on critical thinking in Chapter 5.)

Find the appropriate tone. Sometimes when we argue, it's easy to get carried away. Remember that your goal is to persuade and perhaps change your readers, not alienate them. Instead of laying on insults or sarcasm, present your ideas in a moderate let-us-reason-together spirit. Such a tone will persuade your readers that you are sincere in your attempts to argue as truthfully and fairly as possible. If your readers do not respect you as a reasonable person, they certainly won't be swayed to your side of an issue. Don't preach or pontificate either; no one likes—or respects—a writer with a superior attitude. Write in your natural "voice"; don't adopt a pseudo-intellectual tone. In short, to argue effectively you should sound logical, sincere, and informed. (♦ For additional comments on tone, review pages 161–164.)

Consider using Rogerian techniques, if they are appropriate. In some cases, especially those involving tense situations or highly sensitive issues, you may wish to incorporate some techniques of the noted psychologist Carl Rogers, who developed a procedure

for presenting what he called the nonthreatening argument. Rogers believed that people involved in a debate should strive for clear, honest communication so that the problem under discussion could be resolved. Instead of going on the defensive and trying to "win" the argument, each side should try to recognize common ground and then develop a solution that will address the needs of both parties.

A Rogerian argument uses these techniques:

1. A clear, objective statement of the problem or issue
2. A clear, objective summary of the opposition's position that shows you understand its point of view and goals
3. A clear, objective summary of your point of view, stated in nonthreatening language
4. A discussion that emphasizes the beliefs, values, and goals that you and your opposition have in common
5. A description of any of your points that you are willing to concede or compromise
6. An explanation of a plan or proposed solution that meets the needs of both sides

By showing your opposition that you thoroughly understand its position and that you are sincerely trying to effect a solution that is in everyone's—not just your—best interests, you may succeed in some situations that might otherwise be hopeless because of their highly emotional nature. Remember, too, that you can use some of these Rogerian techniques in any kind of argument paper you are writing, if you think they would be effective.

Problems to Avoid

Writers of argumentative essays must appear logical or their readers will reject their point of view. Here is a short list of some of the most common *logical fallacies*—that is, errors in reasoning. Check your rough drafts carefully to avoid these problems.

Students sometimes ask, "If a logical fallacy works, why not use it? Isn't all fair in love, war, and argumentative essays?" The honest answer is maybe. It's quite true that speakers and writers do use faulty logic and irrational emotional appeals to persuade people every day (one needs only to look at television or a newspaper to see example after example). But the cost of the risk is high: if you do try to slide one by your readers and they see through your trick, you will lose your credibility instantly. On the whole, it's far more effective to use logical reasoning and strong evidence to convince your readers to accept your point of view.

Common Logical Fallacies

Hasty generalization: The writer bases the argument on insufficient or unrepresentative evidence. Suppose, for example, you have owned two poodles and they have both bitten you. If you declare that all poodles are vicious dogs, you are making a hasty generalization. There are, of course, thousands of poodles who have not attacked anyone. Similarly, you're in error if you interview only campus athletes and then declare, "University students favor a new stadium." What about the opinions of the students who aren't athletes? In other words, when the generalization is drawn from a sample that is too small or select, your conclusion isn't valid.

Non sequitur ("it doesn't follow"). The writer's conclusion is not necessarily a logical result of the facts. An example of a *non sequitur* occurs when you conclude, "Professor Smith is a famous chemist, so he will be a brilliant chemistry teacher." As you may have realized by now, the fact that someone knows a subject well does not automatically mean that he or she can communicate the information clearly in a classroom; hence, the conclusion is not necessarily valid.

Begging the question: The writer presents as truth what is not yet proven by the argument. For example, in the statement "All useless laws such as Reform Bill 13 should be repealed," the writer has already pronounced the bill useless without assuming responsibility for proving that accusation. Similarly, the statement "Professor Austin, one of the many instructors on our campus using their classrooms solely for preaching their political ideas, should be fired" begs the question (that is, tries like a beggar to get something for nothing from the reader) because the writer gives no evidence for what must first be argued, not merely asserted—that there are in fact professors on that particular campus using class time solely for spreading their political beliefs.

Red herring: The writer introduces an irrelevant point to divert the readers' attention from the main issue. This term originates from the old tactic used by escaped prisoners of dragging a smoked herring, a strong-smelling fish, across their trail to confuse tracking dogs by making them follow the wrong scent. For example, roommate A might be criticizing roommate B for his repeated failure to do the dishes when it was his turn. To escape facing the charges, roommate B brings up times in the past when the other roommate failed to repay some money he borrowed. Although roommate A may indeed have a problem with remembering his debts, that discussion isn't relevant to the original argument about sharing the responsibility for the dishes. (By the way, you might have run across a well-known newspaper photograph of a California environmentalist group demonstrating for more protection of dolphins, whales, and other marine life; look closely to see, over in the left corner, almost hidden by the host of placards and banners, a fellow slyly holding up a sign that reads "Save the Red Herring!" Now, who says rhetoricians don't have a good sense of humor?)

Post hoc, ergo propter hoc. See page 295.

Argument ad hominem ("to the man"): The writer attacks the opponent's character rather than the opponent's argument. The statement "Dr. Bloom can't be a competent marriage counselor because she's been divorced" may not be valid. Bloom's advice to her clients may be excellent regardless of her own marital status.

Faulty use of authority: The writer relies on "authorities" who are not convincing sources. Although someone may be well known in a particular field, he or she may not be qualified to testify in a different area. A baseball player in an ad for laser surgery may stress his need for correct vision, but he may be no more knowledgeable about eye care than anyone else on the street. In other words, name recognition is not enough. For their testimony to count with readers, authorities must have expertise, credentials, or relevant experience in the area under discussion. (♦ See also pages 315, 414–417, and "transfer of virtue" in the discussion of "bandwagon appeal" on page 318.)

Argument ad populum ("to the people"): The writer evades the issues by appealing to readers' emotional reactions to certain subjects. For example, instead of arguing the facts of an issue, a writer might play on the readers' negative response to such words as "socialism," "terrorist," or "radical," and their positive response to words like "God," "country," "liberty," or "patriotic." In the statement "If you are a true American, you will vote against the referendum on flag burning," the writer avoids any discussion of the merits or weaknesses of the bill and merely substitutes an emotional appeal. Other popular "virtue words" include "duty," "common sense," "courage," and "healthy." (Advertisers, of course, also play on consumers' emotions by filling their ads with pictures of babies, animals, status objects, and sexually attractive men and women.)

Circular thinking. See page 295.

Either/Or: The writer tries to convince readers that there are only two sides to an issue—one right, one wrong. The statement "If you don't go to war against Iceland, you don't love your country" is irrational because it doesn't consider the other possibilities, such as patriotic people's right to oppose war as an expression of love for their country. A classic example of this sort of oversimplification was illustrated in the 1960s bumper sticker that was popular during the debate over the Vietnam War: "America: Love It or Leave It." Obviously, there are other choices ("Change It or Lose It," for instance, to quote another either/or bumper sticker of that era).

Hypostatization: The writer uses an abstract concept as if it were a concrete reality. Always be suspicious of a writer who frequently relies on statements beginning "History has always taught us . . ." or "Science has proven . . ." or "Research shows . . ." The implication in each case is that history or science (or any other discipline) has only one voice, one opinion. On the contrary, "history" is written by a multitude of historians who hold a variety of opinions; doctors and scientists also frequently disagree. Instead of generalizing about a particular field, quote a respected authority or simply qualify your statement by referring to "many" or "some" scientists, historians, or other professionals.

Bandwagon appeal: The writer tries to validate a point by intimating that "everyone else believes in this." Such a tactic evades discussion of the issue itself. Advertising often uses this technique: "Everyone who demands real taste smokes Phooey cigarettes"; "Discriminating women use Smacky-Mouth lipstick." (The ultimate in "bandwagon" humor may have appeared on a recent Colorado bumper sticker: "Eat lamb—could 1000s of coyotes be wrong?") A variation of the "bandwagon" fallacy is sometimes referred to as "transfer of virtue," the sharing of light from someone else's sparkle. Advertisers often use this technique by paying attractive models or media stars to endorse their product. The underlying premise is this:

Popular/beautiful/"cool"/rich people use/buy/wear "X"; if you use "X," you too will be popular/beautiful/etc.

Intelligent readers and consumers know, of course, to suspect such doubtful causal relationships.

Straw man: The writer selects the opposition's weakest or most insignificant point to argue against, to divert the readers' attention from the real issues. Instead of addressing the opposition's best arguments and defeating them, the writer "sets up a straw man"—that is, the writer picks out a trivial (or irrelevant) argument against his or her own position and easily knocks it down, just as one might easily push over a figure made of straw. Perhaps the most famous example of the "straw man" occurred in 1952 when, during his vice-presidential campaign, Richard Nixon was accused of misappropriating campaign funds for his personal use. Addressing the nation on television, Nixon described how his six-year-old daughter, Tricia, had received a little cocker spaniel named Checkers from a Texas supporter. Nixon went on about how much his children loved the dog and how, regardless of what anyone thought, by gosh, he was going to keep that cute dog for little Tricia. Of course, no one was asking Nixon to return the dog; they were asking about the \$18,000 in missing campaign funds. But Nixon's canine gift was much easier for him to defend, and the "Checkers" speech is now famous as one of the most notorious "straw man" diversions.

Faulty analogy: The writer uses an extended comparison as proof of a point. Look closely at all extended comparisons and metaphors to see if the two things being compared are really similar. For example, in a recent editorial, a woman protested new laws requiring parents to use car seats for small children, arguing that if the state could require the seats, they could just as easily require mothers to breast-feed instead of using formula. Are the two situations alike? Car accidents are the leading cause of death of children under four; is formula deadly? Or perhaps you've read that putting teenagers in sex education classes is like taking an alcoholic to a bar. Is it? Is stem cell research the same as Nazi medical experiments on prisoners, as the leader of a family-outreach group has claimed? If readers don't see a close similarity, the analogy may not be persuasive. Moreover, remember that even though a compelling analogy may suggest similarities, it alone cannot *prove* anything. (♦ For more discussion of analogy, see pages 257–259.)

Quick fix: The writer leans too heavily on catchy phrases or empty slogans. A clever turn of phrase may grab one's attention, but it may lose its persuasiveness when scrutinized closely. For instance, a banner at a recent rally to protest a piece of anti-gun legislation read, "When guns are outlawed, only outlaws will have guns." Although the sentence had nice balance, it oversimplified the issue. The legislation in question was not trying to outlaw all guns, just the sale of the infamous Saturday Night Specials, most often used in crimes and domestic violence; the sale of guns for sport, such as hunting rifles, would remain legal. Other slogans sound good but are simply irrelevant: a particular soft drink, for example, may be "the real thing," but what drink isn't? The advertising slogan "The XYZ truck runs deep" means what, exactly? Look closely at clever lines substituted for reasoned argument; always demand clear terms and logical explanations.*

*Sometimes advertisers get more for their slogans than they bargained for. According to one news source, a popular soft-drink company had to spend millions to revise its slogan after introducing its product into parts of China. Apparently the slogan "Come alive! Join the Blah-Blah-Cola Generation!" translated into some dialects as "Blah-Blah Cola Brings Your Ancestors Back from the Dead!"

Practicing What You've Learned

A. Imagine that you are writing an argumentative essay addressing the controversial question "Should homeschooled students be allowed to play on public school athletic teams?" You have investigated the topic and have noted the variety of opinions listed here. Arrange the statements into two lists: a "Pro" list (those statements that argue for allowing home schoolers to play) and a "Con" list (those statements that are against allowing home schoolers to play). Cross off any inappropriate or illogical statements you find; combine any opinions that overlap.

- 
1. Parents of home schoolers pay the same taxes as public school parents.
 2. Public school kids must meet grade requirements to be eligible.
 3. School rules prohibit non-enrolled youth on campus.
 4. Home schoolers shouldn't get the benefits of a school they've rejected.
 5. Public school kids are bad influences on home schoolers.
 6. Home schoolers need the social interaction.
 7. Public school teams can always use more good athletes.
 8. More students will overburden athletic facilities.
 9. Home schoolers miss their public school friends, and vice versa.
 10. Ten states allow home schoolers to play on teams.
 11. Home schoolers will displace public school students on teams.
 12. Public school students have to meet attendance rules to be eligible.
 13. Athletic competition is good for everybody.
 14. Home schoolers often have controversial political beliefs that will cause fights.
 15. Team members need to share the same community on a daily basis.
 16. Home schoolers aren't as invested in school pride.

Once you have your two lists, decide your own position on this topic. Then select two points you might use to argue your position and one opposing criticism you might refute. Put your working thesis into an "although-because" format, as explained on pages 310–311. Compare your choices to those of your classmates.

- B. Errors in reasoning can cause your reader to doubt your credibility. In the following mock essay, for example, the writer includes a variety of fallacies that undermine his argument; see if you can identify all his errors.

continued on next page

Sample Student Essay

In the following student essay, you can see many of the strategies outlined in this chapter. The author most closely follows Pattern A with its presentation of the author's points followed by a rebuttal of the opposition's arguments. As you read this essay, note throughout the author's strong use of facts and examples to support her points. Note, too, the wide variety of rhetorical strategies that the author uses to assemble a convincing argument. Does the author convince you of her argument? What parts were most convincing? Which parts needed further support? What does this essay help you realize about your own writing?

Alonso 1

Lucia Alonso
Professor Montieth
Rhetoric 103
15 Mar. 2015

Better Information Equals Healthier Eating

1 In conversations about food and the options available to students on our campus, the topic of the dreaded "freshmen fifteen" is bound to arise. While the term itself may be politically incorrect, the problem is real. Many of my friends on campus report a weight gain of about fifteen pounds during their first year at school. While some of this gain may be the result of stress or bad self-discipline when living away from home, a lack of reliable nutrition information plays a major role. Students who want to make healthy choices about what to eat simply do not have enough information. Campus dining services and other food vendors on campus should offer improved nutritional labeling to help students make healthy calorie labeling rules should also be applied to all campus food establishments.

Thesis

Introduction:
Uses a common phrase to catch the reader's attention

Alonso 2

2 A recent article on the topic of food labeling states that more than one third of American adults today are obese ("Calorie Labeling"). By addressing the ongoing obesity crisis, as the article states, "the Obama administration has done America a favor" by creating new calorie labeling rules that require restaurant chains and other outlets to post information about the calories in each item they sell (par. 4). Information by itself, of course, will not solve the obesity crisis, but without detailed knowledge about the contents of various menu items, how can we make good choices about what to eat? The new federal calorie labeling rules are an outgrowth of the Affordable Care Act, and they are scheduled to take effect in November 2015.

3 The FDA web site provides additional details to help us understand what the new calorie labeling guidelines cover (United States). The labeling rules apply to restaurants and retail food establishments that are part of a chain with twenty or more locations. The rule requires these outlets to "clearly and conspicuously display calorie information for standard menu items," either next to the item name or price on the menu. As the FDA explains, seasonal items, temporary menu options (like daily specials), and condiments would be exempt from the labeling rule. The labeling is based on a daily calorie intake of 2,000 calories, and the rules were developed in consideration of over 1,100 comments from consumers and industry representatives (United States, par. 5). Any way you look at it, these new guidelines are reasonable, flexible, and fair.

4 On our campus, some food outlets, including many in the student center, are part of national chains that are required to follow the new rules. The Subway sandwich shop in the Grayson Center, for example, is part of a chain with more than twenty locations, so the menu at its store will be required to include the new calorie labels by the end of 2015. Subway has long been known for its healthy eating

A point for the writer's position:
The federal government has officially recognized the need for posted nutritional information

Another point for the writer's position:
Federal guidelines are reasonable, flexible, and fair

A third point for the writer's position:
Campus food outlets that are chains will have to post nutritional info by the end of 2015

campaign, including the famous "Jared" advertisements featuring the many healthy, low-fat options on its menu. Subway, like many of today's fast-food companies, understands the importance of dietary information and healthy eating, and has cashed in on America's healthy eating trend as part of its marketing campaigns for years.

- 5 Our campus dining services and other local outlets would not fall under the new FDA guidelines. Because they are not part of a national chain, and have fewer than twenty locations, these places, where many of my friends eat one or more meals daily, will not be required to post calorie contents for their menu items. Should we be left in the dark about how many calories we are eating? While the guidelines may not legally require calorie labeling, dining services should voluntarily follow the new rules. Posting the calorie count for students to see will help promote healthier habits in student eating. Dining services has an opportunity to join the national campaign against obesity, and to become part of the current trend toward healthy eating. The success of chains like Subway and Chipotle shows that healthy, low-calorie foods—and visible labeling—can be profitable and popular too.

- 6 Why would any food business object to the new guidelines? As a spokesperson for the Food Marketing Institute argues, supermarkets and other food retailers "are in the business of customization" (Sarasin, par. 2). Thus, "the rule applies a formula that may fit chain restaurants but was not designed for the complexities of supermarkets" (par. 8). So, in this argument, a salad bar, cafeteria line, or other "customized" food service would be too complex to accurately label calories. While it is true that individuals could assemble a custom meal from the salad or sandwich bar in the student center, better

The author returns to her thesis as outlined in the introduction.

Presentation and rebuttal of the opposition's claim that "customized" food service is too complex to provide accurate nutritional information

labeling would reveal the calorie counts for each individual ingredient. These labels would help students make better choices about piling a heap of high-calorie ranch dressing on a healthy spinach salad.

- 7 Better calorie labeling is not just about obesity—it's about overall health and building a pattern of smart eating. Heart disease, diabetes, and other ailments are all related to calorie intake and diet. As college students, we are trying to be better educated so we can make better decisions in all aspects of our lives. Even though the new national food labeling guidelines do not legally require them to, campus food services should join the moment to promote healthy eating through better nutritional information. Providing students with the most complete information about daily food choices is one way the campus dining services can help.

Conclusion:
Restatement
of thesis and
appeals to
both logic
and ethics

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EXERCISE 1 Identifying Logical Fallacies

Identify the logical fallacy (or fallacies) in the following sentences.

1. "If politicians can hire ghostwriters, why can't a little student like me be allowed to buy a research paper?"
2. "Stamp out dirty books, I say. Just look at all the crime we have since they started allowing this stuff."
3. "I was starting to have my doubts about the accuracy of newspapers until I read a newspaper editorial last week saying how reliable newspapers actually are."
4. "I can tell from listening to my family that the school bond issue will never pass."
5. "Blaming a company for making big profits is like blaming a cow for giving too much milk."
6. "Okay, so my spouse left me. Who cares? They're like buses; you miss one, and another one'll come along in a minute or two."
7. "I used to think Hemingway was a great writer until I read about his life. The guy was a self-centered, pompous jerk, and I'll never read any of his stuff again."
8. "I was really shocked until she told me it happened in New York, and then I just said, 'What's new?'"
9. "Like I say, you either fish or you cut bait. Will you marry me or won't you? Take your choice."

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10. "Mark my words. If they start controllin' handguns, it's just a matter of time 'til we're back to defendin' ourselves with clubs and rocks against criminals with bazookas."

EXERCISE 2 Writing Examples of Logical Fallacies

Provide examples of the following logical fallacies. Work in a group or individually as directed by your instructor.

1. Post hoc: _____
2. False analogy: _____
3. Hasty generalization: _____
4. False dilemma: _____
5. Argumentum ad hominem: _____
6. Begging the question: _____
7. Circular reasoning: _____
8. Non sequitur: _____

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PROFESSIONAL ESSAYS*

The following essays on mandatory voting in the United States first appeared together in *USA Today* on April 5, 2015. The first essay represents the view of *USA Today's* editorial board; and the second essay is an "opposing view" piece written by Thomas E. Mann, a senior fellow at the Brookings Institution and a scholar at the University of California, Berkeley. Although you may already have an opinion on this controversial issue, try to objectively analyze the strengths and weaknesses of each essay. Which points are the most and least persuasive, and why?

Editor's note: The *USA Today* essay references events of August 9, 2014, when Michael Brown, an unarmed 18-year-old black male, was shot and killed by a white male police officer in Ferguson, Missouri. When a grand jury failed to indict the officer and the Justice Department released a report documenting long-standing racial discrimination in the Ferguson police department and court system, protests erupted in Ferguson and throughout the country.

Pre-reading Thoughts: Have you ever participated in an election process? Perhaps you voted in the most recent congressional election or you campaigned to elect a friend as president of the Student Government Association. How did that turn out? Did your candidate win? How did your candidate's win or loss impact your feelings about your vote and the election process?

Mandatory Voting Won't Cure Dismal Turnout

The Editorial Board of USA Today

- 1 Voter turnout in U.S. elections hardly inspires pride. The nation lags far behind most modern democracies in the percentage of its citizens who go to the polls. Even in presidential elections, only about 60% of voters show up; turnout for midterm elections is far lower — just 36% last fall.
- 2 Policymakers have tried for years to come up with ways to increase those numbers — early voting, same-day registration and voting by mail — but the impact has been small. President Obama provoked controversy last month when he mused about requiring Americans to vote, as is done in Australia and several other countries. The president was responding to a question about how to offset the effect of big money in politics. "That would counteract money more than anything," the president said.
- 3 In Australia, 90% of eligible voters go to the polls despite minimal enforcement. Registered voters who fail to vote get a form letter asking why; almost any excuse will do to get someone off the hook. Those with no valid excuse face a fine of about \$20, which can escalate if someone refuses to pay, though that is rare.
- 4 But the idea is a non-starter in the defiantly individualistic U.S., for good reason: A nation predicated on personal freedom rightly forces its citizens to do only a very few things — pay taxes, serve on juries, educate children, be drafted and serve in some

* ♦ For help reading these essays analytically, review pages 183–186.

5 There's a compelling reason for each of those, but not to require people to vote. Low turnout, troubling as it is, doesn't pose an existential threat in a nation that has succeeded despite it, nor would forcing disinterested voters to the polls have much value.

6 If there is an exception, it's in local elections, for which turnout is generally dismal

Ferguson, Mo., is a prominent example.

7 unarmed black teenager last summer, igniting angry protests, it came to light that the voter turnout in Ferguson's local elections is about 12%, which explains why a city that is two-thirds black has only one black city council member and a nearly all-white police force.

8 Ferguson's voters go to the polls again Tuesday with a chance to elect as many as three black council members, but turnout remains in doubt.

9 Instead of forcing people to vote, though, government should be educating them — particularly as children — about the power of democratic choice, and it should be removing obstacles that make it hard for interested voters to cast a ballot, especially would-be voters whose long working days make voting difficult.

10 Lately, though, politicians have been doing the opposite. Ostensibly to save money and combat fraud, state officials, almost exclusively Republicans, have been pursuing a thinly veiled campaign to make voting harder. Methods include cutting back on early voting and instituting voter ID laws while making it difficult for many voters to get the required ID. Those most likely to be deterred are lower-income people, minorities and younger voters who tend not to vote Republican.

11 The last thing a nation with a turnout problem needs are policies that make it harder to vote. Deliberately keeping people away from the polls is just as bad as forcing them to go.

Required Voting Yields Benefits

Thomas E. Mann

- 1 Mandatory voting seems downright un-American. We rightly value our individual freedom and don't like to be told what to do by a paternalistic government. Indeed, the cynics amongst us resonate to the old line against voting at all: "It only encourages them."
- 2 But American federal, state and local governments tell us what to do and not do all the time. Paying taxes—the price of a civilized society—is compulsory. Abiding by traffic regulations restricts our freedom but helps secure our physical safety and that of our fellow citizens. Though now replaced by an all-volunteer army, conscription has been used throughout our history to secure the military personnel needed to defeat our enemies and secure our liberty. In every case, it comes down to the costs of public requirements of citizens relative to their benefits.
- 3 Several factors motivate an interest in mandatory voting today: Low turnout, especially in midterm and primary elections, contributes to extreme partisan polarization; modern campaigns reinforce non-negotiable demands by focusing disproportionately on mobilizing (or demobilizing) the base; and politicians have little incentive to respond to those who are not reliable voters. Near universal voting is not a certain remedy for these maladies, but it just might create a virtuous cycle that improves our public life.

4 Dozens of countries have some form of mandatory voting. Our sister democracy, Australia, has had a particularly positive experience with it and could serve as a model for us. It requires mandatory attendance at the polls (voting for "none of the above" remains an option), with a very modest fine and liberal excuse policy for not voting. Think of it as a "nudge" rather than a punitive command. Newly eligible voters are enrolled on the registration lists and civic education programs in the schools prepare them for their responsibilities as citizens; parties and candidates go looking for their support.

It's not hard to imagine new generations of American citizens benefiting from similar developments and taking their responsibility to vote in stride.

QUESTIONS ON CONTENT, STRUCTURE, AND STYLE

1. Evaluate the introduction of the *USA Today*'s essay? Does it effectively draw the reader into the essay? What is the purpose of the statistics that are included in the introduction?
2. What is the opinion of the *USA Today* editorial board regarding mandatory voting? What are the essay's main points in support of this stance?
3. For what rhetorical purpose does the editorial board include the example of Ferguson, Missouri? How does this example function as support for the essay's argument?
4. How does the *USA Today* essay address opposing viewpoints?
5. What alternative solutions to mandatory voting does the editorial board suggest in its essay?
6. Evaluate the introduction to Thomas Mann's essay. Does it effectively draw the reader into his essay? What is the purpose of the sentence "It only encourages them"?
7. What is Mann's opinion about mandatory voting? What are the main points he makes in support of this stance?
8. Why do both essays cite Australia as an example? How do the two essays use this example to make different points?
9. How does Mann address opposing viewpoints in his essay?
10. What does Mann suggest are the benefits of mandatory voting? What support does he offer for these benefits?

VOCABULARY

USA Today's essay:

mused (2)
non-starter (4)
individualistic (4)
predicated (4)
existential (5)
democratic (9)
ostensibly (10)
detected (10)
deliberately (11)

Mann's essay:

mandatory (1)
paternalistic (1)
resonate (1)
compulsory (2)
conscription (2)
partisan (3)
polarization (3)
disproportionately (3)
punitive (4)

Problem-solution essays

A problem-solution essay is a kind of essay which identifies a problem and then presents a solution to it. Such type of essays requires extensive research for the development of a strong argument regarding the stated problem whether it needs to be solved or not, and if so, then how.

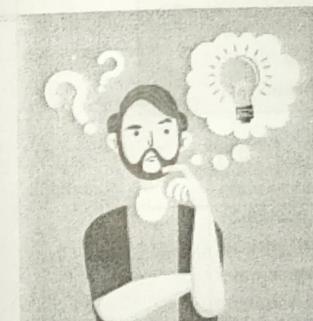
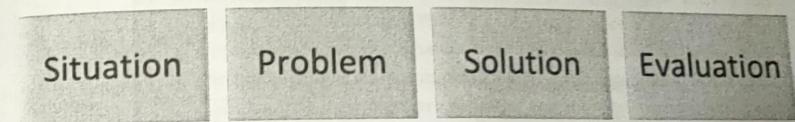
How to begin writing a problem-solution essay?

The following points should be considered:

1. Identification of the problem
2. Brain storming/ research on the identified problem
3. Understanding the crux of the matter by using critical thinking. This requires an objective point of view.
4. List of potential solutions
5. Compilation of a general essay outline for the visual presentation before writing the first draft.

The structure of Problem-solution essay

These essays follow the conventional essay writing style which involves an introduction paragraph, followed by body paragraphs and conclusion. This essay will have the following essential components:



Key point:

It is important to include all 4 components in the essay, but it is not necessary to use the exact headings or division. The flow and structure of the essay is relative, and must be drafted instinctively.

Structure of the Essay

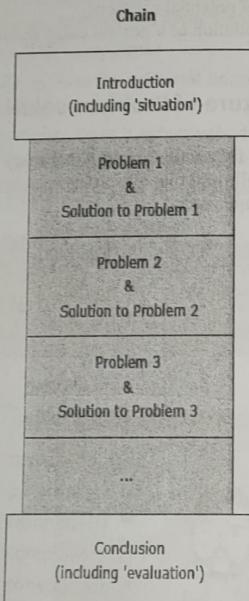
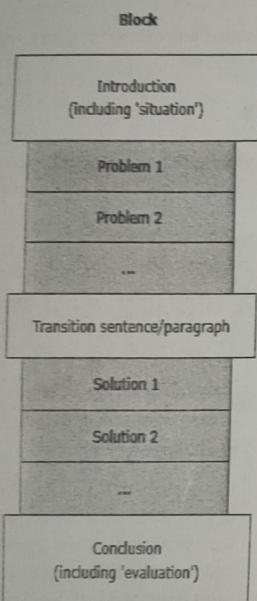
There are two main ways to structure the problem-solution essays:

Block

Chain

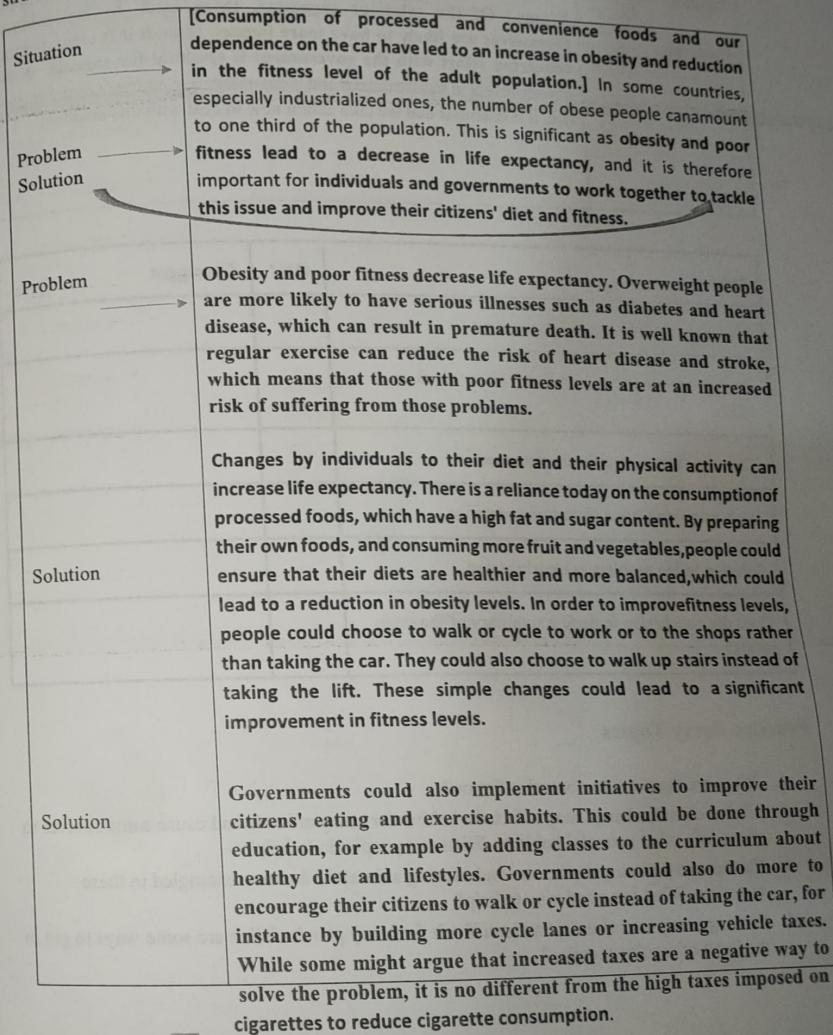
For the *block* structure, all of the problems are listed first, and all of the solutions are listed afterwards. For the *chain* structure, each problem is followed immediately by the solution to that problem. Both types of structure have their merits. The former is generally clearer, especially for shorter essays, while the latter ensures that any solutions you present relate directly to the problems you have given.

The two types of structure, *block* and *chain*, are shown in the diagram below.



Example essay

Below is a problem-solution essay on the topic Obesity and Poor Fitness. It uses the block structure.



Problem	In short, obesity and poor fitness are a significant problem in modern life, leading to lower life expectancy. [Individuals and governments can work together to tackle this problem and so improve diet and fitness.] Of the solutions suggested, those made by individuals themselves are likely to have more impact, though it is clear that a concerted effort with the government is essential for success. With obesity levels in industrialized and industrializing countries continuing to rise, it is essential that we take action now to deal with this problem.
Solution	
Evaluation	

Item	OK?	Comment
The essay is a Problem-solution essay.		
An appropriate structure is used, either block or chain.		
The essay has a clear thesis statement.		
Each paragraph has a clear topic sentence.		
Solution to the problem is clearly stated.		
Does the conclusion include a summary of the main points?		

Practice Essay Topics

1. What are the ways to control inflation?
2. Global climate change may affect the habitat for many animals and cause some species to move into other animals' habitats. What can people do to help?
3. Plastics are polluting the oceans and causing animals to become entangled in these materials. What is a good way to help?
4. Starting a new exercise routine is difficult for many people. What are some ways to get in the habit of regular exercise?