

WRITING SKILLS

This unit presents the most common errors found in student essays. Most teachers use handwritten symbols to indicate student errors. For an explanation of your own errors and how to correct them, match the symbols in the margin of your paper with those provided in this unit.

Errors with Sentences

A sentence *fragment* results when a phrase or a dependent clause is treated as if it were a complete sentence. Correct a fragment either by attaching it to the previous sentence or by adding words to the fragment that will make it a complete sentence:

- | | |
|------------|--|
| Error | We thought about the weather. Decided to cancel the picnic. |
| Correction | We thought about the weather and decided to cancel the picnic. |
| Error | Lonely house on the block. |
| Correction | There was a lonely house on the block. |
| Error | A man doesn't call a wall warped. Unless he knows what a straight wall is. |
| Correction | A man doesn't call a wall warped unless he knows what a straight wall is. |
| Error | Birds chirping, bees buzzing, the smell of honey in the air. I knew that spring was here. |
| Correction | Birds were chirping, bees were buzzing, and the smell of honey hung in the air. I knew that spring was here. |

A *comma splice* occurs when two independent clauses are separated by a comma instead of a period or a semicolon. There are four ways of correcting a comma splice:

1. Separate the independent clauses with a period

- | | |
|------------|--|
| Error | I was deeply shaken, my favorite cousin lay ill with cancer. |
| Correction | I was deeply shaken. My favorite cousin lay ill with cancer. |

2. Separate the independent clauses with a semicolon

- | | |
|------------|--|
| Error | The backyard was full of plums, our family ate them all. |
| Correction | The backyard was full of plums; our family ate them all. |

3. Join the independent clauses with a comma and a coordinating conjunction.

- | | |
|------------|--|
| Error | Anyone can stick flowers in a vase, few can achieve an artistic arrangement. |
| Correction | Anyone can stick flowers in a vase, but few can achieve an artistic arrangement. |

4. Subordinate one independent clause to the other.

- | | |
|------------|--|
| Error | You failed to come to dinner. I ate alone. |
| Correction | Because you failed to come to dinner, I ate alone. |

Don't let a conjunctive adverb trick you into forming a *comma splice*:

- | | |
|------------|---|
| Error | I hate cold weather, however, the Rocky Mountains are good for my asthma. |
| Correction | I hate cold weather; however, the Rocky Mountains are good for my asthma. |

A *run-together sentence* occurs when one sentence is piled on another without any kind of punctuation, often resulting in an incoherent passage. Correct a run-together sentence by placing a period or a conjunction between the two sentences.

- | | |
|------------|--|
| Error | This map also predicts California's future the San Andreas fault, which underlies Los Angeles, is heading out to sea. |
| Correction | This map also predicts California's future. The San Andreas fault, which underlies Los Angeles, is heading out to sea. |
| Error | I like her attitude she is a solid person. |
| Correction | I like her attitude. She is a solid person. |
| Error | The first year of marriage is never easy I made it harder than need be. |
| Correction | The first year of marriage is never easy, but I made it harder than need be. |

Exercises

In each blank at the right, enter *C* if the sentence is correct, *Frag* if it is a fragment, *CS* if it is a comma splice, or *RT* if it is a run-together sentence. Correct any sentence that is incorrect.

1. People must eat.
2. The countless women who need jobs.
3. Chicago being a city riddled with crime.

4. The rivers overflowed their banks the trees were swept away.
5. Houses were destroyed, and homes were burned.
6. Pet lovers in our country as well as abroad.
7. In particular the mayor, who had supported a transit system when he spoke to the legislature.
8. Irresistible also were the lovely orchards surrounding the swimming pool.
9. However, some crowds were vengeful.
10. "I cannot marry you," said the princess, "I am too poor."
11. Every one of us felt the loss.
12. The Vietnam War was senseless it gained us nothing.
13. Run as fast as you can you need the practice.
14. Recalling his visit to Paris, my uncle smiled.
15. All of us visited the statue, few of us admired it.
16. Originally made in Taiwan but then transported to the United States.
17. Soon giving up trying.
18. She was as delicate as a butterfly.
19. I want to excel not only as a musician, but also as a human being.
20. The car weighed a ton; they could not lift it.

Self-Grading Exercise 7

In each blank at the right, enter *C* if the sentence is correct, *Frag* if it is a fragment, *CS* if it is a comma splice, or *RT* if it is a run-together sentence. After completing the exercise, turn to the appendix for the correct answers.

1. Hardly as big as a powderpuff and no bigger.
2. Quietly this cat dozes by the fire or on her lap.
3. He will not sell himself for any amount of money, he will not enter into a contract.
4. Because psychologists have learned a great deal about abnormal human behavior.
5. There is nothing difficult here if you found this article in a children's book, you would not be surprised.

6. Nevertheless, the writer has prepared you for a number of questions.
7. Although necessity is the mother of invention.
8. We believe.
9. Once you have noted the topic sentence, the paragraph is easy to follow.
10. Putting your own ideas into words.
11. All creatures living in the wild are subject to attack by predators, their survival depends on their ability to fend off such attacks.
12. "I'm telling you one last time," said the policeman. "Show me your driver's license."
13. The battle lines are finely drawn between the chiropractors and their foes; accordingly, the public must decide on which side to be.
14. Everybody knows about Chicago, the "windy city."
15. Consciously ignoring the poor, alienating the old, and forgetting the handicapped.
16. Express your thesis concisely, however, do not leave out any key words.
17. Of course, there is much more to reading any piece of prose, even a popular magazine article, than understanding the opening paragraph.
18. The manager taught them time-saving techniques and helped them improve their skills.
19. The winter has arrived you should get out your snow boots.
20. Many tourists stand admiringly in front of the *Mona Lisa*, few leave quickly.

Errors in Agreement

An error in agreement occurs when the subject does not agree with the verb or when a pronoun does not agree with its antecedent. Agreement means that a subject and verb must both be either singular or plural as must a pronoun and its antecedent. Avoid errors in subject-verb agreement by learning to recognize the subject of a sentence. To avoid errors in pronoun agreement, learn which pronouns are plural and which are singular.

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Errors with Verbs

Error	My family, together with numerous other families, were checked for excess baggage.	_____
Correction	My family, together with numerous other families, was checked for excess baggage. THE SUBJECT IS FAMILY.	_____
Error	The main issue are high taxes.	_____
Correction	The main issue is high taxes. THE SUBJECT IS ISSUE.	_____
Error	My list of errors were so long that the teacher shook her head in despair.	_____
Correction	My list of errors was so long that the teacher shook her head in despair. THE SUBJECT IS LIST.	_____
Error	Either John alone or all of the boys together has to show up at the entrance.	_____
Correction	Either John alone or all of the boys together have to show up at the entrance. THE SUBJECT IS ALL. WHEN TWO SUBJECTS, ONE SINGULAR AND ONE PLURAL, ARE CONNECTED BY OR, NOR, OR EITHER, THE VERB MUST AGREE WITH THE NEAREST SUBJECT.	_____
Error	Mary is among the girls who has collected funds to build a memorial hall.	_____
Correction	Mary is among the girls who have collected funds to build a memorial hall. WHO, SUBJECT OF THE DEPENDENT CLAUSE, REFERS TO GIRLS, NOT MARY.	_____
Error	Unemployment as well as inflation affect the voters.	_____
Correction	Unemployment as well as inflation affects the voters. THE ADDITION OF EXPRESSIONS SUCH AS TOGETHER WITH, ALONG WITH, AS WELL AS, INCLUDING, AND LIKE DOES NOT ALTER THE NUMBER OF THE SUBJECT.	_____
Error	A pair of scissors and some thread is standard equipment for tailors.	_____
Correction	A pair of scissors and some thread are standard equipment for tailors. SUBJECTS JOINED BY AND REQUIRE A PLURAL VERB. EXCEPTIONS ARE COMPOUND SUBJECTS REFERRING TO A SINGLE PERSON: "MY LOVER AND BEST FRIEND HAS LEFT ME." LOVER AND FRIEND ARE THE SAME PERSON.	_____

Exercises

In each of the following sentences, change each verb that does not agree with its subject. Write the correct form in the blank, or if the sentence is correct, write C.

1. Neither storms nor illness delay our newspapers. _____
2. His five children and their education was his main worry. _____
3. There's much to be said for simplicity. _____

4. The importance of words are being stressed in all newspapers.
5. My chief concern this summer are my expenses.
6. Taste in books differs from student to student.
7. *The Three Stooges* are a wonderful movie.
8. Mathematics is one of my worst subjects.
9. Either you or I am mistaken.
10. My brothers as well as my sister is coming to visit me.

Self-Grading Exercise 8

In each of the following sentences, change each verb that does not agree with its subject. Write the correct form in the blank, or if the sentence is correct, write C. After completing the exercise, turn to the appendix for the correct answers.

1. Just one error in those endless columns of figures make the project unacceptable.
2. These kinds of books is pleasant to read.
3. Everything in this nation, world, and universe have a reason for existence.
4. Neither the winner nor the loser was injured.
5. The rate of inflation, along with the scarcity of oil, cause people to go into debt.
6. Not only they but also I am unhappy.
7. Either they or he are to drive.
8. There is several active ingredients in the mixture.
9. All three of the courses Mike is taking requires a final essay examination.
10. Make sure that either your sister or your brothers go.
11. What is her arguments supposed to prove?
12. The diseases we are investigating cause severe anxiety.
13. Does a man and a woman have to agree?
14. The committee has submitted a fine report.
15. Physics are so difficult when one uses obscure problem-solving methods.
16. The main problem are all of the prostitutes in town.
17. No matter how dreadful the weather, a cluster of onlookers watch the surfers.

19. There on the park bench sits Fritz and Jane.
20. Surprisingly enough, law, not medicine or architecture, appeal to Jim.

Errors with Pronouns

Each of the following pronouns, when used as a subject, always requires a singular verb: *each, either, neither, another, anyone, anybody; anything, someone, something, one, everyone, everybody; everything, nobody, nothing.*

Error

Each of the prizes was spectacular.

Correction

Each of the prizes was spectacular. Don't let prepositional phrases ~~TEACH YOU INTO AN AGREEMENT FAULT~~. In this case, *each* is the subject.

Error

Behind all the managers send their president.

Correction

Behind all the managers stands their president.

Error

Everyone in that room are sincerely.

Correction

Everyone in that room comes sincerely.

Error

Neither of the twins plan to go to private school.

Correction

A pronoun must agree in number with its antecedent.

Error

Everyone who accepted the money knew that they would have to return it.

Correction

Everyone who accepted the money knew that *he or she* would have to return it.

Error

Anyone who visits the principal will find that they are welcome.

Correction

Anyone who visits the principal will find that *he or she* is welcome.

Error

Every woman who wrote demanding a ticket knew that they would get one.

Correction

Every woman who wrote demanding a ticket knew that *she* would get one.

The rule that regards such indefinite pronouns as *everyone, someone, somebody, anybody, everybody* as singular and therefore replaceable by *he* has been challenged by feminist writers and linguists, who contend that gender-neutral pronouns such as *they* and *their* are far better replacements. Feminists argue that while the sentence *Anyone who visits the principal will find that he is welcome* may be traditionally correct, it is also sexually biased against the possibility of the *anyone* being a woman. Many writers are sympathetic to the feminist argument, which carries considerable logic, and formal usage of *they* and *their* as substitutes for *everyone, someone, somebody, everybody* is becoming increasingly popular. Another acceptable style is to use *he or she*, as is done in this book.

Collective nouns are replaced by singular pronouns if they denote single units, but by plural pronouns if they denote members of the group acting separately and individually.

The jury rendered *its* verdict. ACTING AS A SINGLE UNIT

The whole family gave *its* view. ACTING AS A SINGLE UNIT

The family have gone *their* separate ways. ACTING INDIVIDUALLY

Case errors most commonly occur when a writer fails to distinguish between the subjective and objective cases. The subject is always a noun or pronoun that the predicate says something about. The subject answers *Who?* or *What?* about the predicate.

The object, on the other hand, receives the action of the verb and is not the same as the subject. Study the following diagrams:

SUBJECT	VERB	OBJECT
The patient	watches	the sunset.

The patient initiates the action of the verb *watches*, whereas the sunset being watched receives it. Two further examples will reinforce the difference between subject and object:

SUBJECT	VERB	OBJECT
My brother	hit	the dog.
Americans	love	their country.

Problems in case arise when nouns are replaced by pronouns of the wrong case. The following list shows the subjective case of pronouns on the left and the objective case on the right:

SUBJECTIVE	OBJECTIVE
I	me
you	you
he, she, it	him, her, it
we	us
they	them
who, whoever	whom, whomever

Look at these sentences:

1. John bit the dog.
2. The dog bit John

14. Scorched by the sizzling heat, jumping into the river made a great deal of sense.

15. We tried on some DKNY pants at a Neiman-Marcus store that cost \$150.

Errors in Parallelism

Lack of parallelism occurs when similar grammatical constructions are not used to express parallel ideas. The result is a disruptive break in the rhythm of writing.

Not parallel I love swimming, hiking, and to ski. THE SENTENCE STARTS WITH TWO GERUNDS (-ING WORDS) BUT SUDDENLY SWITCHES TO AN INFINITIVE (TO + A VERB).

Parallel I love swimming, hiking, and skiing.

Not parallel Community colleges are necessary because they give late bloomers a second chance; they provide free tuition for the poor; and they always encouraged the vocational trades. THE SENTENCE STARTS WITH TWO VERBS IN THE PRESENT TENSE, BUT SUDDENLY SWITCHES TO THE PAST TENSE.

Parallel Community colleges are necessary because they give late bloomers a second chance; they provide free tuition for the poor; and they encourage the vocational trades.

Not parallel For days the president of the club wondered whether he should pay the bills or to resign. He should is followed by TO RESIGN.

Parallel For days the president of the club wondered whether to pay the bills or to resign.

Not parallel Whether tired or when he is rested, he reads the paper.

Parallel Whether tired or rested, he reads the paper.

Exercises

Rewrite each of the following sentences to improve parallel structure. Join participles with participles, infinitives with infinitives, noun phrases with noun phrases, and so on.

1. Bright sun gleams on the water, dark shadows across the cliffs, and the delicate flowers that blossomed in the desert created a memorable picture.

2. I prefer to attend small dinners than going to big banquets.

3. What we claim to believe rarely coincides with the things we actually do.

4. The anthropologist traveled into heated jungles, along insect-infested rivers, and he ventured up steep mountain trails.

5. I tried to explain that time was short, that the firm wanted an answer, and the importance of efficiency.

6. Most women's fashions come from Paris, Rome, and also from New York.

7. As we watched through the bars of the cage we could see the monkeys eating bananas, scratching their fur, and they swung on rails.

8. Most teachers try not only to engage the students' attention, but they also want to say something important.

9. Victor Hugo was a statesman and who also wrote novels, including *Les Misérables*.

10. Larger Social Security checks would allow senior citizens to pay for decent living quarters, to get proper medical help, and they could afford sound nutrition.

11. Basketball, football, and the game of baseball are favorite American spectator sports.

12. I admire the songs of Paul McCartney, formerly a member of the Beatles, but who is now on his own.

13. Their divorce was due to his stressful job, his hot temper, and because he disliked her friends.

14. You have two choices: You must take either the exam or to write a research paper.

Self-Grading Exercise 13

Rewrite each of the following sentences to improve parallel structure. Join participles with participles, infinitives with infinitives, noun phrases with noun phrases, and so on. After completing the exercise, turn to the appendix for the answers. (There is more than one possible answer for each item.)

1. He wanted to marry her because she was bright, pleasant, and never placed herself first.

2. The boss fired him because his letters were sloppy, ungrammatical, and he didn't type well.

3. The handbook revealed two ways in which the unity of a paragraph could be broken: (1) one could stray from the topic sentence, (2) excessive details obscuring the central thought.

4. By exercising daily, by eating proper food, and if he avoids stress, he can regain his health.

5. This simple man did not doubt that after death there was a paradise for good people and a hell for people who had been bad.

6. Most of them were either athletic or had great strength.

7. Handing out oil coupons seemed both intelligent and a necessity.

8. She insisted that he must leave and never to return.

9. The man is either an idealist or foolish.

10. Today pocket calculators are inexpensive, durable, and it is easy to obtain them.

11. The Byronic hero was a man who felt alienated from mainstream society, who withdrew into haughty superiority, loved passionately, and felt an element of self-pity.

12. This is the case not only with police officers but also of firefighters.

13. Here is what you will need to know: how to open a bank account, how to judge a contract, and selling equipment.

14. She climbed Mount Whitney not because she wanted to test her endurance, but out of a sense of arrogance.

15. To err is human; forgiving is divine.

Errors in Diction

Poor diction (also called poor word usage) refers to the use of a word to mean something other than its dictionary definition or in a way unacceptable according to the standards of users of ideal English. Ideal English can be defined as language spoken or written according to the standards of educated people. It is the language of scholarly books, magazines, and newspapers. People who follow precise standard usage rules are using ideal English, although they probably express themselves less formally in day-to-day communication—on the bus, in the Laundromat, or at the supermarket.

Ideal English is the language of concentrated formality. Dun J. Li, introducing a textbook on Chinese civilization, uses ideal English when he states, "Of all ideologies that influenced the thinking and life of traditional China none was more important than Confucianism." On the other hand, the irate factory worker complaining about his wages uses colloquial English when he writes, "If you wasn't so damn pigheaded, you'd raise our pay." Both messages are clear; the difference lies in their levels of formality.

Use the Correct Word

Because it is highly precise, ideal English is generally required in student writing. Colloquial, substandard, or slang words are unacceptable in ideal English. If you are unsure about a word's meaning, look it up. The following glossary will help you avoid expressions that are unacceptable in ideal English.

Glossary of Word Choice

Accept, Except To accept is to receive; to except is to exclude. (We accepted her into the group; we didn't let him in because C students were excepted.) Except is also a preposition meaning other than, with the exception of. (Everyone arrived on time except Jim.)

Accidentally No such word exists. The correct word is accidentally.

Advice, Advise Advice is a noun; advise is a verb. (A person receives advice, but one person will advise another.)

Affect, Effect Affect means to influence. (I will affect my health.) Effect is both a verb and a noun. To effect is to produce, cause, or bring about. (He effected a change.) An effect is a result. (The effect of the paint was ugly.)

Aggravate Aggravate means make worse. It should not be used for provoke or irritate.

Agree to, Agree with One agrees to a proposal but with a person. (I agreed to his plan. I agreed with Nancy.)

Ain't Considered substandard.

All ready, Already All ready means that all are ready. (The guests were all ready.) Already means previously or before now. (He had already moved away from town.)

All together, Altogether All together means all of a number considered as a group. (She scolded them all together.) Altogether means entirely, completely. (The officer was altogether correct.)

Allusion, Illusion Allusion means hint or indirect reference. (The comment was an allusion to World War II.) Illusion means false impression or belief. (She is under the illusion that she is beautiful.)

Among, Between Among is used for more than two people or objects. (We searched among the many guests.) Between is used for two people or objects. (Divide the money between the two workers.)

Amount, Number Amount refers to uncountable things (a large amount of cement). Number refers to countable things (a large number of houses).

Any place, No place Corruptions of anywhere, nowhere.

Anywhere, Nowhere, Somewhere Corruptions of anywhere, nowhere, somewhere.

Appraise, Apprise Appraise means estimate (the appraised value of the car). Apprise means inform. (Apprise me of your decision.)

Apt, Liable, Likely Apt means suitable, qualified, capable (an apt phrase, a man apt in his work). Liable means susceptible, prone, responsible (liable to be injured, liable for damages). Likely means credible, probable, probably. (He had a likely excuse. It is likely to rain.)

Awful Colloquial when used for disagreeable or very.

Bad, Badly Bad is an adjective, badly an adverb. (He has a bad cold; he sings badly.)

Being as Corruption of since or inasmuch as

Beside, Besides Beside is a preposition meaning by the side of, in addition to, or aside from. (He sat down beside her.) Besides is a preposition meaning except (he had little besides his good looks) and an adverb meaning in addition, moreover. (He received a trip and \$10 dollars besides.)

Blame on. The correct idiom calls for the use of *to blame* with *for*, not *on*. (They blamed the driver for the accident, not They blamed the accident on the driver.) *Blame on* is colloquial.

Burst, Bursted, Bust. The principal parts of the verb *burst* are *burst*, *burst*, *burst*. The use of *bursted* or *busted* for the past tense is incorrect. *Bust* is either a piece of sculpture, a part of the human body, or a slang expression for failure. It is sometimes incorrectly used instead of *burst* or *break*.

But what I use that instead of that? (They had no doubt that she won the New York primary.)

Cannot help but. This is a mixed construction. *Cannot help* and *cannot but* are separate expressions, either of which is correct. (He cannot but attempt it, or He cannot help attempting it.) Do not write, "He cannot help but lose."

Capital, Capitol. *Capital* is a city; *capitol* is a building. *Capital* is also an adjective, usually meaning *chief* or *excellent*. As a noun, *capital* means accumulated assets or wealth.

Censor, Censure. To *censor* means to subject to censorship. (The Vietnamese military censored their mail.) To *censure* means to criticize severely. (He was censured by the church.)

Choose, Chose. *Choose* is the present tense. (Today I choose to stay.) *Chose* is the past tense. (Yesterday I chose to stay.)

Cite, Site. To *cite* means to quote. (He cited Abraham Lincoln.) *Site* means place or location. (It was a grassy, green site.)

Complement, Compliment. *Complement* means something that completes. (His suggestion was a complement to the general plan.) A *compliment* is an expression of courtesy or praise. (My compliment to the chef.)

Considerable. An adjective meaning *worthy of consideration, important*. (The idea is at least considerable.) When used to denote a great deal or a great many, *considerable* is colloquial or informal.

Continual, Continuous. *Continual* means *repeated often*. (The interruptions were continual.) *Continuous* means *going on without interruption*. (For two days the pain was continuous.)

Convince, Persuade. Do not use *convince* for *persuade*, as in "I convinced him to do it." *Convince* means to overcome a doubt. (I convinced him of the soundness of my plan.) *Persuade* means to induce. (I persuaded him to do it.)

Council, Counsel. *Council* means an assembly. (The council discussed taxes.) *Counsel* means advice. (The teacher gave him good counsel.)

Credible, Creditable. *Credible* means *believable*. (His evidence was not credible.) *Creditable* means *deserving esteem or admiration*. (The male lead gave a creditable performance.)

Different than. Most authorities on usage prefer *different from* to *different than*.

Disinterested. Often confused with *uninterested*. *Disinterested* means *unbiased, impartial*. (The judge was disinterested.) *Uninterested* means *bored with*. (She was uninterested in politics.)

Don't. A contraction of *do not*. Do not write *be, she, or it don't*.

Either. Used only with two items, not three or more. (*Either* the teacher or the book was wrong. Not: *Either* the teacher, the book, or I was wrong.)

Emigrant, Immigrant. A person who moves from one country to another is both an *emigrant* and an *immigrant*. He *emigrates from* one place and *immigrates to* the other.

Enthused. The word is colloquial and almost always unacceptable.

Equally as. Do not use these words together; omit either *equally* or *as*. Do not write "Water is equally as necessary as air," but rather "Water is as necessary as air" or "Water and air are equally necessary."

Etc. An abbreviation of Latin *et* (and) and *cetera* (other things). It should not be preceded by *and*, nor should it be used to avoid a clear and exact ending of an idea or a sentence.

Everyone. This singular pronoun takes a singular verb. (Everyone is going.)

Exam. Colloquial for examination. Compare *gym, lab, dorm, soph, prof*.

Expect. The word means *look forward to* or *foresee*. Do not use it for *suspect* or *suppose*.

Fewer, Less. Use *fewer* to refer to items that can be numbered and *less* to refer to amount. (Where there are fewer machines, there is less noise.)

Formally, Formerly. *Formally* means *in a formal manner*. (He was formally initiated last night.) *Formerly* means *at a former time*. (They formerly lived in Ohio.)

Funny. When used to mean *strange, funny* is colloquial.

Further, Farther. *Further* is used for ideas. (We studied the question further.) *Farther* is used for geographical location (*further down the street*).

Got. This is a correct past tense and past participle of the verb *to get*. (He got three traffic tickets in two days.) *Gotten* is the alternative past participle of *get*. (He had gotten three tickets the week before.)

Guess. Colloquial when used for *suppose* or *believe*.

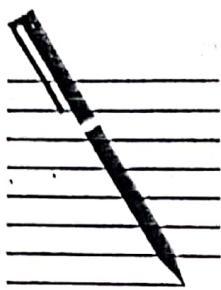
Guy. Slang when used for *boy* or *man*.

Had ought, Hadn't ought. Do not use for *ought* and *ought not*.

Hardly, Scarcely. Do not use with a negative. "I can't hardly see it" borders on the illiterate. Write "I can scarcely see it" or (if you cannot see it at all) "I can't see it."

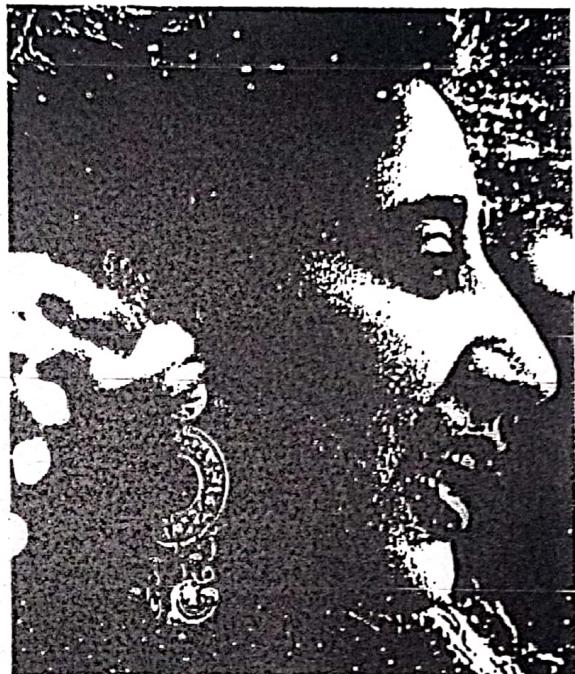
Healthful, Healthy. Places are *healthful* (conducive to health) if persons living in them are *healthy* (having good health).

Imply, Infer. *Imply* means *suggest*. (His grin implied that he was teasing.) *Infer* means *conclude* (I inferred from her look that she was teasing.)



Chapter One

Writing Paragraphs



PARAGRAPH WRITING

Most writing is made up of smaller units called *paragraphs*, identified by visual representation and by contents. The first line of a paragraph, especially if handwritten, is indented (begun a few spaces to the right of the margin) to indicate the beginning of the paragraph.

A paragraph can also be identified by its contents, a group of related sentences that support the writer's main idea. Here is an example.

Automobiles are expensive and often inconvenient necessities in modern life. It is true that living without a car is almost impossible in many American cities because public transportation is often expensive and not very accessible, and distances between businesses and residential areas are too great for people to commute by bicycle or by walking. However, there are also disadvantages to automobile ownership. In the first place, people pay a lot of money, often including high sales tax, to buy an automobile; insurance, licenses, gas, oil, and maintenance fees are also expensive. After all of these bills are paid, drivers often have trouble finding parking spots. Once they do, they pay high parking fees at downtown lots near their offices. Worst of all, if the "dream machines" break down, as they inevitably do, the drivers not only have to pay high repair bills, but they are once more without transportation while the cars are in the repair shop. Maybe life was easier when a person could hop outside the front door onto a friendly horse and trot down to Main Street!

What are the essentials of a paragraph?

Topic sentences: A paragraph has a main idea expressed in a topic sentence. This sentence may appear at the beginning, in the middle, or at the end of a paragraph. In the preceding paragraph, the main idea is "Automobiles are expensive and often inconvenient necessities in modern life." This main idea sentence (also called the topic sentence) serves several purposes:

1. It introduces the main idea of the paragraph. In this case, "*Automobiles are expensive and often inconvenient necessities in modern life.*"
2. It limits the topic of the paragraph. In this example, the topic is limited to the expenses and inconveniences of owning a car, not the pleasures or dangers or some other aspect of owning a car. The word *expensive* controls the idea and indicates the focus of the topic.
3. It often suggests how the paragraph will be developed. From the topic sentence of the example paragraph, we assume that the paragraph will discuss both the expenses and inconveniences of driving a car.

Supporting sentences: A paragraph has main supporting ideas, all relating to the topic sentence. The writer of the sample paragraph on page 2 chose the following supporting ideas:

1. Most people need cars in the United States.
2. They have to pay a lot of money to buy a car.
3. They have to pay for licenses.
4. They have to pay for insurance.
5. They have to buy gas and oil.
6. They have to pay for maintenance.
7. Drivers have trouble finding parking places.
8. They have to pay parking fees.
9. Cars break down.

Details: The supporting ideas may themselves be further supported by facts, details, or statistics. In a longer paragraph, under the first supporting sentence, we might add statistics telling how many cars are owned by people in the United States and how many families own two or more automobiles.

Logical order: The ideas in the paragraph must be presented in logical order. In the sample paragraph, the ideas are presented in the order of time. When we buy a car, our first expense is the cost of the car itself; next, we pay for local and state licenses; then comes auto insurance, and so forth. It wouldn't be logical to write first about paying for insurance because buying the car is the first step in the process. Chronological, or time, order is especially important in a paragraph showing a process (how something is done), but all ideas are presented in some logical order.

Logical connectors: To indicate this progression of ideas and to provide an orderly connection between the ideas (coherence), writers use logical connecting words, also called "transition" words. These words not only help the flow of ideas, but also indicate the relationship between ideas (chronological, causal, etc.). In the following example, the logical connectors (underlined) indicate the steps in the process of buying a car:

Buying a car requires special planning. First, we need to arrange for the money to pay for the car. We may take out a bank loan, borrow from our parents, or save money from our salaries. Next, we must find a car that suits our pocketbook and our needs. After making our purchase, we must then arrange for auto insurance. In addition, we must buy a license plate and pay for the car inspection.

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Concluding sentence: A paragraph may have a concluding sentence. In the case of the first sample paragraph about the expenses of owning a car, the final sentence restates the main idea in a different way.

Maybe life was easier when a person could hop outside the front door onto a friendly horse and trot down to Main Street!

This is an indirect and amusing way of saying that owning a car is an inconvenient necessity in modern life:

Unity and coherence: When a paragraph includes a sequence of sentences that are all related to the topic sentence, it is *unified*. A paragraph that has a continuous line of thought that passes from sentence to sentence is *coherent*. The introductory paragraph about buying a car has unity because all of the sentences relate to the topic sentence. Transitional words, such as *however* and *after all*, and pronoun references, such as *these bills* and *they*, give the paragraph coherence. An effective paragraph is both unified and coherent.

Exercise I. Identifying Parts of Common Types of Paragraphs

The kinds of supporting materials used in paragraphs depend on the topic sentence and the purpose of the paragraph as part of a whole written composition. The following paragraphs exemplify common types.

As you look at each paragraph, think about the main idea or topic sentence. Does it have a word or phrase that controls the idea of the paragraph? What are the main supporting ideas? Are there any logical connectors? Is there a conclusion?

1. A paragraph with *examples* (single items that serve as models or samples):

My friend Nhuong is a very hard-working man. Although he has to work in a soft drink plant for eight hours each day, he also attends English classes at a community center. After his daily classes, he hurries to the plant, where he works until 1:00 a.m., standing in the assembly line inspecting bottles. He has to do most of his studying on weekends and also try to find some time to be with his family and friends. His relatives, who have just immigrated to the United States, live with him, and he must help them adjust to American life. Nhuong doesn't have much time to sleep or relax, but he never complains. In fact, he seems to enjoy working so much that some people think he's a "workaholic."

Topic/main idea _____

Controlling phrase or word _____

Supporting ideas

1. _____
2. _____
3. _____
4. _____

Logical connectors _____

Conclusion _____

2. A paragraph with an *illustration* (material that presents clarification or explanation to prove a point):

Not knowing a language well can sometimes cause a problem in communicating. One word in a language can have different meanings, or two words can have the same pronunciation but have different meanings. About two years ago, one of my friends told me an embarrassing story. The first year she was in the United States, she had a job at a dry-cleaning establishment. One day a customer came in to pick up his clothes. After he had paid for the cleaning and was ready to leave, he suddenly turned back to my friend and asked, "Do you dye here?". Thinking that she had understood his question, my friend got upset and answered, "No, I won't die here. I want to die in my own country!"

Topic/main idea _____

Controlling phrase or word _____

Supporting ideas

1. _____
2. _____

Logical connectors _____

Conclusion _____

3. A paragraph with *facts* (figures and statistics that can be proven or verified):

Mount Everest was first surveyed in 1852, when it was found to be the highest mountain in the world. First, it was measured to be 29,000 feet. Later, however, someone added two feet so the height would not appear to be a round number estimate. In 1954, another team surveyed and reported the mountain to be 29,028 feet. No matter which figure is used, there is no doubt that no other mountain peak in the world is as high as Mount Everest.

Topic/main idea _____

Controlling phrase or word _____

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Supporting ideas

1. _____

2. _____

Logical connectors _____

Conclusion _____

4. A paragraph with *description*:

I'll never forget the first time I saw a traditional Christmas tree. As a small child, I thought that it was the most beautiful thing that I had ever seen. I was first attracted by the bright red and green lights that seemed to sparkle all over. Then, as I drew closer to the tree, my eyes focused on what looked like miniature wooden toys hanging from colored strings and ribbons. Next to those tiny miniatures were glass balls of many different colors reflecting the lights of the tree; some of them were also painted with pictures of people dancing in the snow or skating on ponds. At the tip of each branch, someone had carefully hung a tiny candy cane, a treat to dazzle any small child, and under the tree was a tiny village with lighted houses and a sleigh pulled by reindeer and Santa Claus sitting in it. Most memorable of all, at the top of the tree was the most beautiful sight for my small eyes: a golden angel with silver threads in her white, flowing hair.

Topic/main idea _____

Controlling phrase or word _____

Supporting ideas _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Logical connectors _____

Conclusion _____

5. A paragraph with *enumeration* (a list of ideas named one by one):

According to the 1991 World Almanac, a huge growth in urban areas in the world is taking place. It is estimated that by the year 2000 there will be forty-two metropolitan areas in the world with a population of over five million people each while in 1990 there were only thirty-four such cities. With urban populations growing so rapidly, controlled growth will be impossible, and the consequences of this situation will be very negative. For one thing, there will be sprawling slums, since there won't be enough

low-cost housing available. In addition, there will be massive, regular failures of electric power and water services because of the excessive demands. Moreover, the cost of these services will sky-rocket, again as a result of the supply not being able to keep up with the demand. For another thing, there will be extensive unemployment and strained educational and recreational facilities. Roads and highways, already at capacity in many urban areas, will become even more overcrowded, resulting in enormous traffic jams. Looking forward to these things, perhaps we should all return to the quiet life of the rural countryside.

Topic/main idea _____

Controlling phrase or word _____

Supporting ideas

1. _____

2. _____

3. _____

4. _____

5. _____

Logical connectors _____

Conclusion _____

Exercise 2. Using Logical Connectors

In the exercises that follow, a topic sentence, supporting ideas, and logical connectors are listed. Use these phrases to write sentences, and join the sentences using the indicated logical connectors to write a complete, smooth-flowing paragraph.

1. Topic sentence:

Life in a refugee camp is not easy.

Supporting ideas:

not enough food to eat

scarce water for drinking or washing

limited space

no utilities (electricity, running water)

Logical connectors:

for one thing

for another thing

also

furthermore

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2. *Topic sentence:*

A community college and a university differ in several ways.

Supporting ideas:

community college: two years

university: four years

community college: A.A. degree

university: B.A. or B.S. degree; graduate degrees

community college: students come from the immediate surrounding community

university: students come from all over the state, the country, and different nations

community college: "commuter campus"

university: dormitories for students

Logical connectors:

one difference is

a second distinction is

still another is

finally

3. *Topic sentence:*

We learn to speak and write a second language in three important ways.

Supporting ideas:

follow a model (a native speaker)

receive formal instruction

practice constantly

Logical connectors:

one way is

in addition

the most important way is

Exercise 3. Identifying Irrelevant or Off-Topic Sentences

Each sentence in a paragraph supports the topic. Unrelated sentences may distract or confuse the reader. The underlined sentences in the following paragraph don't relate directly to the topic.

One of the recent status symbols for American business people is the personal beeper. These beepers may be carried in people's briefcases or hooked to their belts. Fax machines have also become symbols of success

for many white-collar workers. With the beepers, a person can receive messages at any time and any place. Many people also have cellular phones in their cars so that they can make calls while traveling. Nowadays, people who own beepers will never miss an important phone call; on the other hand, they can never avoid receiving unwanted messages, either. Regardless of possible disadvantages, this recent innovation in the communications field is still selling at record rates.

In the following paragraphs, draw a line through any off-topic sentence. Sometimes off-topic sentences seem to be related, but closer analysis reveals that they are related to other supporting sentences rather than directly to the topic sentence.

1. Life is a little war every day. When I mention "war," I am not talking about a conflict between two nations; I am talking about our own everyday existence. Sometimes our days are simply wonderful. From the time we get up in the morning to the time we go back to bed, we have to face many problems. I usually go to bed at 11:00 every night. For example, you get home at 6:30 p.m.; you are tired and hungry, but you have to make dinner. Food prices are skyrocketing these days. The baby starts crying and you start to get nervous about all of this. They say that being nervous can cause heart attacks. My cousin, who is a doctor, says that many people have heart disease. Then your spouse has an evening meeting, so you are left alone with a fussy baby. You would really rather sit quietly and read the newspaper, but you know it is your duty to amuse your child. This is the moment when you have to face that little war to fight your nervous system and control yourself.

2. The pronunciation of a word in a new language can sometimes be difficult and cause problems. When I was in high school, our school was very large, and there was a large foreign student population. I had a friend who had problems with pronunciation. Once, she was with me on a bus, and the bus was about to pass her stop. In trying to reach the bell, she accidentally stepped on the feet of an elderly gentleman sitting in front of her. Trying to apologize, she said what sounded like, "Kiss me please." Public transportation usually provides priority seating for the elderly or the handicapped. The poor gentleman looked so startled that he got up and left the bus at the wrong stop. I was laughing so hard that my friend became angry. Finally, I was able to explain to her that the correct pronunciation was, "Excuse me."

3. You discover the meaning of true friendship when you are in trouble. One day, I locked my car door before taking the key out of the ignition. After I came back to the car, I knew I was in trouble. I tried to get in touch with a friend by phone, but I couldn't. Also, I was unable to find a policeman to help me. Policemen don't get enough credit for all the dangerous work they have to do. Finally, I asked a passerby for help. He

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immediately took off his coat and tried hard to open a window. It was a rather warm day for March. In fact, the whole winter had been very mild. Using a piece of metal he found on the street, he was able to pry open a small space near the lock and open my car door. I was so relieved that I forgot to ask his name and phone number, but I always think of him as a good friend even though I had never seen him before in my life. I didn't have my address book with me anyway.

STRUCTURE REVIEW: Coordination

Two complete sentences (often called independent clauses) that express related ideas may be joined to make one coherent sentence. Consider the following two ideas:

It has been raining for two days. (independent clause)

The school picnic has been canceled. (independent clause)

Although the reader may understand the relationship between the two sentences without any connecting word between them, the writer can make that relationship clearer by using some type of connecting word.

It has been raining for two days, so the school picnic has been canceled.

It has been raining for two days; therefore, the school picnic has been canceled.

By using connecting words, the writer has made the cause/effect relationship between the sentences clearer. The table that follows lists the three types of words used to connect independent clauses. For each *conjunction* (column 1) you can see that there is a *logical connector* (column 2) with corresponding meaning. Listed in column 3 are *correlatives* (paired conjunctions).

Table I. Coordination

	1. Conjunctions	2. Logical Connectors	3. Correlatives
<i>Addition</i>	and	also in addition besides moreover	not only... but also
<i>Contrast/ concession</i>	but yet	however nevertheless on the other hand still	—
<i>Choice or alternative</i>	or nor	otherwise	either...or neither...nor
<i>Result</i>	so	therefore thus as a result accordingly for this reason consequently	—
<i>Restatement</i>	—	in short in other words in effect	—
<i>Restatement to intensify</i>	—	in fact as a matter of fact indeed	—
<i>Cause</i>	for*	—	—

*"For" operates like the adverbial conjunction "because," but it is usually considered a conjunction.

What are some of the differences between these types of sentence connectors?

Punctuation: Even though conjunctions and logical connectors have similar meanings, the punctuation for them is different. Conjunctions are preceded by a comma (,), Logical connectors are preceded by a semicolon (;) or a period (.) and followed by a comma, as the following sentences show. (Also see Appendix 2.)

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We ran to the bus stop, but the bus had already left.

We ran to the bus stop; however, the bus had already left.

You need to study hard, or you won't pass the test.

You need to study hard. Otherwise, you won't pass the test.

Position: Conjunctions always come between two independent clauses. Some logical connectors may come in two other positions as in these sentences (notice how they are punctuated):

I've visited many countries in the world. I've never been to India, however.

I've visited many countries in the world. I've never, however, been to India.

Using neither, nor, never: When the conjunction *nor* connects two sentences, the word order in the second sentence changes to question word order rather than statement word order. This same rule applies whenever a negative word, such as *neither* or *never*, precedes a clause.

I haven't done the research paper yet, nor have I finished the required lab work.

John doesn't speak Spanish, nor do his parents.

Using paired conjunctions: Changes in word order are required with some of the correlative (paired) conjunctions from column 3 when they are used to join sentences.

Either you will have to quiet down, or you will be asked to leave the lecture.

Neither did he finish his research paper, nor did he take the final exam.

Not only is this the last time I'll help you, but it is also the last time I'll remind you to do this work.

Note: The change in word order is not necessary when joining parts of sentences:

Sally, my athletic sister, was good at not only tennis but also golf.

Exercise 1. Selecting Conjunctions

Combine the following sentences, using appropriate conjunctions from Table 1. Be sure that your choice of conjunctions illustrates the relationship between the paired sentences and that you punctuate correctly. The first has been done for you.

1. I would like to go to the meeting.
I have to work tonight.

I would like to go to the meeting, but I have to work tonight.

2. Taking the bus is cheaper than driving.
It conserves energy.

-
3. The skier broke his leg.
He couldn't compete in the Olympics.
-

4. Students may not smoke in class.
They may not eat in class. (use nor)
-

5. Zoo animals must not be fed by visitors.
Some snack foods are harmful to their health.
-

6. The family next door had just moved in.
The neighbors had a welcoming party for them.
-

7. Butter is very expensive.
Most people buy margarine.
-

8. I bought a large car two years ago.
Now I wish I had bought a small one.
-

9. Robert is a lazy student.
He misses a lot of classes.
-

10. Would you like to go to a movie?
Would you rather go ice skating?
-

Exercise 2. Selecting Logical Connectors

Use appropriate connectors to link the ideas in the following sentences. Try to put the sentence connectors in different positions, and be sure to punctuate correctly! The first one has been done for you.

1. The old woman had seventeen children.

She owned twelve cats!

The old woman had seventeen children. In addition, she owned twelve cats!

2. Working part time gives you more free time.

You don't earn as much money as full-time workers do.

3. This school will be closed next year.

The children will be bussed to another school.

4. The president of that country is repressive and cruel.

He is a tyrant.

5. I'm sure you are a very intelligent person.

You can't type, so I can't hire you.

6. This type of flour is not made in the United States.

I can't make the Oriental cake I told you about.

7. People should exercise regularly.

They will get out of shape.

8. Barbara is quite a bit taller than most women.

She is six inches taller than her husband.

9. Keep your dog quiet.
I will call the police.

10. I would like to take an English literature course.
I haven't had the prerequisites yet.

Exercise 3. Inserting Correlative Conjunctions

Combine the following sentences, using the given correlatives. Remember to combine sentences, not parts of sentences, and to reverse the subject-verb word order where necessary. The first has been done for you.

1. The voters are angry.

They feel shocked at his attitude. (not only..., but also)

Not only are the voters angry, but they also feel shocked at his attitude.

2. Say something constructive.

Don't say anything at all. (either..., or)

3. Americans pay income tax.

They are charged high sales taxes in some states. (not only..., but also)

4. He didn't ask my permission.

He didn't give me an explanation of his action. (neither..., nor)

(Remember to use affirmative verbs.)

5. Mr. Parker will move to France.

He will change jobs and stay here. (either..., or)

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6. In planning for their careers, people must consider their own special interests.

They must take the job market into careful consideration. (not only..., but also)

7. She decided to change her major.

She decided to change universities. (not only..., but also)

8. The architect didn't design the building to be modern.

She didn't design it to be attractive. (neither..., nor)

9. John has read all of the books in the library on the world's great religions.

He has read as much as he can about religious cults. (not only..., but also)

10. The psychology department didn't offer any courses in abnormal behavior last semester.

It didn't offer any courses in human relations. (neither..., nor)

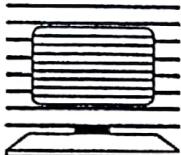
Exercise 4. Using Conjunctions, Correlatives, and Logical Connectors

Fill in the blanks with appropriate conjunctions, correlatives, or logical connectors. The punctuation will give you clues as to which connector type to use. Refer to Table 1 on p. 11 for a variety of choices.

Working in a large U.S. city can be exciting; _____, it can also cause problems. The noise from traffic can be irritating, _____ the fumes from automobiles are dangerous. People often spend hours in traffic every day, so they inhale dangerous gases such as carbon monoxide. Of course, not everyone drives to work in a city. Either

people can accept the inconveniences of waiting for public transportation, _____ they can try to get a taxi. _____, taxis tend to disappear when it is raining. They are convenient when available, _____ they are an expensive means of transportation. _____ is transportation in a large city expensive and time-consuming, _____ it can _____ be dangerous. Muggings occur frequently on city streets, _____ crimes are often committed on subways. _____, going to work in a large city is frequently irritating, dangerous, and expensive.

Exercise 5. Sentence Combining



The more developed writer in English uses sentences that are connected to show the relationships between them. Use what you have learned about coordinating structures to do this exercise.

On a piece of paper, rewrite the paragraph. Use coordinating structures to combine the sentences with the same numbers into one sentence. Unnumbered sentences should be included but not combined with others. When you finish, you should have a nicely developed, cohesive paragraph. If you will be using a computer in your writing, this would be a good time to read Appendix 3, "Computers and the Writing Process," (page 209).

(1) A coin is a piece of metal that has a certain weight. (1) It has the mark of the people who issued it. (2) The Lydians were a powerful people in Asia Minor who needed a convenient method of receiving payment for products they produced. (2) They made the first coins in the seventh century B.C. These primitively made coins were composed of "electrum," a natural composition of gold and silver. (3) The Greeks saw these coins and appreciated their usefulness. (3) They began to make coins, too. (4) About 100 years later, many cities in Greece had coins. (4) Cities all over the mainland of Asia Minor had them, too. (5) Gold coins were the most valuable. (5) Silver and copper were also used. The Romans later adopted the idea, carrying it on for 500 years, when the art of coinage declined. (6) In the fifteenth century, the art of coinage was revived because there was more metal available. (6) There were many skilled artists to engrave the coins in this period of history. (7) The first coins made in America, in 1752, were

2. Long-distance runners training for the Olympics run many miles a day, and they cover as many as 20 miles.

3. Each and every person who stood in line received a ticket.

4. Students today demonstrate poor writing skills for one simple reason: The reason is that they are never required to write.

13. The pilot was in a terrible dilemma because a crosswind was blowing at right angles to his aircraft's line of flight.

5. My favorite poet is Emily Dickinson among all the women poets that I like best.

6. In the next chapter that follows we will look at and examine a theory held by Charles Darwin dealing with evolution.

15. The income from traffic fines is an important source of revenue for New York City.

7. In this modern world of today, it is difficult to keep up with the most recent and up-to-date advances in science.

Combining Sentences

The impact of an essay is lessened when its sentences are childishly short and loosely strung together. Here is an example:

The newspaper recently contained an article. The article was about a man named Lewis Safford. The man had passed some bogus checks. He was put in jail.

This passage would ring with more authority if its sentences were combined by subordinating the lesser ideas to the greater:

The newspaper recently contained an article about Lewis Safford, a man put in jail for passing bogus checks.

Subordination is the art of grammatical ranking. Faced with expressing a series of ideas in a single sentence, the writer arranges them in clauses and phrases that mirror their relative importance. In the preceding example, for instance, the main clause

11. One of the most exciting events of the trip was attending a secret burial ceremony never performed publicly.

12. Nevertheless, most reasonable judges are rational and do not judge defendants on the basis of feelings or emotions.

reports on the newspaper article about Lewis Stafford, and the subordinate clause mentions his jailing for passing bogus checks. The writer has therefore chosen to emphasize the article in the newspaper over the jailing for bad checks. If desired, the reverse emphasis could have been achieved with another subordinate construction:

Lewis Stafford was put in jail for passing bogus checks, an event recently reported in the newspaper.

The ranking of one event over another through subordination depends entirely on which event the writer deems more important and wishes to emphasize.

Subordination is achieved by combining short sentences into a single, long sentence. This is done by turning main clauses into either phrases or dependent clauses.

Subordination by Phrase

For a definition of *phrase*, see page 567. The following are phrases:

singing in the rain	with its lovely rose garden
left alone with his friend	to lower his taxes

Note how pairs of sentences can be combined by turning one of the sentences into a phrase:

No subordination	The man left. He sang in the rain.
Subordination	The man left, singing in the rain.
No subordination	He was left alone with his friend. He confided his secret to his friend.
Subordination	Left alone with his friend, he confided his secret.
No subordination	Hoover Library stands as a monument to our city. It has a lovely rose garden.
Subordination	Hoover Library, with its lovely rose garden, stands as a monument to our city.
No subordination	He voted for Proposition 13. He did it to lower his taxes.
Subordination	To lower his taxes, he voted for Proposition 13.

Subordination by Dependent Clause

For a definition of *dependent clause*, see page 567. The following are dependent clauses:

although he was confronted with many alternatives
who have lived in the Orient
if the price of gasoline continues to rise

Notice how pairs of sentences can be combined by turning one of the sentences into a dependent clause:

No subordination	He was confronted with many alternatives. He refused to make a choice.
Subordination	Although he was confronted with many alternatives, he refused to make a choice.
No subordination	Many people have lived in Asia. They never learned to like Asian food.
Subordination	Many people who have lived in Asia never learned to like Asian food.
No subordination	The price of gasoline continues to rise. He will probably sell his car.
Subordination	If the price of gasoline continues to rise, he will probably sell his car.

Choosing the Right Subordinator

The word that introduces a dependent clause is called a *subordinator*. Your choice of subordinator will depend on the relationship you wish to establish among ideas. The following list classifies the various subordinators according to the logical relationship they create to the main clause:

Condition	Extent/Degree
if	although
provided that	inasmuch as
in case	insofar as
assuming that	to the extent that
unless	
whether or not	
Cause/Reason	Place
because	where
since	wherever
considering that	
Time	Noun Substitute
when	who
whenever	that
as long as	which
while	what
before	whoever
after	whom
until, till	whomever
as soon as	whichever

(See also subordinating conjunctions, p. 578.)

Suppose you wish to combine the following two sentences:

He promised to pay the rent.

She needed the money.

Several options will be open to you, among them the following:

He promised to pay the rent

because she needed the money. STRESSES CAUSE

as long as she needed the money. STRESSES TIME

insofar as she needed the money. STRESSES DEGREE

in case she needed the money. STRESSES CONDITION

to whoever needed the money. SUBSTITUTES A PHRASE FOR A NOUN

Your choice of subordinator depends on the logic you use to link the two sentences.

Exercises

Combine the sentences in each of the following sets into a single sentence, using either dependent clauses or phrases. Try different subordinators and different combinations to see what logical effect is created.

1. a. The doctor was taking the patient's temperature.
b. Suddenly a rock came crashing through the window.
2. a. In mid-July he was inspecting the dig.
b. He was alerted by someone.
c. Someone was moving along the northern edge of the plateau.
3. a. It was a bright day in May.
b. The drums exploded.
c. Two priests from the temple appeared.
4. a. The crowd groaned with disappointment.
b. They had hoped to see a glamorous young girl.
5. a. Others planned the forthcoming battle.
b. He remained alone in the shaded grove.
c. He was meditating and praying to his god.
d. He needed guidance from his god.
6. a. Members of the city council can ill afford to vote themselves additional fringe benefits.
b. Their constituents mistrust them.
7. a. Alif was entirely wrong.
b. He guessed that she was in love with Abdul.
c. In fact, she was merely bedazzled by his brilliant lyrics.
d. They reminded her of starry nights in Egypt.

8. a. The fraternity members all over campus carried banners
b. They marched back and forth tirelessly.
c. Their signs called for an end to building nuclear reactors
9. a. Something occurred to Madeline.
b. Perhaps she could improve the situation.
c. She could create an atmosphere of goodwill.
10. a. Give out these sample tubes of toothpaste.
b. Give one to whoever asks for one.
11. a. Phil Brown regularly attends church.
b. There he loves to hear the old hymns.
c. He also loves to hear a rousing sermon.
d. These make him feel purged.
e. They give him a new lease on life.
12. a. The specific notes had faded from his memory.
b. Yet a certain melody remained.
c. It haunted him for the rest of his life.
13. a. Such facts cannot be ignored.
b. We want to preserve the wilderness.
14. a. Those of us who are prisoners must face the grim truth.
b. This truth is that even our spouses and lovers will leave us.
c. We have shared the most tender and intimate moments with them.
15. a. The scientific establishment now believes that the earth was formed 10 to 15 billion years ago.
b. It was formed after an explosion, or "big bang."
c. This explosion set the universe in motion.

Self-Grading Exercise 17

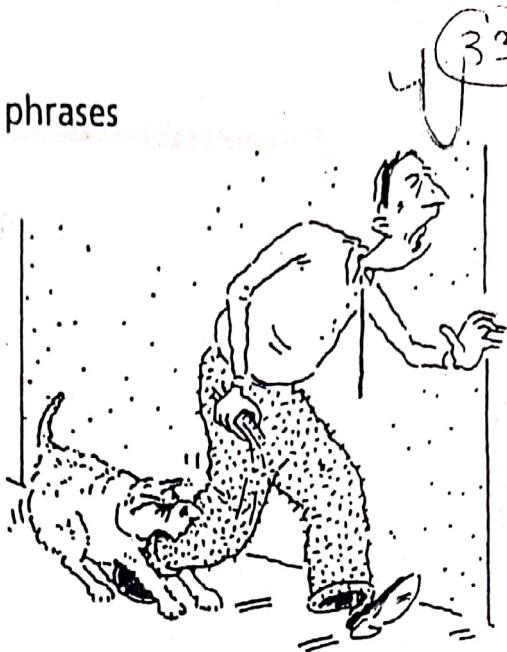
Combine the sentences in each of the following sets into a single sentence, using either dependent clauses or phrases. Try different subordinators to see what logical effect is created. After completing the exercise, turn to the appendix for the answers. (There is more than one possible answer for each item.)

1. a. The medieval structure collapsed.
b. Then the beginning of the modern mode of production started.
2. a. Quite a few years ago a stranger came in and bought our small valley.
b. This was where the Sempervirens redwoods grew.
c. At the time I was living in a little town.
d. The little town was on the West Coast.
3. a. Writing skills can be improved.
b. But English teachers will have to assign more writing than they now do.

WRITING SKILLS: Joining ideas: clauses and phrases

1 Look at these examples.

- A My leg was injured, so I couldn't play in the match.
I couldn't play in the match *because* my leg was injured.
I couldn't play in the match *because of* my injured leg.
- B His leg was injured, *but* he carried on walking.
He carried on walking *although* his leg was injured.
He carried on walking *in spite of* his injured leg.
- C Her leg was injured. *Otherwise* she was physically fit.
She was physically fit, *except that* her leg was injured.
She was physically fit, *except for* *apart from* her injured leg.



2 Fill the gaps so that the sentences in the two columns mean the same.

- | | |
|--|---|
| a Although , he
wasn't chosen to be ambassador to Taiwan. | In spite of his knowledge of Chinese, he wasn't
chosen to be ambassador to Taiwan. |
| b She still has excellent hearing although she's
very old. | She still has excellent hearing in spite of
..... |
| c We decided not to go sailing because the
weather was bad. | We decided not to go sailing because of
..... |
| d He's very well qualified for the job, except
that | He's very well qualified for the job, except for
his lack of experience. |
| e Tourists have been warned not to go there
because there's a risk of catching malaria. | ✓Tourists have been warned not to go there
because of |

3 Join these ideas using words from the box. If necessary, change the order of the sentences, and make any other changes you like.

and	because	although	except that	apart from
but	because of	in spite of	except for	Otherwise

- a The weather was bad.
We decided to go camping.
We had a wonderful time.
- b It's very noisy.
There are frequent traffic jams.
I enjoy living in Cairo.
- c She had good qualifications.
She wasn't given the job.
She was too old.
- d It was Saturday evening.
The café was completely empty.
There was a couple at a corner table.

4 Writing a Thesis Statement

3 Completing Thesis Statements

Activity

Complete the following thesis statements by adding a third supporting point that will parallel the two already provided. You might first want to check the section on parallelism in Chapter 5 (page 103) to make sure you understand parallel form.

1. Because I never took college preparatory courses in high school, I entered college deficient in mathematics, study skills, and _____.
 2. A good salesperson needs to like people, to be aggressive, and _____.
 3. Rather than blame myself for failing the course, I blamed the instructor, my adviser, and even _____.
 4. Anyone who buys an old house planning to fix it up should be prepared to put in a lot of time, hard work, and _____.
 5. Our old car eats gas, makes funny noises, and _____.

 6. My mother, my boss, and my _____ are three people who are very important in my life right now.
 7. Getting married too young was a mistake because we hadn't finished our education, we weren't ready for children, and _____.

 8. Some restaurant patrons seem to leave their honesty, their cleanliness, and their _____ at home.
 9. During my first semester at college, I had to learn how to manage my time, my diet, and _____.
 10. Three experiences I wish I could forget are the time I fell off a ladder, the time I tried to fix my parents' lawn mower, and _____.
-
1. Thesis: _____
 2. My first car was a rebellious-looking one which matched the way I felt and acted as a teenager.
 3. My next car reflected my more mature and practical adult self.
 4. My latest car seems to tell me that I'm aging; it shows my growing concern with comfort and safety.
-
2. Thesis: _____
 2. All the course credits that are accumulated can be transferred to a four-year school.
 3. Going to a two-year college can save a great deal of money in tuition and other fees.
 4. If the college is nearby, there are also significant savings in everyday living expenses.
-
3. Thesis: _____
 1. First, I tried simply avoiding the snacks aisle of the supermarket.
 2. Then I started limiting myself to only five units of any given snack.
 3. Finally, in desperation, I began keeping the cellophane bags of snacks in a padlocked cupboard.
-
4. Thesis: _____
 1. The holiday can be very frightening for little children.
 2. Children can be struck by cars while wearing vision-obstructing masks and dark costumes.
 3. There are always incidents involving deadly treats: fruits, cookies, and candies that contain razor blades or even poison.
-
5. Thesis: _____
 1. First of all, I was a typical "type A" personality: anxious, impatient, and hard-driving.
 2. I also had a family history of relatives with heart trouble.
 3. My unhealthy lifestyle, though, was probably the major factor.

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If people stopped to think before acquiring pets, there would be fewer instances of cruelty to animals. Many times, it is the people who adopt pets without considering the expense and responsibility involved who mistreat and neglect their animals. Pets are living creatures. They do not deserve to be treated as carelessly as one would treat a stuffed toy.

A recommendation suggests what should be done about a situation or problem:

Stereotypes such as the helpless homemaker, hammed executive, and dotty grandparent 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, the "I" boycott companies whose advertising continues to use such stereotypes.

C

Activity

In the space provided, note whether each concluding paragraph ends with a summary and final thought (write S in the space), ends with a prediction or recommendation (write P/R), or ends with a question (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.
2. somehow step over the unwelcome visitor and then get on with life.
3. Holidays, it is clear, are often not the fulfilling experience they are supposed to be. They can, in fact, be very stressful. But would we rather have a holiday-free calendar?
4. 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 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.

Titles

A title is usually a very brief summary of what your paper is about. It is often no more than several words. You may find it easier to write the title after you have completed your paper.)

Following are the introductory paragraphs for two of the essays in this text, along with the titles of the essays.

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Introductory Paragraph

"I'm not just a consumer—" I'm a victim. If I order a product, it is sure to arrive in the wrong color, size, or quantity. If I hire people to do repairs, they never arrive on the day scheduled. If I owe a bill, the computer is bound to overcharge me. Therefore, in self-defense, I have developed the following consumer's guide to complaining effectively.

Title: How to Complain

Introductory Paragraph

Schools divide people into categories. From first grade on up, students are labeled "advanced" or "deprived" or "remedial" or "antisocial." Students pigeonhole their fellow students, too. We've all known the "brain," the "jock," the "dummy" and the "teacher's pet." In most cases, these narrow labels are misleading and inaccurate. But there is one label for a certain type of college student that says it all: "zombie."

Title: Student Zombies

Note that you should not underline the title. Nor should you put quotation marks around it. On the other hand, you should capitalize all but small connecting words in the title. Also, you should skip a space between the title and the first line of the text. (See "Manuscript Form," page 485.)

Activity

Write an appropriate title for each of the introductory paragraphs that follow.

1. For my birthday this month, my wife has offered to treat me to dinner at the restaurant of my choice. I think she expects me to ask for a meal at the Chateau, the classiest, most expensive restaurant in town. However, I'm going to eat at McDonald's. My birthday dinner at McDonald's. When I compare the two restaurants, the advantages of eating at McDonald's are clear.
2. I've been in lots of diners, and they've always seemed to be warm, busy, friendly, happy places. That's why, on a recent Monday night, I stopped at a diner for a cup of coffee. I was returning home after an all-day car trip and needed something to help me make the last forty-five miles. A diner at midnight, however, was not the place I had expected. It was different—andlonely.

Title:

Title: _____

3. If you see rock-concert audiences only on television or in newspaper photos, the people at these events may all seem to be excited teenagers. However, if you attended a few rock shows, you would see that several kinds of people make up the crowd. At any concert, you would find the typical fan, the out-of-place person, and the troublemaker.

Title: _____

Practice in Organizing and Connecting Specific Evidence

You now know the third step in effective writing: organizing the specific evidence used to support the thesis of a paper. This closing section will expand and strengthen your understanding of the third step in writing. You will work through the following series of activities:

- 1 Organizing through time or emphatic order
- 2 Providing transitions
- 3 Identifying transitions and other connecting words
- 4 Completing transitional sentences
- 5 Identifying introductions and conclusions

1 Organizing Through Time or Emphatic Order

Activity 1

Use time order to organize the scrambled lists of supporting ideas below. Write 1 beside the supporting idea that should come first in time, 2 beside the idea that logically follows, and 3 beside the idea that comes last in time.

1. Thesis: When I was a child, Disney movies frightened me more than any other kind.

_____ As a five-year-old, I was terrified by the movie *Pinocchio*, about a puppet transformed into a boy.

_____ Although I saw *Bambi* when I was old enough to begin poking fun at "baby movies," the scene during which Bambi's mother is killed has stayed with me to this day.

About a year after *Pinocchio*, I gripped my seat in fear as the witches and goblins of *Fantasia* flew across the screen.

2. Thesis: There are techniques to help you overcome three common pitfalls in making a cheesecake.

_____ There's only one way to remove the cake cleanly and easily from its pan.

_____ Plan in advance to have your equipment ready and the ingredients at room temperature.

_____ Remember to time the baking process and regulate the oven temperature while the cake is baking.

3. Thesis: Applying for unemployment benefits was a confusing, frustrating experience.

_____ It was difficult to find both the office and a place to park.

_____ When I finally reached the head of the line after four hours of waiting, the clerk had problems processing my claim.

_____ There was no one to direct or help me when I entered the large office, which was packed with people.

Activity 2

Use emphatic order (order of importance) to arrange the following scrambled lists of supporting ideas. For each thesis, write 1 in the blank beside the point that is perhaps less important or interesting than the other two, 2 beside the point that appears more important or interesting, and 3 beside the point that should be most emphasized.

1. Thesis: My after-school job has been an invaluable part of my life this year.

_____ Better yet, it has taught me how to get along with many kinds of people.

_____ Since it's in the morning, it usually keeps me from staying up too late.

_____ Without it, I would have had to drop out of school.

2. Thesis: We received some odd gifts for our wedding.

_____ The winner in the odd-gift category was a large wooden box with no apparent purpose or function.

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- ____ Someone gave us a gift certificate for a massage.
 ____ Even stranger, my uncle gave me his favorite bowling ball.
3. Thesis: Donna is my most loyal friend.
 ____ She has taken time to do special favors for me.
 ____ She's always there in real emergencies or emotional crises.
 ____ She once lent me her favorite necklace to wear on a date.

2 Providing Transitions

Activity

In the spaces provided, add appropriate transitions to tie together the sentences and ideas in the following essay. Draw from the words given in the boxes above the paragraphs. Use each word only once.

Annoying People

President Richard Nixon used to keep an "enemies list" of all the people he didn't especially like. I'm ashamed to confess it, but I, too, have an enemies list—a mental one. On this list are all the people I would gladly live without, the ones who cause my blood pressure to rise to the boiling point. The top three places on the list go to people with annoying nervous habits, people who talk in movie theaters, and people who talk on car phones while driving.

For example First of all Another However

____ there are the people with annoying nervous habits.
 ____ there are the ones who make faces. When in deep thought, they twitch, squint, and frown, and they can be a real distraction when I'm trying to concentrate during an exam. ____ type of nervous character makes useless designs. These people bend paper clips into abstract sculptures or string the clips into necklaces as they talk.
 ____ neither of these groups is as bad as the people who make noises. These individuals, when they are feeling uncomfortable, bite

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their fingernails or crack their knuckles. If they have a pencil in their hands, they tap it rhythmically against whatever surface is handy—a desk, a book, a head. Lacking a pencil to play with, they jingle the loose change or keys in their pockets. These people make me wish I were hard of hearing.

On the contrary Then As a result After second

A _____ category of people I would gladly do away with is the ones who talk in movie theaters. These people are not content to sit back, relax, and enjoy the film they have paid to see. _____ they feel compelled to comment loudly on everything from the hero's

hairstyle to the appropriateness of the background music. _____ no one hears a word of any dialog except theirs. _____ they have been in the theater for a while, their interest in the movie may fade.

_____ they will start discussing other things, and the people around them will be treated to an instant replay of the latest family scandal or soap opera episode. These stories may be entertaining, but they don't belong in a movie theater.

In addition But Last of all

_____, there are the people who talk on the phone while they're driving. One of the things that irritate me about them is the way they seem to be showing off. They're saying, "Look at me! I'm so

important I have to make phone calls in my car." _____ such behavior is just plain dangerous. Instead of concentrating on adjusting carefully to ever-changing traffic conditions, they're weaving all over the road or getting much too close to the car in front of them as they gossip with a friend, make an appointment with a doctor, or order a pizza.

So long as murder remains illegal, the nervous twitches, movie talkers, and car-phone users of the world are safe from me. _____ if ever I am granted the power of life or death, these people had better think twice about annoying me. They might not have long to live.

Appendix 2

The Summary

The summary is perhaps the most useful kind of writing for general studying. The purpose of this exercise is to write in your own words something you have just read. The most important ideas are selected and combined into clear, concise sentences. A summary of a paragraph, for example, may be only one sentence long. In most cases, your summary should not be more than one-third the length of the original.

Guidelines for Writing a Summary

1. Read the selection carefully to get the overall meaning.
2. Re-read the selection carefully, paying particular attention to the key words and phrases. (Check the meaning of unfamiliar words).
3. List the major ideas on a separate sheet of paper.
4. Read the selection one last time to understand the overall meaning clearly as you begin to write.
5. Write a summary of the major ideas, using your own words except for those 'few' words in the original, which cannot be changed.

Keep the following points in mind as you write the summary.

- A. Your opening (topic) sentence should state the main idea of the original piece of writing.
- B. Write essential information – names, dates, times, places and similar facts are usually essential; examples, detailed data and adjectives are not essential.
- C. Try and state each important idea in one clear sentence.
- D. Arrange your ideas in a logical order.
- E. Use vivid and efficient words.
- F. Keep the summary to one-third the length of the original.
- G. Use a concluding sentence which brings together all your points and the summary to an effective end.
- H. Check the summary for accuracy and conciseness by re-reading the original passage. Compare the ideas/thoughts with your summary.
- I. Ask yourself whether the original writer's point of view comes through in your summary. Could another person understand the main idea of the original piece of writing by reading your summary?
- J. Proof read your summary for errors and overall effectiveness.

Example**Self-Medication**

Word count: 456

Occasional self-medication has always been part of normal living. The making and selling of drugs has a long history and is closely linked, like medical practice itself, with belief in magic. Only during the last hundred years or so has the development of scientific techniques made it possible for some of the causes of symptoms to be understood, so that more accurate diagnosis has become possible. The doctor is now able to follow up the correct diagnosis of many illnesses with specific treatment of their causes. In many other illnesses, of which the causes remain unknown, he is still limited, like the unqualified prescriber, to the treatment of symptoms. The doctor is trained to decide when to treat symptoms only and when to attack the cause: this is the essential difference between medical prescribing and self-medication.

The advance of technology has brought about much progress in some fields of medicine, including the development of scientific drug therapy. In many countries public health organisation is improving, and people's nutritional standards have risen. Parallel with such beneficial trends are two which have an adverse effect. One is the use of high pressure advertising by the pharmaceutical industry, which has tended to influence both patients and doctors and has led to the overuse of drugs generally. The other is the emergence of the sedentary society with its faulty ways of life: lack of exercise, over-eating, unsuitable eating, insufficient sleep, excessive smoking and drinking. People with disorders arising from faulty habits such as these, as well as from unhappy human relationships, often resort to self-medication and so add the taking of pharmaceuticals to the list. Advertisers go to great lengths to catch this market.

Clever advertising, aimed at chronic sufferers who will try anything because doctors have not been able to cure them, can induce such faith in a preparation, particularly if steeply priced, that it will produce—by suggestion—a very real effect in some people. Advertisements are also aimed at people suffering from mild complaints such as simple colds and coughs, which clear up by themselves within a short time.

These are the main reasons why laxative, indigestion remedies, painkillers, cough mixtures, tonics, vitamin and iron tablets, nose-drops, ointments and many other preparations are found in quantity in many households. It is doubtful whether taking these things ever improves a person's health; it may even make it worse. Worse, because the preparation may contain unsuitable ingredients; worse because the taker may become dependent on them; worse because they might be taken in excess; worse because they may cause poisoning, and worst of all because symptoms of some serious underlying cause may be masked and therefore medical help may not be sought. Self-diagnosis is a greater danger than self-medication.

Summary

Word count: 157

Occasional self-medication has always been part of normal living. Recent developments of scientific techniques cause more symptoms to be understood and make accurate diagnosis possible.

Often the doctor and the unqualified 'prescriber' treat only the symptoms. However, only the doctor is trained to decide when to treat the symptom and when to attack the cause. This is the essential difference between medical prescribing and self-medication.

Advances in medicine, scientific drug therapy and better nutrition have caused adverse results:

1. High pressure advertising leading to overuse of drugs.
2. Emergence of sedentary society with an unhealthy life-style where people often resort to self-medication or even to the use of additional pharmaceuticals.

Advertisers target chronic sufferers who will try costly preparations for simple problems. It is doubtful if these ever improve a person's health and may even make it worse or may mask the underlying cause and delay the seeking of medical help.

Self-diagnosis is greater danger than self-medication.

support the massive influx of visitors. Sewage spills untreated into the sea and this soon becomes known; visitors begin to look elsewhere for safer beaches and safer waters to swim in. Nor are the seaside resorts the only places to suffer from the stranglehold of tourism. Such is the magical appeal of winter sports for tourists that hundreds of square kilometres of forests in the mountains of Austria and Switzerland have been destroyed to make way for hotels, roads, ski lifts and ski runs. But a series of mild winters and frequent rain has seen severe flooding and caused landslides; the trees that would have kept the earth intact are no longer there.

Topic sentences

Now let us look at the idea of *topic sentences*. A topic sentence is one which highlights the points which will be, or have been, made in the rest of the paragraph.

Golden rule

A topic sentence is a warning to keep alert.

The first sentence of the paragraph under consideration is the topic sentence. This means we can expect it to herald several points which the writer wishes to make, rather than make any points itself.

The topic sentence we are now looking at is interesting in that it begins with the word 'however'. 'However' is a linking device. Linking devices show either a continuation of ideas or a change of direction. 'However' fits the latter category, that is, it indicates a change of direction of ideas.

So why is all this important? The answer is linked to the key instruction words, which were 'benefits' and 'disadvantages'. In this particular summary you were instructed to write about both.

You have already found several benefits. The linking device, 'however', indicating as it does a change of direction of ideas, should

To sum up what you have noticed about the third paragraph so far:

- It begins with a topic sentence. You now expect the general point in the topic sentence to be elaborated upon in the remainder of the paragraph.
- It also begins with a linking device. This indicates a change of direction of ideas, so you expect the points to be elaborated to be disadvantages rather than benefits.

Practice session

Write down the disadvantages of tourism mentioned in the paragraph for consideration. Don't worry about 'own words' at this stage.

You should come up with something like this:

1. There are overcrowded beaches.
2. The concrete jungles of endless hotels lose their appeal.
3. Holiday towns cannot support the massive influx of visitors.
4. Sewage spills untreated into the sea.
5. Hundreds of square kilometres of forest in Austria and Switzerland have been destroyed to make way for winter sports for tourists.
6. This destruction has caused landslides.

Elaboration points

Now it is time to think about *elaboration points*. This is a term you will already be familiar with, as it was also used in directed writing.

Elaboration points are ideas, phrases, sentences or even groups of sentences which do not form points in themselves, but give extra information as examples or explanation of ideas. They make language more colourful and varied, but they do not belong in summary writing.

Golden rule

Elaboration points should not be included in your summary.

There are two examples of elaboration points in this paragraph. See if you can identify them.

You should have something like this:

Visitors begin to look elsewhere for safer beaches and safer waters to swim in. The trees that would have kept the earth intact are no longer there.

These are not disadvantages of tourism; they merely explain the consequence of the fact that sewage spills untreated into the sea and why landslides are bound to happen.

Now read this sentence in the paragraph under consideration again: 'Nor are the seaside resorts the only places to suffer from the stranglehold of tourism.' This might be described as a mini topic sentence, which also changes the direction of the text from beaches to winter sports. It brings about the change of direction by the introductory word 'nor'.

Well done! You may not realise it, but you have now thoroughly analysed this paragraph. You have been helped to pick out the content points (in this case the disadvantages of tourism) by isolating the material unlikely to be making relevant points, namely the topic sentences and the elaboration points.

Practice session

Take a close look at any work of fiction or non-fiction you are currently reading, or even at a good quality newspaper. In any fairly long paragraph, isolate topic sentences and elaboration points. This should leave you with the content of the writer's argument, narrative or newspaper story.

Make this task an ongoing one. You will probably be frustrated to start with, but you might be surprised at how adept you become at this kind of analysis of written material.

Before you leave the paragraph you have been working on, go back to the six content points you found in it and try to rewrite them more concisely. Here they are again:

1. There are overcrowded beaches.
2. The concrete jungles of endless hotels lose their appeal.
3. Holiday towns cannot support the massive influx of visitors.
4. Sewage spills untreated into the sea.
5. Hundreds of square kilometres of forest in Austria and Switzerland have been destroyed to make way for winter sports for tourists.
6. This destruction has caused landslides.

Use the summary of Para 1 in Chapter 2 to help you. Again, don't worry about using your own words. You might have something like this:

There are overcrowded beaches and concrete jungles of endless hotels. Holiday towns cannot support all the visitors, and sewage spills untreated into the sea. Large areas of forest in Austria and Switzerland have been destroyed for winter sports, causing landslides.

Well done! You have scored 6 marks for content by using only 40 words. In the next chapter we will have a look at the fourth paragraph to be summarised.