

GIÁO TRÌNH LUYỆN KỸ NĂNG VIẾT TIẾNG ANH

THIRD EDITION

Writing

ACADEMIC ENGLISH

ALICE OSHIMA – ANN HOGUE

GIỚI THIỆU: LÊ THANH TÂM (M.S.)

LÊ NGỌC PHƯƠNG ANH (M.A.)

BẢN BIÊN DỊCH FIRST NEWS

NHÀ XUẤT BẢN TRẺ

Writing Academic English, Third Edition

Addison Wesley Longman, 10 Bank Street, White Plains, NY 10606

Editorial director: Allen Ascher

Acquisitions editor: Louisa Hellegers

Director of design and production: Rhea Bunker

Development editors: Artelia Court, Françoise Leffler

Production manager: Alana Zdinak

Production supervisor: Liza Pleva

Senior manufacturing manager: Patrice Fraccio

Manufacturing supervisor: Edie Pullman

Managing editor: Linda Moser

Production editor: Lynn Contrucci

Photo research: Diana Nott

Cover design: Curt Belshe

Text design adaptation: Curt Belshe

Electronic production supervisor: Kim Teixeira

Text composition: Kim Teixeira

Photo credits: See page 269

Text credits: See page 269

Library of Congress Cataloging-in-Publication Data

Oshima, Alice

Writing academic English/Alice Oshima, Ann Hogue.—3rd ed.

p. cm.

Includes index.

ISBN 0-201-34054-2 (alk. paper)

1. English language—Rhetoric—Handbooks, manuals, etc. 2. English language—Grammar—Handbooks, manuals, etc. 3. English language—Textbooks for foreign speakers. 4. Academic writing—Handbooks, manuals, etc. 5. Report writing—Handbooks, manuals, etc. I. Hogue, Ann. II. Title.

PE1408.073 1998

808'.042—dc21

98-23607

CIP

5 6 7 8 9 10—BAH—03 02 01 00

Contents

<i>Preface</i>	VIII
<i>To the Student</i>	XII
PART I Writing a Paragraph	1
1 The Process of Academic Writing	2
Introduction	2
The Writing Process, Stage I: Prewriting	3
Step 1: Choosing and Narrowing a Topic	3
Step 2: Brainstorming	4
The Writing Process, Stage II: Planning (Outlining)	8
Step 1: Making Sublists	8
Step 2: Writing the Topic Sentence	9
Step 3: Outlining	9
The Writing Process, Stage III: Writing and Revising Drafts	10
Step 1: Writing the First Rough Draft	10
Step 2: Revising Content and Organization	11
Step 3: Proofreading the Second Draft	12
Step 4: Writing the Final Copy	12
Review	15
2 What Is a Paragraph? An Overview	16
Introduction	16
Paragraph Structure	17
The Three Parts of a Paragraph	17
Unity and Coherence	18
The Finished Assignment Format	18
Writing on a Computer	19
How to Write a Title	20
The Topic Sentence	20
Position of Topic Sentences	21
The Two Parts of a Topic Sentence	23
Writing Topic Sentences	24
The Concluding Sentence	26
Review	28

3	Unity and Outlining	30
	Unity	30
	Paragraph Outlining	35
	The "Parallel Form" Rule	36
	The "Equivalent Value" Rule: Outlines with Details	37
	Review	38
4	Coherence	40
	Introduction	40
	Repetition of Key Nouns	41
	Use of Consistent Pronouns	42
	Transition Signals	43
	Types of Transition Signals	44
	Logical Order	51
	Review	53
5	Kinds of Logical Order	56
	Introduction	56
	Chronological Order	57
	Topic Sentences for Chronological Order	58
	Transition Signals for Chronological Order	59
	Logical Division of Ideas/Order of Importance	61
	Transition Signals for Logical Division of Ideas	62
	Transition Signals for Order of Importance	63
	Topic Sentences for Logical Division/Order of Importance	63
	Two Topic Sentence Tips	64
	Comparison/Contrast	65
	Transition Signals for Comparison/Contrast	66
	Review	67
6	Concrete Support I	71
	Introduction	71
	Facts versus Opinions	72
	Concrete Supporting Details	73
	Examples/Extended Examples	75
	Statistics	77
	Review	80

7 Concrete Support II	82
Quotations, Paraphrases, and Summaries	82
Quotations	83
Paraphrases	90
Summaries	94
<i>Documenting Sources of Information</i>	95
In-Text Citations	96
List of Works Cited	96
Review	97
PART II Writing an Essay	99
8 The Essay	100
Writing an Essay	100
The Introductory Paragraph	101
The Concluding Paragraph	107
The Essay Body: Outlining	108
Transition Signals between Paragraphs	109
The Writing Process	113
Writing and Revising an Essay	113
The Writer's Changes to the First Draft	114
The Writer's Changes to the Second Draft	116
Review	119
9 Patterns of Essay Organization	121
Introduction	121
Chronological Order	122
Organization for Chronological Order	124
Logical Division of Ideas	127
Organization for Logical Division of Ideas	129
Cause and Effect Order	130
Organization for Cause and Effect Order	130
Block Organization with Transition Paragraphs	131
Chain Organization	134
Cause and Effect Structure Words	135
Comparison and Contrast Order	141
Comparison Structure Vocabulary	142
Contrast Structure Vocabulary	144
Organization for Comparison and Contrast Order	147
Review	149

PART III Sentence Structure	151
10 Types of Sentences	152
Clauses	152
Independent Clauses	153
Dependent Clauses	153
Clause Connectors	153
Kinds of Sentences	155
Simple Sentences	155
Compound Sentences	155
Complex Sentences	160
Compound-Complex Sentences	162
Compound Sentences (Coordination) versus Complex Sentences (Subordination)	163
Review	165
Parallelism	166
Coordinators— <i>And, Or, But</i>	167
Correlative Conjunctions	168
Sentence Problems	169
Sentence Fragments	169
Choppy Sentences	171
Run-on Sentences and Comma Splices	172
Stringy Sentences	175
Review	176
11 Noun Clauses	178
Introduction	178
Types of Noun Clauses	179
Sequence of Tenses	180
That-Clauses	180
Subjunctive Noun Clauses	182
Wh-Word Clauses	184
If/Whether-Clauses	187
Review	189
12 Adverbial Clauses	194
Introduction	194
Types of Adverbial Clauses	195
Time Clauses	196
Place Clauses	197
Manner, Distance, and Frequency Clauses	198
Reason Clauses	199
Result Clauses	200

Purpose Clauses	201
Concession (Unexpected Result) Clauses	202
Contrast (Direct Opposition) Clauses	203
Review	204
13 Relative Clauses	209
Introduction	209
Relative Pronouns and Adverbs	210
Position of Relative Clauses	210
Verb Agreement in Relative Clauses	210
Punctuation of Relative Clauses	210
Relative Pronouns as Subjects	212
Relative Pronouns as Objects	214
Possessive Relative Clauses	216
Subject Pattern	217
Object Pattern	218
Relative Pronouns as Objects of Prepositions	219
Relative Pronouns in Phrases of Quantity and Quality	222
Adverbial Relative Clauses	223
Review	225
14 Participial Phrases	230
Participles	230
Participial Phrases	232
Participial Phrases from Relative Clauses	232
Position and Punctuation Participial Phrases	232
General Form Participles—Active Voice	233
General Form Participles—Passive Voice	234
Continuous Form Participles	235
Perfect Form Participles	236
Participial Phrases from Adverbial Clauses	239
Reducing Adverbial Clauses to Participial Phrases	240
Review	242
<i>Appendix A: Punctuation</i>	245
<i>Appendix B: Chart of Transition Signals</i>	254
<i>Appendix C: Writing under Pressure</i>	257
<i>Appendix D: Correction Symbols</i>	259
Index	261

Preface

Writing Academic English, Third Edition, is a comprehensive rhetoric and sentence structure textbook/workbook. It has been written for intermediate to advanced college or college-bound international and English as a Second Language students. It can also be used by native speakers of English who need to develop their basic composition skills or to brush up on sentence structure and mechanics.

The book teaches writing in a straightforward manner, using a process-oriented approach. At the same time, the structure of paragraphs and essays and their important components are taught in small, learnable steps. Clear, relevant models illustrate each step, and varied practices reinforce each lesson. Sentence structure, with special emphasis on subordinated structures, is taught in a separate section.

Because most academic writing is expository in nature, we have purposely limited the rhetorical components to exposition. The models and practices feature current and general academic topics relevant to students' interests in a rapidly changing world. Many also provide practice using English in technical, scientific, and business contexts.

Other features of the book include four appendixes offering punctuation rules with exercises, a comprehensive chart of transition signals, a chart of correction symbols, and a list of topic suggestions for in-class "writing under pressure" practice. Uncommon vocabulary items are glossed, and each chapter ends with a convenient review of the main teaching points and a writing or editing assignment. A Peer Editing Checklist ends Chapters 2 through 8.

What's New in Instructors familiar with the second edition will find these changes:

the Third Edition

- The book now has three main sections instead of four. The chapter on library research has been deleted. A revised chapter on quotations, summary, and paraphrase has been renamed Concrete Support II.
- The Writing under Pressure assignments, formerly found at the end of each chapter in Part I, have been consolidated in Appendix C.
- A list of correction symbols has been added to the appendixes (Appendix D).
- Interactive Peer Editing Checklists now accompany each writing assignment.
- Important teaching points, rules, and examples appear in charts within the text for quick, easy reference.
- Small boxes cross-referencing relevant sections of the book appear in the margins.
- Other boxes offering computer tips are sprinkled throughout the book.
- Compositions to edit for specific sentence errors have been added to the end of each sentence structure chapter.

Lời nói đầu

Writing Academic English, Third Edition, là giáo trình hướng dẫn cách viết câu tiếng Anh hoàn chỉnh và đầy đủ nhất. Sách bao gồm phần bài học và bài tập, được soạn cho học viên từ trình độ trung cấp đến nâng cao hoặc cho sinh viên tiếng Anh ở các trường đại học. Đối tượng sử dụng sách cũng có thể bao gồm cả người bản ngữ tiếng Anh muốn nâng cao khả năng viết luận cǎn bǎn hoặc rèn luyện kỹ năng cấu trúc câu và các kỹ thuật viết.

Giáo trình *Writing Academic English* được trình bày theo phong cách trực tiếp, sử dụng phương pháp hướng dẫn theo quy trình (process-oriented approach). Đồng thời, sách cũng trình bày các vấn đề về cấu trúc đoạn văn, cấu trúc bài viết cùng các thành phần quan trọng khác theo từng bước nhỏ, dễ học. Các ví dụ rõ ràng, cụ thể minh họa cho từng bước và cuối mỗi bài có phần luyện tập để củng cố các kỹ năng đã trình bày. Phần cấu trúc câu, có chú trọng đặc biệt đến cách dùng mệnh đề phụ, được trình bày trong một phần riêng.

Vì hầu hết các vấn đề viết văn trong môi trường học thuật đều thuộc thể loại bình luận, nên các tác giả đã cố tình giới hạn các bài học và bài tập ở thể loại bình luận. Các bài văn mẫu và bài tập trong sách đều thuộc các chủ đề học thuật đương đại và tổng quát, liên quan đến những điều sinh viên quan tâm trong thế giới đang liên tục thay đổi ngày nay. Nhiều bài trong sách có phần thực tập sử dụng tiếng Anh cho các chủ đề kỹ thuật, khoa học và kinh doanh.

Những điểm khác của sách bao gồm bốn phần phụ lục về các quy tắc sử dụng dấu câu, có kèm bài tập, một sơ đồ hướng dẫn sử dụng các từ chuyển ý, biểu đồ hướng dẫn sử dụng các ký hiệu khi chấm bài luận và một danh sách các chủ đề có thể dùng luyện viết trong lớp học, hay gọi cách khác là “viết dưới áp lực cao”. Các đề mục từ vựng không phổ biến được tập hợp và xếp theo thứ tự ở cuối sách, và cuối mỗi chương đều có phần ôn tập những điểm chính đã trình bày và phần bài tập. Từ chương 2 đến chương 8, cuối mỗi chương đều có bảng hướng dẫn học viên tự sửa bài hoặc trao đổi bài cho nhau để sửa.

Những phần mới trong ấn bản lần thứ ba

Những giáo viên đã từng quen thuộc với ấn bản lần thứ hai sẽ nhận thấy có những thay đổi như sau:

- Giáo trình lần này có bốn phần chính thay vì ba như trước kia. Chương nói về phương pháp nghiên cứu tại thư viện đã bị loại bỏ. Chương ôn tập về các cách trích dẫn, tóm tắt và diễn giải đã được đổi tên thành Concrete Support II.
- Các phần bài viết tại lớp, trước đây nằm ở cuối mỗi chương trong phần I, được tập trung lại ở Phụ lục C.
- Có thêm phần phụ lục các ký hiệu quy ước khi sửa bài (PL D).
- Sau mỗi bài tập viết có phần hướng dẫn sửa bài.
- Các điểm quan trọng, các quy tắc và ví dụ được trình bày thành biểu đồ lồng vào trong bài để tiện cho việc tham khảo.
- Các hộp thoại trong bài hướng dẫn học viên các vấn đề có thể tra cứu thêm.
- Có thêm các hộp thoại hướng dẫn mèo sử dụng máy tính.
- Các bài luận cho học viên sửa nhằm tập thói quen phát hiện các câu sai được thêm vào cuối mỗi chương về cấu trúc câu.

Finally, models have been updated, practice material freshened, and explanations streamlined, always with the intention of making the material more accessible to our students.

Order of Lesson Presentation

Writing Academic English is intended to be covered in one 15-week semester, with classes meeting five days a week. The chapters in Part I, Writing a Paragraph, and Part II, Writing an Essay, should be taught in sequence. The sentence structure chapters in Part III should be taught alongside the chapters in Parts I and II on the paragraph and essay in order to encourage students to write a variety of complex structures. Chapter 10, Types of Sentences, should be taught at the beginning of the course; subsequent chapters may be taught in any order. Wherever possible, instructors should integrate sentence structure with rhetoric. For example, adverbial time clauses in Part III may be taught simultaneously with chronological order in Part II.

Topic Suggestions

The topics listed for each writing assignment are only suggestions. Keep an eye open for interesting topics from current events or for interesting graphs, photographs, and charts in newspapers on which to base other assignments.

In-Class Writing

Group brainstorming and in-class writing of first drafts are especially helpful in the early stages because you are available for immediate consultation. Also, you can check to make sure everyone is on the right track. Pair and group collaboration is appropriate for brainstorming and editing work; however, writing is essentially an individual task even when done in class.

Writing under Pressure

Appendix C suggests topics for writing under pressure. These assignments are to be done in class under time pressure to simulate the experience of writing essay examinations. We feel that this is valuable practice for college-bound students.

Practice Exercises

The final practice exercises of the sentence structure chapters usually ask students to write original sentences. Because these practices prove whether the students understand the structures and can produce them correctly on their own, we hope that you are not tempted to skip them.

Peer Editing

Interactive Peer Editing Checklists appear with each writing assignment. One method of using these lists is to ask pairs of students to exchange books as well as first drafts of compositions. Each student in a pair edits the other student's work and writes comments and suggestions about the other's composition in that student's book. A second method is to provide photocopies of the checklists for peer editors to record their comments. A third method is to have each student read his or her draft out loud to a small group of classmates and then to solicit oral comments and suggestions by asking the checklist questions. The student who has read then writes down the group's suggestions in his or her own book. Of course, the instructor can also respond to student writing by commenting on photocopies of the checklists.

Photographs

The photographs introducing each chapter of the book depict some of the forms of written communication used by diverse cultures throughout the evolution of civilization.

Các bài luận mẫu được cập nhật, các bài luyện tập được soạn mới và các phần hướng dẫn được sắp xếp hợp lý hơn, tất cả nhằm để làm cho giáo trình dễ sử dụng hơn.

Thư tự trình bày các phần trong sách

Giáo trình dự kiến dành cho một khóa học 15 tuần, học 5 buổi một tuần. Các chương ở phần I, Viết Đoạn Văn và phần II Viết Bài Luận phải được dạy theo đúng thứ tự liên tục. Các chương về cấu trúc câu trong phần III phải được dạy song song với các chương trong phần I và II để khuyến khích học viên viết các loại câu phức. Chương 10, Các Loại Câu, phải được dạy từ đầu khóa học; các chương còn lại có thể được dạy theo thứ tự tùy thích. Trong trường hợp có thể được, giáo viên nên kết hợp phần cấu trúc câu với phần kỹ thuật viết. Ví dụ như các mệnh đề trạng ngữ chỉ thời gian trong phần III nên được dạy đồng thời với phần dạy về cách sắp xếp ý theo thứ tự thời gian ở phần II.

Gợi ý chủ đề

Các chủ đề được liệt kê cho những bài tập viết chỉ mang tính chất đề nghị. Hãy quan sát và thu thập các chủ đề hay từ các sự kiện đương đại hoặc các biểu đồ hình ảnh, sơ đồ hay trên báo để làm chủ đề cho các bài viết khác.

Bài viết tại lớp

Trong giai đoạn đầu, việc học nhóm để góp ý hoặc viết tại lớp rất có ích vì có sẵn sự trợ giúp của giáo viên. Đồng thời giáo viên cũng có thể kiểm soát để chắc chắn rằng mọi học viên đi đúng hướng. Hình thức làm việc từng đôi và theo nhóm rất thích hợp cho công việc góp ý viết bài và sửa bài; tuy nhiên, viết luận là một công việc cá nhân cho dù có được làm tại lớp.

Viết dưới áp lực

Phụ lục C đưa ra các chủ đề gợi ý để luyện viết dưới áp lực. Những bài tập dạng này nên được thực hiện tại lớp dưới áp lực thời gian để luyện tập kinh nghiệm viết bài trong kỳ thi. Chúng tôi thấy rằng các bài tập này rất hữu ích cho sinh viên các trường đại học.

Bài luyện tập

Các bài tập cuối những chương cấu trúc câu thường yêu cầu học viên tự viết câu. Vì các bài tập này nhằm để chứng minh rằng học viên thật sự hiểu rõ các cấu trúc và có thể tự mình viết đúng cấu trúc, nên giáo viên hướng dẫn lớp không nên bỏ qua các bài tập này.

Sửa bài cho nhau

Cuối mỗi bài tập viết đều có bảng hướng dẫn chấm bài. Một trong những cách sử dụng bảng này là yêu cầu từng cặp học viên trao đổi bài nháp đầu tiên. Mỗi học viên sẽ sửa bài cho bạn mình, đồng thời ghi rõ các nhận xét cũng như gợi ý của mình vào đó. Cách thứ hai là cung cấp cho học viên các bảng gợi ý chấm bài để có thể ghi nhận xét vào. Cách thứ ba là yêu cầu từng học viên đọc to bài của mình trước một nhóm và để các học viên khác nhận xét, góp ý dựa trên bảng gợi ý. Học viên đọc bài sẽ tự ghi các gợi ý của nhóm. Và dĩ nhiên, giáo viên cũng có thể nhận xét bài làm của học viên thông qua bản gợi ý chấm bài.

Hình ảnh

Các hình ảnh đầu mỗi chương thể hiện những hình thức giao tiếp chữ viết của các nền văn hóa khác nhau qua từng thời kỳ phát triển của văn minh nhân loại.

To the Student

Many people have the mistaken idea that being able to write well is a talent that one either has or doesn't have. This idea is not necessarily true. You can learn to write effectively if you are willing to learn some strategies and practice them.

Good writing in English requires the ability to write good sentences and to organize them logically into paragraphs and essays. In this book, you will learn how to do both. Nine chapters will help you write good paragraphs and essays, and five chapters will help you write good sentences.

We hope you will enjoy the teaching approach and writing challenges offered in our book. If you study each lesson carefully and do all of the practices thoughtfully, not only will your writing skills improve, but you will also develop greater confidence in your ability as a writer.

Dành cho học viên

Nhiều người thường hiểu lầm rằng viết hay là khả năng thiên phú mà không phải ai cũng có. Cách nghĩ này không hoàn toàn đúng. Bạn có thể học viết một cách hiệu quả nếu bạn sẵn sàng học một vài kỹ thuật và chịu khó luyện tập.

Viết tiếng Anh hay đòi hỏi phải có khả năng viết câu hay và sắp xếp chúng một cách hợp lý thành những đoạn văn rồi thành những bài luận. Qua sách này bạn sẽ học cách thực hiện cả hai công việc trên. Trong đó có chín chương sẽ giúp bạn viết được những đoạn văn và những bài luận hay, và năm chương sẽ giúp bạn viết được những câu hay.

Chúng tôi hy vọng rằng bạn sẽ thích thú với phương pháp dạy và những yêu cầu viết luận mà sách đưa ra. Nếu bạn nghiên cứu kỹ từng bài học và làm tất cả những bài luyện tập một cách cẩn thận, thì không chỉ những kỹ năng viết của bạn phát triển mà bạn còn cảm thấy tự tin hơn về khả năng viết của bạn.

ACADEMIC ENGLISH

Writing

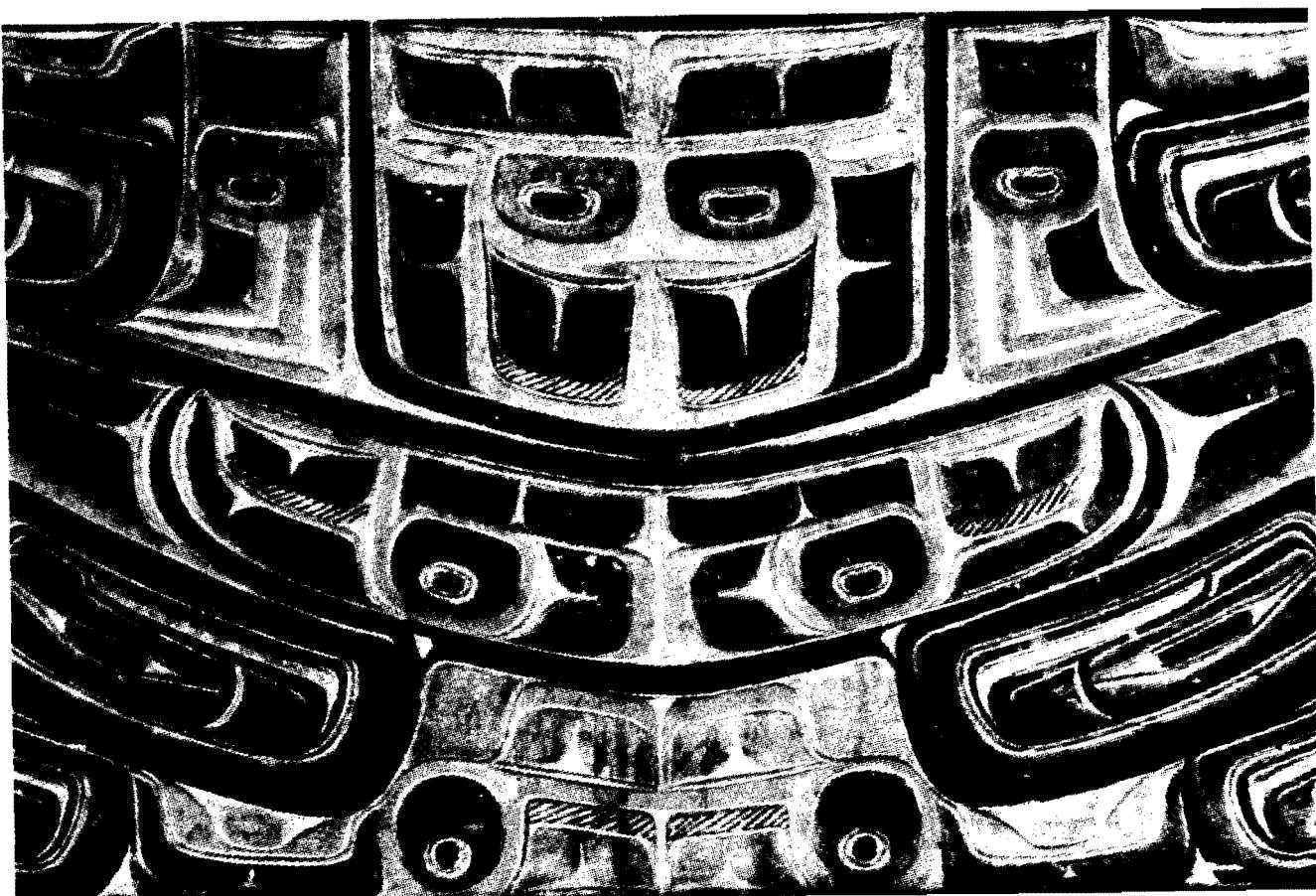
I
PART

Writing a Paragraph

CHAPTER

1

The Process of Academic Writing



Native American symbols from Alaska

Introduction

Academic writing, as the name implies, is the kind of writing that you are required to do in college or university. It differs from other kinds of writing such as personal, literary, journalistic, or business writing. Its differences can be explained in part by its special audience, tone, and purpose.

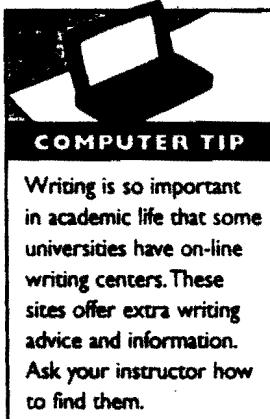
Whenever you write, consider your specific audience, that is, the people who will read what you have written. Knowing your audience will help you to communicate clearly and effectively. In academic writing, your audience is primarily your professors or instructors.

In addition, you should also consider the tone of your writing, which depends on your subject matter and on your audience. Tone is your style or manner of expression. It is revealed by your choice of words and grammatical structures and even the length of your sentences. The tone of a piece of writing can be, for example, serious, amusing, personal, or impersonal. Academic writing is formal and serious in tone.

Finally, the purpose of a piece of writing determines the rhetorical form¹ chosen for it. A persuasive essay will be organized in one way and an expository² essay in another way. In this book, you will learn the basic rhetorical forms of academic writing, from single paragraphs to multiparagraph essays.

As you write each assignment in this course and in other college courses, keep in mind your audience, tone, and purpose so that the message your reader will receive is the message you intend to convey.³

The Writing Process, Stage I: Prewriting



Step 1: Choosing and Narrowing a Topic

If you are given a specific writing assignment (such as an essay question on an examination), then, of course, what you can write about is limited. On the other hand, when you are given a free choice of topics and can write about something you are interested in, then you must narrow the topic to a particular aspect of that general subject. Suppose you are interested in the environment. It would be impossible to cover such a big topic in a paragraph. You would have to narrow the topic to perhaps environmental pollution, if that is your interest. Environmental pollution, however, is still too broad a topic for a paragraph, so you might even further narrow the topic to a type of environmental pollution, such as pollution of the oceans. However, writing about ocean pollution is still too broad because it would include pollution by oil, chemicals, sewage, and garbage. Therefore, you might decide to write about oil as a source of ocean pollution. Finally, you might make this topic even narrower by writing only about the effects of oil spills on sea life. The point is, you must narrow the subject of your paragraph to a specific focus so that you can write about it clearly and completely.

The diagram on page 4 illustrates the process of narrowing a general topic to a specific one.

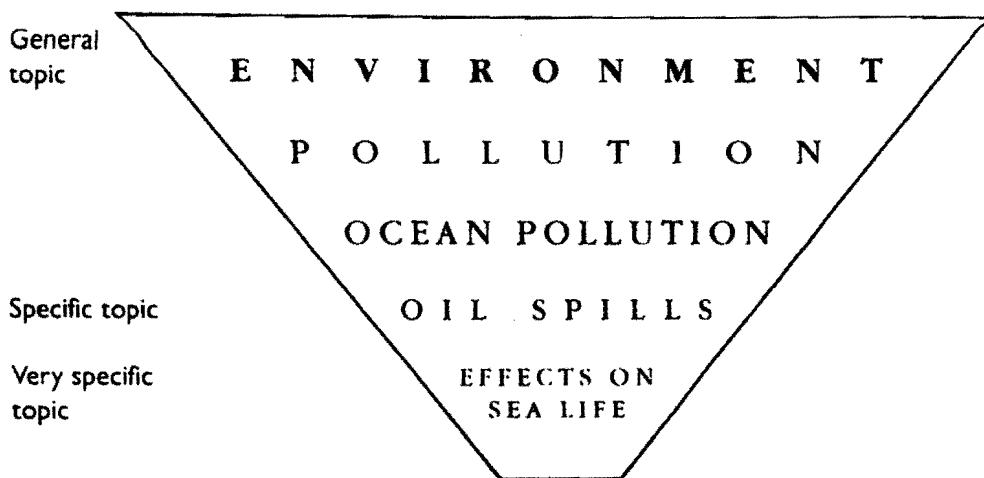
¹rhetorical form: organizational/form and style

²expository: explanatory; one that explains

³convey: express

⁴generate: produce

Part I Writing a Paragraph



PRACTICE I

*Choosing and
Narrowing a Topic*

School	Entertainment
Television	Food
Sports	

Step 2: *Brainstorming*

After you have chosen a topic and narrowed it to a specific focus, the next prewriting step is to generate ideas. This is done by a process called brainstorming. Although these brainstorming activities may seem unnecessary at first, after doing them a few times, you will realize their usefulness. Brainstorming for ideas can get you started writing more quickly and save you time in the later stages of the writing process.

Three useful brainstorming techniques are *listing*, *freewriting*, and *clustering*. Learn how to do each of them and then decide which is the most productive for you.

Listing

Listing is a brainstorming technique in which you think about your topic and quickly make a list of whatever words or phrases come into your mind. Your purpose is to produce as many ideas as possible in a short time, and your goal is to find a specific focus for your topic.

Follow this procedure:

1. Write down the general topic at the top of your paper.
2. Then make a list of every idea that comes into your mind about that topic. Keep the ideas flowing. Try to stay on the general topic; however, if you write down information that is completely off the topic, don't worry about it because you can cross it out later.
3. Use words, phrases, or sentences, and don't worry about spelling or grammar.

Here is an example of the listing technique on the topic of the culture shock experienced by international students in the United States.

MODEL*Listing***Culture Shock**

communication problems	homeless people shocking sight
poor verbal skills	American students
children disrespectful	classroom environment
new language	unclear expressions
American family life	public transportation is not good
families seldom eat together	need a car
lack vocabulary	use first names with teachers
show affection in public	college professors wear jeans
Americans talk too fast	students ask questions
they are friendly	no formal dress code
people are always in a hurry	no one takes time to cook good meals
use slang and idioms	professor's role
families don't spend time together on weekends and holidays	children spend more time with friends than with parents
children are "kings"	use incomplete sentences
lack confidence	poor pronunciation
American food is unhealthy	Americans difficult to understand
everyone eats fast food	students can challenge professors

4. Now rewrite your list and group similar ideas together. Cross out items that don't belong or that are duplications.

Group A	Group B	Group C
<p>communication problems</p> <p>poor verbal skills</p> <p>new language</p> <p>lack vocabulary</p> <p>show affection in public</p> <p>Americans talk too fast</p> <p>they are friendly</p> <p>people are always in a hurry</p> <p>use slang and idioms</p> <p>lack confidence</p> <p>use incomplete sentences</p> <p>poor pronunciation</p> <p>Americans difficult to understand</p> <p>unclear expressions</p>	<p>homeless people- shocking sight</p> <p>American students</p> <p>classroom environment</p> <p>public transportation is not good</p> <p>need a car</p> <p>use first names with teachers</p> <p>college professors wear jeans</p> <p>students ask questions</p> <p>no formal dress code</p> <p>no one takes time to cook good meals</p> <p>professor's role</p> <p>children spend more time with friends than with parents</p> <p>use incomplete sentences</p> <p>poor pronunciation</p>	<p>American family life</p> <p>children are "kings"</p> <p>families seldom eat together</p> <p>children disrespectful</p> <p>families don't spend time together on weekends and holidays</p> <p>children spend more time with friends than with parents</p> <p>American food is unhealthy</p> <p>everyone eats fast food</p>

Part I Writing a Paragraph

Now there are three lists, each of which has a central focus. The central focus in each new list is circled: *communication problems*, *classroom environment*, and *American family life*. The writer can choose one list to be the basis for a paragraph.

PRACTICE 2

Brainstorming by Listing

Brainstorm by listing ideas on one of the following topics. Follow the four steps outlined on pages 4–5.

- How to be a good student
- How television is a learning tool
- The characteristics of a good teacher
- My favorite leisure-time activity
- Tourist attractions in your country or city
- One of the topics from Practice 1: Choosing and Narrowing a Topic on page 4

Freewriting

Freewriting is a brainstorming activity in which you write freely about a topic because you are looking for a specific focus. While you are writing, one idea will spark¹ another idea. As with listing, the purpose of freewriting is to generate as many ideas as possible and to write them down without worrying about appropriateness, grammar, spelling, logic, or organization. Remember, the more you freewrite, the more ideas you will have. Don't despair² if your mind seems to "run dry." Just keep your pencil moving.

Follow this procedure:

1. Write the topic at the top of your paper.
2. Write as much as you can about the topic until you run out of ideas. Include such supporting items as facts, details, and examples that come into your mind about the subject.
3. After you have run out of ideas, reread your paper and circle the main idea(s) that you would like to develop.
4. Take that main idea and freewrite again.

In the following model, the student is supposed to write a paragraph about one major problem at his college. The student doesn't have any idea of what to write about, so he starts freewriting about some of the problems that come to mind.

MODEL

Freewriting 1

Problems at Evergreen College

What is the biggest problem at Evergreen College? Well, I really don't know. In fact, I can't think of one particular problem although I know there are many problems. For one thing, the classrooms are usually overcrowded. At the beginning of this semester, Science Hall 211 had 45 students although there were only 31 desks. A few of the seats attached to the desks were broken, so about 20 students had to sit on the floor. Besides, the classrooms are poorly maintained. In several of my classes, there are broken chairs and litter on the floor. Students even leave their dirty cups and other garbage on the desks. So the rooms are messy. The library is too small and always crowded with students. Not all students really study in the library. Sometimes they talk a lot and this is really quite distracting to me and other

¹spark: cause to start coming to mind

²despair: be discouraged

serious students who want and need a quiet place to study. So the present library should be expanded or a new library should be built. Oh yes, I think that another problem is parking near the campus. The college has a big parking lot across from the west side of campus, but it is always full. So, many times students have to park their cars in the residential areas, which could be so far away from the campus that they have to run to class to make it. Yes, parking is a big problem that many students face every day. I have a car, and many of my friends have one. We really have a problem. So, I think the biggest problem at Evergreen College is not enough parking spaces near the college campus...

After he finished freewriting, the student reread his paper and circled the main ideas, one of which he will consider as the major problem at Evergreen College.

Let's say that the student has decided to choose parking as a major problem at Evergreen College. Now that the student knows the topic that he wants to write about, he will again brainstorm by freewriting; only this time, the specific topic will be on the parking problem only. His freewriting paper might look like this.

MODEL

Freewriting 2

The Parking Problem at Evergreen College

I think finding a parking space close to the campus at Evergreen College is a major problem. There are not enough parking lots for students to park their cars. Therefore, students have to come early to get a parking space, and even then, sometimes they are unlucky and can't get a good parking space. Once I couldn't find a space in the west-side parking lot, and I had to drive in the streets for a half hour before I found one. So, I was late for class. Some students are late to class almost every time the English class meets. Some even drop the class, not because they can't handle it, but because they can't find a place to park close to the campus. The teacher warns them time and time again not to be late, but they can't help it.... What is the solution to the parking problem? Maybe the college should spend some funds to construct a multilevel parking lot that will accommodate three times as many cars as the present parking lot holds....

The student can continue freewriting as long as he can generate ideas related to the topic. Then after completing that task, he can reread it and develop certain points, add some more ideas, or even delete others. The student can do this freewriting activity several times until he is satisfied with what he has written.

PRACTICE 3

Brainstorming by Freewriting

Brainstorm by freewriting on one of the following topics. Follow the four steps outlined on page 6.

- Problems of working students
- Problems of international students
- Problems with learning English in my country
- A topic of your own choice

Part I Writing a Paragraph

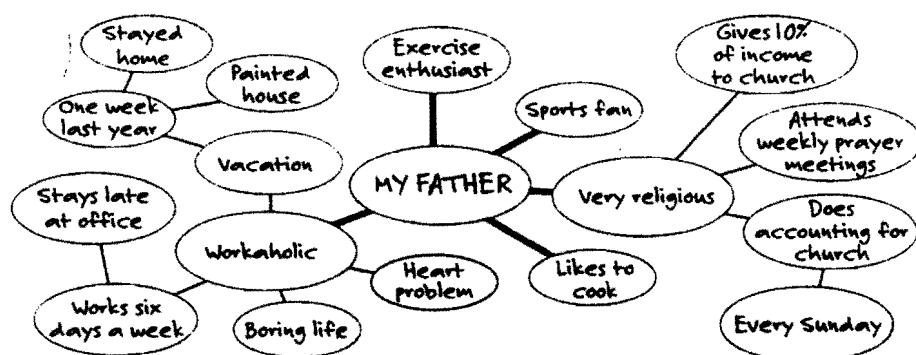
Clustering

Clustering is another brainstorming activity that you can use to generate ideas. Here's how to use this technique: In the center of your paper, write your topic and draw a "balloon" around it. This is your center, or core, balloon. Then write whatever ideas come to you in balloons around the core. Think about each of these ideas and make more balloons around them.

For example, suppose you had to describe a person who is close to you in some way. Using the clustering technique to get ideas, you might end up with a paper such as the following.

MODEL

Clustering



The largest cluster of balloons was generated from the "workaholic" balloon, so this would be a good focus for this student's paragraph about his father.

PRACTICE 4

Brainstorming by Clustering

Use the clustering technique for ten minutes to generate ideas about a member of your family.

The Writing Process, Stage II: Planning (Outlining)

In Stage I, you chose topics and narrowed them, and you generated ideas by brainstorming. Now you are ready for Stage II in the process of writing, the planning stage. In the planning stage, you organize the ideas you generated by brainstorming into an outline.

Turn back to the model about culture shock on page 5. The student had developed three different lists of ideas: communication problems, classroom environment, and American family life. She decided to write a paragraph about communication problems.

Step 1: Making Sublists

The first step toward making an outline is to divide the ideas in the "communication problems" list further into sublists and to cross out any items that don't belong or that aren't useable.

MODEL*Sublists***Communication Problems**(1) **poor verbal skills**

- lack vocabulary
- new language
- poor pronunciation
- lack confidence

(2) **Americans difficult to understand**

- unclear expressions
- Americans talk too fast
- use slang and idioms

The ideas listed under “communication problems” could be divided further into two sublists—those that describe international students and those that describe Americans. Two items, (1) *poor verbal skills* and (2) *Americans difficult to understand*, can serve as titles for the sublists. *New language* and *lack confidence* didn’t fit in either sublist, so they were crossed out. The remaining items could be put under 1 or 2. When you have grouped all of the points into their appropriate sublist, you have created a preliminary outline for a paragraph.

MODEL*Preliminary Outline***Communication Problems**

- A. poor verbal skills**
 - lack vocabulary
 - poor pronunciation
- B. Americans difficult to understand**
 - use incomplete sentences
 - use unclear expressions
 - talk too fast
 - use slang and idioms

Step 2: Writing the Topic Sentence

Finally, write a topic sentence. The topic sentence is the most general sentence in a paragraph, and it expresses the central focus of the paragraph. The topic of Group A is clearly communication problems. Therefore, a possible topic sentence might be as follows.

MODEL*Topic Sentence*

One problem that many international students face in the United States is communication with Americans.

or

International students in the United States face communication problems with Americans.

Step 3: Outlining

An outline is a formal plan for a paragraph. In an outline, you write down the main points and subpoints in the order in which you plan to write about them. The following is an example of an outline of the topic “communication problems.”

Part I Writing a Paragraph

MODEL

Outline

Topic Sentence
 Supporting point
 Supporting detail
 Supporting detail
 Supporting point
 Supporting detail
 Supporting detail
 Supporting detail
 Supporting detail

Communication Problems

International students in the United States face communication problems with Americans.

- A. International students have poor verbal skills.**
 1. lack vocabulary
 2. have poor pronunciation
- B. Americans are difficult to understand.**
 1. use incomplete sentences
 2. use unclear expressions
 3. talk too fast
 4. use slang and idioms

With this outline in front of you, it should be relatively easy to write a paragraph about international students' communication problems with Americans. There is a topic sentence, two main supporting points, two supporting details for the first main point, and four supporting details for the second main point. You could, of course, add some examples and a concluding sentence if you wanted to, but the main planning for the paragraph has been completed.

PRACTICE 5

Outlining

Develop outlines for the other two groups, *classroom environment* and *American family life*. Follow the three steps outlined above. Each outline should contain a topic sentence, one or two main supporting points, and one or two supporting details for each main supporting point. Add a title to your outline.

The Writing Process, Stage III: Writing and Revising Drafts

Stage III in the writing process, after prewriting (Stage I) and planning (Stage II), is writing and revising several drafts until you have produced a final copy to hand in. Remember that no piece of writing is ever perfect the first time. Each time you write a new draft, you will refine and improve your writing.

Step 1: Writing the First Rough Draft

The first step in this stage is to write a rough draft from your outline. This is how to proceed:

- Write down the topic sentence and underline it. Doing this will remind you of the focus of your paragraph.
- Skip one or two lines per line of writing and leave margins of one inch on both sides of the paper. These blank spaces will allow you to add more details, information, examples, etc. in order for you to fully develop your points. Also, you can add comments such as "define _____," "check spelling," "add an example," and so on in the margins for your attention later on.
- Write your paragraph, following your outline as closely as possible. Try writing steadily. Don't hesitate to add ideas that aren't in your outline if you are certain they are relevant to the topic.

- Don't worry about grammar, punctuation, or spelling. This first rough draft does not have to be "perfect"; in fact, it won't be because your main goal is to write down as much information as you can, following the points in your outline.

While you are writing, you may not be able to think of a word or phrase, or you may be unable to complete a thought. Don't worry—just leave a space or a line. You can fill it in later. Also, while you are writing about one major point, you might come up with an idea for another major point. Don't risk forgetting it! Write it down in the margin of your paper near where it belongs.

Above all, remember that writing is a continuous process of discovery. Therefore, as you are writing, you will think of new ideas that may not be on your brainstorming list or in your outline. You can add new ideas or delete original ones at any time in the writing process. Just be sure that any new ideas are relevant!

Step 2: Revising Content and Organization

After you write the rough draft, the next step is to revise it. When you revise, you change what you have written in order to improve it. You check it over for content and organization, including unity, coherence, and logic.¹ You can change, rearrange, add, or delete, all for the goal of communicating your thoughts more clearly, more effectively, and in a more interesting way.

During the first revision, do not try to correct grammar, sentence structure, spelling, or punctuation; this is proofreading, which you will do later. During the first revision, be concerned mainly with content and organization.

This is how to proceed:

- Read over your paragraph carefully for a general overview. Focus on the *general* aspects of the paper and make notes in the margins so that you can rewrite parts that need to be improved.
- Check to see that you have achieved your stated purpose.
- Check for general logic and coherence. Your audience should be able to follow your ideas easily and understand what you have written.
- Check to make sure that your paragraph has a topic sentence and that the topic sentence has a central (main) focus.
- Check for unity. Cross out any sentence that does not support the topic sentence.
- Check to make sure that the topic sentence is developed with sufficient supporting details. Be certain that each paragraph gives the reader enough information to understand the main idea. If the main point lacks sufficient information, make notes in the margin such as "add more details" or "add an example." Make sure that you haven't used general statements for support. (Note: Using concrete supporting details will be taken up in Chapters 6 and 7.)
- Check your use of transition signals.
- Finally, does your paragraph have or need a concluding sentence? If you wrote a final comment, is it on the topic?

Now rewrite your paragraph, incorporating all of the necessary revisions. This is your second draft.

¹ These terms are explained in later chapters.

Step 3:
Proofreading
the Second
Draft

The next step is to proofread your paper to check for grammar, sentence structure, spelling, and punctuation.

- Check over each sentence for correctness and completeness: no fragments and no choppy or run-on sentences.
- Check over each sentence for a subject and a verb, subject-verb agreement, correct verb tenses, etc.
- Check the mechanics: punctuation, spelling, capitalization, typing errors, etc.
- Change vocabulary words as necessary.

Step 4: Writing
the Final Copy

Now you are ready to write the final copy to hand in. Your instructor will expect it to be written neatly and legibly in ink or typed. Be sure that you make all the corrections that you noted on your second draft. After rereading the final copy, don't be surprised if you decide to make a few minor or even major changes. Remember that writing is a continuous process of writing and rewriting until you are satisfied with the final product.

The following models show you how one student worked through the process of writing and revising drafts before arriving at the final copy.

MODEL

The First Rough Draft

Communication Problems

combine sentences

¹International students in the United States face communication problems with Americans. ²It is a kind of culture shock to them. ³They soon realize that their verbal skills are poor. ⁴They lack vocabulary, and they have poor pronunciation. ⁵American people doesn't understand them. ⁶They also speak too softly because are shy. ⁷~~Students don't feel confidence when speaking English.~~ ⁸Is difficult for foreign people to understand Americans. ⁹Americans use incomplete sentences, and often they use unclear expressions. ¹⁰Americans talk too fast, so it is often impossible to catch their meaning. ¹¹Americans also use a lot of slangs and idioms. *add concluding sentence*

add examples

CROSS-REFERENCE

Use the correction symbols explained in Appendix D, pages 260–261, to mark grammar and sentence structure changes on your draft.

After writing the first draft, the writer checked her paragraph for organization.

- First, she checked to make sure that her paragraph matched the assignment. The assigned topic was "culture shock." Although her second sentence mentions culture shock, her topic sentence does not, so she decided to combine the two sentences.
- The writer checked the paragraph for unity and decided that sentence 6, which she had added while writing the rough draft, was a good addition. However, she decided that sentence 7 was off the topic, so she crossed it out.
- Next, she checked to see if there were enough supporting details, and she decided that there weren't. She decided to add examples of poor pronunciation, an incomplete sentence, and an idiom. She couldn't think of an example of an unclear expression, so she crossed out her reference to unclear expressions in sentence 9.

- She also decided to add transition signals such as *first of all*, *for example*, and *also* to make her paragraph more coherent.
- Finally, she decided to add a concluding sentence.
Then she wrote her second draft.

MODEL*The Second Draft***Communication Problems**

¹One kind of culture shock faced by international students in the United States is the difficulty they have communicating with Americans. ²They soon realize that ~~sp~~ their verbal skills are poor. ³First of all, they lack vocabulary, and they have poor pronunciation. ⁴American people ~~don't~~ understand them. ⁵For example, a few days ago, I asked an American student how to get to the library, but because I have trouble pronouncing r's and l's, the student didn't understand me. ⁶I finally ~~had to~~ write it on a piece of paper. ⁷They also speak too softly because ~~they~~ are shy. ⁸It is difficult for foreign people to understand Americans, too. ⁹Americans use incomplete sentences, such as "Later" to mean "I'll see you later," and "Coming?" to mean "Are you coming?" ¹⁰Also, Americans talk too fast, so it is often ~~impossible~~ to ^{SP} understand them. ¹¹In addition, Americans also use a lot of slang and idioms. ¹²People do not know their meaning. ¹³For example, the other day someone said to me, "That drives me up the wall," and I could not imagine what he meant. ¹⁴I had a picture in my mind of him ~~steering~~ in his car ~~driving~~ up a wall. ¹⁵It didn't make sense to me. ¹⁶In short, communication is probably the first problem that international students face in the United States. ¹⁷After a while, however, their ears get used to the American way of speaking, and their own verbal ~~skills~~ abilities improve.

Next, the writer proofread her paragraph for sentence structure, grammar, mechanics (spelling, punctuation, capitalization, etc.), and vocabulary. These are the corrections she made:

Sentence structure:

1. This student knows that one of her writing problems is sentences that are sometimes too short, so she tried to find ways to lengthen her short sentences in this paragraph.
 - She added *When they first arrive in the United States* to sentence 2.
 - She combined sentences 3 and 4.
 - She combined sentences 11 and 12.

Part I Writing a Paragraph

2. She crossed out three words in sentence 1 and changed *sitting in his car driving up a wall* to *driving his car up a wall* in sentence 14 to improve these sentences.

Coherence:

It was not clear who *They* referred to in sentence 7 (Americans or international students?), so she changed it to *International students*.

Grammar:

This student knows that she occasionally makes mistakes with verbs and omits subjects, so she checked carefully for these problems.

- She needed to correct *doesn't* in sentence 4 and *have* in sentence 6.
- She needed to add *they* in sentence 7 and *It* in sentence 8.

Mechanics:

The student writer found two spelling errors and added three missing commas.

Vocabulary:

- In sentence 10, because *catch their meaning* is not standard English and because she didn't want to use the word *meaning* in consecutive sentences, she changed the phrase to *understand them*.
- In sentence 11, *slang* is uncountable, so she crossed out the *-s*.
- In sentence 12, *people* is not very specific. *Nonnative speakers* is more appropriate.
- In the concluding sentence she didn't want to repeat the phrase *verbal skills*, so she wrote *verbal abilities* instead.

Then she wrote the final copy to hand in.

MODEL

The Final Copy

Communication Problems

One kind of culture shock faced by international students in the United States is difficulty communicating with Americans. When they first arrive in the United States, they soon realize that their verbal skills are poor. First of all, they lack vocabulary, and they have poor pronunciation, so American people don't understand them. For example, a few days ago, I asked an American student how to get to the library, but because I have trouble pronouncing *r's* and *l's*, the student didn't understand me. I finally had to write it on a piece of paper. International students also speak too softly because they are shy. It is difficult for foreign people to understand Americans, too. Americans use incomplete sentences, such as "Later" to mean "I'll see you later," and "Coming?" to mean "Are you coming?" Also, Americans talk too fast, so it is often impossible to understand them. In addition, Americans also use a lot of slang and idioms whose meanings nonnative speakers do not know. For example, the other day someone said to me, "That drives me up the wall," and I could not imagine what he meant. I had a picture in my mind of him driving his car up a wall. It didn't make sense to me. In short, communication is probably the first problem that international students face in the United States. After a while, however, their ears get used to the American way of speaking, and their own verbal abilities improve.

Review

These are the important points you should have learned from this chapter:

1. Academic writing is a special kind of writing for college and university work. It is intended for a specific audience (primarily your instructors and professors).
2. Academic writing is formal in tone.
3. The purpose of academic writing is usually to explain or to persuade. The purpose of a piece of writing will determine its rhetorical form.
4. Prewriting activities are useful for narrowing a topic and generating ideas. Three useful brainstorming techniques are listing, freewriting, and clustering.
5. Plan your writing by preparing an outline.
6. Revision is an essential part of the writing process. Your first effort is called the rough draft. After revising it for content and organization (using the Peer Editing Checklists at the ends of most chapters), write your second draft. Proofread your second draft for sentence structure, grammar, mechanics, and vocabulary, and then write a final copy to hand in.

WRITING PRACTICE

Choose one of the topics for which you have completed the brainstorming step, and write a paragraph ten to fifteen sentences in length. Use your topic from one of these practices: Practice 2: Brainstorming by Listing (page 6), Practice 3: Brainstorming by Freewriting (page 7), or Practice 4: Brainstorming by Clustering (page 8).

Complete the remaining steps in the writing process:

STEP 1 *Brainstorming*: You have already completed this step.
Prewriting

STEP 2 *Planning*: Develop an outline, including a topic sentence.

STEP 3 *Writing*: Write a rough draft.

STEP 4 *Revising*: Edit your rough draft for content and organization.

STEP 5 *Rewriting*: Write a second draft, and proofread it for grammar and mechanics.

STEP 6 Write a final copy to hand in.

CHAPTER

2

What Is a Paragraph? An Overview



Egyptian hieroglyphics

Introduction

A paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea. A paragraph can be as short as one sentence or as long as ten sentences. The number of sentences is unimportant; however, the paragraph should be long enough to develop the main idea clearly.

A paragraph may stand by itself. In academic writing, a paragraph is often used to answer a test question such as the following: "Define management by objectives, and give one example of it from the reading you have done for this class."

A paragraph may also be one part of a longer piece of writing such as a chapter of a book or an essay. You will first learn how to write good paragraphs, and then you will learn how to combine and expand paragraphs to build essays.

Paragraph Structure

MODEL

Paragraph Structure

The following model contains all the elements of a good paragraph. Read it carefully two or three times, and try to analyze its structure.

Gold

Gold, a precious metal, is prized for two important characteristics. First of all, gold has a lustrous¹ beauty that is resistant to corrosion.² Therefore, it is suitable for jewelry, coins, and ornamental purposes. Gold never needs to be polished and will remain beautiful forever. For example, a Macedonian³ coin remains as ⁵untarnished⁴ today as the day it was minted⁵ twenty-three centuries ago. Another important characteristic of gold is its usefulness to industry and science. For many years, it has been used in hundreds of industrial applications. The most recent use of gold is in astronauts' suits. Astronauts wear gold-plated heat shields for protection outside spaceships. In conclusion, gold is treasured not only for its ¹⁰beauty but also for its utility.

The Three Parts of a Paragraph

A paragraph has three major structural parts: a topic sentence, supporting sentences, and a concluding sentence.

The **topic sentence** states the main idea of the paragraph. It not only names the topic of the paragraph, but it also limits the topic to one or two areas that can be discussed completely in the space of a single paragraph. The specific area is called the controlling idea. Notice how the topic sentence of the model states both the topic and the controlling idea:

TOPIC

CONTROLLING IDEA

Gold, a precious metal, is prized for two important characteristics.

Supporting sentences develop the topic sentence. That is, they explain the topic sentence by giving reasons, examples, facts, statistics, and quotations. Some of the supporting sentences that explain the topic sentence about gold are

First of all, gold has a lustrous beauty that is resistant to corrosion.

For example, a Macedonian coin remains as untarnished today as the day it was minted twenty-three centuries ago.

Another important characteristic of gold is its usefulness to industry and science.

The most recent use of gold is in astronauts' suits.

¹ **lustrous:** glowing

² **corrosion:** chemical damage

³ **Macedonian:** from an ancient Mediterranean culture

⁴ **untarnished:** unchanged in color

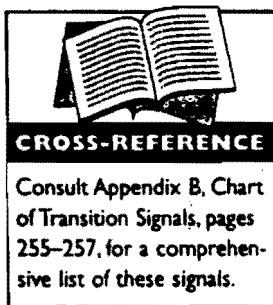
⁵ **minted:** made, manufactured

Part I Writing a Paragraph

The concluding sentence signals the end of the paragraph and leaves the reader with important points to remember:

In conclusion, gold is treasured not only for its beauty but also for its utility.

Unity and Coherence



In addition to the three structural parts of a paragraph, a good paragraph also has the elements of unity and coherence.

Unity means that you discuss only *one* main idea in a paragraph. The main idea is stated in the topic sentence, and then each and every supporting sentence develops that idea. If, for example, you announce in your topic sentence that you are going to discuss two important characteristics of gold, discuss only those. Do not discuss any other ideas, such as the price of gold or gold mining.

Coherence means that your paragraph is easy to read and understand because (1) your supporting sentences are in some kind of logical order and (2) your ideas are connected by the use of appropriate transition signals. For example, in the paragraph about gold, there are two supporting ideas: Gold is beautiful, and gold is useful. Each of these supporting ideas is discussed, one after the other, and an example is given for each one. This is one kind of logical order. Furthermore, the relationship between the ideas is clearly shown by using appropriate transition words and phrases such as *first of all*, *for example*, *another important characteristic*, and *in conclusion*.

- In summary, a well-written paragraph contains five elements: a topic sentence, supporting sentences, a concluding sentence, unity, and coherence. In Part I of this book, you will study and practice each of these elements.

The Finished Assignment Format

Usually, instructors accept either handwritten or typed (on a typewriter or computer) assignments. Follow the instructions below to format the assignments you prepare for this class. Your instructor may assign other formats as well.

Paper **Handwritten:** Standard 8½ by 11 inch white binder paper. Remember that the holes are on the left. Write on one side only.

Typed: Standard 8½ by 11 inch white typing paper. Type on one side only.

Assignment Identification

Both handwritten and typed:

- In the upper right-hand corner, write or type your name, the course title and/or number, and the due date.
- In the upper left-hand corner, write or type the practice number and/or name of the assignment and the page number.

Title

Handwritten: Center the title on the top line of the first page.

Typed: Center the title about 1½ inches from the top of the first page.

Body

Handwritten:

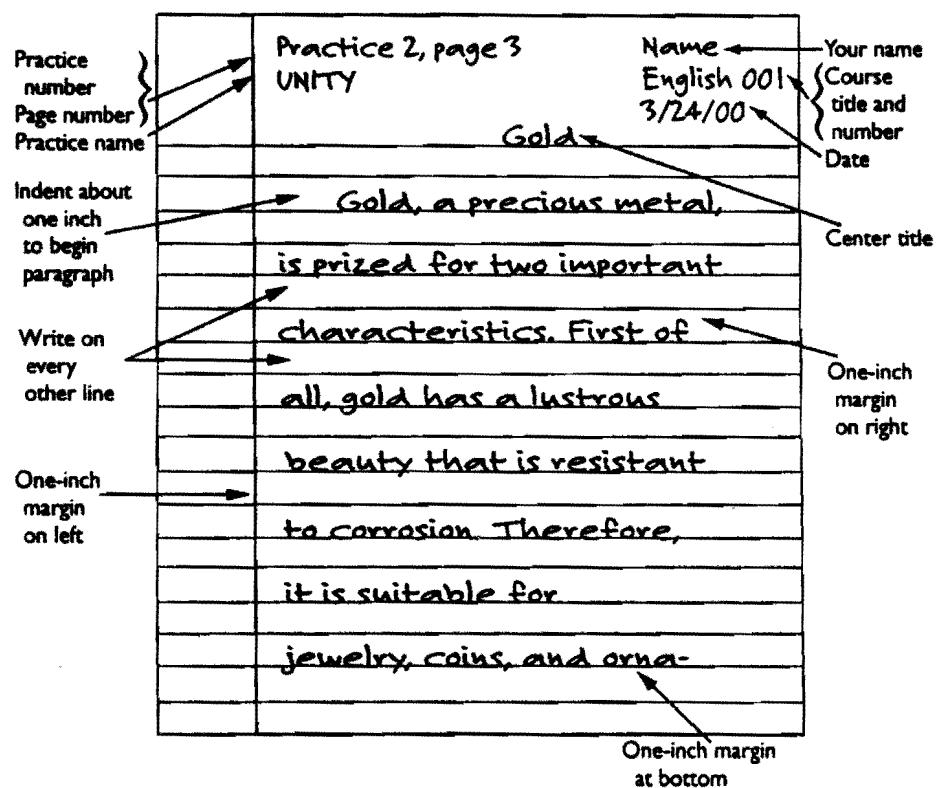
- Begin writing on the third line after skipping a line.
- Indent the first line of every paragraph about one inch from the margin.
- Write on every other line.

Typed:

- Begin typing after skipping four single-spaced lines.
- Indent the first line of every paragraph five spaces.
- Double space; that is, leave one blank line between each line of typing.

Both handwritten and typed:

- Leave one-inch margins on the left and right sides and at the bottom of each page.
- Number every page except the first page.

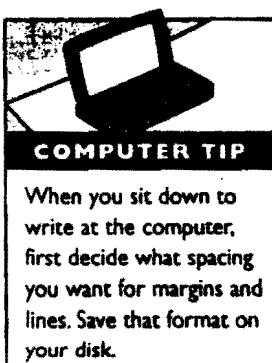
MODEL**Assignment Format****Writing on a Computer**

If you have access to a computer and know a word processing program, you can use it for the complete writing process from brainstorming to writing the final draft. On the other hand, you may prefer to do the prewriting stages of your paper with pencil and paper and then use the computer for the writing, editing, and revising stages. Keep in mind that a paragraph written on a computer is formatted like a typewritten one.

Writing on a computer is the most efficient, timesaving method of reorganizing and improving the content of your paper. You can add, change, and delete words, phrases, sentences, or whole paragraphs with just a few keystrokes. You can also move items from one location to another in a flash, and if you don't like the change you just made, you can change it back instantly.

Another advantage of using a computer is that you can tell the computer to proofread your paper for spelling errors. Most word processing programs have spelling checkers built into them. Most also automatically correct errors in capitalization. However, you must still proofread your paper yourself because a computer may not find all of your errors.

As your word processing skills improve, you can start adding boldface and italic type or even photos, charts, and graphic designs to your papers. The possibilities are almost unlimited. It is well worth your time and effort to learn to use a computer for writing.



Part I Writing a Paragraph

How to Write a Title

Single paragraphs do not usually have titles. Giving your practice paragraphs titles, however, may help you to organize and limit your thoughts. For longer essays or reports, though, the use of titles will become more necessary.

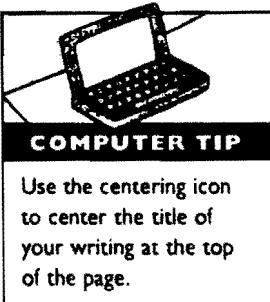
A title tells the reader what the topic of the paragraph is. It is usually a word or phrase, not a sentence. It should be brief, but not so brief that it doesn't tell the reader what to expect.

Remember these points when writing a title:

1. The first, last, and all important words in a title are capitalized. Prepositions and articles are not considered important words in a title. Prepositions of more than five letters, however, may be capitalized. Articles that begin the title, of course, are capitalized.
2. The title of a paragraph or essay is not underlined.
3. The title is not enclosed in quotation marks, nor is it ended with a period.

My Greatest Culture Shock
How to Choose a Good Used Car

The Effects of Inflation
Riding the Subway in New York



The Topic Sentence

Every good paragraph has a topic sentence, which clearly states the topic and the controlling idea of the paragraph. It is a complete sentence. It is usually (but not always) the first sentence in the paragraph.

A topic sentence is the most important sentence in a paragraph. It briefly indicates what the paragraph is going to discuss. For this reason, the topic sentence is a helpful guide to both the writer and the reader. The writer can see what information to include (and what information to exclude). The reader can see what the paragraph is going to be about and is, therefore, better prepared to understand it.

There are three important points to remember about a topic sentence.

1. A topic sentence is a *complete sentence*; that is, it contains a subject, a verb, and (usually) a complement. The following are *not* complete sentences:

Driving on freeways.
The importance of gold.
How to register for college classes.

2. A topic sentence contains both a *topic* and a *controlling idea*. It names the topic and then limits the topic to a specific area to be discussed in the space of a single paragraph. The following examples show how a topic sentence states both the topic and the controlling idea in a complete sentence:

Driving on freeways requires skill and alertness.
Gold, a precious metal, is prized for two important characteristics.
Registering for college classes can be a frustrating experience for new students.

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

The following is an example of a general statement that could serve as a topic sentence:

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

The following sentence, on the other hand, is too specific:

The slang expression *so long* (meaning “goodbye”) is probably a corruption of the Arabic *salaam*.

Sentences such as the following may be too general:

English is a difficult language to learn.

Position of Topic Sentences

The topic sentence may be the first or last sentence in a paragraph. The topic sentence may also be the first *and* last sentence of the paragraph—“sandwich-style.” A sandwich-style paragraph is especially helpful to your reader if the paragraph is very long. The second topic sentence in the sandwich-style paragraph also serves as a concluding sentence.

Study the following three paragraphs. Notice the different positions for the topic sentence in each. The topic sentences are underlined.

MODEL

Position of Topic Sentences

Hurricanes

Hurricanes, which are also called cyclones, exert tremendous power.

These violent storms are often a hundred miles in diameter, and their winds can reach velocities¹ of seventy-five miles per hour or more. Furthermore, the strong winds and heavy rainfall that accompany them can completely destroy a small town in a couple of hours. The energy that is released by a hurricane in one day exceeds the total energy consumed by humankind throughout the world in one year.

Medical Miracles to Come

By the year 2009, a vaccine² against the common cold will have been developed. By the same year, the first human will have been successfully cloned.³ By the year 2014, parents will be able to create designer children. Genetic therapy will be able to manipulate genes for abilities, intelligence, and hair, eye, and skin color. By 2020, most diseases will be able to be diagnosed and treated at home, and by 2030, cancer and heart disease will have been wiped out. These are just a few examples of medical miracles that are expected in the next few decades.

Synonyms

Synonyms, words that have the same basic meaning, do not always have the same emotional meaning. For example, the words *stingy* and *frugal* both mean “careful with money.” However, to call a person *stingy* is an insult, while the word *frugal* has a much more positive connotation.⁴ Similarly, a person wants to be slender but not skinny, and aggressive but not pushy. Therefore, you should be careful in choosing words because many so-called synonyms are not really synonymous at all.

¹ velocities: speeds

² vaccine: substance that prevents a specific disease such as smallpox or polio

³ cloned: made an exact copy of

⁴ connotation: positive or negative meaning

Jordan

Part I Writing a Paragraph

PRACTICE I

Recognizing Topic Sentences

Remember, the topic sentence indicates the main idea of a paragraph and is the most general statement in the paragraph.

STEP 1 Decide which of the following sentences is the topic sentence of the paragraph.

STEP 2 Write TS on the line next to that sentence.

STEP 3 Decide the order of the supporting sentences and number them SS1, SS2, SS3, and so on.

Paragraph 1

- a. It enables customers to do several banking transactions twenty-four hours a day.
- 4 b. In addition, a customer can transfer funds between accounts or get a cash advance on a credit card.
- c. An automated teller machine (ATM) is a convenient miniature bank.
- 3 d. For example, a customer can use an ATM to deposit money and withdraw a limited amount of cash.

Paragraph 2

- 2 a. After an attack by a great white, 462 stitches were required to sew up an Australian scuba diver.
- TB b. With their razor-sharp teeth and strong jaws, great white sharks are very dangerous.
- c. Nevertheless, one did just that near a public beach in Australia in 1985.
- d. Even when they attack humans, however, great whites do not usually eat them.
- e. It bit in half and totally devoured¹ a young female swimmer.
- f. Great whites do not usually attack humans, but when they do, they always cause serious injury and even death.

Paragraph 3

- a. Another important change was that people had the freedom to live and work wherever they wanted.
- b. The earliest significant change was for farming families, who were no longer isolated.
- c. The final major change brought by the automobile was the building of superhighways, suburbs, huge shopping centers, and many theme parks such as Disney World in Florida.
- d. The automobile revolutionized the American way of life.
- e. The automobile enabled them to drive to towns and cities comfortably and conveniently.
- f. In fact, people could work in a busy metropolitan city and drive home to the quiet suburbs.

¹ devoured: ate

Paragraph 4

1. a. In time, this melted part rises as a **magma**.²
2. b. The formation of a volcanic eruption is a dramatic series of events.
3. c. As the **plate**³ sinks, friction and the earth's heat cause part of it to **melt**.
4. d. The magma produces heat, steam, and pressure.
5. e. First of all, most volcanoes are formed where two plates **collide**.⁴
6. f. Then one of the plates is forced under the other and sinks.
7. g. When the heat, steam, and pressure from the magma finally reach the surface of the Earth, a volcanic eruption occurs.

The Two Parts of a Topic Sentence

A topic sentence has two essential parts: the topic and the controlling idea. The *topic* names the subject, or main idea, of the paragraph. The *controlling idea* makes a specific comment about the topic, which indicates what the rest of the paragraph will say about the topic. It limits or controls the topic to a specific aspect of the topic to be discussed in the space of a single paragraph.

TOPIC	CONTROLLING IDEA
	Convenience foods are <u>easy to prepare</u> .

In this example, the topic is named: convenience foods. A specific comment is then made about the topic: They are easy to prepare. From this sentence, the reader immediately knows that the supporting sentences in the remainder of the paragraph will explain or prove how quick and easy it is to prepare convenience foods and perhaps give some examples (frozen dinners, canned soups, etc.).

CONTROLLING IDEA	TOPIC
<u>The native foods of America's immigrant population</u> are reflected in <u>American cooking</u> .	

In this example, the topic is American food. The controlling idea of this topic sentence is that Americans eat many foods from other countries. Therefore, the reader should expect the paragraph to give examples of popular ethnic foods such as fried rice (Chinese), tacos (Mexican), sauerbraten (German), sukiyaki (Japanese), spaghetti (Italian), and so on.

TOPIC	CONTROLLING IDEA
	The average American teenager consumes <u>enormous quantities of junk food</u> .

In this example, the topic is the average American teenager. The controlling idea about the topic states that the American teenager eats junk food. Thus, the rest of the paragraph should discuss the quantities and types of junk food that American teenagers eat (soft drinks, potato chips, candy bars, etc.).

² **magma:** melted rock inside the earth

³ **plate:** rigid section of rock

⁴ **collide:** clash

Part I Writing a Paragraph

PRACTICE 2

*Identifying the Parts of
a Topic Sentence*

Circle the topic and underline the controlling idea in each of the following sentences.

Example

Driving on freeways requires skill and alertness.

1. Driving on freeways requires nerves of steel.¹
2. Driving on freeways requires an aggressive attitude.
3. The Caribbean island of Trinidad attracts tourists because of its calypso music.
4. Spectacular beaches make Puerto Rico a tourist paradise.
5. Living in an American college dormitory can be a stressful experience for newly arrived international students.
6. Many religious rules developed from the health needs of ancient times.
7. The spread of AIDS can be slowed by educating the public.
8. A major problem for international students is taking essay examinations.
9. Participating in class discussions in English is a problem for international students.
10. In my opinion, many television commercials for cosmetics lie to women.
11. Owning an automobile is a necessity for me.
12. It is an expensive luxury to own an automobile in a large city.

Writing Topic Sentences

When you write a sentence, remember these two points:

1. A topic sentence should be neither too general nor too specific. If it is too general, the reader cannot tell exactly what the paragraph is going to discuss. If it is too specific, the writer may not have anything left to write about in the rest of the paragraph.

Think of a topic sentence as being like the name of a particular course on a restaurant menu. When you order food in a restaurant, you want to know more about a particular course than just "meat" or "soup" or "salad." You want to know *generally* what kind of salad it is. Potato salad? Mixed green salad? Fruit salad? However, you do not necessarily want to know all of its ingredients.

Similarly, the reader of a paragraph wants to know *generally* what to expect in a paragraph, but he/she does not want to learn all of the specific details in the first sentence.

Too general: American food is terrible.

Too specific: American food is tasteless and greasy because Americans use too many canned, frozen, and prepackaged foods and because everything is fried in oil or butter.

Good: American food is tasteless and greasy.

2. Do not include too many unrelated ideas in your topic sentence; if you do, your paragraph will not be unified.

Too many ideas: San Francisco is famous for its temperate climate, its many tourist attractions, and its cosmopolitan² atmosphere.

The three parts of this controlling idea are too unrelated for a single paragraph. They would require three separate paragraphs.

Good: San Francisco is famous for its cosmopolitan atmosphere.

¹ **nerves of steel:** very strong nerves (idiom)

² **cosmopolitan:** international

PRACTICE 3**Writing Topic Sentences**

- A. Write good topic sentences for the following paragraphs in the spaces provided. Remember to include both a topic and a controlling idea.

Paragraph 1

Topic sentence: Americans have many words of foreign origin.

Americans relaxing at home, for example, may put on **kimonos**,³ which is a Japanese word. Americans who live in a warm climate may take an afternoon **siesta**⁴ on an outdoor **patio**⁵ without even realizing that these are Spanish words. In their gardens, they may enjoy the fragrance of **jasmine** flowers, a word that came into English from Persian. They may even relax on a **chaise longue**⁶ while sipping a drink made with **vodka**, words of French and Russian origin, respectively.

Paragraph 2

In European universities, students are not required to attend classes. In fact, professors in Germany generally do not know the names of the students enrolled in their courses. In the United States, however, students are required to attend all classes and may be penalized⁷ if they don't. Furthermore, in the European system, there is usually just one comprehensive examination at the end of the students' entire four or five years of study. In the American system, on the other hand, there are usually numerous quizzes, tests, and homework assignments, and there is almost always a final examination in each course at the end of the semester.

Paragraph 3

For example, the Eskimos, living in a treeless region of snow and ice, sometimes build temporary homes out of thick blocks of ice. People who live in deserts, on the other hand, use the most available material, mud or clay, which provides good insulation⁸ from the heat. In Northern Europe, Russia, and other areas of the world where forests are plentiful, people usually construct their homes out of wood. In the islands of the South Pacific, where there is a plentiful supply of bamboo and palm, people use these tough, fibrous⁹ plants to build their homes.

³ **kimono:** lounging robe

⁴ **siesta:** afternoon nap

⁵ **patio:** courtyard

⁶ **chaise longue:** lounge chair

⁷ **penalized:** punished

⁸ **insulation:** protection

⁹ **fibrous:** containing fiber

Part I Writing a Paragraph

- B. Write two or three topic sentences for each of the following topics. In other words, give two or three controlling ideas for the same topic.

Example

Topic: Television's effects on children

Topic sentences: (1) Television is harmful to children because it teaches them violence as a way of solving problems.
 (2) Television retards¹ a child's reading ability.

Smoking cigarettes

Pollution

Foreign travel

Touring your hometown

Prejudice

- C. With your classmates, choose three topics that interest you as a group. Write a topic sentence for each topic. Be sure to include a controlling idea.

The Concluding Sentence

Now that you know how to write a good topic sentence for a paragraph, you should also learn how to write a good concluding sentence. A concluding sentence is not absolutely necessary; in fact, a concluding sentence is not customary for every paragraph in a multiparagraph essay. However, for single paragraphs, especially long ones, a concluding sentence is helpful to the reader because it signals the end of the paragraph and because it is a reminder of the important points.

A concluding sentence serves three purposes:

1. It signals the end of the paragraph.
2. It summarizes the main points of the paragraph.
3. It gives a final comment on the topic and leaves the reader with the most important ideas to think about.

Use one of the following end-of-paragraph signals to introduce your concluding sentence:

END-OF-PARAGRAPH SIGNALS

THESE ARE FOLLOWED BY A COMMA	THESE ARE NOT FOLLOWED BY A COMMA
Finally, In conclusion, In summary, Therefore, Thus,	As a result, Indeed, In brief, In short, We can see that ... It is clear that ... These examples show that ... There can be no doubt that ... The evidence suggests that ...

¹ **retards:** slows down

The examples that follow demonstrate two different types of concluding sentences. The first one paraphrases the topic sentence; that is, the concluding sentence repeats the main idea of the topic sentence in different words. The second example summarizes the two main points of the paragraph, which were not specifically stated in the topic sentence.

MODEL*Concluding Sentences***Synonyms**

Synonyms, words that have the same basic meaning, do not always have the same emotional meaning. For example, the words *stingy* and *frugal* both mean "careful with money." However, to call a person *stingy* is an insult, while the word *frugal* has a much more positive connotation. Similarly, a person 5wants to be slender but not skinny, and aggressive but not pushy. Therefore, you should be careful in choosing words because many so-called synonyms are not really synonymous at all.

Gold

Gold, a precious metal, is prized for two important characteristics. First of all, gold has a lustrous beauty that is resistant to corrosion. Therefore, it is suitable for jewelry, coins, and ornamental purposes. Gold never needs to be polished and will remain beautiful forever. For example, a Macedonian coin 5remains as untarnished today as the day it was minted twenty-three centuries ago. Another important characteristic of gold is its usefulness to industry and science. For many years, it has been used in hundreds of industrial applications. The most recent use of gold is in astronauts' suits. Astronauts wear gold-plated heat shields for protection outside spaceships. In conclusion, gold is 10treasured not only for its beauty but also for its utility.

PRACTICE 4*Writing Concluding Sentences*

STEP 1 Underline the topic sentence in each paragraph.

STEP 2 Determine the main idea of each paragraph.

STEP 3 Add a good concluding sentence to each. You may either paraphrase the topic sentence or summarize the main points.

STEP 4 Begin each concluding sentence with an end-of-paragraph signal.

Paragraph 1

You can be a good conversationalist by being a good listener. When you are conversing with someone, pay close attention to the speaker's words while looking at his or her face. Show your interest by smiling and/or nodding. Furthermore, don't interrupt while someone is speaking; it is impolite to 5do so. If you have a good story, wait until the speaker is finished. Also, watch your body language; it can affect your communication whether you are the speaker or the listener. For instance, don't sit slumped in a chair or make nervous hand and foot movements. Be relaxed and bend your body slightly forward to show interest in the person and the conversation.

Paragraph 2

Modern communication technology is driving workers in the corporate world crazy. They feel buried under the large number of messages they receive daily. In addition to telephone calls, office workers receive dozens of E-mail and voice mail messages daily. In one company, in fact, managers receive an average of 100 messages a day. Because they don't have enough time to respond to these messages during office hours, it is common for them to do so in the evenings or on weekends at home.

Review

These are the important points you should have learned from this chapter:

- 1. A good topic sentence**
 - Is a complete sentence with a subject, a verb, and a controlling idea
 - Is neither too general nor too specific. It states clearly what the main idea of the paragraph is but does not include specific details
 - Is usually the first sentence in the paragraph
- 2. A good concluding sentence**
 - Signals the end of the paragraph
 - Summarizes the important points briefly or restates the topic sentence in different words

WRITING PRACTICE

Choose one of the topics from Practice 3B (page 26) and write a paragraph ten to fifteen sentences in length. Remember the steps in the writing process:

STEP 1 *Prewriting* Brainstorm for Parallelism: You have already completed this step.

STEP 2 *Planning* Develop an outline that includes a topic sentence and a concluding sentence (if necessary). Underline them.

STEP 3 *Writing* Write a rough draft.

STEP 4 *Editing* Ask a classmate to check your rough draft against the Peer Editing Checklist that follows.

STEP 5 *Rewriting* Write a second draft, and proofread it for grammar and mechanics.

STEP 6 Write a final copy to hand in.



CROSS-REFERENCE
You may wish to use both coordination and subordination sentence patterns. Refer to Coordination vs. Subordination on pages 163–164.

Peer Editing

Peer editing is an interactive process of reading and commenting on a classmate's writing. You will exchange rough drafts with a classmate, read each other's paragraphs, and make helpful comments to improve your classmate's content and organization and, therefore, his or her clarity. A peer editor may say that your paragraph is "OK" or "good" but may still offer specific suggestions to improve it. If something is not clear, or if something needs to be explained more completely, he or she will tell you. You should consider his or her suggestions even though you may decide not to use all of them.

This is how to proceed: Exchange copies of your paragraph and textbooks with a classmate. Write your comments and suggestions about his or her paragraph in his or her book. Your classmate will write comments and suggestions about your paragraph in your book.

PEER EDITING CHECKLIST

PEER EDITOR'S COMMENTS AND SUGGESTIONS	
GENERAL	
1. What do you like best about this paragraph?	
PAPER FORMAT	
2. Is the format (title, indenting, double spacing, margins) correct? Does it look like the model on page 19?	
ORGANIZATION AND CONTENT	
3. Topic sentence: Is there a clear topic sentence? Does it have a controlling idea?	
4. Supporting sentences: Is the main idea clear? Does the writer need to add more details to explain it?	
5. Concluding sentence: Is there a concluding sentence? Does it begin with an appropriate end-of-paragraph signal?	
SENTENCE STRUCTURE	
6. Are there any unclear sentences? Can you suggest a way to improve them?	
GRAMMAR AND MECHANICS	
7. Are there any errors in grammar and mechanics (spelling, punctuation, and capitalization)?	

CHAPTER

3

Unity and Outlining



Sumerian tablet

Unity

Another important element of a good paragraph is **unity**. Every good paragraph has unity, which means that only *one* main idea is discussed. For example, if your paragraph is about the advantages of owning a compact car, discuss only that. Do not discuss the disadvantages. Furthermore, it is a good idea for beginning academic writers to discuss only *one* advantage, such as gas economy, in each paragraph. If you begin to discuss another advantage, start a new paragraph. Sometimes it is possible to discuss two or even three aspects¹ of the same idea in one paragraph *if they are closely*

¹ **aspects:** ways of thinking about something

related to each other. For example, you could discuss gas economy and low maintenance costs in the same paragraph because they are closely related, but you should not discuss both gas economy and easier parking in the same paragraph because they are not closely related.

The second part of unity is that every supporting sentence must directly explain or prove the main idea that is stated in the topic sentence. Do not include any information that does not directly support the topic sentence. Sometimes students write supporting sentences that are “off the topic.” These are called irrelevant sentences. For example, if you are writing a paragraph about the high cost of college tuition, you could mention inflation² as a factor. However, if you write several sentences about inflation, you are getting off the topic, and your paragraph will not have unity.

Study the three paragraphs that follow. All of them discuss the same topic. In your opinion, which paragraph has unity and which two do not? Which paragraph discusses more than one topic? Which paragraph has irrelevant sentences?

MODEL

Paragraphs with and without Unity

Paragraph 1

The HIV/AIDS epidemic³ is still growing explosively in most parts of the world. In Central and Eastern Europe, HIV is spreading rapidly in countries that had almost no cases a few years ago. In China, there were an estimated 10,000 HIV-infected persons at the end of 1993, and this total grew ten-fold, to 100,000. by the end of 1995. In the countries of sub-Saharan Africa, the HIV/AIDS epidemic rages on.⁴ In Kenya, Malawi, Rwanda, Tanzania, Uganda, Zambia, and Zimbabwe, 10 percent of the women visiting postnatal⁵ clinics in urban areas are infected with HIV, and in some areas, the rate is 40 percent. Mothers can give the HIV virus to their children during pregnancy and childbirth or when breast-feeding. The virus is also transmitted through blood and blood products. For example, drug users who share needles may become infected. The main method of transmission is, of course, unprotected sex, which accounts for 75 to 85 percent of infections.

Paragraph 2

The HIV/AIDS epidemic is still growing explosively in most parts of the world. In Central and Eastern Europe, HIV is spreading rapidly in countries that had almost no cases a few years ago. In China, there were an estimated 10,000 HIV-infected persons at the end of 1993, and this total grew ten-fold, to 100,000. by the end of 1995. In the countries of sub-Saharan Africa, the HIV/AIDS epidemic rages on. In Kenya, Malawi, Rwanda, Tanzania, Uganda, Zambia, and Zimbabwe, 10 percent of the women visiting postnatal clinics in urban areas are infected with HIV, and in some areas, the rate is 40 percent. Around the world, HIV infection rates are skyrocketing among sex workers.⁶ In Nairobi, Kenya, 80 percent of sex workers are infected, and in Vietnam, the rate of infection climbed from 9 percent to 38 percent between 1992 and 1995. These statistics illustrate with frightening clarity that HIV/AIDS is still a major health problem in most areas of the world.

² **inflation:** decrease in the value of money

³ **epidemic:** widespread disease

⁴ **rages on:** continues to spread

⁵ **postnatal:** after childbirth

⁶ **sex workers:** prostitutes, people (usually women) who perform sexual acts for money

Paragraph 3

The HIV/AIDS epidemic is still growing explosively in most parts of the world. In Central and Eastern Europe, HIV is spreading rapidly in countries that had almost no cases a few years ago. In China, there were an estimated 10,000 HIV-infected persons at the end of 1993, and this total grew ten-fold, to 100,000, by the end of 1995. There is evidence that in the United States, the United Kingdom, Australia, and New Zealand, HIV infection rates are declining, at least among males. This is a result of a combination of prevention methods. In the countries of sub-Saharan Africa, the HIV/AIDS epidemic rages on. In Kenya, Malawi, Rwanda, Tanzania, Uganda, Zambia, and Zimbabwe, 10 percent of the women visiting postnatal clinics in urban areas are infected with HIV, and in some areas, the rate is 40 percent. Although there is no cure for HIV/AIDS, new medicines are available that prolong the lives of people with HIV.

PRACTICE I

Unity

- A. The following short essay has not been divided into paragraphs, but it should contain six: an introductory paragraph, four body paragraphs, and a concluding paragraph.

STEP 1 Read the entire essay once or twice.

STEP 2 Decide where each new paragraph should begin. (Where does the author begin to discuss a different topic?)

STEP 3 Underline the first sentence of each paragraph.

Culture, Logic,¹ and Rhetoric

Logic, which is the basis of rhetoric, comes from culture; it is not universal. Rhetoric, therefore, is not universal either but varies from culture to culture. The rhetorical system of one language is neither better nor worse than the rhetorical system of another language, but it is different. English logic and English rhetoric, which are based on Anglo-European cultural patterns, are linear²—that is, a good English paragraph begins with a general statement of its content and then carefully develops that statement with a series of specific illustrations. A good English paragraph may also use just the reverse sequence: It may state a whole series of examples and then summarize those examples in a single statement at the end of the paragraph. In either case, however, the flow of ideas occurs in a straight line from the opening sentence to the last sentence. Furthermore, a well-structured English paragraph is never digressive.³ There is nothing that does not belong to the paragraph and nothing that does not support the topic sentence. A type of construction found in Arabic and Persian writing is very different. Whereas English writers use a linear sequence, Arabic and Persian writers tend to construct a paragraph in a parallel sequence using many coordinators⁴ such as **and** and **but**. In English, maturity of style is often judged by the degree of subordination⁵.

¹ **logic:** way of thinking or reasoning

⁴ **coordinators:** words that join equal elements

² **linear:** in a straight line

⁵ **subordination:** the joining of two unequal elements

³ **digressive:** wandering away from the main topic

rather than by the degree of coordination. Therefore, the Arabic and Persian styles of writing, with their emphasis on coordination, seem awkward and immature to an English reader. Some Asian writers, on the other hand, use an indirect approach. In this kind of writing, the topic is viewed from a variety of angles. The topic is never analyzed directly; it is referred to only indirectly. Again, such a development in an English paragraph is awkward and unnecessarily vague⁶ to an English reader. Spanish rhetoric differs from English rhetoric in still another way. While the rules of English rhetoric require that every sentence in a paragraph relate directly to the central idea, a Spanish-speaking writer loves to fill a paragraph with interesting digressions. Although a Spanish paragraph may begin and end on the same topic, the writer often digresses into areas that are not directly related to the topic. Spanish rhetoric, therefore, does not follow the English rule of paragraph unity. In summary, a student who has mastered the grammar of English may still write poor papers unless he/she has also mastered the rhetoric of English. Also, the student may have difficulty reading an essay written by the rules of English rhetoric unless he/she understands the "logical" differences from those of his/her own native tongue.

- B. Both of the following paragraphs break the rule of unity because they contain one or more irrelevant sentences—sentences that do not directly support the topic sentence.

STEP 1 Locate and underline the topic sentence of each paragraph.

STEP 2 Find the irrelevant sentence(s) and cross them out.

Paragraph 1

Adventure travel is the hot trend in the tourism industry. Ordinary people are no longer content to spend their two weeks away from the office resting on a sunny beach in Hawaii. More and more often, they are choosing to spend their vacations rafting down wild rivers, hiking through steamy rain forests, climbing the world's highest mountains, or traversing⁷ slippery glaciers.⁸ People of all ages are choosing educational study tours for their vacations.

Paragraph 2

Daredevil⁹ sports are also becoming popular. Young people especially are increasingly willing to risk life and limb¹⁰ while mountain biking, backcountry snowboarding, or high-speed skateboarding. Soccer is also becoming popular in the United States, where it was not well known until recently. One of the riskiest new sports is skysurfing, in which people jump out of airplanes with graphite boards attached to their feet. Skysurfing rivals¹¹ skydiving and bungee jumping for the amount of thrills—and risk.

⁶ **vague:** unclear

⁹ **daredevil:** high-risk

⁷ **traversing:** going across

¹⁰ **risk life and limb:** take a chance of injury or death

⁸ **glaciers:** slowly moving rivers of ice

¹¹ **rivals:** competes with

Part I Writing a Paragraph

- C. Both of the following paragraphs have not only two or more topics but also irrelevant sentences.

STEP 1 Decide where each paragraph should be divided into two or more paragraphs. Underline the topic sentence of each.

STEP 2 Find the irrelevant sentence(s) and cross them out.

Paragraph 1

Because the Internet makes the world a smaller place, the value of having a common language is greatly increased. The question is—which language? Because the Internet grew up in the United States, the largest percentage of its content is now in English. Bill Gates, Microsoft's president, believes
5 that English will remain valuable for a long time as a common language for international communication. His company spends \$200 million a year translating software into other languages. He says, "Unless you read English passably well, you miss out on some of the Internet experience." Someday, software may be available to instantly translate both written and spoken lan-
10 guage so well that the need for any common language could decline. That day is decades away, however, because flawless machine translation is a very tough problem. Software that does crude¹ translations already exists. It is useful if all you are trying to do is understand the general idea of something you see on your computer screen. However, if you are trying to negotiate a
15 contract or discuss a scientific subject where details are important, machine translation is totally useless. Computer spelling checkers also exist for various languages.

Paragraph 2

Even when you try to be polite, it's easy to do the wrong thing inadvertently in a new culture. For example, when someone offers you food or a beverage in America, accept it the first time it is offered. If you say "No, thank you" because it is polite to decline the first one or two offers in your culture,
5 you could become very hungry and thirsty. An American thinks that "no" means "no" and will usually not offer again. American meals are usually more informal than meals in other countries, and the times of meals may be different. Although Americans are usually very direct in social matters, there are a few occasions when they are not. If an American says, "Please drop by sometime," he may or may not want you to visit him in his home. Your clue
10 that this may not be a real invitation is the word "sometime." In some areas of the United States, Americans do not expect you to visit them unless you have an invitation for a specific day and time. In other areas of the United States, however, "dropping by" is a friendly, neighborly gesture. Idioms are often difficult for newcomers to understand.
15

¹ **crude:** rough, without refinement or elegance

Paragraph Outlining

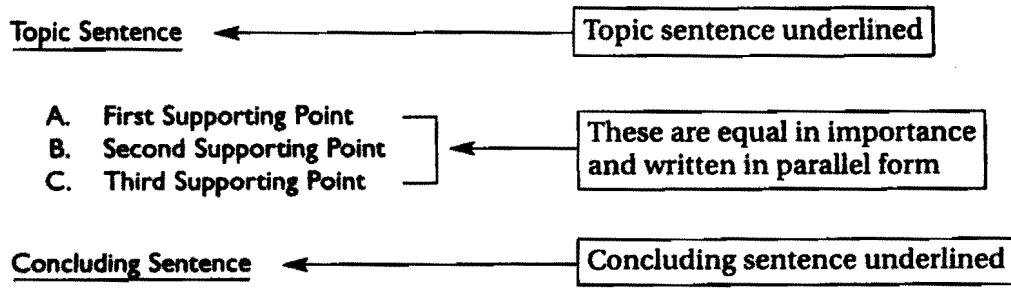
An outline is like an architect's plan for a house. An architect plans a house before it is built to make sure that all the parts will fit. Like an architect, you should plan a paragraph before you write it to make sure that all of your ideas will fit.

Learning to outline will improve your writing for three reasons. First of all, it will help you organize your ideas. Specifically, an outline will ensure that you won't include any irrelevant ideas, that you won't leave out any important points, and that your supporting sentences will be in logical order. Second, learning to outline will help you write more quickly. It may take some practice at first, but once you become used to outlining your ideas before you start to write, you will be surprised at how fast you will actually be able to write. Preparing an outline is 75 percent of the work. The actual writing becomes easier because you don't have to worry about what you are going to say; you already have a well-organized plan to follow. Finally, your grammar will improve because you will be able to concentrate on it, not on your thoughts or organization. Improved organization, speed, and grammar make learning to outline well worth the effort.

There are several different outline forms that can be used. The form used in this book is particularly helpful for students who have never practiced outlining before. However, your instructor may recommend a different form.

A simple outline for a short paragraph might look like this:

COMPUTER TIP
Your computer program
may have an outlining
feature: special commands
to help you set up your
outline easily.



Of course, the number of main supporting points (A, B, C) will vary widely from paragraph to paragraph. This particular paragraph has three main supporting points; others may have only two or as many as ten. Also, some paragraphs may not have a concluding sentence, and in others, the topic sentence may not be the first sentence.

Study the simple outline below for the second paragraph above. Then reread the paragraph to see how the writer used this plan to write a well-organized paragraph that is easy to understand.

MODEL

Simple Paragraph Outline

Learning to outline will improve your writing for three reasons.

- A. It will help you organize your ideas.
- B. It will help you write more quickly.
- C. It will help you improve your grammar.

Improved organization, speed, and grammar make learning to outline well worth the effort.

Part I Writing a Paragraph

The "Parallel Form" Rule

Equal parts of an outline should be written in parallel form. This means that all ideas with the same kind of letter or number should have the same grammatical form; that is, they all should be complete sentences, or all nouns, or all adjectives, or all prepositional phrases, etc. In the first outline that follows, point A is a sentence. What are points B and C?

1. The English language is constantly changing.

WRONG

- A. Pronunciation has changed in the past 500 years.
- B. Some grammatical changes.
- C. Vocabulary.

Indeed, English, like all living languages, is continually changing in pronunciation, grammar, and especially vocabulary.

In the next outline, points A, B, and C are all nouns. This outline has parallel form.

2. The English language is constantly changing.

RIGHT

- A. Pronunciation.
- B. Grammar.
- C. Vocabulary.

Indeed, English, like all living languages, is continually changing in pronunciation, grammar, and especially vocabulary.

In the following outline, points A, B, and C are all sentences. This outline also has parallel form.

3. The English language is constantly changing.

RIGHT

- A. Pronunciation has changed in the past 500 years.
- B. Some changes in grammar have occurred and are still occurring.
- C. Vocabulary is the area of greatest change.

Indeed, English, like all living languages is continually changing in pronunciation, grammar, and especially vocabulary.

PRACTICE 2

Rewrite each of these outlines to make the support part parallel in form.

Making Outlines Parallel

1. San Francisco is famous for its tourist attractions.

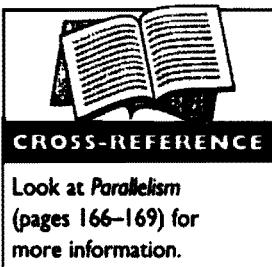
- A. Golden Gate Park is very famous.
- B. Chinatown.
- C. Fisherman's Wharf attracts hundreds of tourists.
- D. Riding the cable cars.

For these four attractions alone, San Francisco is well worth a visit.

2. Gold, a precious metal, is prized for two important characteristics.

- A. It is beautiful.
- B. Usefulness to science and industry.

In conclusion, gold is treasured not only for its beauty but also for its utility.



CROSS-REFERENCE
Look at *Parallelism*
(pages 166–169) for
more information.

3. Medical researchers will produce some amazing advances in the very near future.

- A. By the year 2009, a vaccine against the common cold.
- B. Cloning of the first human in the same year.
- C. By the year 2014, parents will be able to create designer children.
- D. By 2020, most diseases diagnosed and treated at home.
- E. By the year 2030, cancer and heart disease wiped out.

These are just a few examples of medical miracles that are expected in the next few decades.

**The Equivalent Value Rule:
Outlines with Details**

In an outline, ideas that have the same kind of letter or number must have equal value. This is the "equivalent value" rule. This means that main supporting points all should have the same kind of letter or number. Details should have a different kind of letter or number. Study the detailed outline that follows to see how this system works.

MODEL

Detailed Paragraph Outline

Learning to outline will improve your writing for three reasons.

- A. It will help you organize your ideas.
 - 1. You won't include irrelevant ideas.
 - 2. You won't leave out important points.
 - 3. Your supporting sentences will be in logical order.
- B. It will help you write more quickly.
 - 1. It may take practice.
 - 2. Seventy-five percent of the work is done.
 - 3. You don't worry about what you are going to say.
- C. It will help you improve your grammar.
You will be able to concentrate on it.

Improved organization, speed, and grammar make learning to outline well worth the effort.

Note: The detail under point C has no number because there is only one detail for it. A further outlining rule states, "If there is no B, there cannot be an A; if there is no 2, there cannot be a 1."

PRACTICE 3

Outlines with Details

Organize the items in the lists below and on page 38 into outlines. Give the items with equal value the same kind of letter or number. You may follow the system of capital letters and numbers used in the model above, or your instructor may recommend a different system.

A. Sports

surfing	scuba diving	team sports	wrestling
fishing	basketball	soccer	boxing
baseball	skiing	ice skating	American football
individual sports	tennis	hiking	snowboarding
volleyball	marathon running	bicycle racing	

Part I Writing a Paragraph

B. Differences between British and American English

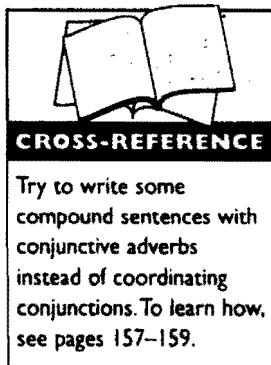
bonnet/hood	petrol/gas
British people don't always pronounce <i>r</i>	defence/defense
pronunciation	grammar
colour/color	the structure "have got" is not used in American English
vocabulary	spelling
biscuit/cookie	<i>schedule</i> : British say [shed-u-all], Americans say [sked-u-all]
<i>a</i> is pronounced like <i>a</i> in <i>father</i> in British English	realise/realize

Review

These are the important points you should have learned from this chapter:

1. Every good paragraph has unity. Discuss only one idea in each paragraph. All supporting sentences must directly support the topic sentence.
2. An outline is useful as a plan for a paragraph. It organizes the ideas. Outlines should be written in parallel form and follow the equivalent value rule.

Choose one of the suggested topics that follows, and write a paragraph that is ten to fifteen sentences in length. Remember the steps in the writing process:



- | | |
|------------------------------------|--|
| STEP 1
<i>Prewriting</i> | Brainstorm a topic for ideas, using the listening, freewriting, or clustering techniques you have learned. |
| STEP 2
<i>Planning</i> | Develop an outline that includes a topic sentence and a concluding sentence (if necessary). Underline them. |
| STEP 3
<i>Writing</i> | Write a rough draft. |
| STEP 4
<i>Editing</i> | Have a classmate check your rough draft against the Peer Editing Checklist that follows. Make sure your paragraph has unity. |
| STEP 5
<i>Rewriting</i> | Write a second draft, and proofread it for grammar and mechanics. |
| STEP 6 | Write a final copy to hand in. |

Topic Suggestions

How have computers changed our lives?

Important skills or qualities of a doctor, veterinarian, engineer, kindergarten teacher, language learner, politician, world leader, businessman or businesswoman, etc.

The source(s) of one type of pollution

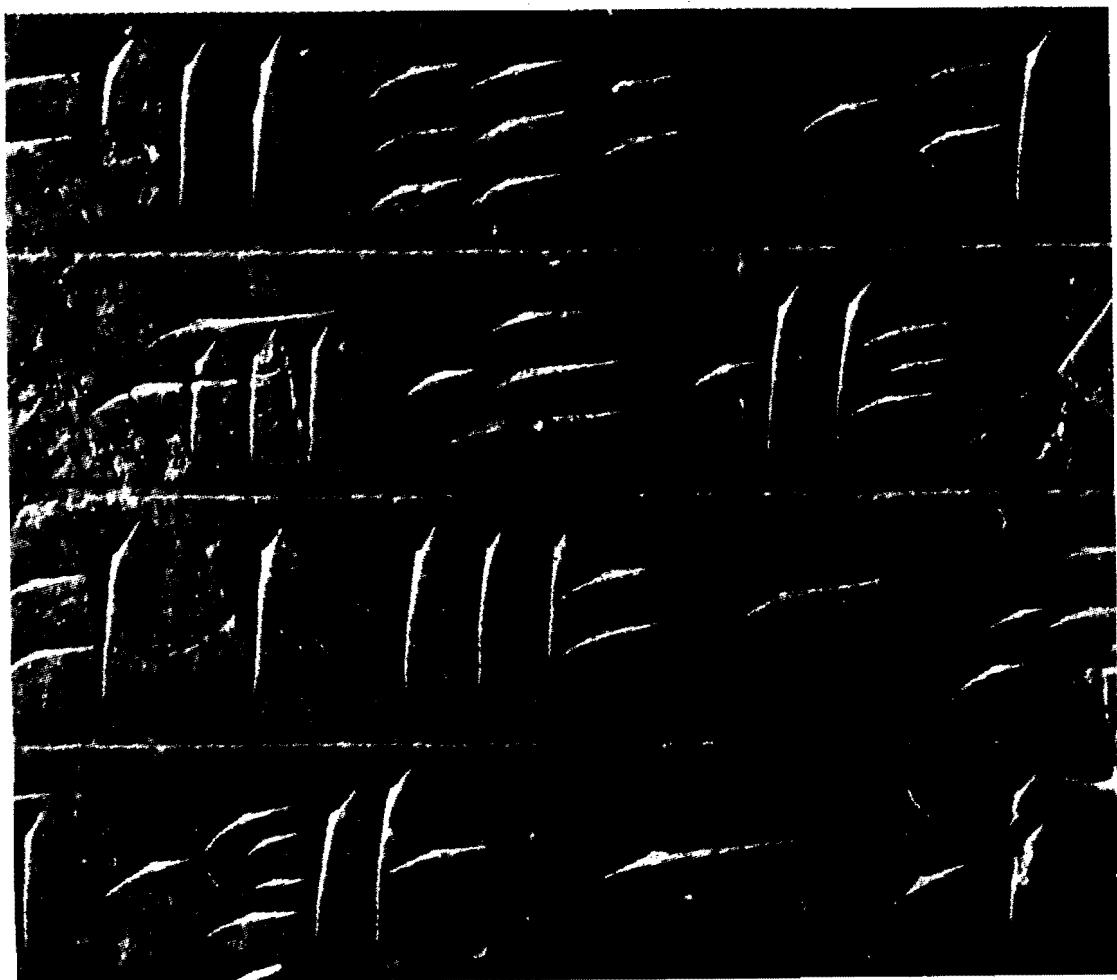
PEER EDITING CHECKLIST

PEER EDITOR'S COMMENTS AND SUGGESTIONS	
GENERAL	
1. What do you like best about this paragraph?	
PAPER FORMAT	
2. Is the format correct? Does it look like the model on page 19?	
ORGANIZATION AND CONTENT	
3. Topic sentence: Is there a clear topic sentence? Does it have a controlling idea?	
4. Supporting sentences: Is the main idea clear? Does the writer need to add more details to explain it?	
5. Concluding sentence: Is there a concluding sentence? Does it begin with an appropriate end-of-paragraph signal?	
6. Unity: Do all of the sentences support the topic sentence?	
SENTENCE STRUCTURE	
7. Are there any unclear sentences? Can you suggest a way to improve them?	
GRAMMAR AND MECHANICS	
8. Are there any errors in grammar and mechanics?	

CHAPTER

4

Coherence



Cuneiform inscription from Persepolis

Introduction

Another element of a good paragraph is **coherence**. The Latin verb *cōhere* means "hold together." In order to have coherence in writing, the sentences must hold together; that is, the movement from one sentence to the next (and in longer essays, from one paragraph to the next) must be logical and smooth. There must be no sudden jumps. Each sentence should flow smoothly into the next one.

There are four ways to achieve coherence. The first two ways involve *repeating key nouns* and *using pronouns* that refer back to key nouns. The third way is to use

transition signals to show how one idea is related to the next. The fourth way to achieve coherence is to arrange your sentences in *logical order*. You will practice the first three ways to achieve coherence in this chapter, and you will learn about logical order as well.

Repetition of Key Nouns

The easiest way to achieve coherence is to repeat key nouns frequently in your paragraph. Look at the model paragraph about gold to see how it uses this technique to achieve coherence. The key noun in this paragraph is *gold*. Circle the word *gold* and all pronouns that refer to it.

MODEL

Paragraph with Coherence

Gold

Gold, a precious metal, is prized for two important characteristics. First of all, gold has a lustrous beauty that is resistant to corrosion. Therefore, it is suitable for jewelry, coins, and ornamental purposes. Gold never needs to be polished and will remain beautiful forever. For example, a Macedonian coin remains as untarnished today as the day it was minted twenty-three centuries ago. Another important characteristic of gold is its usefulness to industry and science. For many years, it has been used in hundreds of industrial applications. The most recent use of gold is in astronauts' suits. Astronauts wear gold-plated heat shields for protection outside spaceships. In conclusion, gold is treasured not only for its beauty but also for its utility.

You should have circled the noun *gold* seven times, the pronoun *it* twice, and the pronoun *its* three times. (The word *it* in line 5 refers to *coin*, not *gold*, so you should not have circled it.)

There is no fixed rule about how often to repeat key nouns or when to substitute pronouns. At the very least, you need to repeat a key noun instead of using a pronoun when the meaning is not clear.

Throughout the following paragraph, the word *gold* has been replaced by pronouns, making the paragraph much less coherent.

MODEL

Paragraph without Coherence

Gold

Gold, a precious metal, is prized for two important characteristics. First of all, it has a lustrous beauty that is resistant to corrosion. Therefore, it is suitable for jewelry, coins, and ornamental purposes. It never needs to be polished and will remain beautiful forever. For example, a Macedonian coin remains as untarnished today as the day it was minted twenty-three centuries ago. Another of its important characteristics is its usefulness to industry and science. For many years, it has been used in hundreds of industrial applications. Its most recent use is in astronauts' suits. Astronauts wear heat shields made from it for protection outside spaceships. In conclusion, it is treasured not only for its beauty but also for its utility.

Part I Writing a Paragraph

PRACTICE I

Repetition of Key Nouns

- A. In the following paragraph, the key noun is never repeated. Replace the pronoun *it* with the key noun *English* wherever you think doing so would make the paragraph more coherent.

English

English has almost become an international language. Except for Chinese, more people speak it than any other language. Spanish is the official language of more countries in the world, but more countries have it as their official or unofficial second language. More than 70 percent of the world's mail is written in it. It is the primary language on the Internet. In international business, it is used more than any other language, and it is the language of airline pilots and air traffic controllers all over the world. Moreover, although French used to be the language of diplomacy, it has displaced it throughout the world. Therefore, unless you plan to spend your life alone on a desert island in the middle of the Pacific Ocean, it is a useful language to know.

- B. In the following passage about dolphins, replace some of the pronouns with appropriate singular or plural nouns.

Dolphins

Dolphins are interesting because they display almost human behavior at times. For example, they display the human emotions of joy and sadness. During training, when they do something correctly, they squeal excitedly and race toward their trainer. When they make a mistake, however, they droop¹ noticeably and mope² around their pool. Furthermore, they help each other when they are in trouble. If one is sick, it sends out a message, and others in the area swim to help it. They push it to the surface of the water so that it can breathe. They stay with it for days or weeks—until it recovers or dies. They have also helped trapped or lost whales navigate their way safely out to the open sea. They are so intelligent and helpful, in fact, that the U.S. Navy is training them to become underwater bomb disposal experts.

Use of Consistent Pronouns

When you use pronouns instead of key nouns, make sure that you use the same person and number throughout your paragraph. Don't change from *you* to *he* or *she* (change of person), or from *he* to *they* (change of number).

¹ droop: sink down

² mope: act depressed

PRACTICE 2**Using Consistent Pronouns**

In the following paragraph, the pronouns are not consistent. Correct them to make this paragraph more coherent.

Olympic Athletes

Olympic athletes must be strong both physically and mentally. First of all, if you hope to compete in an Olympic sport, you must be physically strong. Furthermore, aspiring³ Olympians must train rigorously⁴ for many years. For the most demanding sports, they train several hours a day, five or six days a week, for ten or more years. In addition to being physically strong, he or she must also be mentally tough. This means that you have to be totally dedicated to your sport, often giving up a normal school, family, and social life. Being mentally strong also means that he or she must be able to withstand the intense pressure of international competition with its attendant⁵ media⁶ coverage. Finally, not everyone can win a medal, so they must possess the inner strength to live with defeat.

Transition Signals

Transition signals are words such as *first, second, next, finally, therefore, and however*, or phrases such as *in conclusion, on the other hand, and as a result*.

Think of transition signals as traffic signs that tell your reader when to go forward, turn, slow down, and stop. In other words, they tell the reader when you are giving a similar idea (*similarly, moreover, furthermore, in addition*), an opposite idea (*on the other hand, however, in contrast*), an example (*for example*), a result (*as a result*), or a conclusion (*in conclusion*).

Using transition words as a guide makes it easier for your reader to follow your ideas. Transition words give your paragraph coherence.

PRACTICE 3**Transition Signals**

Compare paragraphs 1 and 2 that follow. Both paragraphs give the same information, yet one paragraph is easier to understand than the other because it contains transition signals to lead the reader from one idea to the next.

Which paragraph contains transition signals and is more coherent? Circle all of the transition signals that you can identify.

Paragraph 1

A difference among the world's seas and oceans is that the salinity⁷ varies in different climate zones. The Baltic Sea in Northern Europe is only one-fourth as saline⁸ as the Red Sea in the Middle East. There are reasons for this. In warm climates, water evaporates⁹ rapidly. The concentration¹⁰ of salt is greater. The surrounding land is dry and does not contribute much fresh water to dilute¹¹ the salty sea water. In cold climate zones, water evaporates slowly. The runoff created by melting snow adds a considerable amount of fresh water to dilute the saline sea water.

³ **aspiring:** hopeful

⁷ **salinity:** salt content

⁴ **rigorously:** strictly, without weakness

⁸ **saline:** salty

⁵ **attendant:** accompanying

⁹ **evaporates:** dries up

⁶ **media:** radio, television, newspapers, and magazines

¹⁰ **concentration:** amount

¹¹ **dilute:** reduce the concentration of

Part I Writing a Paragraph

Paragraph 2

Another difference among the world's seas and oceans is that the salinity varies in different climate zones. For example, the Baltic Sea in Northern Europe is only one-fourth as saline as the Red Sea in the Middle East. There are two reasons for this. First of all, in warm climate zones, water evaporates rapidly; therefore, the concentration of salt is greater. Second, the surrounding land is dry and, consequently, does not contribute much fresh water to dilute the salty sea water. In cold climate zones, on the other hand, water evaporates slowly. Furthermore, the runoff created by melting snow adds a considerable amount of fresh water to dilute the saline sea water.

Paragraph 2 is more coherent because it contains transition signals. Each transition signal has a special meaning. Each shows how the following sentence relates to the preceding one.

Another tells you that this paragraph is part of a longer essay.

For example tells you that an example of the preceding idea is coming.

Two tells you to look for two different reasons.

First of all tells you that this is the first reason.

Second and *furthermore* indicate that additional ideas are coming.

Therefore and *consequently* indicate that the second statement is a result of the first statement.

On the other hand tells you that an opposite idea is coming.

Of course, you should not use a transition signal in front of *every* sentence in a paragraph. Using too many transition signals can be just as confusing as using too few. However, good writing requires that you use enough transition signals to make the relationships among your ideas clear.

On the next page is a chart showing some of the most common transition signals. Learn to use all of them, for they can be used with all kinds of writing. Later on, you will learn about special transition signals that are used with certain types of writing, such as chronological order and comparison/contrast.

Types of Transition Signals

Transition signals can be categorized into three groups by grammatical function. In the chart shown on page 45, the three groups are *sentence connectors* (including *transition phrases* and *conjunctive adverbs*), *clause connectors* (including *coordinating conjunctions* and *subordinating conjunctions*), and a mixed group called *others*. As you study the chart and the examples that follow it, pay particular attention to the punctuation used with each group.

Sentence Connectors

Transition Phrases

The phrases in this group usually appear at the beginning of sentences. They may also appear in the middle (normally following the subject) or at the end of sentences. They are *always* separated from the rest of the sentence by commas. Hence, these three patterns are possible:

For example, the Baltic Sea in Northern Europe is only one-fourth as saline as the Red Sea in the Middle East.

The Baltic Sea in Northern Europe, **for example**, is only one-fourth as saline as the Red Sea in the Middle East.

The Baltic Sea in Northern Europe is only one-fourth as saline as the Red Sea in the Middle East, **for example**.

TRANSITION SIGNALS FOR GENERAL USE

MEANING/ FUNCTION	SENTENCE CONNECTORS		CLAUSE CONNECTORS		OTHERS
	TRANSITION PHRASES	CONJUNCTIVE ADVERBS	COORDINATING CONJUNCTIONS	SUBORDINATING CONJUNCTIONS	
To introduce an additional idea	in addition	furthermore moreover besides also too	and		another (+noun) an additional (+noun)
To introduce an opposite idea	on the other hand in contrast	however nevertheless instead still nonetheless	but yet	although though even though whereas while	in spite of (+ noun) despite (+ noun)
To introduce a choice or alternative		otherwise	or	if unless	
To introduce a restatement or explanation	in fact indeed	that is			
To introduce an example	for example for instance				an example of (+ noun) such as (+ noun)
To introduce a conclusion or summary	in conclusion in summary in brief in short indeed				
To introduce a result	accordingly as a result as a consequence	therefore consequently hence thus	so		

Part I Writing a Paragraph

Conjunctive Adverbs

- Conjunctive adverbs (except **too**) may also appear at the beginning, in the middle, or at the end of sentences, and are separated by commas.

Furthermore, the runoff created by melting snow adds a considerable amount of fresh water to dilute the saline sea water.

The runoff created by melting snow, **furthermore**, adds a considerable amount of fresh water to dilute the saline sea water.

My parents want me to become an engineer, **however**.

- Conjunctive adverbs are also often used with a semicolon and a comma to join two independent clauses¹ to form a compound sentence.

In warm climate zones, water evaporates rapidly; **therefore**, the concentration of salt is greater.

The company's sales increased last year; **nevertheless**, its net profit declined.

- Most transition phrases may also follow this pattern.

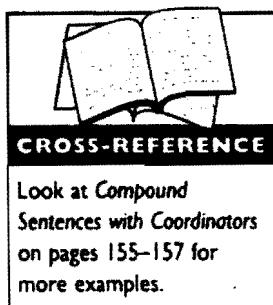
Many societies in the world are matriarchal; **that is**, the mother is head of the family.

Some English words do not have exact equivalents in other languages; **for example**, there is no German word for the adjective *fair*, as in *fair play*.

Clause Connectors

Coordinating Conjunctions

- The five coordinating conjunctions in the chart (plus two additional ones, **for** and **nor**) are used with a comma to join two independent clauses to form a compound sentence.



In a matriarchy, the mother is the head of the family, **and** all of the children belong to her clan.²

In warm climate zones, water evaporates rapidly, **so** the concentration of salt is greater.

The company's sales increased last year, **yet** its net profit declined.

- **Yet** and **but** have similar meanings: They both signal that an opposite idea is coming. **Yet** is preferred when the second clause is an unexpected or surprising contrast to the first clause. When the two clauses are direct opposites, **but** is preferred.

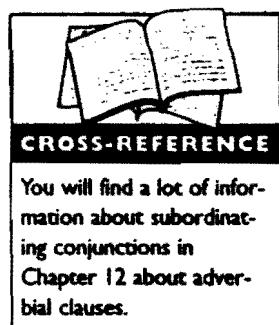
Thomas Edison dropped out of school at age twelve, **yet** he became a famous inventor.

I want to study art, **but** my parents want me to become an engineer.

- **Yet** is similar in meaning to **nevertheless**, and **but** is similar to **however**.

¹ **Independent clause:** subject + verb + complement that express a complete thought

² **clan:** extended family group



Subordinating Conjunctions

These words (and many others including **because**, **when**, and **so that**) introduce a dependent clause,³ which is joined to an independent clause to form a complex sentence. There are two possible positions for the dependent clause:

- If the dependent clause comes before the independent clause, use a comma after it.
- Although** the company's sales increased last year, its net profit declined.
- If the independent clause comes first, do not use a comma.

The company's net profit declined last year, **although** its sales increased.

Others

The transition signals in this group include adjectives such as **additional**, prepositions such as **in spite of**, and nouns such as **example**. There are no special punctuation rules for this group.

The company's net profit declined last year **in spite of** increased sales.

Despite increased sales, the company's net profit declined last year. (The comma is necessary because the prepositional phrase comes before the subject of the sentence.)

An additional reason for the company's bankruptcy was the lack of competent management.

Examples of vocabulary differences between British and American English include bonnet/hood, petrol/gasoline, windscreen/windshield, and lorry/truck.

PRACTICE 4

Recognizing Transition Signals

STEP 1 Circle all of the transition signals in the following paragraphs.

STEP 2 Punctuate the transition signals if necessary.

Genetic⁴ Engineering

Genetic research has produced both exciting and frightening possibilities.

Scientists are now able to create new forms of life in the laboratory due to

the development of gene splicing.⁵ On the one hand the ability to create life in the laboratory could greatly benefit humankind. For example it is very

- 5 expensive to obtain insulin⁶ from natural sources but through genetic research, scientists have now developed a way to manufacture it inexpensively in the laboratory. Another beneficial application of gene splicing is in agriculture. Genetic engineers have created a new tomato that doesn't spoil quickly. Consequently tomato farmers can now let the tomatoes ripen on the plant
- 10 and develop full flavor and color before they are picked—no more green,

³ **dependent clause:** subordinating conjunction + subject + verb + complement that express an incomplete thought

⁴ **genetic:** from *gene*, the unit of heredity

⁵ **gene splicing:** gene joining

⁶ **insulin:** substance needed by people who have diabetes

Part I Writing a Paragraph

flavorless tomatoes in grocery stores! In addition genetic engineers have created larger fish, frost-resistant strawberries, and more productive cows.

On the other hand not everyone is positive about gene-splicing technology. Some people feel that it could have terrible consequences. A laboratory accident for example might cause an epidemic of an unknown disease that could wipe out humanity. Furthermore the ability to clone human beings is a possibility that frightens many people. In 1993, a researcher at George Washington University Medical Center cloned human embryos¹ by splitting single embryos into twins and triplets. These embryos did not develop into babies but it is possible that they could do so in the future. Because human embryos can be frozen and used at a later date, it could be possible for parents to have a child and then, years later, to use a cloned, frozen embryo to give birth to its identical twin.

PRACTICE 5

Choosing Transition Signals

- A. STEP 1 Choose the transition signal that best shows the relationship between the sentences in each group from the choices given in parentheses. Write the signal in the space.
 STEP 2 Add punctuation and change capital letters to small letters if necessary.

Note: All of the transition signals in this practice are sentence connectors. This is to give you more practice in using and punctuating this type of transition signal correctly.

Example

A recent article in *Era* magazine suggested ways to reduce inflation. The article suggested that the president reduce the federal budget; furthermore it suggested that the government reduce federal, state, and local taxes. (**however, in contrast, furthermore**)

1. The same article said that the causes of inflation were easy to find _____ the cure for inflation was not so easy to prescribe. (**however, for example, therefore**)
2. *Era* also suggested that rising wages were one of the primary causes of inflation _____ the government should take action to control wages. (**however, therefore, for example**)
3. In physics, the weight of an object is the gravitational force² with which the Earth attracts it _____. If a man weighs 150 pounds, this means that the earth pulls him down with a force of 150 pounds. (**moreover, therefore, for example**)
4. The farther away from the Earth a person is, the less the gravitational force of the Earth _____. A man weighs less when he is 50,000 miles from the Earth than when he is only 5,000 miles away. (**in conclusion, therefore, however**)

¹ **embryo:** organism at the very beginning stage of life

² **gravitational force:** the force that pulls things toward the Earth

5. A **tsunami** is a tidal wave produced by an earthquake on the ocean floor. The waves are very long and low in open water, but when they get close to land, they encounter friction³ because the water is shallow _____ the waves increase in height and can cause considerable damage when they finally reach land. (**on the other hand, as a result, for example**)

- B. STEP 1 Fill in each blank with an appropriate transition signal from the list provided. Use each only once.

for instance moreover furthermore in conclusion
 however but for example such as

- STEP 2 Use correct punctuation.

Internationalization of Japan

For many years, Japanese consumers have been very slow in accepting foreign goods, mainly because they are very selective and will only purchase high-quality products. Lately _____ the consumer market has been changing. According to a recent article in The Wall Street Journal, **kokusaisaika**, which is defined as "internationalization," is influencing young Japanese consumers, who are very eager to purchase and enjoy products from countries around the world. The greatest access⁴ into the Japanese market has been by the food industry. Traditionally, the protein staple⁵ in Japan has been fish products, _____ in the last decade or so, the

10 Japanese have been consuming more beef. In fact, annual per capita⁶ consumption is expected to be about seven kilos in the next decade.

_____ they have acquired a taste for imported beverages, both of the nonalcohol or low alcohol varieties, like beer drinks and "light" wines imported from England, Germany, Switzerland, the United States, and

15 Australia. _____ young people, especially women who are aware of the importance of health and fitness, are eating Western-style breakfasts. _____ they enjoy fruit, milk, and bran-type cereals imported from the United States.

Not only Western countries but also Asian nations _____

20 South Korea, Taiwan, Singapore, and Thailand have been benefiting from the changing diet of the Japanese consumer. _____ Japan is importing eels (fish) from Taiwan, asparagus (vegetable) from Thailand, and mangoes (fruit) from the Philippines. _____ the Japanese trend toward internationalization should become even greater as we approach

25 the twenty-first century. It will certainly increase international trade, which will definitely be advantageous to many countries of the world.

³ friction: resistance

⁴ access: ease of approach, entrance

⁵ staple: main food source

⁶ per capita: per person

Part I Writing a Paragraph

- C. Improve the coherence of the following paragraph by adding transitions at key places.

Women's Liberation and English

The "women's lib" movement toward greater equality for women has produced some permanent changes in the vocabulary of English. New words have been added. The words **feminist**, **sexist**, and **male chauvinist** have become common during the past thirty-five years or so. Another new word is the title

- 5 **Ms.**, which is often used in place of both **Miss** and **Mrs.** A change is that sexist titles of many occupations have been neutralized. A **chairman** is now a **chairperson** (or sometimes simply **chair**), a **waiter/waitress** is now a **wait-person**, and a high school or college **freshman** is now a **first-year student**. A **mailman** is now a **mail carrier**, and an **airline stewardess** is now a **flight attendant**.
- 10 In time, English pronouns may also change as a result of women's desire for equality. Attempts to give equal treatment to masculine and feminine pronouns in English have led to the search for a new pronoun form to replace **he** (such as **he/she** or **s/he**) when referring to neutral nouns like **student** and **manager**. Some of the new words such as **Ms.** are quite useful; you
- 15 can use **Ms.** to address a woman when you don't know if she is married. The lack of a clear neutral pronoun can lead to awkward sentence construction.

PRACTICE 6

Using Transition Signals

Choose one of the topic sentences below and write a paragraph that develops it. Use transition signals to connect the supporting sentences smoothly. You may use the transition signals suggested for each topic, or you may use others not listed. Add other sentences without transitions if you need to in order to explain the topic completely.

1. The rowdiness¹ of spectators at sports events is getting out of control.

two years ago	more recently
last year	as a result

2. There are four noticeable differences between British and American English.

the first difference	such as
for example	the final difference
the second difference	for instance
for example	in conclusion, although
third	

3. Some people enjoy solitude.²

for instance	on the other hand
moreover	therefore

¹ **rowdiness:** rough, disorderly behavior

² **solitude:** being alone

Logical³ Order



COMPUTER TIP

On a computer, it is easy to move sentences around and change their order. Try it and find which sentence order supports each kind of logical order.

In addition to using transition signals and repeating key nouns and pronouns, a fourth way to achieve coherence is to arrange your sentences in some kind of logical order. Your choice of one kind of logical order over another will, of course, depend on your topic and on your purpose. You may even combine two or more different logical orders in the same paragraph. The important point to remember is to arrange your ideas in some kind of order that is logical to a reader accustomed to the English way of writing.

Some common kinds of logical order in English are *chronological order*, *logical division of ideas*, and *comparison/contrast*. In this chapter, you will learn to recognize some of the logical orders; in later chapters, you will learn to write them.

Each kind of order has its own special words and phrases to show the relationships among the ideas. For example, in a piece of writing using chronological order, you would expect to find a lot of time expressions:

first, next, after that, finally, before the last war, after 1990, since then, in 2010, while working on the project, etc.

In a paragraph describing differences (contrast), you would find these expressions:

the most noticeable difference, larger than, unlike, on the other hand, in contrast, differ from

In a paragraph showing similarities (comparison), you would find these expressions:

similarity, similarly, as expensive as, just as, just like, compare with, in comparison

Logical division of ideas is another common method of organizing ideas to give a paragraph coherence. Ideas are put into groups, and each group is discussed one after the other. Transition words such as *first*, *second*, *third* introduce each group.

PRACTICE 7

Recognizing Kinds of Logical Orders

Read the following paragraphs and decide which kind of logical order is used in each: comparison/contrast, chronological order, or logical division of ideas. Be able to discuss the reasons for your choice. Circle all transition signals.

Paragraph 1

Powerful computers capable of translating documents from one language into another have recently been developed in Japan. The process of machine translation is complex. To translate a document from English into Japanese, for example, the computer first analyzes an English sentence, determining its grammatical structure and identifying the subject, verb, objects, and modifiers. Next, the words are translated by an English-Japanese dictionary. After that, another part of the computer program analyzes the resulting awkward jumble⁴ of words and meanings and produces an intelligible sentence based on the rules of Japanese syntax⁵ and the machine's understanding of what the original English sentence meant. Finally, the computer-produced translation is polished by a human bilingual editor.

Kind of logical order: _____

³ logical: according to what is reasonable and sensible; having a consistent pattern

⁴ jumble: confused mixture

⁵ syntax: sentence structure

Part 1 Writing a Paragraph

Paragraph 2

French and American business managers have decidedly different management styles. French meetings, for example, are long and rambling¹ and rarely end on time. Furthermore, meetings often end without closure.² Americans, on the other hand, make an effort to start and stop a meeting on time, and American business meetings typically end with decisions and action plans. Another difference involves documentation. Americans adore documentation; they have a procedure manual for everything. The French, in contrast, think this is childish. French managers find it difficult to stick to a schedule, but American managers are intolerant of delays. In addition, the French prefer to work alone, whereas Americans like to work in teams. Another major difference in management style is that in French companies, authority comes from the top; French managers do not share information with subordinates and make decisions with little participation by employees beneath them. In American companies, however, top managers share information and frequently solicit³ input from subordinates.

Kind of logical order: _____

Paragraph 3

It took more than 2,500 years to develop the calendar used in most Western countries today. In about 700 B.C.E.,⁴ the ancient Romans used a calendar that had 304 days divided into ten months; March was the beginning of each year. There were more than 60 days missing from the calendar, and so very soon, the calendar didn't match the seasons at all. Spring arrived when the calendar said that it was still winter. A few decades later, the Romans added the months of January and February to the end of the year. This calendar lasted about 600 years. Then in 46 B.C.E., Julius Caesar, the Roman ruler, made a new calendar. His calendar had 365 days, with one day added every fourth year. He also moved the beginning of the year to January 1, and he renamed a month for himself: **Julius** (July). In Caesar's calendar, February had 29 days. The very next emperor, Augustus, not only renamed a month for himself (August), but he also took one day from February and added it to August so that "his" month would be just as long as Caesar's. This calendar worked better than the previous ones, but it still wasn't perfect. By 1580, the first calendrical day of spring was ten days too early, so in 1582, Pope Gregory XIII, the leader of the Roman Catholic religion, made a small change to make the calendar more accurate. In the Gregorian calendar, the year is still 26.3 seconds different from the solar year, but it will be a long time before this causes a problem.

Kind of logical order: _____

¹ **rambling:** not focused on a specific goal

² **closure:** decisions about points discussed

³ **solicit:** ask for

⁴ **B.C.E.:** Before the Common Era (the Common Era began in the year 1)

Paragraph 4

The many different calendars used throughout the world are all based either on the phases of the moon, on the revolution of the Earth around the sun, or on a combination of these. The first kind of calendar is the lunar calendar, which is based on the phases of the moon. A month is calculated as ⁵ the time between two full moons, 29.5 days, and a year has 354 days. The Islamic calendar used in Muslim countries is a lunar calendar. It has twelve months and a cycle of thirty years in which the 2nd, 5th, 7th, 10th, 13th, 16th, 18th, 21st, 24th, 26th, and 29th years have 355 days, and the others 354 days. A second kind of calendar is the solar calendar, which is based on ¹⁰ the revolution of the Earth around the sun. The ancient Egyptians used a solar calendar divided into twelve months of thirty days each, which left five uncounted days at the end of each year. A very accurate calendar developed by the Mayan Indians in North America was also a solar calendar. It had 365 days, 364 of which were divided into 28 weeks of 13 days each. The new ¹⁵ year began on the 365th day. Because the solar year is exactly 365 days, 5 hours, 48 minutes, and 46 seconds long, however, a solar calendar is not totally accurate, so many cultures developed a third kind of calendar, the lunisolar calendar. In a lunisolar calendar, extra days are added every so often to reconcile⁵ the lunar months with the solar year. The Chinese, ²⁰ Hebrew, and Gregorian calendars used today are lunisolar calendars.

Kind of logical order: _____

Review

These are the important points you should have learned from this chapter:

1. Every good paragraph has coherence. Coherence is achieved by
 - Repeating key nouns frequently.
 - Using pronouns consistently.
 - Using transition signals to show the relationship of one idea to the next.
 - Stating your ideas in some kind of logical order.
2. Transition signals can be transition phrases, conjunctive adverbs, coordinating conjunctions, subordinating conjunctions, prepositions, adjectives, or nouns. Each type of transition signal is punctuated differently.
3. Some common kinds of logical order in English are chronological order, logical division of ideas, and comparison/contrast.

⁵ **reconcile:** bring together

Part I Writing a Paragraph

WRITING PRACTICE

Choose one of the suggested topics below and write a paragraph that is ten to fifteen sentences in length. Focus on making your paragraph coherent. The ideas should flow smoothly from beginning to end. Remember the steps in the writing process:

- STEP 1** *Prewriting* Brainstorm a topic for ideas, using the listening, freewriting, or clustering techniques you have learned. Try to end up with at least three major points.
- STEP 2** *Planning* Develop an outline that includes a topic sentence and a concluding sentence (if necessary). Underline them.
- STEP 3** *Adding Transitions* Decide where transition signals would be appropriate and write them in the margin of your outline.
- STEP 4** *Writing* Write a rough draft. Circle your transition signals.
- STEP 5** *Editing* Have a classmate check your draft against the Peer Editing Checklist that follows. Make sure your paragraph has coherence.
- STEP 6** *Rewriting* Write a second draft, and proofread it for grammar and mechanics.
- STEP 7** Write a final copy to hand in.

Topic Suggestions

Drinking laws	New sports
The effects of divorce	Your major field of study
Working mothers	Current fads or fashions

PEER EDITING CHECKLIST

PEER EDITOR'S COMMENTS AND SUGGESTIONS	
GENERAL	
1. What do you like best about this paragraph?	
PAPER FORMAT	
2. Is the format correct? Does it look like the model on page 19?	
ORGANIZATION AND CONTENT	
3. Topic sentence: Is there a clear topic sentence? Does it have a controlling idea?	
4. Supporting sentences: Is the main idea clear? Does the writer need to add more details to explain it?	
5. Concluding sentence: Is there a concluding sentence? Does it begin with an appropriate end-of-paragraph signal?	
6. Unity: Do all of the sentences support the topic sentence?	
7. Coherence: Do the sentences flow smoothly? Are there any inconsistent pronouns? Are transition signals used?	
SENTENCE STRUCTURE	
8. Are there any unclear sentences? Can you suggest a way to improve them?	
GRAMMAR AND MECHANICS	
9. Are there any errors in grammar and mechanics?	

CHAPTER

5

Kinds of Logical Order



Ancient Greek tablet

Introduction

In Chapter 4, you learned that writing your ideas in some kind of **logical order** is necessary to achieve coherence. You also learned to recognize three of the common kinds of logical orders in English—chronological order, logical division of ideas, and comparison/contrast. In this chapter, you will practice using them in paragraphs.

Chronological Order

Chronological order is one of the easiest methods of organization to master. *Chronos* is a Greek word meaning time. Chronological order, therefore, is a way of organizing the ideas in a paragraph in the order of their occurrence in time.

Chronological order is used for something as simple as a recipe and for something as complex as a history book. In academic writing, chronological order has many uses. One of the primary ways you might use it is to write a historical narrative about the subject of a term paper. For example, you might review the history of labor unions before you discuss the current situation.

However, chronological order is not just used for historical narratives; it is also used in business, science, and engineering to explain processes and procedures. For example, chronological order would be used to explain how to take a photograph, how to perform a chemistry experiment, or how to set up an accounting system. Such paragraphs are called “how to” or “process” paragraphs.

There are two keys to writing a good chronological paragraph:

1. Discuss the events (in a narrative) or the steps (in a process) in the order in which they occur.
2. Use chronological transition signals to indicate the sequence of events or steps.

Analyze the following model paragraphs for their organization by time. Circle any words or expressions that indicate time order (*first*, *next*, *after that*, *in 1971*, etc.). The first model reviews very briefly the history of computers. The second model is an example of a process paragraph. It explains the process of cloning.

MODEL

Chronological Order: Narration

The Evolution¹ of Computers

In the relatively short span of sixty years, there has been an incredible evolution in the size and capabilities of computers. Today, computer chips smaller than the tip of your fingernail have the same capabilities as the room-sized machines of years ago. The first computers were developed around 1945. They were so large that they required special air-conditioned rooms. About twenty years later, in the 1960s, desk-sized computers were developed. This represented a gigantic advance. Before the end of that same decade, however, a third generation of computers, which used simple integrated circuits and which were even smaller and faster, had appeared. In 1971, the first microprocessor, less than one square centimeter in size, was developed. Today, modern microprocessors contain as many as 10 million transistors, and the number of transistors and the computational speed of microprocessors doubles every eighteen months.

¹ evolution: development

Part I Writing a Paragraph

MODEL

*Chronological Order:
Process*

Cloning Technology

Background information: In 1997, a lamb born in Scotland became an instant celebrity. An exact duplicate of her six-year-old mother, Dolly was the first animal cloned from the cells of an adult. Other animals had previously been cloned from the cells of embryos, but Dolly was the first animal to come from an adult. Her birth represented a giant step in cloning technology.

The cloning of Dolly involved several steps. First, cells that had previously been taken from Dolly's mother were starved for five days, which caused them to stop dividing. This interruption of the cells' division cycle made it easier for them to reprogram themselves to start growing a new organism.¹ After five days, the nuclei² of these cells were removed and transferred into an unfertilized sheep egg, from which the natural nucleus had previously been removed. In the next step, the egg was grown in the laboratory for a period of time. Then the egg was implanted into a different sheep, where it grew normally. When the sheep finally gave birth, the lamb was an exact genetic copy, or clone, of the sheep that had provided the transferred nucleus, not of the sheep that had provided the egg.

Writing Technique Questions

1. What are the two uses of chronological order that the two model paragraphs exemplify?
2. What are the main time divisions in the paragraph about computers? How would you outline it?
3. What transition signals and time expressions are used in the first model to show chronological order?
4. What transition signals and time expressions are used in the second model to show the steps in the process?

**Topic
Sentences for
Chronological
Order**

Notice that the topic sentence of a chronological paragraph in some way indicates the time order. In paragraphs such as the one on computers, phrases such as *in the relatively short span of sixty years* and *evolution* give the reader a hint that this is a chronological paragraph.

In a "how to," or process, paragraph such as the one about cloning technology, the process to be described is named in the topic sentence and tells the reader to expect a chronological paragraph.

PRACTICE 1

*Chronological Topic
Sentences*

STEP 1 Put a check in the space to the left of every topic sentence suggesting that a chronological paragraph will follow.

STEP 2 In the sentences you have checked, circle the word or words that indicate chronological order.

¹ **organism:** any form of life

² **nuclei:** plural of *nucleus*, the part of a cell that contains its hereditary material and controls its metabolism, growth, and reproduction

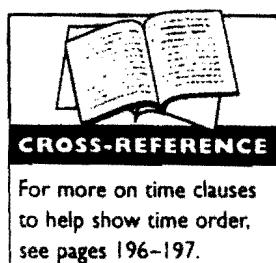
Example

- ✓ In the past sixty years developments in the field of electronics have revolutionized the computer industry.
1. A person's intelligence is the product of both heredity³ and environment.
 - ✓ 2. The tensions⁴ that led to last year's student riots had been building for several years.
 - ✓ 3. The life cycle of the Pacific salmon is a fascinating phenomenon.⁵
 - 4. There are two main reasons I believe women in the army should not be allowed in a war zone along with men.
 - ✓ 5. Surviving a major earthquake is possible if you follow certain procedures.
 - ✓ 6. The worst day in my life was the day I left my family and my friends to come to the United States.
 - 7. American directness often conflicts with Asian modesty.
 - 8. The two most publicized holidays in the United States are first, Christmas and second, Thanksgiving.
 - 9. The traditions of Christmas originated in several different countries.
 - ✓ 10. Every year our family celebrates the Muslim holiday Ramadan in the same way.
 - ✓ 11. The preparation of the poisonous puffer fish for eating is not for amateur chefs.
 - ✓ 12. You can avoid jet lag after a long flight if you follow these suggestions.

Transition Signals for Chronological Order

Transition signals are especially important in a chronological paragraph. You have to be very clear about the sequence of events: Did one event happen before, at the same time as, or after another event?

Chronological transition signals include the following:



TRANSITION WORDS AND PHRASES	SUBORDINATORS	OTHERS
first, second, next, now, then first of all, after that, finally, last,	soon, gradually, meanwhile, since until when while	after as as soon as before the first step ... in the second step ... on the third day ... during the night ...

Keep in mind that *any* time expression can serve as a chronological transition signal. Here are some examples:

Later that morning,
Twenty-five years ago,
In 2001,

In the next fifteen years,
From June through August,
Before the invention of the fax machine,

³ **heredity:** characteristics received from one's parents (hair color, eye color, height, etc.)

⁴ **tensions:** stresses

⁵ **phenomenon:** an unusual or scientific fact or event

Part I Writing a Paragraph

PRACTICE 2*Chronological
Transition Signals*

Add appropriate chronological transition signals to the following essay and punctuate them. Use the signals listed in the chart or others you know.

How to Reduce the Danger of Smoking

The Department of Health, Education and Welfare (HEW) has outlined some steps to take some of the danger out of smoking for those people who are unable to quit smoking outright.¹ _____ choose a cigarette with less tar and nicotine to reduce your intake of these pollutants.

⁵ _____ don't smoke your cigarette all the way down. Smoke halfway, and you will inhale only about 40 percent of the total tar and nicotine. Remember, 60 percent of these substances² is contained in the last half of the cigarette. _____ take fewer draws on each cigarette; that is, reduce the number of puffs on each cigarette. This will cut down on

¹⁰ your smoking. _____ reduce your inhaling. Don't open your lungs by inhaling deeply. Take short, shallow puffs. _____ smoke fewer cigarettes each day. This may be the most difficult step of all.

_____ think about the terrible diseases you are opening yourself up to each time you smoke a cigarette. _____ if you follow ¹⁵ each of these steps without cheating, you should be able to at least control the number of cigarettes you smoke daily. Who knows, this might be the beginning of the end—of your smoking, that is.³

PRACTICE 3*Writing a Chronological
Paragraph*

Choose one of the suggested topics and follow the steps listed below to write a paragraph using chronological order. Both narrative and process topics are suggested.

- STEP 1** Make a simple outline that lists the events (in a narrative) or the steps (in a process) in the order of their occurrence.
- STEP 2** Add transition signals at appropriate points in the left margin of your outline.
- STEP 3** Write a topic sentence that names the event or the process.
- STEP 4** Write your paragraph, following your outline. Add enough details to make the chain of events or steps in the process very clear.
- STEP 5** Ask a classmate to check your paragraph using the Peer Editing Checklist at the end of the chapter (page 70) before you hand it in.

¹ **outright:** all at once

² **substances:** materials

³ DHEW Publication No. (CDC) 78-8705, U.S. Government Printing Office, 1978, 0-252-573.

Topic Suggestions

A. Process Topics

- | | |
|---|--|
| How to get a driver's license | How to get an F |
| How to break a bad habit | How to jump-start a car |
| How to make someone you know angry or happy | How to cook a special dish from your culture |
| How to flirt | How to buy a used car |
| How to get an A | How to soothe a crying baby |

B. Narrative Topics

- A brief autobiography (You may write more than one paragraph.)
A brief biography of a well-known person
A recent journey
A wedding ceremony
An important event in your life
An important decision you have made
The historical development of _____ (automobiles, air travel, a sport, a type of music, telecommunications—any topic you have information about)

Logical Division of Ideas/Order of Importance

Logical division is one of the most common ways to organize ideas in English. When you use logical division, you group related ideas together and discuss each group, one after the other. In everyday life, things are divided into groups. Grocery stores separate items into groups: produce (fresh fruits and vegetables) is in one section, milk products (milk, butter, cheese) are in another section, meats in another, and so on. Similarly, corporations divide themselves into departments: marketing, research, accounting, etc., and authors divide books into chapters.

There is usually more than one way to divide things. Suppose, for example, you are asked to divide the members of your class into groups. How many different ways could you divide them? Make a list:

- | | |
|---------------------------|----------|
| By gender (male, females) | By _____ |
| By age | By _____ |

If the groups are all more or less equally important in the mind of the writer, they can be discussed in any order. However, each group should be unified within itself. In other words, you shouldn't put meat in the produce section.

Read the model paragraph on the next page and then answer the questions that follow.

Part I Writing a Paragraph

MODEL

Logical Division of Ideas

Life in Space

Living aboard a space station in orbit around the Earth for months at a time poses problems for astronauts' bodies as well as for their minds. One major problem is maintaining astronauts' physical health. Medical treatment may be days or even weeks away, as there may not be a doctor on board. Illnesses such as 5 appendicitis or ulcers, routinely treated on Earth, could be fatal in space because of the delay in getting to a doctor. Furthermore, surgery may be impossible because blood would float around inside the operating room. Another health problem is the potential for bone deterioration.¹ In a weightless environment, the body produces less calcium. Astronauts must exercise at least three hours a day to 10 prevent bone loss. A second major problem is maintaining astronauts' mental health. Being confined for long periods of time in dark and hostile² space undoubtedly produces anxiety.³ Loneliness and boredom are other psychological concerns. Finally, how can astronauts "let off steam"⁴ when interpersonal conflicts develop? It is clear that space-station duty will require astronauts who are not only 15 physically but also mentally strong.

Writing Technique Questions

1. How many main groups is the topic of this paragraph divided into? What are they?
2. Does the topic sentence of the paragraph tell you the topics of these groups? Does the concluding sentence?
3. What transition signals indicate the divisions? Where else are transition signals used?
4. In your opinion, would it make any difference if mental health were discussed before physical health? Do you think that one is more important than the other, or are they approximately equal in importance?

Transition Signals for Logical Division of Ideas

Transition signals used in logical division include many that you already know.

SENTENCE CONNECTORS	OTHERS
first, second, third, etc. next, last, finally in addition, moreover furthermore also	the first (+ noun) the/a second (+ noun) one (+ noun) another (+ noun) an additional (+ noun)

¹ deterioration: reduction in amount
² hostile: unfriendly

³ anxiety: fear; worry
⁴ "let off steam": get rid of anger, frustration (idiom)

Examples

First, maintaining astronauts' physical health is a concern.

In addition, sanitation⁵ is a problem in weightless space.

A second concern is maintaining astronauts' mental health.

Transition Signals for Order of Importance

If some of your points are more important than others, you can indicate their relative importance by using these transition signals:

SENTENCE CONNECTORS	OTHERS
more importantly most significantly above all primarily	a more important (+ noun) the most important (+ noun) the second most significant (+ noun) the primary (+ noun)

Astronauts in space experience loneliness and boredom; **more importantly**, they can suffer from anxiety.

PRACTICE 4

Transition Signals for Logical Division/Order of Importance

Topic Sentences for Logical Division/Order of Importance

The topic sentence of logical division and order of importance paragraphs often indicates the number of groups the topic is divided into.

Gold, a precious metal, is prized for two important characteristics.

Inflation has three causes.

The topic sentence may even tell what the groups are.

Gold, a precious metal, is prized not only for its beauty but also for its utility.

Inflation has three causes: an increase in the supply of paper money, excessive government spending, and unrestrained consumer borrowing.

The topic sentence for order of importance differs only in that it may contain an order of importance transition signal.

Gold, a precious metal, is prized not only for its beauty but, **more importantly**, for its utility.

⁵ **sanitation**: cleanliness

Part I Writing a Paragraph

PRACTICE 5

*Topic Sentences for
Logical Division/Order
of Importance*

- A. Put a check () in the space to the left of every topic sentence that suggests logical division as a method of organization. Put a double check () if the sentence suggests order of importance. Some are neither, so leave these unchecked.

- 1. My eighteenth birthday was a day I will never forget.
- 2. On their eighteenth birthdays, Americans receive two important rights/responsibilities: they can vote, and they can sign legal contracts.
- 3. In most occupations, women are still unequal to men in three areas: salary, power, and status.
- _____ 4. Living in a dormitory offers several advantages to a newly arrived international student.
- _____ 5. Photosynthesis is the process by which plants manufacture their own food.
- _____ 6. Television game shows are boring for the educated viewer because they are poorly disguised commercials but more importantly, because they require such a minimal level of knowledge.
- _____ 7. Earthquake prediction is still an inexact science although seismologists¹ learn more each time they monitor² a quake.
- _____ 8. A college degree in international business today requires first, a knowledge of business procedures and second, a knowledge of cultural differences in business methods.
- _____ 9. A computer is both faster and more accurate than a human.
- _____ 10. Teenagers demonstrate their independence in several ways.

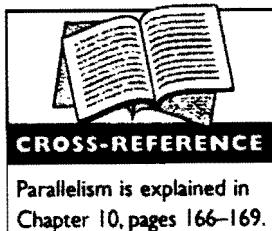
- B. Suggest changes to the topic sentence of the model paragraph "Life in Space" on page 62 to show that one group of problems (physical or psychological) is more important than the other.

Two Topic Sentence Tips³

Here are two tips to help you write topic sentences for logical division and order of importance paragraphs:

1. Use a colon [:] in front of the names of the groups. (For more information about the use of colons, see Appendix A, page 251.)

In one shocking week of 1997, the world lost two remarkable women who, although they lived very different lives, shared a common compassion for the sick and injured: Princess Diana of Britain and Mother Teresa of India.


CROSS-REFERENCE

Parallelism is explained in Chapter 10, pages 166–169.

2. Use paired (correlative) conjunctions when there are only two groups. Paired conjunctions are *both...and...*; *not only...but also...*; *either...or...*; *neither...nor...*.

Remember that paired (correlative) conjunctions follow the rule of parallelism. If you put a noun after the word *both*, you **must** put a noun after the word *and*. If you use a prepositional phrase after *not only*, you **must** use one after *but also*.

¹ **seismologists:** scientists who study earthquakes ³ **tip:** helpful advice

² **monitor:** observe; check with instruments

Here are some examples of logical division topic sentences with these special conjunctions.

Gold, a precious metal, is prized **not only for its beauty but also for its utility.** (*prepositional phrases*)

To stay healthy, you should **both eat nutritious food and exercise daily.** (*verbs*)

In my opinion, **neither wealth nor beauty guarantees happiness.** (*nouns*)

Most people buying a personal computer for the first time will consider **either a PC or a Macintosh.** (*nouns*)

Comparison/Contrast

Comparison/contrast involves analyzing the similarities and differences between two or more items. Almost every decision you make involves weighing similarities and differences. Every time you decide which jacket to buy or which apartment to rent, you compare and contrast features and prices. In the business world, employers compare job applicants, proposals from different advertising agencies, and employee health insurance policies from competing companies. Job applicants compare job offers in terms of salary, responsibilities, and benefit packages. In college classes, professors frequently test students' understanding of material by asking them to compare and contrast two theories, two methods, two economic policies, two historical periods, or two characters in a play or film.

As with the other kinds of paragraphs, the keys to writing a comparison/contrast paragraph are to put the ideas in some kind of order and to use appropriate transition signals.

The content of a comparison/contrast paragraph can vary. Some paragraphs emphasize similarities, while others emphasize differences. You can also discuss both similarities and differences in one paragraph if you don't have many points to discuss. Study the model paragraphs that follow and determine whether they discuss similarities, differences, or both.

MODEL

Comparison/Contrast

PCs versus Macs

Paragraph 1

If you are planning to buy a personal computer, you should know some of the basic similarities and differences between PCs and Macs. First of all, both PCs and Macs are composed of the same elements: a CPU,⁴ the electronic circuitry to run the computer; memory (hard and/or floppy disk drives) for storing information; 5 input devices such as a keyboard or mouse for putting information into the computer; and output devices such as a monitor, printer, and audio speakers for conveying information. They also have the same uses: PCs are used to communicate on computer networks, to write (with the help of word processing and desktop publishing software), to track finances, and to play games. Macs are likewise used to 10 communicate, write, calculate, and entertain.

⁴ CPU: central processing unit

Part I Writing a Paragraph

Paragraph 2

There are some differences, however. Whereas you will find more PCs in business offices, you will find more Macs in classrooms. Although Macs are the computers of choice of people who do a lot of art and graphic design in their work, PCs seem to be the choice of people who do a lot of "number crunching."¹

- 5 Finally, there is a difference in the availability of software, vendors, and service for the two computers. In general, there is a lot of PC-compatible² software, but relatively little Mac software. Furthermore, for a Mac, you must purchase your machine and get service from a Macintosh-authorized dealer, whereas many different computer stores sell and service PCs.

Writing Technique Questions

1. Which paragraph shows comparison? Which paragraph shows contrast? Turn back to the paragraph about French and American management styles on page 52. Which type of paragraph is it?
2. On how many points are the two computers compared? On how many points are they contrasted?
3. What transition signals are used to show similarities? To show differences? (Refer to the following charts.)

Transition Signals for Comparison/Contrast

COMPARISON TRANSITION SIGNALS

SENTENCE CONNECTORS	CONJUNCTIONS	OTHERS
similarly likewise also too	and both . . . and not only . . . but also as just as	like just like alike as . . . as (be) similar similar to the same (as) compare to/with

¹ number crunching: mathematical calculations

² PC-compatible: can be used in PC computers

CONTRAST TRANSITION SIGNALS

SENTENCE CONNECTORS	CONJUNCTIONS	OTHERS
however on the other hand on the contrary in contrast in (by) comparison	but yet although though even though while whereas	unlike differ from (be) dissimilar compare to compare with

PRACTICE 6

Comparison/Contrast

- A. Circle all of the comparison/contrast transition signals in the two paragraphs about PCs versus Macs on pages 65–66 and in the paragraph about French and American management styles on page 52.
- B. Review the topic sentence practice (Practice 5) on page 64. Find two topic sentences that could indicate comparison/contrast order.

Review

These are the important points you should have learned from this chapter:

- 1. You can achieve coherence in writing by stating your ideas in logical order. There are several kinds of logical order: chronological order, logical division of ideas/order of importance, and comparison/contrast.
- 2. Each kind of logical order has special words and expressions, or transition signals, that will support your logic.

PREWRITING PRACTICE

Brainstorming Essay Exam Questions

Below is a list of fifteen possible essay questions that might be asked on a typical college examination. The first five are general questions that might be asked on a college writing test. The last ten are specific to a field of study. Get together with a group of one or two other students and brainstorm: Which logical order might you use to answer each question—chronological order, logical division of ideas/order of importance, or comparison/contrast?

-
-
-
-
-
- 1. What do you hope to gain from your college education?
 - 2. Evaluate a significant experience or achievement that has meaning for you.
 - 3. Discuss some issue of personal, local, national, or international concern and its importance to you.
 - 4. Write about your idea of a perfect day.
 - 5. How do you think the world will be different fifty years from now? What changes do you expect to witness?

Part I Writing a Paragraph

- _____
6. Compare and contrast the relationship between the two pairs of lovers in Shakespeare's Much Ado about Nothing.
- _____
7. In James Joyce's novel Portrait of the Artist as a Young Man, identify the three major incidents that affect Stephen Dedalus emotionally in Chapter 1. Which incident do you think changes him most? Why?
- _____
8. Explain the electrical conductivity of an electrolyte solution. Use an example to illustrate.
- _____
9. Consider a mixture of 10 million O₂ molecules and 20 million H₂ molecules. In what way is this mixture similar to 20 million water molecules? In what way is it dissimilar?
- _____
10. Describe the steps necessary for a proposed bill to become a law in the United States.
- _____
11. Explain the cash and accrual methods of accounting.
- _____
12. Describe the procedure for taking a year-end inventory in a small retail business.
- _____
13. Discuss the goals of American foreign policy before and after the fall of the Berlin Wall.
- _____
14. Explain the differences between a sole proprietorship, a partnership, and a corporation.
- _____
15. Explain how a hurricane forms.

WRITING PRACTICE

Choose one of the suggested topics that follow and write a paragraph that is ten to fifteen sentences in length. Use logical division of ideas, order of importance, or comparison and/or contrast to organize your ideas. Your instructor may wish to limit your choice in order to give you practice in a specific type of paragraph.

Remember the steps in the writing process:

- STEP 1** *Prewriting* Brainstorm a topic for ideas, using the listening, freewriting, or clustering techniques you have learned.
- STEP 2** *Planning* Develop an outline that includes a topic sentence and a concluding sentence (if necessary). Underline them.
- STEP 3** *Writing* Write a rough draft. Be sure to use transition signals.
- STEP 4** *Editing* Have a classmate check your draft against the Peer Editing Checklist.
- STEP 5** *Rewriting* Write a second draft, and proofread it for grammar and mechanics.
- STEP 6** Write a final copy to hand in.

Topic Suggestions

- Ways to improve your English speaking skills
- Important lessons you have learned in life
- Three pieces of advice you might give to a friend who plans to study abroad
- Eating customs in your country and another country
- Two automobile models, two music styles, two sports stars, two airlines, two restaurants, two well-known people
- Reasons you are learning English
- Reasons you want to become a _____ (doctor, musician, interior designer, computer programmer, etc.)

Part I Writing a Paragraph

PEER EDITING CHECKLIST

PEER EDITOR'S COMMENTS AND SUGGESTIONS	
GENERAL	
1. What do you like best about this paragraph?	
PAPER FORMAT	
2. Is the format correct? Does it look like the model on page 19?	
ORGANIZATION AND CONTENT	
3. Topic sentence: Is there a clear topic sentence? Does it have a controlling idea?	
4. Supporting sentences: Is the main idea clear? Does the writer need to add more details to explain it?	
5. Concluding sentence: Is there a concluding sentence? Does it begin with an appropriate end-of-paragraph signal?	
6. Unity: Do all of the sentences support the topic sentence?	
7. Coherence: Do the sentences flow smoothly? Are there any inconsistent pronouns? Are there enough transition signals? What kind of logical order is used?	
SENTENCE STRUCTURE	
8. Are there any unclear sentences? Can you suggest a way to improve them?	
GRAMMAR AND MECHANICS	
9. Are there any errors in grammar and mechanics?	

CHAPTER

6

Concrete Support I



Latin inscription from a Roman temple

Introduction

One of the biggest problems in student writing is that student writers often fail to prove their points. They fail because they do not support their points with concrete details. Their papers are too often full of opinions and generalizations without the factual details needed to support them.

A successful paragraph contains **concrete¹ support** for the topic sentence. Support your topic sentence by using specific and factual details.

¹ **concrete:** specific; definite

Facts versus Opinions

Facts are objective statements of truths.

At sea level, water boils at 100 degrees Celsius.

Women live longer than men.

Lung cancer among women is increasing.

Opinions are subjective statements based on a person's beliefs or attitudes.

Men are better drivers than women.

Engineering students do not need to take a lot of English courses.

Americans are only superficially¹ friendly.

It is certainly acceptable to express opinions in academic writing. In fact, most professors want you to express your own ideas. However, you must support your opinions with factual details. The more specific you are, the better.

In very formal academic writing, even some statements that are considered facts need further support. In other words, they need specific supporting details in order to be completely convincing.

Here are some examples of statements that need further support to be acceptable in formal academic writing and of additional necessary concrete supporting details.

UNSUPPORTED “FACTS”	CONCRETE SUPPORTING DETAILS
Teenage smoking is on the rise.	In 1995, the U.S. surgeon general reported that more than three million teenagers smoked cigarettes.
Smoking can cause lung cancer.	The American Cancer Society reports that the number one cause of lung cancer among men and women is smoking.

PRACTICE I

Facts versus Opinions

STEP 1 Decide whether each of the following statements is a fact or an opinion. Write F for fact, O for opinion.

STEP 2 Decide if the facts need additional supporting details. Write NFS for “needs further support” next to those that do.

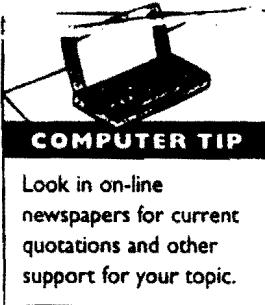
STEP 3 Discuss with your classmates what specific supporting details you might use to support the sentences you marked O (opinion) or F-NFS.

- _____ 1. Smoking is relaxing and, therefore, enjoyable.
- _____ 2. Dr. Kathleen Parker, a well-known cancer specialist, recently admitted in an interview, “Although I see the harmful effects of smoking nearly every day in my work, I still enjoy relaxing with a cigarette after dinner.”
- _____ 3. Early in the next decade, more women than men will die of lung cancer, according to the American Cancer Society.
- _____ 4. Smoking is attracting more and more adults.

¹ superficially: on the surface

- _____ 5. According to a recent New York Times article, cigarette smoking is increasing among adults in their forties as well as among the college educated and those earning more than \$35,000 annually.
- _____ 6. Red-light runners² must take a driver's education class. Then they will become safer drivers.
- _____ 7. Red-light runners cause scores of³ accidents, including deaths and injuries as well as millions of dollars in damages.
- _____ 8. Red-light runners should have their driver's licenses suspended for a period of time.
- _____ 9. Nationwide, the number of red-light running accidents increased 18 percent from 1991 through 1995. In 1991, 2,425 deaths resulted, and in 1995, the number rose to 2,866.

Concrete Supporting Details



There are several kinds of concrete supporting details that you can use to support or prove your topic sentence. Among the most common are examples, statistics, and quotations.

Read the following article about the changing American family, as more married women with children are going to work and more fathers are staying at home. Notice how the different kinds of concrete details support the writer's main ideas.

MODEL

Concrete Supporting Details

Extended example

Statistic

Statistic

Dad's New Role

Dr. Elizabeth Lee is the medical director in charge of communicable diseases in the county⁴ where she lives. She enjoys her challenging career and prefers it to staying at home with her two young children. Both she and her husband, Jack, realize the importance of parents' active participation in their children's lives.

s Therefore, they decided that one of them should stay at home to be a full-time parent. Jack became the primary caregiver because staying home would enable him to spend time developing his graphic design business.

Jack Lee is one of a growing number of stay-at-home dads. According to a 1996 survey by the *Los Angeles Times*, 39 percent of the men who responded to the 10 survey indicated that they would be willing to quit their jobs to take care of their children, while their wives became the primary breadwinners.⁵ Furthermore, the U.S. Census Bureau reported in 1997 that approximately two million men across the United States have primary responsibility for their children.

² **red-light runners:** drivers who speed through red traffic signal lights

³ **scores of:** many

⁴ **county:** administrative subdivision of a state in the United States

⁵ **breadwinners:** family members who earn money

Part I Writing a Paragraph

Example

Other fathers are telecommuting¹ or have part-time jobs that allow them to spend more time with their kids. For example, telecommuting gives advertising executive Ron Stemple time to take his children to school and pick them up. He can also drive them to their after-school activities. A 1997 study by job placement agency Executive Search, Inc. reported that between 57 and 78 percent of men would be willing to reduce their work hours and their salaries to spend more time with their children.

Statistic

According to the experts, Dad does just as well as Mom at parenting. As Joan Grant of the New York Department of Social Services stated, "Men are just as capable as women of taking care of their children's needs, including preparing nutritious meals; dispensing love, discipline, and Band-Aids; and providing a happy home environment."

Quotation

Writing Technique Questions

1. What main idea does the first paragraph about Dr. Lee illustrate?
2. What is the main idea of the second paragraph? What statistics are given?
3. What is the main idea of the third paragraph? How is it supported?
4. What is the main idea of the last paragraph? What kind of concrete supporting detail is used to prove it?

In the following sections, you will practice using each kind of concrete supporting detail.

Examples/ Extended Examples

Examples and extended examples, which are anecdotes or short stories, are perhaps the easiest kind of supporting details to use. You don't have to search in the library for information; you can often take examples from your own knowledge and personal experiences. Furthermore, examples are usually interesting and make your writing enjoyable to read. Finally, since it is easy to remember a striking example or a good story, your reader is more likely to remember your point.

However, there are two cautions you should keep in mind if you use examples and extended examples for support. First, remember that in formal academic writing—research papers, theses, and the like—personal examples are considered weak support, so use them sparingly.² Second, be sure that your examples really prove your point. For instance, if you are trying to prove that, on the average, men are better drivers than women, don't use famous racing car drivers as examples of male drivers because professional drivers aren't average men.

Study the two models to see how examples and extended examples can be used to support a topic sentence.

¹ **telecommuting:** working at home and using a computer to communicate with one's office and customers

² **sparingly:** infrequently

MODEL

Examples/Extended Examples

Examples

Language and Perception

Although we all possess the same physical organs for sensing the world—eyes for seeing, ears for hearing, noses for smelling, skin for feeling, and mouths for tasting—our perception of the world depends to a great extent on the language we speak. Scholars have discovered that we cannot perceive things that we have

- 5 not named. Each language is like a pair of eyeglasses through which we “see” the world in a particular way. A classic example of the relationship between language and perception is the word snow. In the English language, there is only one word to describe all of the possible kinds of snow. In Eskimo languages, however, there are as many as thirty-two different words for snow. For instance, the
- 10 Eskimos have different words for falling snow, snow on the ground, snow packed as hard as ice, slushy snow, wind-driven snow, and what we might call “cornmeal” snow. In contrast, cultures that rarely experience cold weather and snow may have only one word to express several concepts that are differentiated in English. The ancient Aztec languages of Mexico, for example, used only one word to mean
- 15 snow, cold, and ice.

Extended Example

Nonverbal Communication³

Nonverbal communication, or “body language,” is communication by facial expressions, head or eye movements, hand signals, and body postures. It can be just as important to understanding as words are. Misunderstandings—often amusing but sometimes serious—can arise between people from different cultures if they misin-

- 5 terpret nonverbal signals. Take, for example, the differences in meaning of a gesture⁴ very common in the United States: a circle made with the thumb and index finger.⁵ To an American, it means that everything is OK. To a Japanese, it means that you are talking about money. In France, it means that something is worthless, and in Greece, it is an obscene⁶ gesture. Therefore, an American could unknowingly offend
- 10 a Greek by using that particular hand signal.

The following incident illustrates how conflicting nonverbal signals can cause serious misunderstandings. While lecturing to his poetry class at Ain Shams

- University in Cairo, a British professor became so relaxed that he leaned back in his chair and revealed the bottom of his foot to the astonished class. Making such a
- 15 gesture in Muslim society is the worst kind of insult. The next day, the Cairo newspapers carried headlines about the student demonstration that resulted, and they denounced British arrogance⁷ and demanded that the professor be sent home.

³ **nonverbal communication:** communication without words

⁴ **gesture:** hand signal

⁵ **index finger:** the finger next to the thumb

⁶ **obscene:** indecent, disgusting

⁷ **arrogance:** too much pride

Part I Writing a Paragraph

Writing Technique Questions

1. What is the main idea of each paragraph? (There are three paragraphs, one paragraph in the first model and two paragraphs in the second model.) Underline the topic sentence in each paragraph.
2. What examples are used to support each topic sentence? Which paragraph has an extended example?
3. What words and phrases are used to introduce the examples? To introduce the extended example?

Tips for Using Examples and Extended Examples

1. Make sure that your example really supports your point.
2. Introduce examples with appropriate transition signals.

TRANSITION SIGNALS FOR EXAMPLES

SENTENCE CONNECTORS	OTHERS
for example	such as like
for instance	The following example (story/incident) illustrates (shows/demonstrates) ...

The ancient Aztec languages of Mexico, **for example**, used only one word to mean snow, cold, and ice.

For instance, the Eskimos have different words for falling snow, snow on the ground, snow packed as hard as ice ... and "cornmeal" snow.

Job titles **such as** stewardess, waitress, and mailman are today considered sexist¹ and have been replaced by nongender-specific job titles **like** flight attendant, waitperson, and mail carrier.

WRITING PRACTICE

Writing with Examples

Choose either A or B below and write a paragraph using an example and/or an extended example to support your topic sentence. Ask a classmate to check your paragraph against the Peer Editing Checklist at the end of the chapter before you hand it in.

- A. Describe a body language signal from your own culture that is different from a body language signal used in the United States. Explain the confusion that can result when people misunderstand the signal.
- B. Explain a proverb² from your first language by using examples. Some proverbs in English are

Don't count your chickens before they hatch.

A bird in the hand is worth two in the bush.

People who live in glass houses shouldn't throw stones.

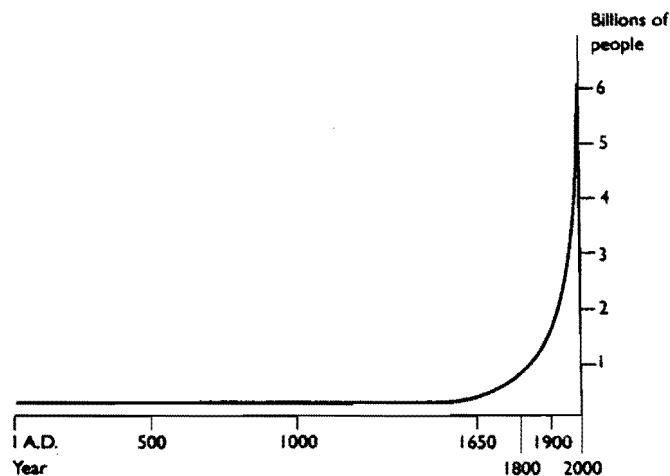
¹ sexist: discriminatory based on gender (male/female)

² proverb: wise saying that gives a practical rule for living

Statistics

In business, engineering, and the sciences, statistics are often used for support. In this section, you will practice using statistics from charts and graphs to support your writing ideas.

Study the chart below, and then read the paragraph that explains it. Notice that the source of the information is given in the sentence that begins "According to . . ."



World population growth. (Source: United Nations estimates.)

MODEL**Statistics****World Population Growth**

The world's population has been increasing dramatically. According to a United Nations chart of world population growth, the world's population suddenly multiplied in the nineteenth and twentieth centuries. At the beginning of the Christian era, the estimated world population was 200 to 300 million. It took more than 1,800 years for the population to reach one billion. Then in less than one hundred years, the figure doubled to two billion by 1930. By 1975, when it reached four billion, it had doubled again in less than fifty years. The United Nations has projected an increase to more than six billion by the year 2000.

Writing Technique Questions

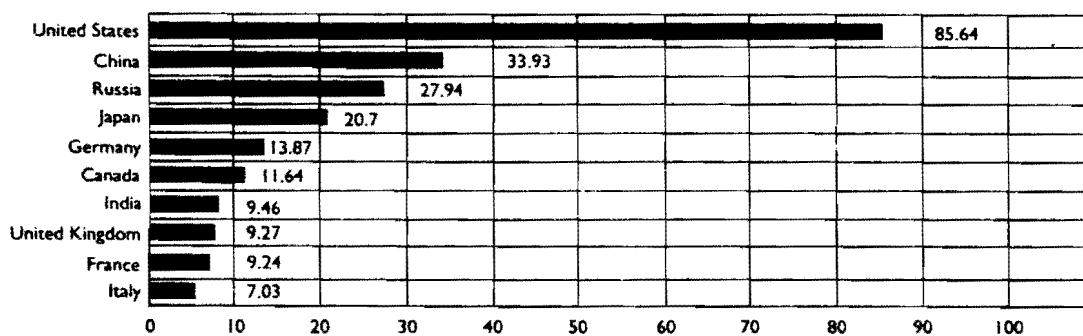
1. What is the main idea of the paragraph?
2. What five statistics are used to support this idea? What is the source of these numbers?
3. Turn back to the model "Dad's New Role" on pages 73–74. What statistics are used there? What are their sources?

Part I Writing a Paragraph

PRACTICE 2

Using Statistics

Study the graph below, which shows how the world's largest economies dominate global energy use. Then use the information in the graph to complete the paragraph that follows.



World's major consumers of primary energy, 1994. [Source: Energy Information Administration, U.S. Department of Energy, International Database, August 1996. Figures represent quadrillion Btu (British thermal units).]

World's Major Consumers of Primary Energy

According to statistics published by the U.S. Department of Energy, the world's consumption of primary energy continued to increase in 1994 in quadrillion Btu's. The three top consumers included the United States,

5 _____ . However, the largest consumer was _____ . It used _____ .

Japan consumed _____ , whereas Germany consumed _____. The countries that consumed less than 10 quadrillion Btu included _____ .

WRITING PRACTICE

Statistics

Two sets of graphs follow: one on the topic of credit, the other on working women in Japan and the United States. Choose either set of graphs and write a paragraph explaining its significance.

STEP 1 Decide what main idea the graphs illustrate, and write this idea as a topic sentence.

STEP 2 Write five to eight supporting statements, using the statistical information shown in the graphs. Be sure to mention the source of your statistics in your paragraph.

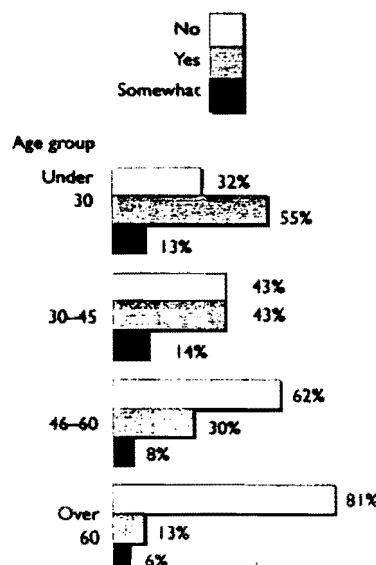
STEP 3 Ask a classmate to check your paragraph against the Peer Editing Checklist at the end of the chapter before you hand it in.

A. Hooked on¹ Credit

The graphs below are the results of a *USA Today* survey of 2,300 readers.

1. Survey question: Are you concerned about the amount of debt you have on credit cards?

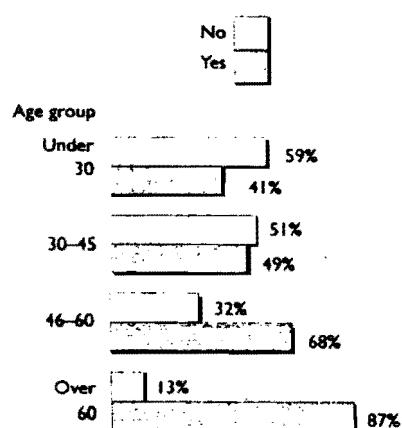
Results:



Source: *USA Today* survey, analyzed by Barbara Pearson.

2. Survey question: Do you pay off all credit card bills every month?

Results:



Source: *USA Today* survey, analyzed by Barbara Pearson.

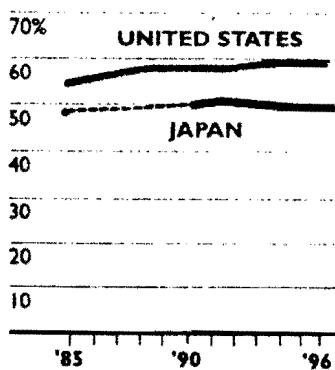
¹ hooked on: addicted to something

Part 1 Writing a Paragraph

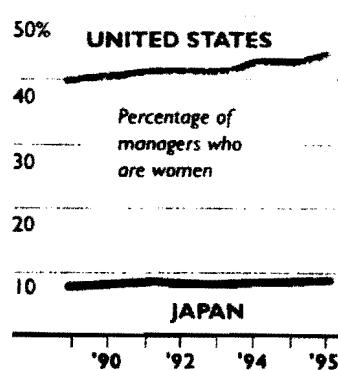
B. Working Women in Japan and the United States

The following graphs from the *New York Times* compare working women in Japan and the United States.

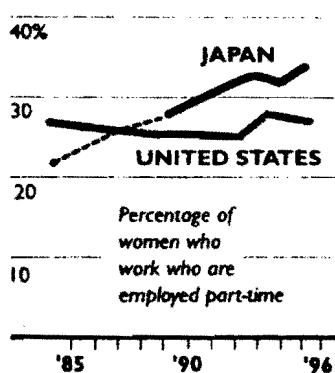
1. While the share of women in Japan who work is not substantially smaller than in the United States ...



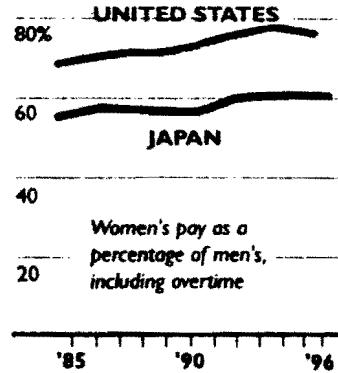
... women in Japan hold fewer positions of responsibility in the workplace ...



2. ... are more likely to have a part-time job ...



... and experience a larger wage gap with men ...



Review

These are the important points you should have learned from this chapter:

1. Use concrete supporting details to prove your points.
2. Do not use opinions for support.
3. Use examples, extended examples, or statistics as support.

PEER EDITING CHECKLIST

PEER EDITOR'S COMMENTS AND SUGGESTIONS	
GENERAL	
1. What do you like best about this paragraph?	
PAPER FORMAT	
2. Is the format correct? Does it look like the model on page 19?	
ORGANIZATION AND CONTENT	
3. Topic sentence: Is there a clear topic sentence? Does it have a controlling idea?	
4. Supporting sentences: What kind of concrete support is used? Are the statistics or examples incorporated smoothly into the paragraph?	
5. Concluding sentence: Is there a concluding sentence? Does it begin with an appropriate end-of-paragraph signal?	
6. Unity: Do all of the sentences support the topic sentence?	
7. Coherence: Do the sentences flow smoothly? Are there any inconsistent pronouns? Are there enough transition signals used?	
SENTENCE STRUCTURE	
8. Are there any unclear sentences? Can you suggest a way to improve them?	
GRAMMAR AND MECHANICS	
9. Are there any errors in grammar and mechanics?	

CHAPTER

7

Concrete Support II



Runic writing from eleventh-century Sweden

Quotations, Paraphrases, and Summaries

In addition to the examples, extended examples, and statistics that you studied in the previous chapter, you may also need to use other kinds of concrete information to support your ideas. Using quotations and writing paraphrases and summaries of information from outside sources are important tools in academic writing. In some college classes, instructors ask their students to write research papers (also called term papers). To write a term paper, you must find information about your topic in books,

newspapers, periodicals,¹ encyclopedias, and similar sources. Then you include this information in the body of your paper.

It is important to learn how to use information from outside sources without committing plagiarism.² Plagiarism is a serious offense. It occurs in two situations. It occurs when you use another person's words or ideas without acknowledging that the person is your source. Plagiarism also occurs even when you acknowledge the other person if your rewritten version is too similar to the other person's. In this chapter, you will learn how to use other people's words and ideas without plagiarizing them.

When you borrow another person's words or ideas by quoting, paraphrasing, or summarizing them, you must show where you got the ideas by putting certain information in parentheses immediately after the material you have borrowed. As you study this chapter, look for the ways this information is given. At the end of the chapter, you will learn how to prepare such in-text citations.

Quotations

There are two kinds of quotations: direct and indirect. In a direct quotation, another person's exact words are repeated and are enclosed in quotation marks. In an indirect quotation, the speaker's words are reported without quotation marks. You should learn to use both kinds of quotations in your writing.

Direct Quotations

Read the following model and study how direct quotations are used to support the topic sentence.

MODEL

Direct Quotations

Drugs and the Olympic Games

It is no secret that performance-enhancing³ drugs have been used by Olympic athletes for decades. In 1993, the head of the International Olympic Committee's medical commission, Prince Alexandre de Merode of Belgium, stated, "I believe that as many as 10% of all Olympic athletes are regular users of performance-enhancing drugs" (qtd. in Bamberger and Yaeger 63).⁴ Despite rigorous⁵ drug testing of Olympic athletes, the use of banned performance-enhancing substances has become more widespread than ever. It is clear that if athletes want to win, they must consider using drugs. In a 1997 article in *Sports Illustrated* magazine, Dutch physician Michel Karsten is quoted as saying, "There may be some sportsmen who can win gold medals without taking drugs, but there are very few." According to Dr. Karsten, who says he has prescribed anabolic steroids⁶ to hundreds of world-class athletes over the last twenty-five years, "If you are especially gifted, you may win once, but from my experience you can't continue to win without drugs. The field is just too filled with drug users" (qtd. in Bamberger and Yaeger 62).

¹ periodicals: magazines

² plagiarism: the use of someone else's words or ideas as your own

³ enhancing: improving

⁴ qtd. in Bamberger and Yaeger 63: This form of in-text citation means that the words in quotation marks were spoken by Prince Alexandre de Merode and were quoted on page 63 of an article written by two people named Bamberger and Yaeger.

⁵ rigorous: strict

⁶ anabolic steroids: drugs that increase muscle

Part I Writing a Paragraph

Reporting Verbs and Phrases

Reporting verbs and phrases are used to introduce a quotation or other borrowed information (such as statistics). Some of the more common reporting terms are as follows:

according to	insist	report	suggest
claim	maintain	say	write
declare	mention	state	

Here are some rules for their use:

- 1.** Reporting verbs can appear before, in the middle of, or after a quotation.

Dr. Karsten said, "_____."

"_____, " the doctor stated, "_____."

"_____, " declared the president of the International Olympic Committee (IOC).

- 2.** Reporting verbs can be used with or without the subordinator *as*.

As a spokesperson for the IOC suggested, "_____."

A spokesperson for the IOC suggested, "_____."

- 3.** Reporting verbs may be in any tense.

As the IOC stated in its report after the 1996 games in Atlanta, "_____."

The IOC states in its report after the 1996 games in Atlanta, "_____."

As the IOC has always insisted, "_____."

- 4.** The reporting phrase *according to* can be used in place of a reporting verb. Use quotation marks if you are quoting someone's words exactly.

According to the IOC, "_____."

- 5.** It is a good idea to include the source of the quotation in your sentence.

According to a report published by the IOC, "_____."

Punctuating Direct Quotations

The rules for punctuating direct quotations can become very complex. For general purposes, the rules are as follows:

- 1.** Quotation marks are always used in pairs. Place a comma between the reporting phrase and the quotation. Put quotation marks before and after the actual words quoted. Normally, place commas (and periods) before the first mark and also before the second mark in a pair.

**CROSS-REFERENCE**

For more examples showing the use of quotation marks, see pages 252–253 in Appendix A.

According to *Sports Illustrated*, “The use of steroids—and other, more exotic substances such as human growth hormone (hGH)—has spread to almost every sport, from major league baseball to college basketball to high school football.”

“The use of steroids—and other, more exotic substances such as human growth hormone (hGH)—has spread to almost every sport, from major league baseball to college basketball to high school football,” according to *Sports Illustrated*.

There is an important exception to this rule: When you add an in-text citation after a quotation, the period goes at the very end, after the closing parenthesis:

Prince Alexandre de Merode of Belgium stated, “I believe that as many as 10% of all Olympic athletes are regular users of performance-enhancing drugs” (qtd. in Bamberger and Yaeger 63).

2. Capitalize the first word of the quotation as well as the first word of the sentence.

Dr. Donald Catlin, director of a drug-testing lab at UCLA, stated, “The sophisticated athlete who wants to take drugs has switched to things we can’t test for.”

3. If you break a quotation into two parts, enclose both parts in quotation marks and separate the parts with commas. Capitalize only the first word of the sentence.

“The use of steroids—and other, more exotic substances such as human growth hormone (hGH)—has spread,” according to *Sports Illustrated*, “to almost every sport, from major league baseball to college basketball to high school football.”

4. If you omit part of a direct quotation, use an ellipsis (...).

According to *Sports Illustrated*, “The use of steroids . . . has spread to almost every sport, from major league baseball to college basketball to high school football.”

5. If you have a good reason to add words of your own to the original, put brackets [] around the words that you have added.

Commenting on the difficulty of detecting drug use among Olympic athletes, the director of drug testing for the U.S. Olympic Committee at the 1984 and 1988 games declared, “The testers know that the [drug] gurus¹ are smarter than they are.”

- PRACTICE I**
- Direct Quotations*
- A. Turn back to the model paragraph about drug use among Olympic athletes on page 83 and answer the following questions.

1. How many direct quotations are used in the model paragraph?
2. What reporting verbs and phrases are used to introduce the direct quotations?

- B. Add punctuation to the following direct quotations. Change the capitalization if necessary. (The sentences in this practice are about black holes, which are invisible masses in space larger than giant stars.)

1. Dr. Yixuan Ma, a well-known astrophysicist who has been studying black holes, said it is one of the most interesting phenomena we astrophysicists have ever studied.
2. As she explained in black holes the laws of nature do not seem to apply.
3. A black hole is a tiny point with the mass 25 times the mass of our sun explained Ma’s associate, Chun-Yi Su. Black holes are created by the death of a very large star she stated.

¹ **gurus:** advisors

Part I Writing a Paragraph

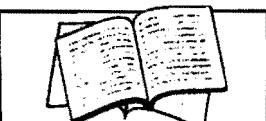
4. It is an invisible vacuum cleaner in space she added with tremendous gravitational pull.
5. According to Dr. Su, if a person falls into a black hole, he will eventually be crushed due to the tremendous gravitational forces.
6. Time will slow down for him as he approaches the event horizon¹ she said and when he reaches the event horizon, time will stand still for him.

Indirect Quotations

In indirect quotations, the speaker's (or writer's) words are reported indirectly. For this reason, indirect quotations are sometimes called reported speech. Indirect quotations are introduced by the same reporting verbs used for direct quotations, often with the added word *that*. Do not use quotation marks. Also, the tense of verbs in indirect quotations is affected by the tense of the reporting verb. Study the model and observe how indirect quotations support the main ideas. Notice also the verb tenses.

MODEL

Indirect Quotations



CROSS-REFERENCE

For additional information about indirect quotations, you may also want to look at Chapter 11, Noun Clauses, pages 178–182.

Seeking a Spouse on the Web

The global reach of the Internet is helping expatriate² citizens of India find marriage partners. Most Indians prefer their partners to come from the same region of India as they and to have similar religious and socioeconomic backgrounds. For young Indians who live abroad, searching for a suitable wife or husband becomes quite difficult. They often must depend on their families back home in India to find them mates. However, computer scientist Raj Baronia, who lives and works in Silicon Valley in California, has developed a site on the World Wide Web to help called Indolink. In an interview, Baronia said that he had developed Indolink to allow Indians living abroad to take responsibility for finding their own marriage partners rather than having their parents do it for them. He estimated that about half of Indolink ads were placed by marriage seekers themselves, rather than by family. Baronia also said Indolink allowed them to search not only in India but also in expatriate communities around the world (qtd. in Bentley).³ For example, Sandeep Gupta, a young computer programmer from Toronto, is seeking a wife through Indolink. He is looking for intellectual women, and, according to Gupta, anyone he meets on the Internet will probably be professional and educated. He added, "I am planning to fly to New York soon to meet a young woman I met through Indolink" (qtd. in Bentley).

Changing Direct Quotations to Indirect Quotations

Good writers use both direct and indirect quotations. In certain situations, you may find it easier to use one kind or the other, and using both adds variety to your writing. In the following examples, notice what changes occur when a direct quotation is rewritten as an indirect quotation.

¹ **event horizon:** the point of no return in a black hole

² **expatriate:** living in a foreign country

³ This in-text citation means that the words were spoken by Mr. Baronia and were indirectly quoted in a one-page article written by Bentley.

DIRECT QUOTATION	INDIRECT QUOTATION
He declared, "I am looking for intellectual women."	He declared that he was looking for intellectual women.
My father told me, "I want you to do your best."	My father told me that he wanted me to do my best.
The teacher told us, "You can take another test to try to improve your grades."	The teacher told us we could take another test to try to improve our grades.
The students confessed, "We didn't study."	The students confessed that they hadn't studied.

To change a direct quotation to an indirect quotation:

1. Omit the quotation marks.
2. Add the subordinator *that*. (You may omit *that* if the meaning is clear.)
3. Change the verb tense if necessary. Follow the sequence of tenses rules provided here.
4. Change pronouns as necessary.

Sequence of Tenses Rules

1. If the reporting verb is in a past tense, the verbs in an indirect quotation may change tense according to the following rules:

	DIRECT QUOTATION	INDIRECT QUOTATION
Simple present changes to simple past	Susan said, "The exam is at eight o'clock."	Susan said (that) the exam was at eight o'clock.
Simple past and present perfect change to past perfect	She said, "We didn't have time to eat breakfast." He said, "The exam has just started."	She said (that) they hadn't had time to eat breakfast. He said (that) the exam had just started.
Will changes to would, can to could, and may to might.	Pedro mentioned, "Today I will eat Chinese food, and tomorrow I'll eat French food if I can find a good restaurant."	Pedro mentioned that today he would eat Chinese food and that tomorrow he'd eat French food if he could find a good restaurant.

Part I Writing a Paragraph

- 2.** When the quoted information is a fact or a general truth, the verb tense in the quotation does not change.

He said, "Water **boils** at a lower temperature in the mountains."

He said that water **boils** at a lower temperature in the mountains.

- 3.** When the reporting verb is simple present, present perfect, or future, the verb tense in the quotation does not change.

He says, "I **can finish** it today."

He says that he **can finish** it today.

- 4.** When the reporting phrase is *according to*, the verb tense does not change.

Gupta said, "Anyone **I meet** on the Internet **will probably be** professional and educated."

According to Gupta, anyone he **meets** on the Internet **will probably be** professional and educated.

PRACTICE 2

Changing Direct Quotations to Indirect Quotations

- A. Turn back to the model paragraph "Seeking a Spouse on the Web" on page 86 and answer these questions:

1. How many indirect quotations does the paragraph contain?

2. What reporting verbs or phrases introduce the indirect quotations? Which one(s) do not contain the word *that*?

- B. Look at the model paragraph "Drugs and the Olympic Games" on page 83 and find the one indirect quotation. Does it follow the sequence of tenses rules?

- C. Rewrite the following direct quotations as indirect quotations.

1. Television channel KSA General Manager Jim Burns said, "Not everyone can attend college in the traditional way; therefore, taking courses via television will offer many more students the chance to earn a college degree."

2. Pre-med student Alma Rodriguez said, "I miss being on campus, but I have to work and take care of my family."

3. Other students said, "Last year, we spent several hours a day commuting to and from school. Now we don't have to do that."

4. Computer engineering student Amir Mehdizadeh stated, "I can choose when to study and how to study without pressure." He also said, "I will take two more telecourses¹ in the fall."

¹ **telecourses:** college courses taken using telecommunication technology

- D. Change all of the direct quotations in the model paragraph on drugs and Olympic athletes (page 83) into indirect quotations.

WRITING PRACTICE

Writing with Quotations

Write a short paragraph that develops the topic you are given below. Use the quotations for support. You may use them either as direct or as indirect quotations. Include some additional supporting sentences and transition signals to connect the ideas and make your paragraph flow smoothly.

- STEP 1** Copy the topic sentence exactly as it is given.
STEP 2 Write several supporting sentences, using the main points and quotations supplied. Add supporting details such as examples if you can. Use the techniques and rules you have learned for direct and/or indirect quotations. Be sure to mention somewhere in your paragraph the book or article that is the source of the quotations.
STEP 3 Document the source further by putting the author's name and a page number in parentheses at the end of your paragraph. (Refer to Documenting Sources of Information on pages 95–97.)
STEP 4 Before you hand in your paragraph, ask a classmate to check it against the Peer Editing Checklist on page 98.

Example

Topic Sentence The increased use of computers in business has been accompanied by a costly increase in computer crime.

Main point Computer criminals cost business a lot of money.

"The financial losses to business from computer thefts will exceed \$15 billion in 1998."

Main point Computer criminals steal not only money but also information.

"It is not just the money they steal; they steal data, and data is power."

Source A book by Meredith Bruce, *Cybercrime*, page 185.

Completed paragraph



COMPUTER TIP

Computers allow you to use various fonts or type styles. When you quote books or articles, you may use a special font to write the titles of your sources.

The increased use of computers in business has been accompanied by a costly increase in computer crime. The losses to victims of computer crimes are very high. In her book, *Cybercrime*, author Meredith Bruce claimed that the financial losses to business from computer thefts would exceed \$15 billion in 1998. Computer criminals steal not only money but also information. For example, they steal confidential business records, customer lists, and corporate plans. As Bruce stated, "It is not just the money they steal; they steal data, and data is power" (Bruce 185).

Topic for Your Writing

Computers cannot be compared to human brains.

The human brain is more powerful than any computer.

"It has been estimated that the information processing capacity of even the most powerful supercomputer is equal to the nervous system of a snail—a tiny fraction of the power available to the supercomputer inside the human skull."²

² skull: head

Part I Writing a Paragraph

Main point	The kinds of processing are different, too.
Quotation	"Computers find it easy to remember a 25-digit number but find it hard to summarize the ¹ gist ¹ of [children's story] "Little Red Riding Hood," and humans find it hard to remember the number but easy to summarize the story."
Main point	Human brains also have the advantage of being inside humans.
Quotation	"They [human brains] can soak up terabytes ² of information over the years as the humans interact with other humans and with the environment."
Source	An article by Steven Pinker in U.S. News & World Report, August 18–25, 1997, page 64.

Paraphrases

In the preceding section, you learned how to use someone else's ideas for support by quoting his/her words directly or indirectly. Now you will learn two other ways to use ideas from outside sources: by paraphrasing and by summarizing.

Paraphrasing is a writing skill in which you "rephrase" (rewrite) information from an outside source in your own words without changing its meaning. Because you include in your rewriting all, or nearly all, of the content of the original passage, a paraphrase is almost as long. A summary, by contrast, is much shorter than the original. A summary includes only the main ideas of someone else's writing, restated in your own words. In summarizing and paraphrasing, however, you must not change the meaning of the original.

When paraphrasing, it is important to avoid plagiarizing; that is, writing a paraphrase that is too similar to the original. A paraphrase is unacceptable when it contains the same vocabulary and sentence structure as the original. The following model shows unacceptable and acceptable paraphrases.

MODEL

Paraphrase

Original Passage

Language is the main means of communication between peoples.³ But so many different languages have developed that language has often been a barrier rather than an aid to understanding among peoples. For many years, people have dreamed of setting up an international, universal language which all people could speak and understand. The arguments in favor of a universal language are simple and obvious. If all peoples spoke the same tongue, cultural and economic ties might be much closer, and good will might increase between countries (Kispert).

Unacceptable Paraphrase

Language is the principal means of communication between peoples. However, because there are numerous languages, language itself has frequently been a barrier rather than an aid to understanding among the world population. For many years, people have envisioned a common universal language that everyone in the world could communicate in. The reasons for having a universal language are clearly understandable. If the same tongue were spoken by all countries, they would undoubtedly become closer culturally and economically. It would probably also create good will among nations (Kispert).

¹ gist: main ideas

² terabytes: trillions of bytes

³ peoples: groups of people that share a common culture, religion, language, etc.

Acceptable Paraphrase

Humans communicate through language. However, because there are so many languages in the world, language is an obstacle rather than an aid to communication. For a long time, people have wished for an international language that speakers all over the world could understand. A universal language would certainly build cultural and economic bonds. It would also create better feelings among countries (Kispert).

The first paraphrase is plagiarism. Even though the writer has changed many of the words, the sentence structure is very similar to the original. In the second paraphrase, both the vocabulary and sentence structure are different.

You can write a good paraphrase if you follow these steps:

STEP 1 Read the original passage several times until you understand it fully. Look up unfamiliar words, and find synonyms for them. If you need to take notes, write down only one or two words for each idea—not complete sentences. For example, here are one writer's notes on the original passage about universal language:

language—people use to communicate—but too many—obstacle—dream—international language—reasons: cultural, economic bonds, good feelings between countries

It may be helpful to make a brief outline like the following:

A. Language—main means of communication

1. Too many languages—barrier to understanding
2. Universal language needed

B. Reasons for a universal language

1. Increase cultural, economic bonds
2. Increase good feelings between countries

STEP 2 Write your paraphrase from memory. Include as much of the information as you remember. Don't look at the original while you are writing.

STEP 3 Check your paraphrase against the original for accuracy and completeness. If necessary, add points you have missed.

STEP 4 Name the source of the original passage in parentheses at the end of your paraphrase. (Refer to Documenting Sources of Information on pages 95–97.)

PRACTICE 3*Writing a Paraphrase*

- A. Follow the preceding four steps and write paraphrases of the following passages. Write your notes and paraphrases in the spaces provided. Work with a partner or in a group if you wish.

Part I Writing a Paragraph

I.

Artificial Languages

Since the time of Descartes,¹ it is estimated that no fewer than five hundred attempts have been made to create artificial languages for international use. The most successful by far has been Esperanto, a language constructed around the end of the nineteenth century by Dr. Zamenhof of Poland.

- 5 Esperanto is a language that is extremely easy to learn and speak, with its words drawn mainly from English, German, the Romance languages,² Latin, and Greek.

A more recent arrival on the international scene is Interlingua, scientifically constructed by a group of language experts out of Latin, the Romance
 10 languages, and English. But whereas Esperanto has a large body of people who actually speak it scattered throughout the world, Interlingua has not yet achieved much popularity (Pei 175-176).

Notes:

Paraphrase:

2.

Artificial Languages—Objections

The main objection to constructed languages, like Esperanto or Interlingua, is that they have not developed all the thought-carrying machinery and shades of meaning that natural languages have had a chance to work out for themselves over a period of many centuries; also, the artificial languages presented so far lean too heavily in the direction of the western European and American nations, and carry too little in the way of Slavic, Asiatic, and African words and habits of thought (Pei 176).

¹ Descartes: seventeenth-century French mathematician and philosopher

² Romance languages: languages that developed from Latin

Notes:

Paraphrase:

- B. Follow the same four steps and write paraphrases of these two paragraphs on your own. Write your notes and paraphrases on a separate sheet of paper.

1

Americans

Despite its ethnic diversity,³ the United States has managed to absorb bits and pieces of many cultures and weave them into a unique culture that is strikingly consistent and distinct. You can pick out Americans anywhere in the world, often very quickly, because of their behavior. Among their most observable traits are openness, friendliness, informality, optimism, creativity, loudness, and vitality (Hall and Hall 140).

2.

The Work Ethic⁴ of Americans and Europeans

Europeans often observe that Americans schedule everything except time for relaxation. This is particularly true of American executives, who drive themselves hard, often at the expense of their families and their health. Americans have fewer holidays and take shorter vacations than do Europeans. In the opinion of many German and French executives, American executives are obsessed with work; they're workaholics. Most Europeans do not accept working on weekends or holidays; they reserve these times for themselves and their families (Hall and Hall 145).

³ ethnic diversity: cultural differences

work ethic: beliefs about and behavior reflecting the value of hard work

Part I Writing a Paragraph

Summaries

A summary is similar to a paraphrase except that a summary is shorter. When you summarize, you compress¹ large amounts of information into the fewest possible sentences. In order to do this, you include only the main points and main supporting points, leaving out the details. However, just as when you paraphrase, you must not change the meaning of the original.

The original passage used in the model on page 90 is repeated here in order to show you clearly the difference between a paraphrase and a summary.

MODEL

Summary

Original Passage

Language is the main means of communication between peoples. But so many different languages have developed that language has often been a barrier rather than an aid to understanding among peoples. For many years, people have dreamed of setting up an international, universal language which all people could speak and understand. The arguments in favor of a universal language are simple and obvious. If all peoples spoke the same tongue, cultural and economic ties might be much closer, and good will might increase between countries (Kispert).

Summary

People communicate mainly through language; however, having so many different languages creates communication barriers. Some think that one universal language would bring countries together culturally and economically and also increase good feelings among them (Kispert).

Compare this summary with the acceptable paraphrase on page 91. Notice that some details are omitted from the summary that were included in the paraphrase:

that people have dreamed of setting up an international, universal language
the arguments are simple and obvious

However, the meaning of the original has not been changed.

The steps for writing a summary are the same as for writing a paraphrase.

- STEP 1** Read the original passage several times until you understand it fully. Look up unfamiliar words, and find synonyms for them. If you need to take notes, write down only one or two words for each idea—not complete sentences.
- STEP 2** Write your summary from memory. Include important points and omit unnecessary details. Don't look at the original while you are writing. Remember that your goal in writing a summary is to restate the main ideas in as few words as possible.
- STEP 3** Check your summary against the original for accuracy.
- STEP 4** Put the source of the original passage in parentheses at the end of your summary. (See Documenting Sources of Information on pages 95–97.)

¹compress: squeeze; press together

PRACTICE 4*Writing a Summary*

- A. Write a summary of each of the four passages from Practice 3 (pages 91–93), which you previously paraphrased.
- B. Write a separate summary of each of the following paragraphs.

A Less Social Society Becoming Shy

Growing numbers of those people standing silently in line at the automatic teller machine (ATM) or pumping their own self-service gas are probably victims of America's silent, anonymous epidemic. They're shy—and the rapid technological and social changes rippling² through America are increasing their numbers rapidly, says the world's pioneering researcher into shyness. . . . The increasing numbers of shy people mean Americans are lonelier, more alienated,³ and in worse shape, both mentally and physically. That is hardly a prescription for a healthy society (Epstein A1).

Stanford University professor Philip G. Zimbardo places the blame for the rising tide of shyness on three factors. First, automation, as exemplified⁴ by ATMs and self-service gas pumps that take credit cards, "robs many of us of one more small opportunity for social contact." Second, the revolution in personal computers and home electronic entertainment means couch potatoes⁵ and cyber-surfers⁶ have less reason for social interaction. "E-mail means you don't have to talk to people, even over the telephone," Zimbardo commented. Third, the changing nature of family life and rising fear of crime are shutting people off from each other. "You don't see kids in the streets anymore. All play is organized for them, so they don't develop the give-and-take and the leadership skills of the playground," he warned. With some 50 percent of marriages ending in divorce and with most parents working, children are robbed of the nurturing communication they once enjoyed with their parents and extended families (qtd. in Epstein A10).

Documenting Sources of Information

You have now learned how to use other people's words and ideas by quoting, paraphrasing, and summarizing. Remember that whenever you use the ideas of others, you must give proper credit to the originator of those ideas even when you do not use his or her exact words, or you will be guilty of plagiarism.

There are two steps to documenting your sources. The first step is to put a reference to each source within the text of your essay or term paper. This is called an in-text citation. The second step is to prepare a list that fully describes all of your sources to attach to the end of your paper.

² **rippling:** moving with a gentle waving motion

³ **alienated:** feeling isolated; separated from others

⁴ **exemplify:** give an example

⁵ **couch potatoes:** people who watch TV a lot

⁶ **cyber-surfers:** people who spend a lot of time on the Internet

Part I Writing a Paragraph

This section will introduce you only to the basics of documentation. Any good English language handbook or style manual will give you more details about the correct ways to document different sources of information.

In-Text Citations

There are several possible ways to write an in-text citation. One way is to put a brief reference in parentheses immediately following the quoted, paraphrased, or summarized material. Remember, when you add an in-text citation, the period goes at the very end, after the closing parenthesis.

Usually, you will need to give the last name of the author of your source and a page number (or numbers, if the borrowed information is on more than one page):

(Pei 175–176).

If there are two authors, give both names:

(Hall and Hall 140).

Do not give any more information than is necessary for your reader to identify the source of the material when he or she looks at your list of works cited. For example, leave out page numbers if the article from which you are borrowing information is only one page long.

(Bentley).

If you have already mentioned the author's name in the text, do not repeat the name in your citation. For example, if you began your paraphrase of the paragraph "Americans" on page 93 with the phrase *According to Hall and Hall*, give only the page number:

(140).

If you use material from an encyclopedia, use the author's name if it is given. If no author is named, put the title of the article in quotation marks. You do not need a page number since encyclopedia articles are arranged alphabetically and your reader will be able to find the source easily.

("Rock Music").

If you use someone's words that are quoted in a source written by a different person, begin the in-text citation with the abbreviation *qtd. in.* (for *quoted in*):

(*qtd. in* Bamberger and Yaeger 63).

A List of Works Cited

The second step in documentation is to list all of your sources in alphabetical order by the author's family name or by the first word of the article if there is no author. This list is entitled "Works Cited." Include publishing information about each source.

Works Cited

Magazine article with 2 authors on more than 1 page

Bamberger, Michael, and Don Yaeger. "Over the Edge." *Sports Illustrated* 14 April 1997:60+.

Newspaper article on 1 page

Bentley, Cheryl. "Net Finds Mates for Indian Expatriates." *San Francisco Chronicle* 8 April 1997:C4.

Newspaper article on more than 1 page

Epstein, Edward. "A Less Social Society Is Becoming Shy." *San Francisco Chronicle* 14 Sept. 1995:A-1+.

Book with 2 authors

Hall, Edward T., and Mildred Reed Hall. *Understanding Cultural Differences*. Yarmouth, Maine: Intercultural Press, 1990.

Book with 1 author

Pei, Mario A. *All About Language*. Philadelphia: Lippincott, 1954.

Encyclopedia article with author named

Kispert, Robert J. "Universal Language." *World Book Encyclopedia*. 1997.

Encyclopedia article on CD-ROM with no author named

"Company." *Microsoft Encarta 97 Encyclopedia*. 1997.

Review

These are the important points you should have learned from this chapter:

1. In academic writing, you are expected to use information from outside sources to support your ideas. When you include in an academic paper information from a book, newspaper, magazine, encyclopedia, dictionary, or nonprint sources such as television programs, CD-ROMs, or the Internet, use any of the following methods:
 - Direct quotations: Repeat the author's or speaker's exact words, and place them within quotation marks.
 - Indirect quotations: Report the author's words, making changes in pronouns and verb tenses as necessary. Do not use quotation marks.
 - Paraphrase: Rewrite the author's meaning in your own words. Include all, or almost all, of the ideas that are in the original. Change the sentence structure and substitute synonyms where possible to avoid plagiarizing.
 - Summary: Condense a writer's words and summarize the main ideas in as few of your own words as possible.
2. Document your sources to avoid plagiarizing and to help your reader find the sources of your information.
 - Use in-text citations.
 - Prepare an alphabetical list of works cited.

Part I Writing a Paragraph

PEER EDITING CHECKLIST

PEER EDITOR'S COMMENTS AND SUGGESTIONS	
GENERAL	
1. What do you like best about this paragraph?	
PAPER FORMAT	
2. Is the format correct? Does it look like the model on page 19?	
ORGANIZATION AND CONTENT	
3. Topic sentence: Is there a clear topic sentence? Does it have a controlling idea?	
4. Supporting sentences: Are the quotations incorporated smoothly into the paragraph? Did the writer follow the rules for using direct and indirect quotations? Are there enough supporting details?	
5. Coherence: Do the ideas and sentences flow smoothly? Are transition signals used where they are needed?	
SENTENCE STRUCTURE	
6. Are there any unclear sentences? Can you suggest a way to improve them?	
GRAMMAR AND MECHANICS	
7. Are there any errors in grammar and mechanics?	

Writing an Essay



PART

CHAPTER

8

The Essay



Fourteenth-century European manuscript

Writing an Essay

An **essay** is a piece of writing several paragraphs long instead of just one or two paragraphs. It is written about one topic, just as a paragraph is. However, the topic of an essay is too complex to discuss in one paragraph. Therefore, you must divide the topic into several paragraphs, one for each major point. Then you must tie all of the separate paragraphs together by adding an introduction and a conclusion.

Writing an essay is no more difficult than writing a paragraph except that an essay is longer. The principles of organization are the same for both, so if you can write a good paragraph, you can write a good essay.

An essay has three main parts:

1. An *introductory paragraph*
2. A *body* (at least one, but usually two or more paragraphs)
3. A *concluding paragraph*

The **introductory paragraph** consists of two parts: a few *general statements* about your subject to attract your reader's attention and a *thesis statement* to state the specific subdivisions of your topic and/or the "plan" of your paper. A thesis statement for an essay is just like a topic sentence for a paragraph: It names the specific topic and the controlling ideas or major subdivisions of the topic.

The **body** consists of one or more paragraphs. Each paragraph develops a subdivision of your topic, so the number of paragraphs in the body will vary with the number of subdivisions or subtopics. The body is the longest part of the essay and can contain as many paragraphs as necessary to support the controlling ideas of your thesis statement. The paragraphs of the body of the essay are like the main supporting points in a single paragraph. Furthermore, you can organize the paragraphs in an essay just as you organize the ideas in a paragraph, by chronological order, logical division of ideas, comparison and contrast, etc.

The **conclusion** in an essay, like the concluding sentence in a paragraph, is a summary or review of the main points discussed in the body.

The only additional element in an essay is the linking expressions between the paragraphs of the body. These are just like transitions within a paragraph. You use transitions *within* a paragraph to connect the ideas between two sentences. Similarly, you use transitions *between* paragraphs to connect the ideas between them.

You can see that writing an essay is essentially the same as writing a paragraph; an essay is just longer. The chart on the next page shows you how the parts of a paragraph correspond to the parts of an essay.

The Introductory Paragraph

All writers (even professionals) complain that the most difficult part of writing is getting started. Getting started, or writing an introductory paragraph,¹ can be easy if you remember that an introduction has four purposes:

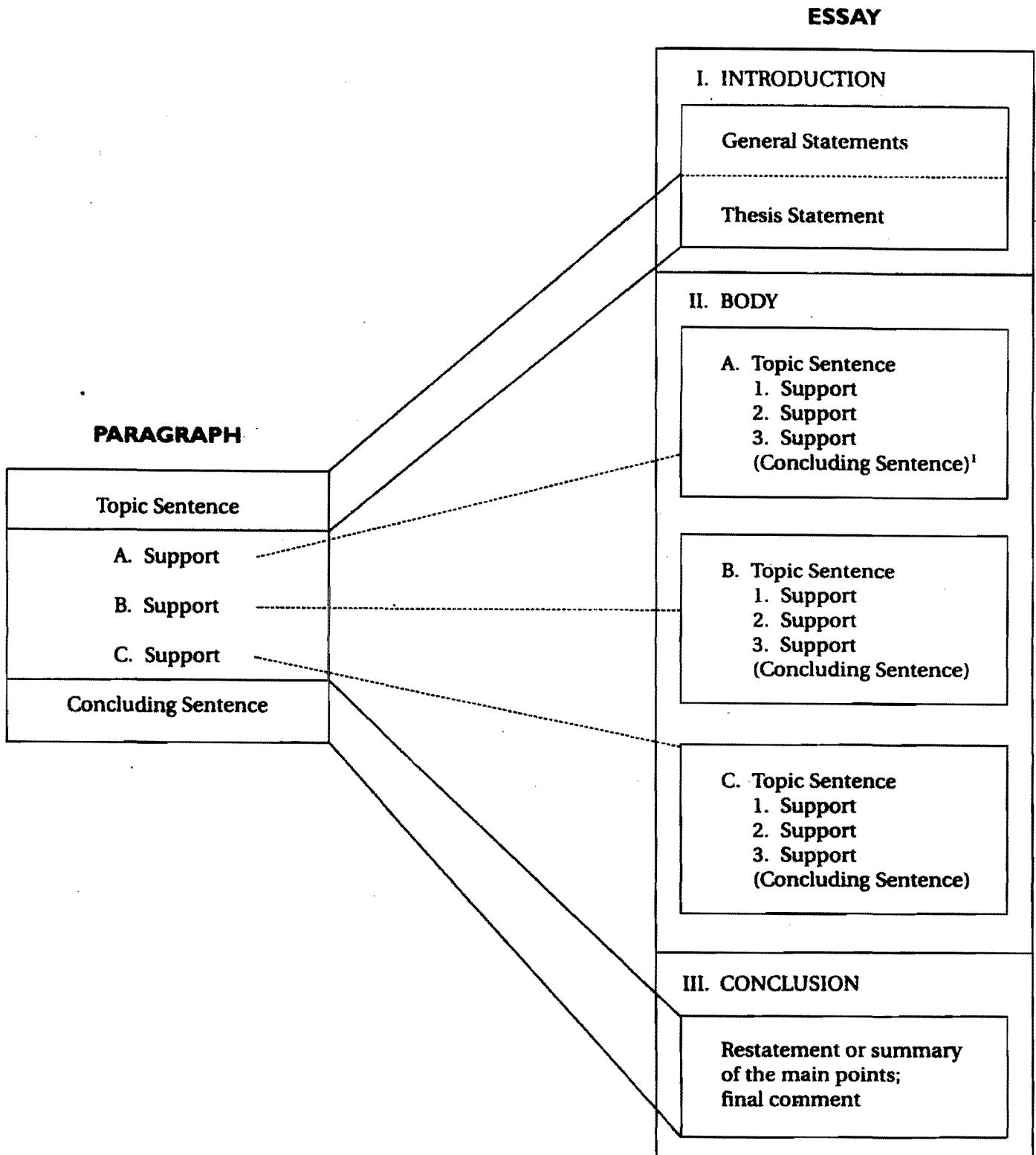
1. It introduces the topic of the essay.
2. It gives a general background of the topic.
3. It often indicates the overall "plan" of the essay.
4. It should arouse the reader's interest in the topic.

The introduction has two parts:

- General statements
- A thesis statement

¹ A writer doesn't always have to write the general statements in the introductory paragraph first; it can be written even after the other paragraphs have been completed. However, the writer must have a thesis statement to focus his or her thinking.

Part II Writing an Essay



¹ Concluding sentences for body paragraphs in an essay are not always necessary.

Notice the two parts of the introductory paragraph in the following model.

MODEL**Introductory Paragraph****General statements****Thesis statement**

Any person who has lived in the twentieth century has seen a lot of changes take place in almost all areas of human existence. Some people are excited by the challenges that these changes offer; others want to return to the simpler life-style of the past. The twentieth century has certain advantages such as a higher standard of living for many, but it also has some disadvantages such as a polluted environment, the depersonalization of human relationships, and the weakening of spiritual values.

General statements

- Introduce the topic of the essay
- Give background information on the topic

The first sentence in an introductory paragraph should be a very general comment about the subject. Its purpose is to attract the reader's attention and to give background information on the topic. Each subsequent sentence should become more specific than the previous one and finally lead into the thesis statement.

The thesis statement

- States the main topic
- Often lists the subdivisions of the topic or subtopics
- May indicate the method of organization of the entire paper
- Is usually the last sentence in the introductory paragraph

The thesis statement is the most important sentence in the introduction. It states the specific topic and often lists the major subtopics that will be discussed in the body of the essay. Furthermore, it may indicate the method of organization such as chronological order or order of importance.

Here are three examples of thesis statements with no subtopics mentioned:

Being the oldest son has more disadvantages than advantages.

Young people in my culture have less freedom than young people in the United States.

The large movement of people from rural to urban areas has major effects on cities.

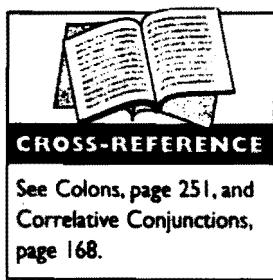
In the following thesis statement, the subtopics are named:

The large movement of people from rural to urban areas has major effects on a city's ability to provide housing, employment, and adequate sanitation services.

When listing two or more subtopics in a thesis statement, a colon (:) is often useful:

Prejudice arises from three basic causes: childhood conditioning, ignorance, and fear.

Part II Writing an Essay

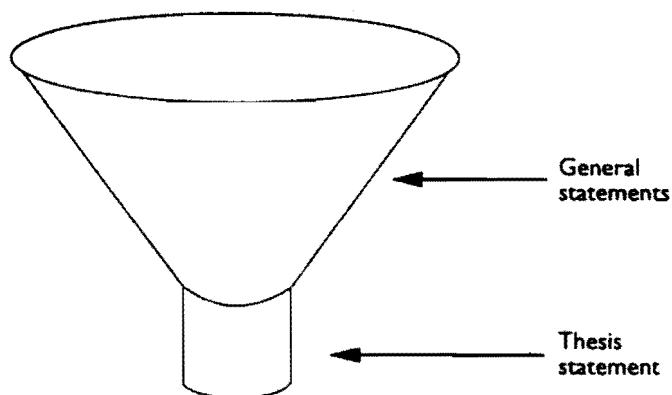


Correlative conjunctions (*both . . . and, not only . . . but also, neither . . . nor, either . . . or*) are also useful in thesis statements listing two subtopics:

Young people in my culture have less freedom than young people in the United States **not only** in their choice of life-style **but also** in their choice of careers.

Puppies, like children, need **both** love and discipline to become responsible citizens.

To sum up, an introductory paragraph is like a funnel: very wide at the top, increasingly narrow in the middle, and very small at the neck or bottom.



PRACTICE I

Recognizing the Parts of an Introduction

STEP 1 Read the following introductory paragraphs, each of which is in scrambled order.

STEP 2 Rewrite each paragraph, beginning with the most general statement first. Then add each sentence in the correct order until the introduction becomes more specific. Write the thesis statement last.

Paragraph 1

(1) If done properly, a handshake gives the impression of strength and honesty, and if done improperly, it conveys weakness and dishonesty. (2) In some cultures, people bow, and in others, they shake hands. (3) In English-speaking countries, shaking hands is the custom. (4) A proper handshake has four ingredients: pressure, pumps,¹ eye contact, and verbal message. (5) The way people greet each other when they meet for the first time varies from culture to culture. (6) How one shakes hands sends an important message about one's character.

Paragraph 2

(1) However, in others, the nuclear family is the norm, with only the parents and young children sharing the same house. (2) People in different cultures all over the world have different systems for family life. (3) In most cultures, people live in extended families, in which several generations share the same house. (4) If this new system becomes widespread, it could have enormous effects on American society. (5) On the positive side, living together might reduce the divorce rate in the United States; on the negative side, it might lead to the eventual disintegration² of the traditional family unit.

¹ pumps: movements up and down

² disintegration: falling apart

altogether. (6) In the United States, some couples are experimenting with still another system of family life: living together without marriage.

Paragraph 3

(1) Although scientists have experimented with different methods of prediction, from observing animal behavior to measuring radio signals from quasars,³ no method has proven successful. (2) Earthquakes are the most destructive natural disasters known to humans, in terms of the millions of deaths and billions of dollars in property loss that they cause. (3) Despite these heavy losses, scientists are still unable to predict earthquakes. (4) This paper will review the history of the science of earthquake prediction, then discuss each of the prediction methods in more detail, and finally present data indicating the success-failure ratios of each method.

PRACTICE 2

Thesis Statements I

- A. Study these thesis statements from two different essays on the topic of the status of women in Xanadu, an imaginary country. Which method of organization (chronological order or comparison and contrast) does each one indicate?
1. Beginning in World War II and continuing through the period of economic boom,⁴ the status of women in Xanadu has changed remarkably.
Method of organization: _____
 2. Although the status of women in Xanadu has improved remarkably in recent years, it is still very low when compared to the status of women in the countries of the industrial world.
Method of organization: _____
- B. In each of the following two thesis statements, both the method of organization and the major subdivisions of the topic are indicated. Each subdivision will itself become the topic of a separate paragraph in the body of the essay. How many paragraphs will the body of each essay probably contain? Underline the topics of each paragraph.
1. The status of women in Xanadu has changed remarkably in recent years due to increased educational opportunities and changes in the country's laws.
Probable number of paragraphs: _____
 2. The status of women in Xanadu has improved remarkably in recent years in the areas of economic independence, political rights, educational opportunities, and social status.
Probable number of paragraphs: _____
- C. Analyze the following thesis statements.
- STEP 1 Locate the main topic and the subtopics in each of the following thesis statements.
- STEP 2 Underline the subtopics.
- STEP 3 Draw a circle around the words or punctuation marks that are used to introduce the subtopics.

³ quasars: starlike objects in space

⁴ boom: rapid development

Part II Writing an Essay

Example

Capital punishment should be abolished (not only) because it deprives another person of life (but also) because it does not stop crime.

1. Women generally live longer than men for two main reasons: they tend to take better care of their health, and they have better resistance to stress.
2. Drug and alcohol abuse among teenagers can be traced to the following causes: lack of parental supervision, lax¹ enforcement of drug laws, and the social and psychological problems of teenagers themselves.
3. In choosing a major, a student has to consider various factors, such as personal interest, job opportunities, and the availability of training institutions.
4. An architect should be both an artist and an engineer.
5. The purpose of this report is to analyze the influence of the Spanish language on American English.

PRACTICE 3

Thesis Statements II

- A. STEP 1** Complete the following thesis statements by adding subtopics to them.
STEP 2 Circle your subtopics. If you use correlative conjunctions, be sure your structures are parallel.

1. A computer is necessary for college students for three reasons: _____
2. International students have a difficult time taking notes in class due to _____
3. Successful students have the following qualities: _____
4. A generation gap² exists in my home because of _____
5. To survive a major disaster such as an earthquake requires _____
6. Poverty creates negative consequences for society such as _____
7. My two sisters are as different as day and night not only in _____ but also in _____
8. Living in a city has certain advantages over living in the suburbs: _____

- B. Write a clear thesis statement for an essay on each of the following topics:**

Leaving home	Choosing a career
Foreign travel	A personal bad habit

¹ lax: not strict

² generation gap: difference in attitudes and values between generations, especially between parents and children

The Concluding Paragraph

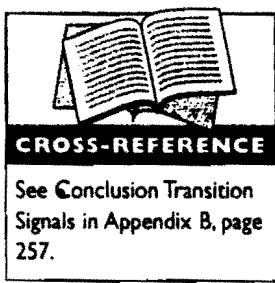
The final paragraph in an essay is the conclusion, which tells the reader that you have completed an essay. First, you write a summary of the main points discussed in the body of the essay or rewrite the thesis statement in different words. Then you add your final comments on the subject—food for thought.³ Take this opportunity to make a strong, effective message that the reader will remember.

The concluding paragraph consists of

1. A summary of the main points, or a restatement of your thesis in different words
2. Your final comment on the subject, based on the information you have provided

Be sure to introduce the concluding paragraph with a conclusion transition signal.

Turn back to page 103 and reread the model introductory paragraph. Then study the following concluding paragraph for the same essay. Is the concluding paragraph a summary of the main points of the essay, or is it a paraphrase of the thesis statement? Is there a final message for the reader?



MODEL

Concluding Paragraph

In short, although the twentieth century has indeed given some of us a lot of advantages by making us richer, healthier, and freer to enjoy our lives, it has, in my opinion, not made us wiser. The twentieth century has also made our earth dirtier, our people less humane, and our spiritual lives poorer. We wish to continue to enjoy the benefits of technological advancement because they free us to pursue our other interests and goals. However, we must make a concerted⁴ effort to preserve our natural environment for future generations. Moreover, we should take the time now to make our lives more meaningful in our increasingly impersonal, mechanized world.

PRACTICE 4

Concluding Paragraphs

- A. Write concluding paragraphs for the following introductions.

- STEP 1 Summarize the main points or paraphrase the thesis statement. Be sure to begin with an expression signaling conclusion.
- STEP 2 Add your own comments as a final message to the reader.

Introductory Paragraph I

The busy schedules that most adults face from day to day have created a growing health problem in the modern world. Stress affects almost everyone, from the highly pressured executive to the busy homemaker or student. It can cause a variety of physical disorders, ranging from headaches to stomach ulcers and even alcoholism. Stress, like a common cold, is a problem that can't be cured; however, it can be controlled. A person can learn to control stress by setting realistic goals, by enjoying a hobby and/or physical exercise, and by maintaining good, warm relationships with family and friends.

³ food for thought: something to think about

⁴ concerted: joint; united

Part II Writing an Essay

Introductory Paragraph 2

New technology creates new opportunities for good and for ill.¹ Anyone with a computer, access to the Internet, and an E-mail address has probably received unsolicited, unwanted E-mail at least. There seems to be no way to avoid "spam," as junk E-mail is now called. Worse, the anonymity² of cyberspace³ has created opportunities for E-mailers to send rude, even abusive messages without having to take responsibility for their words. In my opinion, there is a need to develop some rules of etiquette⁴ especially for this new means of communication.

- B. Write concluding paragraphs for introductory paragraphs 1, 2, and 3 that you reorganized in Practice 1, pages 104–105.

The Essay Body: Outlining

Because an essay is longer and more complex than a paragraph, it is even more important to organize your thoughts and to plan the body of your essay before you begin to write. The best way to do this is to make an outline.

The principles and techniques that you have already learned for paragraph outlining can be applied to essays. You may be required during the course of your academic writing career to produce a formal outline. The number/letter system for a formal outline is illustrated in the model outline that follows.

Notice that subtopics that form the body of the essay are indented to the right. As you move to the right, the ideas become more and more specific.

Study the following model outline for an essay on modern technology. In this outline, the introduction contains only the thesis statement, and the conclusion is abbreviated. The body of the essay, however, is developed in detail.

MODEL

Essay Outline

Modern Technology	
I. Introduction	
	Thesis statement: The most recent significant discoveries to benefit humankind in modern times are in the fields of television and computer technology.
II. Body	
A.	A popular form of instant communication all over the world is television.
1.	Witnessing important events
a.	Destruction of Berlin Wall
b.	Launching of spacecraft
2.	Long-distance medicine by two-way video
a.	Patient and doctor conferences
b.	Special equipment to monitor ⁵ patient

¹ ill: bad

² anonymity: being unknown or unidentified

³ cyberspace: the "world" of computers

⁴ etiquette: polite behavior

⁵ monitor: watch; observe

- B. In the last few decades, computer technology has made tremendous progress in the world of communication to benefit humankind.
 - 1. Long-distance communication
 - 2. Information superhighway
 - 3. Global computer networks
 - Electronic mail
- C. Technology has contributed enormously to advances in computer medicine, which has benefited both doctors and patients.
 - 1. Rural⁶ doctors and medical information
 - a. Less access in past
 - b. Immediate access today
 - 2. Rural doctors and urban medical centers
 - Use of computer to prescribe treatment
 - 3. X-ray pictures of body parts
 - a. Diagnoses of diseases and disorders
 - b. Necessary treatments
 - 4. Computer-aided diagnosis
 - Example of woman with headaches

III. Conclusion

To conclude, scientific research and experiments have certainly opened the doors to faster, more easily accessible information worldwide on television and the computer. Many of these discoveries have changed our lives for the better and have made the peoples of the world closer.

PRACTICE 5

Essay Outlining

Prepare an outline of the essay "Culture, Logic, and Rhetoric" in Chapter 3, pages 32–33. Use the system of indenting, numbering, and lettering illustrated in the preceding model outline.

Transition Signals between Paragraphs

Transition signals are important not only *within* paragraphs but also *between* paragraphs. If you write two or more paragraphs, you need to show the relationship between your first and second paragraph, between your second and third paragraph, and so on.

Think of transitions between paragraphs as the links of a chain. The links of a chain connect the chain; they hold it together. Similarly, a transition signal between two paragraphs links your ideas together.

Two paragraphs are linked by adding a transition signal to the topic sentence of the second paragraph. This transition signal may be a single word, a phrase, or a dependent clause that repeats or summarizes the main idea in the first paragraph.

Study the following model, and notice how the paragraphs are linked by a single word, a phrase, or a clause.

⁶ rural: country or village

Part II Writing an Essay

MODEL

Paragraph Transitions

Introductory paragraph

Body paragraph 1

Body paragraph 2

Body paragraph 3

Body paragraph 4

Concluding paragraph

PRACTICE 6

Transitions between Paragraphs

Aggressive Drivers

The number of vehicles on freeways and streets is increasing at an alarming rate. This influx¹ of motor vehicles is creating hazardous conditions. Moreover, drivers are in such a rush to get to their destinations that many become angry or impatient with other motorists who are too slow or who are in their way. Aggressive drivers react foolishly toward others in several dangerous ways.

TRANSITION WORDS

One way an angry driver may react is to cut off² another motorist.
(+ supporting sentences) _____

TRANSITION WORDS

Another way is to tailgate³ the other car. (+ supporting sentences)

TRANSITION PHRASE

In addition to cutting off and tailgating other cars, aggressive drivers often use rude language or gestures to show their anger. (+ supporting sentences)

TRANSITION CLAUSE

Although law enforcement authorities warn motorists against aggressive driving, the number who act out their angry impulses has not declined. (+ supporting sentences)

To conclude, aggressive drivers are endangering everyone because they create hazardous conditions by acting and driving foolishly. They should control their anger and learn to drive safely. After all, the lives they save could be their own.

- A. Connect the ideas in the following paragraphs by adding a transition word, phrase, or clause to the topic sentences of the third, fourth, and fifth paragraphs. Try to vary the transitional linking expressions that you use. You may rewrite the topic sentences if necessary.

¹ **influx:** increase

² **cut off:** drive in front of

³ **tailgate:** drive closely behind

Icebergs—A Potential Source of Water

The supply of fresh water has not been a major problem for most countries in the world because a rainy season is part of their yearly climatic conditions. However, in countries where the rainfall is very sparse⁴ scientists must constantly seek ways to increase supplies of this precious element.

- ⁵ Government planners in South America and the Middle East have been trying to devise new ways of increasing their nations' supplies of fresh water. The first method being considered is the use of desalinization plants, which would remove salt from sea water. Another method being considered is the towing of icebergs. According to this method, large icebergs from Antarctica would be
- ¹⁰ wrapped in cloth or plastic, tied to powerful tugboats by strong ropes, and towed to the countries needing fresh water. While this plan may have some potential, there are certain practical problems that must be solved.

The first problem is the expense. According to estimates, it would cost between \$50 and \$100 million

- ¹⁵ to tow a single 100-million-ton iceberg from Antarctica to, for example, the coast of Saudi Arabia.

is the possibility that the iceberg would melt en route.⁵ No one knows if an iceberg could be effectively insulated during such a long journey. At the very least,

- ²⁰ there is the possibility that it would break up into smaller pieces, which would create still other problems.

there is the danger that a huge block of ice floating off an arid⁶ coast could have unexpected environmental effects. The ice could drastically⁷ change the weather along the coast, and it would probably affect the fish population.

the cost of providing fresh water from icebergs would be less than the cost of providing water by desalinization, according to most estimates. It would cost between 50¢ and 60¢ per cubic meter to get water from an iceberg, as opposed to the

- ³⁰ 80¢ per cubic meter it costs to get the same amount by desalinization.

In conclusion, before icebergs can become a source of fresh water in the future, problems involving cost, overall practicality, and most importantly, environmental impact⁸ must be solved.

- B. Add transition words, phrases, or clauses to the topic sentences of the paragraphs in this essay. Rewrite the topic sentences if necessary.

Medicine and Ethics⁹

Recent advances in the fields of medicine and biotechnology have brought about situations that could scarcely be imagined only a generation ago.

Battery-operated plastic hearts can be implanted into¹⁰ people. People can be kept alive indefinitely by machines. Exact duplicates of animals can be made.

⁴ sparse: small in amount

⁸ impact: effect

⁵ en route: during the journey

⁹ ethics: the study of right and wrong

⁶ arid: dry

¹⁰ implanted into: put in

⁷ drastically: in an extreme way

Part II Writing an Essay

- 5 While such scientific achievements may ultimately benefit humankind, they have also created complex legal and ethical issues.

____ involves doctors' ability to intervene in human reproduction. A well-known example is the case of Baby M. A man paid a woman to bear a child for him and his wife, who could not have children. They signed a contract, but after the baby was born, the woman wanted to keep the baby. The father said the baby was his, but the woman said it was hers. It took the courts many months to decide who was right.

- 15 another ethical dilemma¹ has arisen because doctors are now able to keep people who are in comas² alive for years by attaching their bodies to machines. This gives great power and great responsibility to the people who control the machines. How does a person decide whether another person whose heart cannot beat on its own and whose lungs are pumped by a machine is still alive or not? As a result of this power, society has had to develop a new definition of death.

____ is the ability to transplant³ organs from one person into another. Doctors are now able to transplant hearts, lungs, livers, and kidneys from one human to another. 25 Should doctors also be allowed to transplant organs from animals to humans? Such an operation was actually performed in 1987, when doctors transplanted a baboon's heart into a dying human baby. The ethics of this experiment is still being debated.

- 30 _____, the ability of biotechnologists to produce new forms of life in their laboratories is another area with profound⁴ ethical consequences. Isn't a scientist who creates, for example, a new bacterium "playing God"? Furthermore, is it even safe to introduce new life forms into the earth's atmosphere? Is there a risk that such life forms could get out of control? Some people fear so.

35 _____, scientists are now able to duplicate living organisms, cell by cell, through a process called cloning. Recently, the world was stunned by the successful cloning of an adult sheep. How long will it be before biotechnologists can clone people? Should they be allowed to? Who should control this?

- 40 _____ revolutions—political or technological—cause upheaval⁵ and force change. Our new ability to create and prolong life is raising questions and forcing changes in our very concept of life, an issue involving not only legal but also profound moral considerations.

¹ dilemma: difficult problem

² comas: states of unconsciousness (being unable to see, hear, or speak)

³ transplant: take out of one person and put into another

⁴ profound: important; serious

⁵ upheaval: social disturbance

The Writing Process

Writing and Revising an Essay

In Chapter 1, on pages 3–15, you were introduced to the steps of planning, writing, and revising drafts of a single paragraph. You went through each of these steps as you studied the model paragraph “Culture Shock.” As part of her planning process, the writer of the paragraph first brainstormed for ideas. Next, she organized the ideas into an outline. Then she began the writing and editing process. She wrote a first rough draft, edited it for organization and content, and then wrote a second draft. She proofread the second draft to correct sentence structure, grammar, mechanics, and vocabulary. At last, she wrote the final copy.

The process of writing an essay is exactly the same as writing a single-paragraph composition; that is, you brainstorm for ideas, make an outline, and write several drafts until you have produced a final copy that you can be proud of.

The following models show how one student worked through the process of writing and revising drafts of his essay on modern technology. He has already completed the first two steps, brainstorming and planning, and he has already developed the essay outline on pages 108–109. He is now ready to write a first rough draft and then to edit it for organization and content. Notice that he doesn’t begin with the introductory paragraph. He begins, rather, with the body paragraphs. Many writers find it easier to get started if they begin with the body.

MODEL

The First Rough Draft

Modern Technology

The most
A popular form of instant communication is television. It has a big impact on
viewers because they can instantly see important events that are happening all over
the world. In 1992 viewers worldwide were spectators to the amazing destruction
of the Berlin Wall. It had separated East and West Berliners since August 1961.

Some people said that they felt like they were right there as the wall crumbled. *(delete)*

They were also able to watch the joyous celebrations that erupted⁶ all citizens of
Berlin were reunited. Another interesting event the world is able to watch is the
on television launching of space shuttles. For instance, on March 4, 1994 the shuttle
Columbia, was sent on a research mission. It successfully soared⁷ from the launch
pad and went into orbit from the Kennedy Space Center in Cape Canaveral,
Florida. When the flight of Columbia finished on March 18, 1994, aerial television
showed its successful landing. It was the result of great teamwork. *Not only does*
television technology allows us to be eyewitnesses to worldwide events. It has
played a big role in long-distance medicine around the world. *For instance, by using*
special equipment, doctors can monitor⁸ a patient’s heart and lungs or examine his
throat. *They can diagnose the problem and recommend for treatment, because of*
long-distance television technology. *These are only two examples of modern*
medical miracles that telemedicine has created.

new
at
add
more
details
write
more
clearly

⁶ **erupted:** started up

⁷ **soar:** fly; go upward

⁸ **monitor:** listen to

Part II Writing an Essay

move prep phrase
 Computer technology has also made tremendous progress in the world of communication to benefit the mankind in the last few decades. The computer has the ability to communicate across long distances. In addition, an information superhighway has been created for the computer huge amounts of data can be transmitted around the world at high speed. Computer technology also makes it possible for computer networks to link academic, research, government and business organisations globally.
 add example
 Using Electronic mail, or E-mail, allows scholars, researchers, and businesses, as well as families and friends to communicate quickly and easily by typing a document into one computer then it appears on another one perhaps across the country or in another nation in a short time. Furthermore, technology has contributed enormously to advance in computer medicine. It has benefits both doctors and patients. In the past, doctors in rural hospitals did not have immediate access to the latest medical information. The computer can also convert x-ray data into picture images of a body part. These images can help the rural doctor because the specialist can help to diagnose diseases and disorders and prescribe the best treatment. A recent development is the computer's ability to pinpoint¹ an exact cause of a medical condition. For instance, a patient with chronic² headaches had not been treated successfully by several doctors. A new doctor had her fill out a lengthy questionnaire about her medical history. When the answers were fed into the computer, it produced list of 100 causes of headaches. The computer then highlighted exact cause of the patient's headaches, she is now being treated successfully.
 new &
 add more details
 To conclude, scientific research and experiments have certainly opened the doors to faster, more easily accessible information worldwide on television and the computer. Many of these discoveries have changed our lives for the better and have made the peoples of the world closer.
 add a final comment

The Writer's Changes to the First Draft

After writing the first draft, the writer edits it for organization and content. To begin with, he designates television as "the most popular form of instant communication. . ." He also deletes several unnecessary sentences and words. The writer divides the long paragraph about television into two paragraphs. In the first paragraph about computer technology, he adds an example. The writer adds more details to "long-distance medicine" in the television section and "the latest medical information" in the computer technology part of the essay. In the concluding paragraph, the writer makes a note to himself to add a final comment. Finally, he writes the introductory paragraph.

¹ pinpoint: find; locate

² chronic: continual; long-lasting

MODEL*The Second Draft***Modern Technology**

People living in modern times have benefited from many discoveries and inventions that have enriched the world. Dedicated scientists spend years and even a lifetime searching for new scientific knowledge and discovering new ways to improve our lives. The most recent significant discoveries to benefit humankind in 5 modern times are in the fields of television and computer technology.

- The most popular form of instant communication is television. It has a big *tremendous witness* impact on viewers because they can instantly ~~see~~ important events that are happening all over the world. For example, in 1992, viewers worldwide were *stunning* spectators to the ~~amazing~~ destruction of the Berlin Wall, *which* had separated East and 10 West Berliners since August, 1961. They were also able to watch the joyous *when* *historic* celebrations that erupted ~~all~~ citizens of Berlin were reunited. Another interesting event that the world is able to watch is the launching of space shuttles on television. For instance, on March 4, 1994, the shuttle *Columbia* was sent on a research mission. It successfully soared from the launch pad and went into orbit 15 from the Kennedy Space Center in Cape Canaveral, Florida. When the flight of *ended* ~~Columbia~~ finished on March 18, 1994, aerial television showed its successful landing. *Moreover,* Not only does television technology allow us to be eyewitnesses to *but significant* worldwide events, it has also played a big role in long-distance medicine around the world. Telemedicine allows patients and their doctors to conference with medical 20 staff at a distant facility via a two-way video. For instance, by using special equipment, doctors can monitor a patient's heart and lungs or examine his throat. They can diagnose the problem and make recommendations for treatment, all via long-distance television technology. These are only two examples of modern medical miracles that telemedicine has created.
- 25 In the last few decades, computer technology has also made tremendous progress in the world of communication to benefit humankind. The computer has *capability* the ability to communicate across long distances. Furthermore, an information *superhighway* *in which* has been created for the computer, huge amounts of data can be transmitted around the world at high speed. Computer technology also makes it 30 possible for computer networks to link academic, research, government and business organizations globally. For example, a primary means of communication using the computer is through the Internet. It enables scientists and scholars as well

Part II Writing an Essay

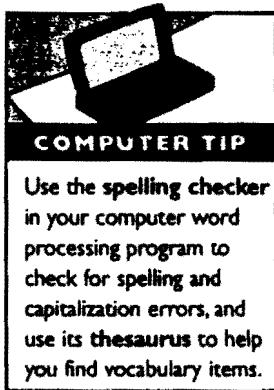
as educators and students ^{to} connect with worldwide research institutions and libraries. They can also access publications in their specific fields. Using Electronic mail, or E-mail, allows scholars, researchers, and businesses as well as families and friends to communicate quickly and easily by typing a document into one computer which then appears on another one perhaps across the country or in another nation in a short time.

Furthermore, technology has contributed enormously to advance in computer medicine, which has benefits both doctors and patients. ^{Also,} In past, doctors in rural hospitals did not have immediate access to the latest medical information. However, today they can contact specialists in urban medical centers even hundreds of miles away through the computer to get the latest methods of treating their patients. The computer can also convert x-ray data into picture images of a body part. These images can help the rural doctor because the specialist can help to diagnose diseases and disorders and prescribe the best treatment. A recent development is the computer's ability to pinpoint an exact cause of a medical condition. For instance, a patient with chronic headaches had not been treated successfully by several doctors. A new doctor had her fill out a lengthy questionnaire about her medical history. When the answers were fed into the computer, it produced a list of 100 causes of headaches. The computer then highlighted the exact cause of the patient's headaches, and she is now being treated successfully.

To conclude, scientific research and experiments have certainly opened the doors to faster, more easily accessible information worldwide on television and the computer. Many of these discoveries have changed our lives for the better and have made the world closer. It will be interesting to see what developments will occur in the future, not only in television and computer technology but also in other fields.

The Writer's Changes to the Second Draft

Working with his second draft, the writer corrects punctuation, spelling, and other errors in mechanics as well as changing some vocabulary words. He also corrects the grammar and improves the sentence structure. If the writer is completely satisfied with the second draft, he is ready to make the final copy.

MODEL*The Final Copy***Modern Technology**

People living in modern times have benefited from many discoveries and inventions that have enriched the world. Dedicated scientists spend years and even a lifetime searching for new scientific knowledge and discovering new ways to improve our lives. The most recent significant discoveries to benefit humankind in 3 modern times are in the fields of television and computer technology.

The most popular form of instant communication is television. It has a tremendous impact on viewers because they can instantly witness important events that are happening all over the world. For example, in 1992, viewers worldwide 10 were spectators to the stunning destruction of the Berlin Wall, which had separated East and West Berliners since August 1961. They were also able to watch the joyous celebrations that erupted when all citizens of Berlin were reunited. Another historic event that the world is able to watch on television is the launching of space shuttles. For instance, on March 4, 1994, the shuttle Columbia was sent on a research mission. It successfully soared from the launch pad and 15 went into orbit from the Kennedy Space Center in Cape Canaveral, Florida. When the flight of Columbia ended on March 18, 1994, aerial television showed its successful landing.

Moreover, not only does television technology allow us to be eyewitnesses to worldwide events, but it has also played a significant role in long-distance medicine 20 around the world. Telemedicine allows patients and their doctors to confer with medical staff at a distant facility via a two-way video. For instance, by using special equipment, doctors can monitor a patient's heart and lungs or examine his throat. They can diagnose the problem and make recommendations for treatment, all via long-distance television technology. These are only two examples of modern 25 medical miracles that telemedicine has created.

In the last few decades, computer technology has also made tremendous progress in the world of communication to benefit humankind. The computer has the capability to communicate across long distances. Furthermore, an information superhighway has been created for the computer, in which huge amounts of data 30 can be transmitted around the world at high speed. Computer technology also makes it possible for computer networks to link academic, research, and government organizations globally. For example, a primary means of communication using the computer is through the Internet. It enables scientists and scholars as well as educators and students to connect with worldwide research institutions and 35 libraries. They can also access publications in their specific fields. Besides, using Electronic mail, or E-mail, allows scholars, researchers, and businesses as well as families and friends to communicate quickly and easily by typing a document into one computer, which then appears on another one perhaps across the country or to another nation in a short time.

40 Furthermore, technology has contributed enormously to advances in computer medicine, which has benefited both doctors and patients. In the past, doctors in rural hospitals did not have immediate access to the latest medical information.

Part II Writing an Essay

However, today they can contact specialists in urban medical centers even hundreds of miles away through the computer to get the latest methods of treating their patients. The computer can also convert x-ray data into picture images of a body part. These images can help the rural doctor because the specialist can help to diagnose diseases and disorders and prescribe the best treatment. Another recent development is the computer's ability to pinpoint an exact cause of a medical condition. For instance, a patient with chronic headaches had not been treated successfully by several doctors. A new doctor had her fill out a lengthy questionnaire about her medical history. When the answers were fed into a computer, it produced a list of 100 causes of headaches. The computer then highlighted the exact cause of the patient's headaches, and she is now being treated successfully.

To conclude, scientific research and experiments have certainly opened the doors to faster, more easily accessible information worldwide on television and the computer. Many of these discoveries have changed our lives for the better and have made the world closer. It will be interesting to see what developments will occur in the future, not only in television and computer technology but also in other fields.

Writing Technique Questions

1. What are the two parts of the introductory paragraph?
2. Underline the thesis statement of the model essay.
3. How many body paragraphs are there? Underline each of the topic sentences.
4. Is each body paragraph unified? Do all the supporting sentences for each body paragraph clearly and adequately explain the main idea of that paragraph?
5. Circle the transition signals that introduce each of the body paragraphs.
6. Is the conclusion a summary of the main points of the essay or a restatement of the thesis statement?
7. Underline the writer's final comments.

As you can see, you must go through several stages of writing and rewriting if you want to produce a good piece of writing. The major part of the revision process includes not only checking the content and focus of the entire essay but also adding or deleting whole paragraphs, checking the development and ordering of ideas within each paragraph, adding transitions, examples, and other concrete supporting details. Then only after all of the major changes have been made should you check the more specific problems like sentence structure, spelling, and mechanics such as punctuation and capitalization. Just remember that each time you write, revise, and rewrite again, you have improved your paper.

Review

These are the important points you should have learned from this chapter.

Main Parts of an Essay

An essay has three main parts: an introduction, a body, and a conclusion.

1. The introductory paragraph attracts the reader's attention and informs the reader what your main topic of discussion will be. An introductory paragraph has two parts:
 - a. Several general sentences that give background information on your subject and gradually lead your reader into your specific topic.
 - b. A thesis statement that states the subdivisions (topics of each paragraph). It may also indicate your method of development.
2. The body of an essay discusses your subdivided topics, one by one. It contains as many paragraphs as necessary to explain the controlling ideas in the thesis statement.
3. The concluding paragraph reminds your reader of what you have said. Remember to use a "conclusion" transition signal. Your concluding paragraph has a summary of the main ideas or a restatement of the thesis in different words and your final comment on the topic.

Transitions between Paragraphs

Remember to show the relationship *between* paragraphs by using appropriate linking words, phrases, or clauses.

Outlining an Essay

Always make an outline of an essay before you begin to write. Follow the model in this chapter, pages 108–109.

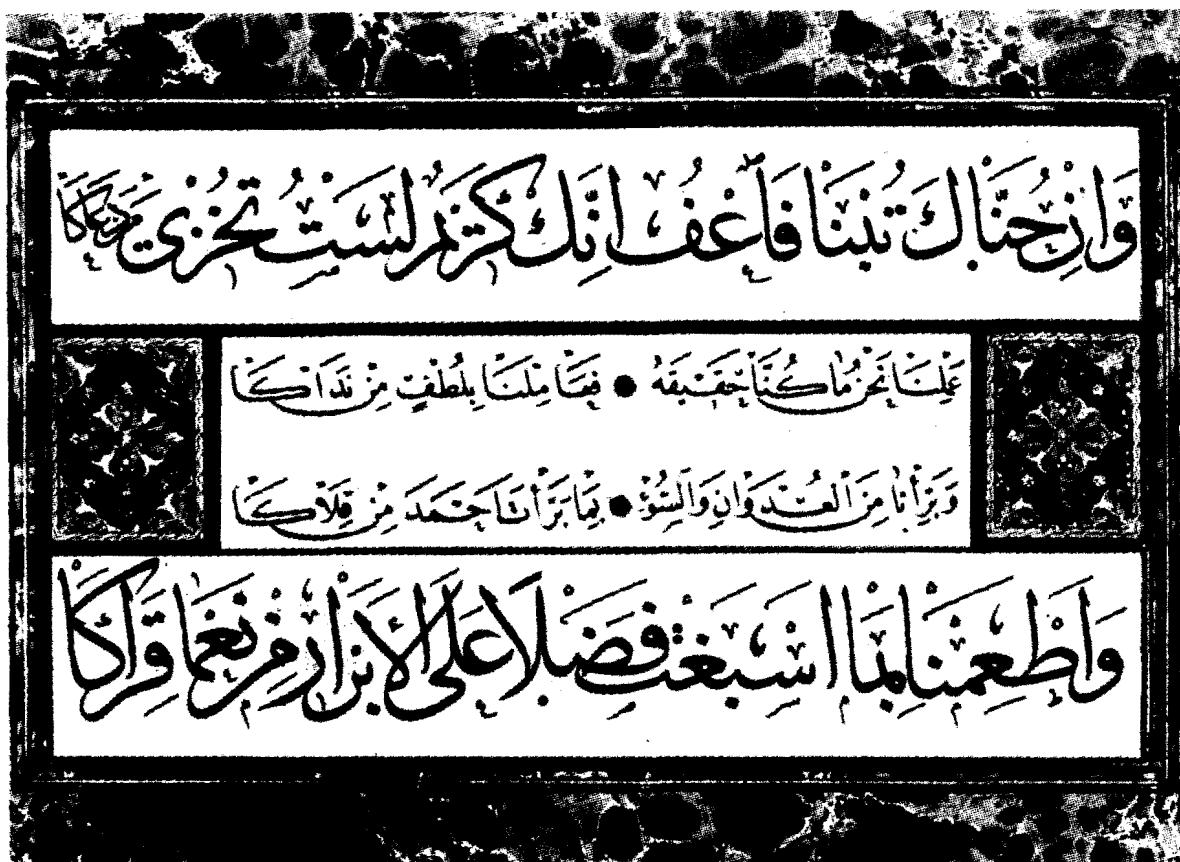
Writing and Revising the Essay

1. Write the first rough draft of your essay from the outline. Skip lines in order to have enough space to make changes.
2. Revise the first draft for content and organization, and write a second draft.
3. Proofread the second draft for grammar, sentence structure, and mechanics. Write as many drafts as necessary before the final copy.

PEER EDITING CHECKLIST

PEER EDITOR'S COMMENTS AND SUGGESTIONS	
ESSAY ORGANIZATION	
<p>1. Introduction: Does the introductory paragraph have both general sentences and a clear thesis statement?</p> <p>2. Body: Is the method of organization (chronological order, comparison/contrast, etc.) appropriate for the topic?</p> <p>3. Conclusion: Is there a concluding sentence that is either a paraphrase of the thesis or a summary of the main points? Is there a final comment (if one is appropriate)?</p>	
PARAGRAPH ORGANIZATION	
<p>4. Topic sentences: Does each paragraph have a topic sentence? Does each topic sentence have a controlling idea?</p> <p>5. Supporting sentences: Do the supporting sentences flow smoothly? Are there sufficient concrete details to support each point? Are transition signals used effectively both within and between paragraphs? Does each paragraph have unity?</p> <p>6. Concluding sentences: Are concluding sentences used (if they are necessary)?</p>	
SENTENCE STRUCTURE	
<p>7. Are there any unclear sentences? Can you suggest a way to improve them?</p>	
GRAMMAR AND MECHANICS	
<p>8. Are there any errors in grammar and mechanics?</p>	

Patterns of Essay Organization



Introduction

Organizing an **essay** is essentially the same as organizing a paragraph; the only difference is that instead of working with single sentences, you are working with paragraphs. You can use the same patterns (or combination of patterns) for essays as you use for paragraphs. You simply decide what information belongs in each paragraph, and then in what order you should arrange the paragraphs.

Part II Writing an Essay

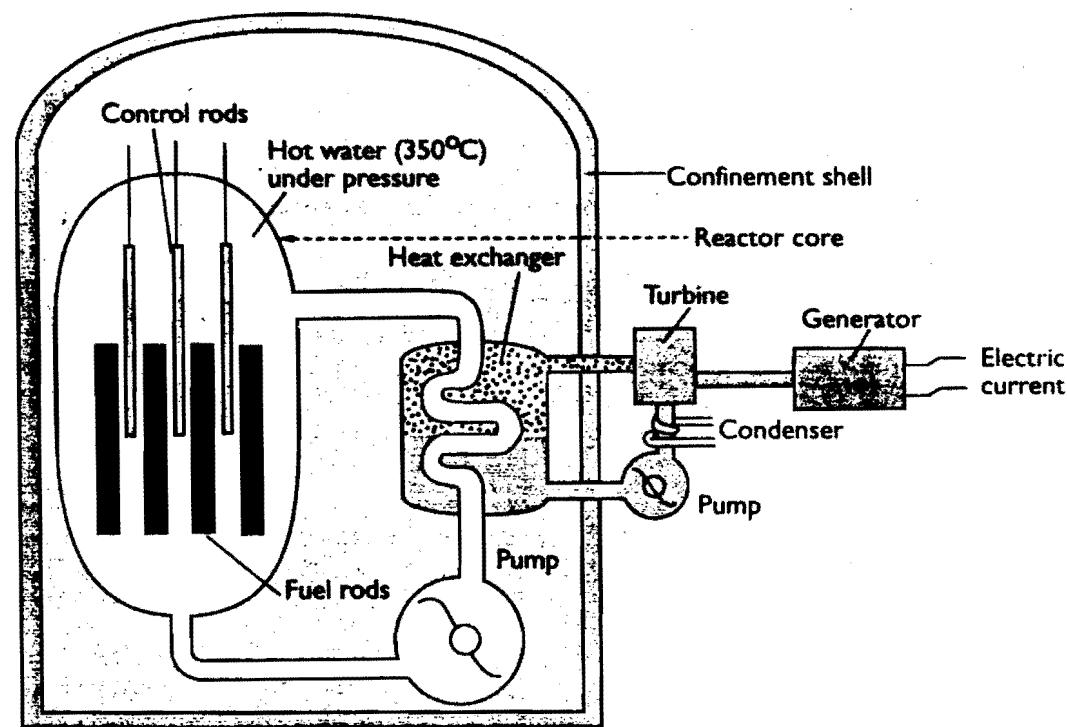
You already know three patterns of organization in English: chronological order, logical division/order of importance, and comparison/contrast as ways of sequencing ideas. So far, however, you have studied these different orders only within a paragraph.

In this chapter, you will practice writing essays using these three kinds of organization, as well as a fourth one, cause and effect.

Chronological Order

As you already know, chronological order is order by time. It is used in almost all academic fields. One of its primary uses is to explain processes such as how to plan a community meeting, how to perform a physics experiment, or how to play a game. Even when giving directions for someone to come to your house or when you write a recipe, you use chronological order: *First, preheat the oven to 350°F. Next, mix together... In addition to explaining processes, chronological order is also used to describe events over a period of time. Biography, autobiography, history, and narrative (“story”) writing all use chronological order.*

The model essay on pages 123–124 uses chronological order to explain two scientific processes involving nuclear energy. As you read the model, look for these two processes.



A nuclear power plant.

MODEL*Chronological Order
Essay***Understanding Chernobyl**

Clouds of radioactive steam shoot into the sky. Fires burn unstoppably, sending radioactive smoke and particles into the atmosphere. Men dressed in protective clothing work feverishly¹ to extinguish the fires and contain the contamination.² Hundreds of residents hastily grab their possessions and flee their homes.

- ⁵ Roadblocks are erected to keep strangers away. This was the scene at the Chernobyl nuclear power plant in the former U.S.S.R. in April 1986. The plant's nuclear reactor had exploded, spreading radioactive contamination over an area that stretched as far away as Norway and Sweden. This catastrophic³ accident renewed fears about the safety of nuclear reactors around the world. Are such fears justified?⁴ In order to
- ¹⁰ understand how the accident at Chernobyl happened, it is necessary to understand how a nuclear power plant is constructed and how one operates.

A nuclear power plant contains a nuclear reactor that uses controlled nuclear fission⁵ to produce electricity. The reactor consists of fuel rods alternating with control rods inside a very large container called the reactor core. The fuel rods ¹⁵ contain radioactive fuel such as uranium-235, and the control rods contain neutron⁶-absorbing⁷ substances such as boron and cadmium. By varying the depth of the control rods within the core, one can increase or decrease the absorption of neutrons, thereby speeding up or slowing down the fission process. If necessary, these rods can be dropped all the way into the core to stop the reaction completely. A ²⁰ high-pressure water bath surrounds the rods. The water acts as a coolant by slowing down the neutrons. In some reactors, graphite⁸ is added to the water because graphite also slows down neutrons. A confinement shell usually surrounds the parts containing radioactive material so that radioactivity cannot escape.

How do nuclear reactors produce electricity? First, a series of nuclear fissions ²⁵ are produced by bombarding the nuclei⁹ of uranium-235 with neutrons. When a neutron strikes a nucleus, the nucleus splits,¹⁰ releasing energy. The released energy then heats the water surrounding the rods. After that, the hot water is pumped to a heat exchanger, where steam is produced. Finally, the steam passes to a turbine that drives a generator to produce electricity.

How did the accident at Chernobyl happen? It happened because on the day of the accident, the safety system on the reactor had been disabled¹¹ while operators performed an experimental test. During the test, the reactor cooled excessively and threatened to shut down. If this happened, the operators would not be able to restart the reactor for a long period of time. To avoid such a situation, they ³⁰ removed most of the control rods, which was against all safety rules. Soon, the reactor began to overheat. When the reactor overheated, the fuel rods melted and spilled their radioactive contents into the superheated water, which then flashed¹²

¹ **feverishly:** very quickly

² **contamination:** pollution

³ **catastrophic:** terrible; disastrous

⁴ **justified:** appropriate; right

⁵ **nuclear fission:** nuclear reaction resulting from splitting a nucleus

⁶ **neutron:** electrically neutral particle inside an atom

⁷ **absorbing:** taking inside itself, as a sponge absorbs water

⁸ **graphite:** gray substance used in lead pencils

⁹ **nuclei:** plural of *nucleus*, the central part of an atom

¹⁰ **splits:** divides into two parts

¹¹ **disabled:** made unable to function

¹² **flashed:** instantly became

Part II Writing an Essay

into steam. Next, the increased pressure from the steam blew the top off the reactor, and because there was no confinement shell around the reactor, **40** radioactive material blew into the sky. At the same time, hot steam reacted with the zirconium shells of the fuel rods and with the graphite in the coolant water to produce hydrogen gas, which then ignited.¹ The graphite burned for a long time, spreading even more radioactivity into the atmosphere.

In the end, the cost of the Chernobyl accident was enormous. Thirty-one **45** people died, and several hundred were hospitalized. Thousands had to be evacuated and resettled. The soil around Chernobyl will remain contaminated for years. The lesson from Chernobyl is this: A well-designed nuclear power plant using normal fuel is not dangerous as long as proper safety procedures are followed. However, poor design and/or disregard for safety regulations can lead to catastrophe.

Writing Technique Questions

1. What is the thesis statement? How does it indicate that at least part of this essay will use chronological order?
2. Which two paragraphs explain processes (how something works or how something happened)? What two processes are explained?
3. Which paragraph describes the design of nuclear power plants?

Organization for Chronological Order

The organization of the model essay follows a typical plan for a chronological process type of essay. The first paragraph is, of course, the introduction. It captures the reader's interest and names the topic. The first paragraph of the body describes the tools, equipment, or ingredients needed for the process, and the remaining body paragraphs explain the steps in the process. The final paragraph concludes the essay by mentioning the process result and making a final comment. You could follow this same plan to write up a lab experiment for a science class or even to write cooking instructions for your favorite recipe.

Transition Signals for Chronological Order

The transition signals used in chronological order essays are the same as those used in time order paragraphs. You might want to review them in Chapter 5, page 59. In addition, chronological order essays frequently contain **time clauses** (such as *after the liquid has evaporated* and *as soon as we entered the icy water*) to show the sequence of events. They also contain **time phrases** (such as *before the earthquake*, *while stirring the soup*, and *before adding the liquid*, etc.).

PRACTICE I

Transition Signals for Chronological Order

Review the chart of transition signals on page 59. Then complete the chart on page 125 with expressions from the model essay "Understanding Chernobyl" showing order in time.

¹ **ignited:** began to burn

TIME WORDS	TIME CLAUSES	TIME PHRASES
first	after that happens	during the test

Dramatic Introductory Paragraphs

Perhaps you noticed that the essay about Chernobyl did not have a "funnel" introductory paragraph. Instead, it used a dramatic description of the scene around Chernobyl minutes and days after the accident. This type of introduction is called a **dramatic introductory paragraph**. The thesis statement is in its normal position at the end of the paragraph, and the words "how the accident at Chernobyl happened" and "how one operates" both point to chronological development.

This type of introduction is effective because it captures the reader's interest and attention. If you wish, you could narrate a dramatic story instead of describing a dramatic scene. For example, in an essay about a social problem such as youth gangs, your introduction could be a dramatic introductory paragraph telling the story of a young person's violent encounter with a gang.

Thesis Statements for Chronological Order

A thesis statement for a chronological order essay should do two things: (1) it should name the topic, and (2) it should indicate that the essay will be organized in chronological order. Words such as *the process of*, *the procedure of*, *the development of*, *the evolution of*, *five stages*, *two steps*, *several phases*, etc. indicate that chronological order will be used. Here are some examples:

The field of genetic engineering has developed rapidly in the past ten years.

My passion for physics evolved slowly during my high school years.

The process of taking inventory in a small retail business has become much easier since the development of bar coding technology.

The process of heating water by using the sun's rays is a simple process.

Part II Writing an Essay

Sometimes, the number of steps in a process or procedure is mentioned:

The process of heating water by using the sun's rays involves three main steps.

The thesis statement may even name the steps:

The main steps in the process of heating water by using the sun's rays are (1) trapping the sun's energy, (2) heating and storing the hot water, and (3) distributing the hot water to its points of use.

PRACTICE 2

Dramatic Introductory Paragraphs

- STEP 1** With a partner or small group, orally brainstorm dramatic introductions to essays on all six of the topics below.
- STEP 2** For the three chronological order topics *only*, write out dramatic introductory paragraphs, including thesis statements.

General Topics

Automobile safety
Corruption in politics
Intercultural marriages

Chronological Order Topics

How to travel safely
Saving a life: How to administer CPR¹
Earthquake survival

WRITING PRACTICE

Choose one of the three chronological order topics given above and write an essay using chronological order as a method of organization. Follow these steps to success:

1. Brainstorm by freewriting, listing, or clustering all the steps in the process that you are going to explain.
2. Draw a simple diagram or flowchart that shows the steps.
3. Develop an outline from your flowchart.
4. Write your first draft.
 - Write a funnel or a dramatic introduction paragraph, as you prefer.
 - Be sure to use chronological transition signals.
5. Revise your first draft as you have learned. Ask a classmate to review your essay, using the Peer Editing Checklist on page 120.

Alternate Topic Suggestions

How to make _____

(batik, a ceramic sculpture,
or any other interesting
object that involves a several-
step process)

How a special holiday is
celebrated in your culture

How to overcome a fear

How to repair a broken heart

How to learn a foreign language

How to cook a special dish from
your culture

How to get a driver's license

¹ CPR: cardiopulmonary resuscitation

Logical Division of Ideas

Logical division of ideas is a form of essay organization that is used to group related items according to some quality they have in common. Logical division can be useful in planning an academic paper because it will help you divide a broad subject into several categories or groups and in that way focus the topics for discussion. Then each subtopic can be discussed in order.

For instance, as an engineer, you might write a paper in which you classify the various options available to students in the field of engineering. You might divide the main field into the following subclasses: civil engineering, electrical engineering, mechanical engineering, space engineering, and electronic engineering. By dividing the field into subclasses, you can discuss each one separately, which simplifies the task of explaining such a broad subject.

Review logical division organization in Chapter 5, pages 61–65. Then study the model essay, which discusses some of the influences of Native Americans² on modern American culture. Notice that the same techniques used for logical division paragraphs can also be used for whole essays.

MODEL

Logical Division Essay

Native American Influences on Modern American Culture

When the first Europeans came to the North American continent, they encountered³ the completely new cultures of the Native American peoples of North America. Native Americans, who had highly developed cultures in many respects, must have been as curious about the strange European manners and customs as the Europeans were curious about them. As always happens when two or more cultures come into contact, there was a cultural exchange. Native Americans adopted⁴ some of the Europeans' ways, and the Europeans adopted some of their ways. As a result, Native Americans have made many valuable contributions to American culture, particularly in the areas of language, art, food, and government.

First of all, Native Americans left a permanent imprint⁵ on the English language. The early English-speaking settlers borrowed from several different Native American languages words for the new places and new objects that they had found in this new land. All across the country, one can find cities, towns, rivers, and states with Native American names. For example, the states of Delaware, Iowa, Illinois, and Alabama are named after Native American tribes,⁶ as are the cities of Chicago, Miami, and Spokane. In addition to place names, English adopted from various Native American languages the words for animals and plants that were to be found only in the Americas and no place else. Chipmunk, moose, raccoon, skunk, tobacco, and potato are just a few examples.

Although the vocabulary of English is the area that shows the most Native American influence, it is not the only area of American culture that was shaped by contact with Native Americans. Art is another area of important Native American contributions. Wool rugs woven by women of the Navajo tribe in Arizona and New

² Native Americans: American Indians

³ encountered: met unexpectedly

⁴ adopted: took and used as their own

⁵ imprint: mark left on

⁶ tribes: groups of native people

Part II Writing an Essay

Mexico are highly valued works of art in the United States. Also, Native American
 25 jewelry made from silver and turquoise is very popular and very expensive. Especially
 in the western and southwestern regions of the United States, native crafts such as
 pottery, handcrafted leather products, and beadwork can be found in many homes.
 Indeed, native art and handicrafts are a treasured part of American culture.

In addition to language and art, agriculture is another area in which Native
 30 Americans had a great and lasting influence on the peoples who arrived here from
 Europe, Africa, and Asia. Being skilled farmers, the Native Americans of North
 America taught the newcomers many things about farming techniques and crops.
 Every American schoolchild has heard the story of how Native Americans taught the
 35 first settlers to place a dead fish in a planting hole to provide fertilizer for the
 growing plant. Furthermore, they taught the settlers irrigation methods and crop
 rotation. In addition, many of the foods Americans eat today were introduced to the
 Europeans by Native Americans. For example, potatoes, corn, chocolate, and peanuts
 were unknown in Europe. Now they are staples in the American diet.

Finally, it may surprise some people to learn that Americans are also indebted¹
 40 to the native people for our form of government. The Iroquois, who were an
 extremely large tribe with many branches called "nations," had developed a highly
 sophisticated² system of government to settle disputes that arose between the
 various branches. Five of the nations had joined together in a confederation called
 45 "The League of the Iroquois." Under the League, each nation was autonomous³ in
 running its own internal affairs, but the nations acted as a unit when dealing with
 outsiders. The League kept the Iroquois from fighting among themselves and was
 also valuable in diplomatic relations with other tribes. When the thirteen American
 50 colonies were considering what kind of government to establish after they won
 their independence from Britain, someone suggested that they use a system similar
 to that of the League of the Iroquois. Under this system, each colony or future
 state would be autonomous in managing its own affairs but would join forces with
 the other states to deal with matters that concerned them all. This is exactly what
 55 happened. As a result, the present form of government of the United States can be
 traced directly back to a Native American model.

55 In conclusion, we can easily see from these few examples the extent of Native
 American influence on our language, our art forms, our eating habits, and our
 government. Modern Americans are deeply indebted to Native Americans for their
 contributions to United States culture.

Writing Technique Questions

1. Is the introductory paragraph of the model essay a "funnel" or a "dramatic" introduction? What is the thesis statement? How many subtopics does it list?
2. How many paragraphs are in the body of the model essay? Underline the topic sentence of each body paragraph once. (Note: The topic sentence is not necessarily the first sentence in every paragraph.)
3. Locate the main sentence in the concluding paragraph and underline it twice. Is it a paraphrase of the thesis statement?

¹ indebted: owing gratitude

² sophisticated: highly developed

³ autonomous: independent, self-governing

Organization for Logical Division of Ideas

A logical division essay is organized just like a logical division paragraph, which you studied in Chapter 5. In an essay, a large topic is divided up into smaller subtopics, each of which can be discussed in a separate paragraph. The introductory paragraph introduces the main topic, and the thesis statement may give the number of subtopics, or it may name them. Each body paragraph discusses one subtopic. The concluding paragraph brings the essay to a close by reminding the reader of the essay's main points.

Transition Signals and Thesis Statements

Transition signals are the same for logical division paragraphs and logical division essays, and thesis statements for logical division essays are similar to topic sentences for logical division paragraphs. A thesis statement may name the subtopics or simply indicate that there are a certain number of subtopics, as in these examples:

Subtopics not named:

A college education is a necessity in today's competitive world for two main reasons.

Subtopics named:

A college education is a necessity in today's competitive world not only because of the knowledge you gain but also because of the social contacts you make.

A. Outlining

Working alone or in a group, make an outline of the model essay about Native American influences on American culture. Make your outline as detailed as possible. Follow the model outline on pages 108–109. If you work in a group, assign one paragraph to each student to outline. When you are finished, combine all of the group's outlines on one paper.

B. Transition Signals

Circle the transition signals in the model essay. Count the number of signals that you circled and compare your total with your classmates' totals.

C. Transitions between Paragraphs

Copy the words, phrases, and clauses that serve as links between the six paragraphs.

Between 1 and 2: _____

Between 2 and 3: _____

Between 3 and 4: _____

Between 4 and 5: _____

Between 5 and 6: _____

WRITING PRACTICE

Choose either topic A or B, and write an essay using logical division of ideas as a means of organization.

- A. Explain the influence of one culture on another. Choose two cultures with which you are familiar. For example, if you are from Mexico, you could write about Spain's influence on Mexican culture, or about Mexico's influence on the United States (or vice versa), or about the influence of Mayan or Aztec culture on Mexico.
- B. Discuss the customs and traditions of your culture that you wish to preserve as a part of your life-style today.

Part II Writing an Essay

Follow these steps to success:

1. Brainstorm by freewriting, clustering, or listing all of the ideas that come into your mind. Think about different areas of culture such as language, religion, food, clothing, music, dating and marriage customs, family structure (husband-wife roles, parent-child relationships, etc.), business methods, shopping habits, educational systems, and so on.
2. Choose two to four areas that you wish to write about. These will be your subtopics. Brainstorm for specific supporting details for each subtopic.
3. Make an outline. Use the outline on pages 108–109 as a model.
4. Write your first rough draft from your outline. Be sure to use transition signals both *within* and *between* paragraphs.
5. Revise your rough draft as you have learned to do with paragraphs. Ask a classmate to edit your work using the Peer Editing Checklist on page 120.

Alternate Topic Suggestions

Kinds of students, teachers, shoppers, automobile drivers, etc.

The various submajors in your major field of study (engineering, business, or biology, for example)

The various career options that are available to graduates in your field of study

Breeds of dogs (or cats)

Clothing styles among your peers

Cause and Effect Order

Another common method of organizing an essay is by cause and effect. In a cause and effect essay, you discuss the reasons or causes for something, and then you discuss the results.

The following are examples of typical cause and effect essay examination questions.

Sociology: Discuss the causes of the rising divorce rate in modern society.

Environmental Studies: Discuss the causes of global warming.

Business and Economics: Discuss NAFTA¹ and its effects on the U.S. economy.

History: Discuss the reasons behind the fall of communism in Eastern Europe.

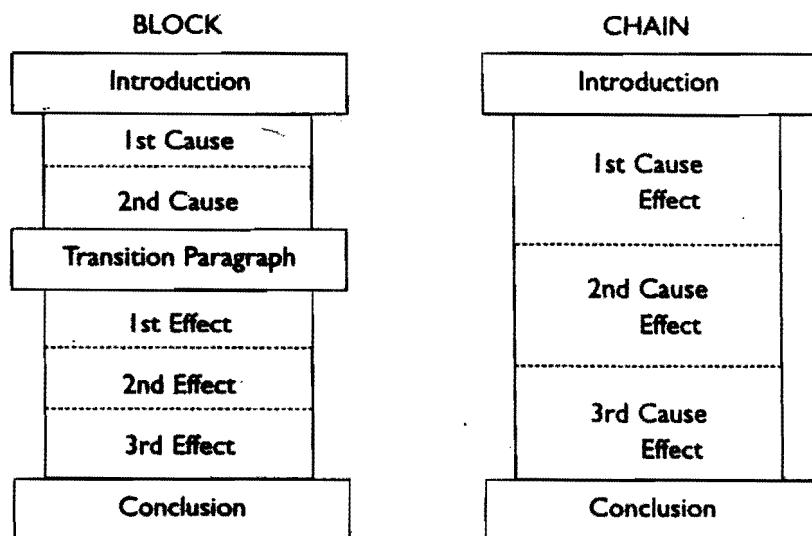
Psychology: Explain the high suicide rate in Scandinavia.

Indeed, cause and effect (which can also be called reason and result) is one of the most-used forms of organization in academic writing. In this section, you will learn about two different ways to write about causes and effects.

Organization for Cause and Effect Order

There are basically two main ways to organize a cause and effect essay: “block” organization and “chain” organization. In *block organization*, you first discuss all of the causes as a block (in one, two, three, or more paragraphs, depending on the number of causes). Then you discuss all of the effects together as a block. In *chain organization*, you discuss a first cause and its effect, a second cause and its effect, and a third cause and its effect. Usually, each new cause is the result of the preceding effect. Discussion of each new cause and its effect begins with a new paragraph. All the paragraphs are linked in a “chain.”

¹ **NAFTA:** North American Free Trade Agreement, a trade agreement among Canada, Mexico, and the United States.



The type of cause and effect organization you choose will depend on your topic. Some topics are more easily organized one way, and some the other way. A chain pattern is usually easier if the causes and effects are very closely interrelated. The chain pattern also works better with smaller topics. With larger topics, and when there is no direct cause and effect relationship, the block style is usually easier. Some topics require a combination of block and chain organization, as in the model essay below..

Block Organization with Transition Paragraphs

In block organization, there is often a short paragraph that separates the "causes" part from the "effects" part. This is called a transition paragraph. The purpose of a transition paragraph is to conclude the first part of the essay and introduce the second part. It is not always necessary to write a transition paragraph, but it is helpful when your topic is long and complex. If the transition paragraph is only one sentence, as in the following model, that sentence could be the end of one paragraph or the beginning of the next paragraph.

As you read the model essay, pay attention to its organization. Notice that the essay as a whole is block style, but that individual paragraphs use chain organization.

MODEL

Cause and Effect Essay (Block Organization)

Women's Liberation

Since the middle of this century, women around the world have been seeking greater independence and recognition. No longer content with their traditional roles as housewives and mothers, women have joined together to create the women's liberation movement. While the forces behind this international movement vary from culture to culture and from individual to individual, the basic causes in the United States can be traced to three events: the development of effective birth-control methods, the invention of labor-saving devices for the home, and the advent² of World War II.

² **advent:** arrival

Part II Writing an Essay

The first cause of the liberation of women was the development of effective birth-control methods, freeing women from the endless cycle of childbearing and rearing. As a result of having a choice as to when and if to bear children, women acquired the freedom and the time to pursue interests outside of the home. Because of the development of birth control, women could delay having children or avoid having them altogether; consequently, women had the opportunity to acquire an education and/or pursue a career.

Another event was the development of mechanized labor-saving devices for the home, resulting in more leisure time and freedom for women. For example, fifty years ago, a housewife spent an average of twelve to fourteen hours per day doing housework. Due to the invention of machines such as vacuum cleaners, washing machines, and dishwashers, a housewife can now take care of her daily housework in about five hours.

The final event that, at least in the United States, gave impetus¹ to the liberation of women was World War II. During the war, most men were serving in the military. Consequently, women had to fill the vacancies in the labor force.

Women by the thousands went to work in factories and took over businesses for their absent husbands. This was a great change for the majority of American women, for they discovered that they could weld² airplane parts and manage businesses as well change diapers and bake bread.

These three events planted the seeds of great change in society, and the effects of this change are being felt at all levels: in the family, in business, and in government.

One of the biggest effects of the greater independence of women today is being felt in the home. The traditional husband-wife relationship is undergoing a radical transformation.³ Because so many women are working, men are learning to share the household tasks of cooking, cleaning, and caring for children. In most American families, the husband still earns most of the money, and the wife still does most of the housework. Nevertheless, the child-rearing system in the United States is changing as a result of women's increasing participation in the away-from-home work force. The number of mothers going out to jobs tripled from 1950 to 1987 to more than twelve million; as a result, millions of children are being reared by paid childcare workers in infant, preschool, and after-school daycare programs instead of by their mothers at home.

The effects of women's liberation are being felt not only in the home but also at the job site. In 1986, almost 48 million women age 16 and over were employed. This number represents 44 percent of the total paid work force in the United States. Most women still work in low-paying, low-status occupations as secretaries, salesclerks, elementary school teachers, and healthcare workers. However, in the last two decades, more women have entered the new high-technology industries; by 1986, for example, 34 percent of all computer programmers were women. There has also been a slow but steady increase in the number of women who have risen to executive and managerial positions in business and who have entered the traditionally male professions of architecture, engineering, medicine, and law.

¹ impetus: stimulation

² weld: join metal parts using heat

³ radical transformation: extreme change

- Politics and government are still other areas that are feeling the effects of the women's movement. Although the United States doesn't appear ready to accept a woman president as have some other nations around the world, American women ^{ss} are being elected and appointed to high public office in increasing numbers. The United States has women cabinet⁴ members, women senators and congresswomen, women governors⁵ and women mayors. In 1984, Geraldine Ferraro was the Democratic party's nominee⁶ for the office of vice president, the first woman so nominated, but she was not elected.
- ⁶⁰ In conclusion, women in the United States are acquiring greater independence, which is causing sweeping changes at home, at work, and in government. Although American women do not yet have the equality with men that women in some Western countries like Sweden enjoy, they are making steady gains. The full impact of this process on society remains to be seen.

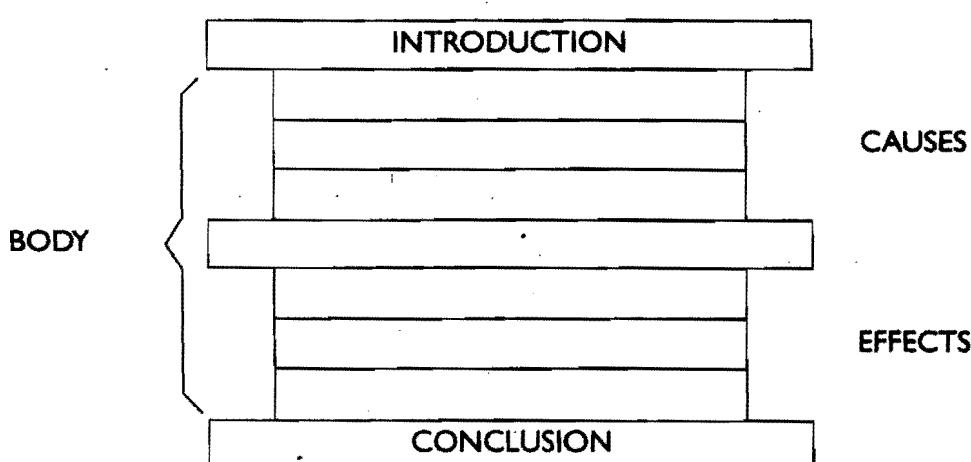
Writing Technique Questions

1. Which paragraphs discuss the causes of the liberation of women in the United States? Which paragraphs discuss the effects?
2. What is the function of the paragraph that begins on line 29?
3. Does the thesis statement list both causes and effects, or just causes?
4. Does the conclusion review both causes and effects, or just effects?

PRACTICE 4

Block Organization for Cause and Effect Order

Taking causes and effects from the model essay on women's liberation, fill in the boxes below to show the "block" organizational pattern of the essay.



⁴cabinet: group of people who are heads of departments of the government and who advise the president or prime minister

⁵governor: highest official in a state

⁶nominee: person chosen to stand for election

Part II Writing an Essay

Chain Organization

The other organizational pattern that you might use to write about causes and effects is "chain" organization, described on pages 130–131. Using special structure words, causes and effects are linked to each other in a logical chain. One event causes a second event, which in turn causes a third event, which in turn causes a fourth event, and so on. The following short essay describes a simple chain reaction.

MODEL

Cause and Effect Essay (Chain Organization)

SAD

When winter arrives, some people get sad, even suicidal.

Doctors have recently started to study the causes of a medical disorder that they have appropriately named SAD, or seasonal affective disorder. People who suffer from SAD become very depressed during the winter months. Their

- 5 depression appears to be the result of a decrease in the amount of sunlight they are exposed to. Doctors theorize that decreased sunlight affects the production of melatonin, a hormone manufactured in the brain, and serotonin, a chemical that helps transmit nerve impulses. Depression may result from the ensuing¹ imbalance of these two substances in the body. Also, doctors believe that a decrease in the
- 10 amount of sunlight the body receives may cause a disturbance in the body's natural clock² which could, in turn, result in symptoms such as lethargy,³ oversleeping, weight gain, anxiety, and irritability—all signs of depression.

Since absence of light seems to be the cause of this disorder, a daily dose of light appears to be the cure. Doctors advise patients to sit in front of a special light

- 15 box that simulates⁴ natural light for a few hours every day.

In conclusion, the depressive effect of low sunlight levels may help explain the high suicide rate in the Scandinavian countries, and more importantly, it may suggest a remedy:⁵ When the days grow short, turn on the lights.

Writing Technique Questions

1. What causes the days to grow shorter?
2. What is the effect of shorter days?
3. What does this cause?
4. What other change results from a decrease in the amount of light?
5. What is the final result?

PRACTICE 5

Chain Organization for Cause and Effect Order

Fill in the boxes to complete the flowchart, which illustrates the cause and effect chain described in the model essay "SAD."

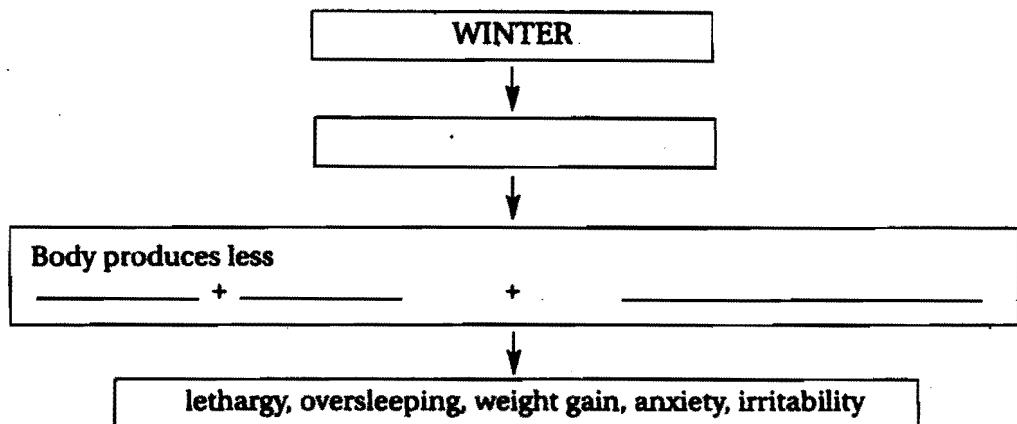
¹ ensuing: following immediately

² natural clock: normal cycle of sleep and wakefulness

³ lethargy: inactivity; tiredness

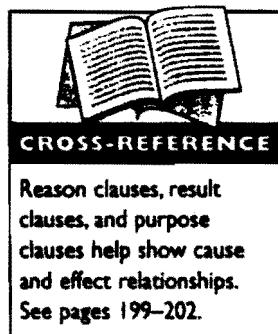
⁴ simulates: gives the effect of; imitates

⁵ remedy: cure



Cause and Effect Structure Words

Just as there are transition signals that show time order and logical division, there are words and phrases that show cause and effect relationships. They are called cause and effect structure words. You are probably familiar with many of them.



CAUSE STRUCTURE WORDS	EFFECT STRUCTURE WORDS
the first cause ... the next reason ... because of ...	the first effect ... as a result, ... therefore, ...

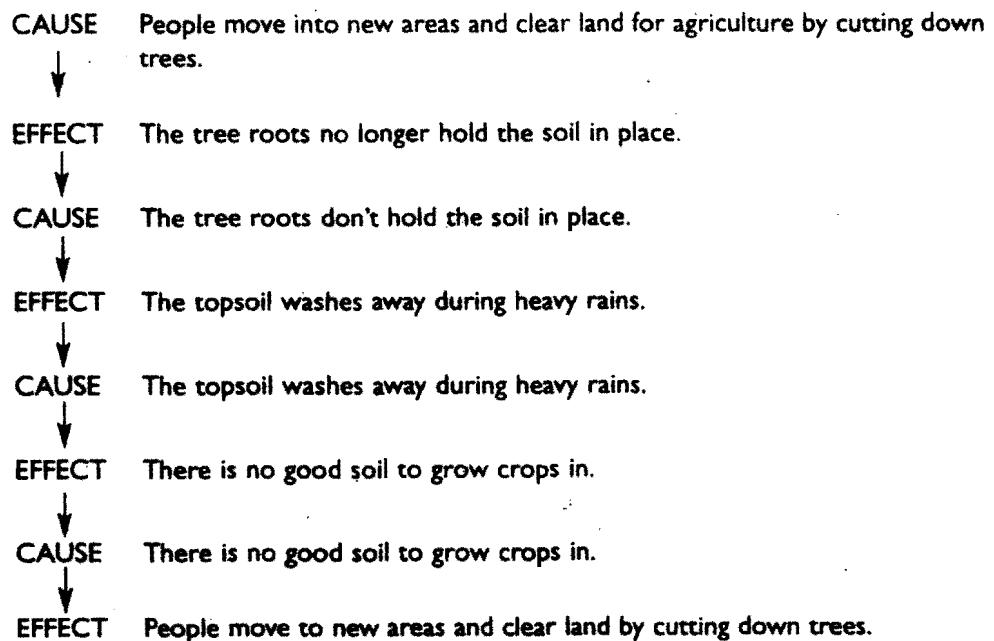
It is important to distinguish between causes and effects. Remember that a cause is the *reason* for something; it happens earlier. An effect is the *result* of something; it happens later.

CAUSE People clear land for agriculture by cutting down trees.
 ↓
 EFFECT The topsoil* washes away.

Remember also that in a chain of events, an effect becomes the cause of another effect, and that effect becomes the cause of still another effect, and so on. The example above can be expanded into the cause and effect chain that follows.

* **topsoil:** top layer of earth that is most nutrient-rich for agriculture

Part II Writing an Essay



Many of the most common cause and effect structure words are listed in the following chart. Learn to use different ones so that you don't always use *because* in your sentences.

CAUSE STRUCTURE WORDS

SENTENCE CONNECTORS	CLAUSE CONNECTORS		OTHERS
	COORDINATORS	SUBORDINATORS	
	1. for	2. because since as	3. to result from to be the result of 4. due to because of 5. the effect of the consequence of 6. as a result of as a consequence of

Note: The sentence numbers correspond to the chart numbers.

Examples

1. In the 1980s and 1990s, the U.S. government passed new immigration laws, **for** many people were concerned about illegal immigration.
2. **Because/Since/As** most illegal immigrants enter the United States seeking employment, a 1986 law tried to counteract¹ this by fining² employers who hire illegal immigrants.

¹ **counteract:** cancel the effects of

² **fining:** charging a financial penalty

3. Ten years later, a law limiting government assistance to immigrants resulted from/was the result of some people's concern about the cost of immigrants to taxpayers.
4. The United States has always welcomed people who leave their homeland because of/due to war or political persecution.³
5. Not only illegal but also legal immigrants felt the effects of/consequences of the 1996 law.
6. As a result of/As a consequence of the 1996 law, legal immigrants who had not become U.S. citizens were no longer eligible for certain benefits.

EFFECT STRUCTURE WORDS

SENTENCE CONNECTORS	CLAUSE CONNECTORS		OTHERS
	COORDINATORS	SUBORDINATORS	
1. as a result as a consequence therefore thus consequently hence	2. so		3. to result in to cause 4. to have an effect on to affect 5. the cause of the reason for

Examples

1. The 1996 law eliminated many benefits for legal immigrants who had not become citizens; as a result/as a consequence/therefore/thus/consequently/hence, most of them applied for citizenship.
2. Welfare assistance for immigrants was restricted, so even legal immigrants who were poor and needy could not receive aid.
3. The new law resulted in/caused an immediate increase in the number of applications for citizenship.
4. The new law also had an effect on/affected students and businesspeople with visas who overstayed their visa time limit.
5. Overstaying a visa became a cause of/a reason for being barred⁴ from the United States for three or more years.

PRACTICE 6

Recognizing Cause
Structure Words

STEP 1 Underline the part of the sentence that states a cause.

STEP 2 Circle the word or words that introduce the cause.

STEP 3 Be able to discuss the use of each structure word or phrase that you have circled. What kind of grammatical structure follows each one? Notice especially the difference between the use of *because* and *because of*.

³ **persecution:** bad treatment because of race, religion, or politics

⁴ **barred:** prohibited from entering

Part II Writing an Essay

Example

The computer is a learning tool **(since)** it helps children to master math and language skills.

1. Due to the ability of computers to keep records of sales and inventory, many big department stores rely on them.
2. A medical computer system is an aid to physicians because of its ability to interpret data from a patient's history and provide a diagnosis.¹ (How would you rewrite this sentence using *because* instead of *because of*?)
3. War, famine, and ethnic violence have caused a flood of refugees in the past fifty years.
4. Hollywood movies are known for their special effects because American audiences seem to demand them.
5. Since European audiences seem to prefer movies that explore psychological or philosophical issues, European movies are generally quieter and more thought-provoking.
6. Smog results from chemical air pollutants being trapped under a layer of warm air.
7. The patient's death was the result of the doctor's negligence.²
8. Little is known about life on the ocean floor, for scientists have only recently developed the technology to explore it.
9. One effect of prolonged weightlessness is the loss of muscle tone,³ which can be a problem for astronauts who spend long periods of time in space.

PRACTICE 7*Recognizing Effect Structure Words*

STEP 1 Underline the part of the sentence that states an effect.

STEP 2 Circle the word or words that introduce the effect.

STEP 3 Be able to discuss the use of each structure word or phrase. What kind of grammatical structure follows each one? How is the sentence punctuated?

1. The performance of electric cars is inferior to the performance of cars with conventional internal combustion engines; consequently, some improvements must be made in them if they are to become popular.
2. However, electric cars are reliable, economical, and nonpolluting; therefore, the government is spending millions of dollars to improve their technology.
3. Electric cars use relatively inexpensive electricity for power; thus, they cost less to operate than cars that use gasoline.
4. The cost of gasoline is rising; as a result, some automobile manufacturers have begun to produce electric models.
5. His refusal to attend classes resulted in his dismissal from the school.
6. The cause of the patient's death was the doctor's negligence.
7. It has been documented that heavy cigarette smoking affects the heart as well as the lungs.
8. Cold water is denser than warm water and will, therefore, sink.
9. Fresh water is less dense than salt water, so it tends to float on the surface of a body of salt water.

¹ **diagnosis:** identification of a disease or illness

² **negligence:** carelessness

³ **muscle tone:** healthy elastic quality

Practice using structure words from the charts on pages 136 and 137 to write sentences.

PRACTICE 8*Cause and Effect
Structure Words*

STEP 1 Decide which sentence in each item is a cause and which is an effect. Write C for cause or E for effect next to each sentence.

STEP 2 Combine the sentences in each item into a new sentence that shows a cause and effect relationship. Use a different structure word or phrase in each new sentence, and circle the word.

Example

E The death rate among women from lung cancer is increasing.

C Women are smoking more.

Because women are smoking more, their death rate from lung cancer is increasing.

or

The increase in the death rate of women from lung cancer is (the result of) their smoking more.

1. _____ Cancer is increasing in industrialized nations.

_____ Air pollution and the use of chemicals in food are increasing in these countries.

2. _____ The saltiest water is found at the bottom of the ocean.

_____ Salt water, being denser than fresh water, sinks.

3. _____ Heat energy is carried by electrons.

_____ Metals have many free-moving electrons.

_____ Metals are good conductors of heat.

4. _____ Some businesses have flexible working hours.

_____ Productivity has increased.

_____ Absenteeism has declined.

5. _____ Radiation escaped into the atmosphere.

_____ The Chernobyl nuclear power plant had no confinement shell.

6. _____ Operators at the Chernobyl plant disregarded safety rules.

_____ The nuclear reactor underwent a meltdown.

Part II Writing an Essay

7. _____ During a weather phenomenon known as El Niño, a mass of warm water flows eastward across the Pacific Ocean toward South America.
 _____ The temperature of the water off the coast of Peru rises as much as 10°F.
-
8. _____ Weather around the world changes.
 _____ During an El Niño, the jet stream¹ blows in a different pattern.
-
9. _____ Heavy rains fall in some areas of the world.
 _____ Devastating floods and mudslides happen.
-
10. _____ Thousands of people suffer starvation.
 _____ Drought happens in other parts of the world.
-

WRITING PRACTICE

Choose one of the suggested topics that follow, and write an essay that discusses it in terms of cause and effect. Use either block or chain organization or a combination of both. If you use block organization, be sure to insert a transition paragraph between the two blocks in the body of the essay.

Follow these steps to success:

1. Write your thesis statement at the top of your paper.
2. Brainstorm by using one of the prewriting techniques that you prefer.
 Hint: Divide your paper into two columns. List the causes in the first column and the effects in the second column.
3. Then brainstorm for ideas and details to support each cause and effect.
4. Write an outline from your brainstorming activity.
5. Write your first rough draft from your outline. Be sure to use a variety of cause and effect structure words, and begin each paragraph with a transition expression.
6. Revise your rough draft as you have learned. Ask a classmate to check your final essay against the Peer Editing Checklist on page 12..

Topic Suggestions

Rising divorce rate	Gender discrimination
One type of pollution (air, water, soil)	Increasing life expectancy in a country
Inflation	World refugees
Stress	Any scientific cause and effect
Any social, economic, or political problem in another country or the United States	phenomenon such as global warming, El Niño, etc.

¹ Jet stream: high-speed, high-altitude air current.

Comparison and Contrast Order

A very common and useful method of essay organization is comparison and contrast. You practiced writing paragraphs using comparison and contrast in Chapter 5, pages 65–67. The techniques for writing comparison/contrast paragraphs and essays are essentially the same; the main difference is in the size of the topic. Because the topic of an essay is much larger, you will need to learn some advanced patterns of organization.

As you read the following model essay, study its organization. Then answer the writing technique questions that follow.

MODEL

Comparison and Contrast Essay

Japan and the USA—Different but Alike

The culture of a place is an integral² part of its society whether that place is a remote Indian village in Brazil or a highly industrialized city in Western Europe. The culture of Japan fascinates Americans because, at first glance, it seems so different. Everything that characterizes the United States—newness, racial heterogeneity,³

s vast⁴ territory, informality, and an ethic of individualism⁵—is absent in Japan. There, one finds an ancient and homogeneous⁶ society, an ethic that emphasizes the importance of groups, and a tradition of formal behavior governing every aspect of daily living, from drinking tea to saying hello. On the surface at least, American and Japanese societies seem totally opposite.

10 One obvious difference is the people. Japan is a homogenous society of one nationality and a few underrepresented minority groups, such as the ethnic Chinese and Koreans. All areas of government and society are controlled by the Japanese majority. In contrast, although the United States is a country with originally European roots, its liberal immigration policies have resulted in its becoming a 15 heterogeneous society of many ethnicities—Europeans, Africans, Asians, and Latinos. All are represented in all areas of American society, including business, education, and politics.

Other areas of difference from Japan involve issues of group interaction and sense of space. Whereas Americans pride themselves on individualism and

20 informality, Japanese value groups and formality. Americans admire and reward a person who rises above the crowd; in contrast, a Japanese proverb says, “The nail that sticks up gets hammered down.” In addition, while Americans’ sense of size and scale developed out of the vastness of the North American continent, Japanese genius lies in the diminutive and miniature.⁷ For example, America builds airplanes, 25 while Japan produces transistors.

In spite of these differences, these two apparently opposite cultures share several important experiences.

Both, for example, have transplanted cultures. Each nation has a “mother”

² **integral:** necessary for completeness

⁶ **homogeneous:** characterized by sameness;

³ **heterogeneity:** variety

consistency

⁴ **vast:** very large

⁷ **diminutive and miniature:** very small

⁵ **ethic of individualism:** belief in the value of the individual person over the group

Part II Writing an Essay

society—China for Japan and Great Britain for the United States—that has influenced
 30 the daughter in countless ways: in language, religion, art, literature, social customs, and ways of thinking. Japan, of course, has had more time than the United States to work out its unique interpretation of the older Chinese culture, but both countries reflect their cultural ancestry.

Both societies, moreover, have developed the art of business and commerce, of
 35 buying and selling, of advertising and mass producing, to the highest levels. Few sights are more reassuring to Americans than the tens of thousands of bustling¹ stores seen in Japan, especially the beautiful, well-stocked department stores. To American eyes, they seem just like Macy's or Neiman Marcus at home. In addition, both Japan and America are consumer societies. The people of both countries love to shop and are enthusiastic consumers of convenience products and fast foods. Vending machines selling everything from fresh flowers to hot coffee are as popular in Japan as they are in America, and fast-food noodle shops are as common in Japan as McDonald's restaurants are in America.

A final similarity is that both Japanese and Americans have always emphasized
 40 the importance of work, and both are paying penalties for their commitment to it: increasing stress and weakening family bonds. Americans, especially those in business and in the professions, regularly put in twelve or more hours a day at their jobs, just as many Japanese executives do. Also, while the normal Japanese workweek is six days, many Americans who want to get ahead² voluntarily work on Saturday and/or Sunday in addition to their normal five-day workweek.

Japan and America: different, yet alike. Although the two societies differ in many areas such as racial heterogeneity versus racial homogeneity, individualism versus group cooperation, and informal versus formal forms of behavior, they share more than one common experience. Furthermore, their differences probably contribute as much as their similarities toward the mutual interest the two countries have in each other. It will be interesting to see where this reciprocal fascination leads in the future.

Writing Technique Questions

1. In which paragraph(s) are the similarities discussed? In which paragraph(s) are the differences discussed? Is the organization of this essay similar to cause and effect block or chain style organization, discussed earlier in this chapter?
2. What is the function of the fourth paragraph?

Comparison Structure Vocabulary

The first key to writing successful comparison and contrast essays is the appropriate use of comparison and contrast structure words. These are words that introduce points of comparison and points of contrast.

The following table lists some of the words and phrases used to discuss similarities.

¹ bustling: busy

² get ahead: win promotions and higher salaries

COMPARISON STRUCTURE WORDS

SENTENCE CONNECTORS	CLAUSE CONNECTORS		OTHERS
	SUBORDINATORS	COORDINATORS/ CORRELATIVE CONJUNCTIONS	
1. similarly likewise also too	2. as just as	3. and both ... and not only ... but also neither ... nor	4. like (+ noun) just like (+ noun) similar to (+ noun) 5. (be) similar (to) (be) the same as 6. (be) the same 7. (be) alike (be) similar (to) 8. to compare (to/with)

Examples

1. Human workers can detect malfunctions in machinery; **likewise/similarly**, a robot can be programmed to detect equipment malfunctions.
Human workers can detect malfunctions in machinery; a robot can **also**.
Human workers can detect malfunctions in machinery; a robot can, **too**.
2. Robots can detect malfunctions in machinery, **as/just as** human workers can. (Note: Use a comma when *as* and *just as* show comparison even when the dependent clause follows the independent clause.)
3. Robots and human workers/**Both** robots and human workers/**Not only** robots but **also** human workers can detect malfunctions in machinery.
Neither robots nor human workers are infallible.³
4. Robots, **like/just like/similar to** human workers, can detect malfunctions in machinery.
5. Robots **are similar to/are the same as** human workers because they can both detect malfunctions in machinery.
6. In their ability to detect malfunctions in machinery, robots and human workers **are the same**.
7. Robots and human workers **are alike/are similar** because they can both detect malfunctions in machinery.
8. Robots **can be compared to/be compared with** human workers in their ability to detect malfunctions in machinery.

PRACTICE 9

Using Comparison Structure Words

- A. Add comparison structure words to connect the following comparisons. The items contain both sentences and short phrases. You should write one complete new sentence for each item and use different comparison structure words in each new sentence. The information in this practice is from the field of political science. The items compare the systems of government of Great Britain and the United States.

³ **Infallible:** perfect; without errors

Part II Writing an Essay

Example

The United States has a democratic form of government. Great Britain has a democratic form of government.

The United States has a democratic form of government,
just as Great Britain does.

1. The United States operates under a two-party system. Great Britain operates under a two-party system.

 2. The British Parliament has two separate houses, the House of Commons and the House of Lords. The United States Congress has two separate houses, the Senate and the House of Representatives.

 3. The U.S. House of Representatives = the British House of Commons. The U.S. Senate = the British House of Lords.

 4. The members of the U.S. House of Representatives are elected by district. The members of the British House of Commons are elected by district.

 5. The method of choosing cabinet members in the United States. The method of choosing cabinet members in Great Britain. (Use the structure phrase *the same*.)

 6. In Great Britain, the cabinet is appointed by the prime minister. The U.S. president appoints the cabinet.

 7. The British monarch has the right to veto¹ any law passed by Parliament. The U.S. president has the right to veto any law passed by Congress.

- B. Now write five sentences of your own, comparing two things with which you are familiar. Use a different comparison signal in each sentence. Possible topics: bicycles and motorcycles; two cities; two siblings,² two friends; two cars; two sports; two sports stars; two teachers; two classes; two restaurants.

Contrast Structure Vocabulary

Contrast structure words fall into two main groups according to their meaning. The first group shows contrast in the sense of concession or unexpected result. The second group shows contrast in the sense of direct opposition. The clauses connected by the words in the second group are reversible. This means, for example, that *while* and *whereas* may be placed at the beginning of either clause with no change in meaning:

¹ **veto:** cancel

² **siblings:** brothers and sisters

I am short, whereas my brother is tall and *Whereas I am short, my brother is tall* are both possible and are equal in meaning.

It is not always possible to do this with words from the first group. For example, the subordinator *even though* must be placed at the beginning of the clause *it began to rain* in the following sentence: *We continued our hike even though it began to rain.* It would not make sense to write *Even though we continued our hike, it began to rain.*

Notice that *but* and *however* belong to both groups.

CONTRAST STRUCTURE WORDS—CONCESSION (UNEXPECTED RESULT)

SENTENCE CONNECTORS	CLAUSE CONNECTORS		OTHERS
	SUBORDINATORS	COORDINATORS	
1. however nevertheless nonetheless still	2. although even though though	3. but yet	4. despite (+ noun) in spite of (+ noun)

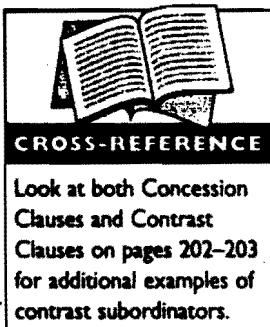
Examples

1. It began to rain; however/nevertheless/nonetheless/still, we continued our hike.
2. We continued our hike although/even though /though it began to rain.
3. It began to rain, but/yet we continued our hike.
4. Despite/In spite of the rain, we continued our hike.

CONTRAST STRUCTURE WORDS—DIRECT OPPOSITION

SENTENCE CONNECTORS	CLAUSE CONNECTORS		OTHERS
	SUBORDINATORS	COORDINATORS	
1. however in contrast in (by) comparison on the other hand 2. on the contrary	3. while whereas	4. but	5. differ from 6. compared (to/with) 7. (be) different (from) (be) dissimilar to (be) unlike

Part II Writing an Essay



Examples

1. The term *rock music* commonly refers to music styles after 1959 that were influenced primarily by white musicians; **however/in contrast/in comparison/on the other hand**, rhythm-and-blues music styles were influenced primarily by black musicians.
2. Innovation in rock music comes not just from the United States; **on the contrary**, the Beatles and the Rolling Stones were from Great Britain, and the music style known as reggae came from the Caribbean island of Jamaica. (**Note:** *On the contrary* contrasts an untruth and a truth.)
3. The term *rock music* commonly refers to music styles after 1959 that were influenced primarily by white musicians, **while/whereas** rhythm-and-blues music styles were influenced primarily by black musicians. (**Note:** Use a comma with *while* and *whereas* even when the dependent clause follows the independent clause.)
4. The term *rock music* commonly refers to music styles after 1959 that were influenced primarily by white musicians, **but** rhythm-and-blues music styles were influenced primarily by black musicians.
5. Early rock music **differs from** later styles in that later styles make use of electronics to produce new sounds.
6. **Compared to/Compared with** earlier rock styles, later styles have a harder sound.
7. The punk, rap, grunge, and techno styles of the '90s are **very different from/dissimilar to/unlike** the rock music played by Elvis Presley in the '50s, but they have the same roots.

PRACTICE 10

Using Contrast Structure Words

- A. Add contrast structure words to connect the following items. The items contain both sentences and short phrases. You should write one complete new sentence for each item, and use a different contrast signal in each new sentence.

Example

The government of the United States/the government of Great Britain/dissimilar in several aspects

The governments of the United States and Great Britain are dissimilar in several aspects.

1. The chief executive in Great Britain is called the prime minister. The chief executive in the United States is called the president.

2. In the United States, the president fulfills the functions of both political leader and head of state. These two functions are separate in Great Britain.

3. In other words, Great Britain has both a monarch and a prime minister. The United States has only a president.

4. The president of the United States may be of a different political party than the majority of Congress. The British prime minister is the head of the political party that has the most seats in Parliament.

 5. The United States has a written constitution. Great Britain has no written constitution.

 6. In the United States, elections are held on a regular schedule, no matter how popular or unpopular the government is. In Great Britain, elections are held whenever the prime minister loses a vote of confidence.¹

 7. The members of the U.S. Senate are elected. The members of the British House of Lords are appointed or inherit their positions.

 8. As you can see, the two systems of government differ in several major aspects. They are both democracies.

-
- B. Now write five sentences of your own, contrasting two things with which you are familiar. Use a different contrast signal in each sentence. Possible topics: computers/humans; English/your first language; taking public transportation/driving your own car; city life/country life; schools in two countries; the cost of living in two countries; family life in two countries.

Organization for Comparison and Contrast Order

Just as there are two ways to organize a cause and effect essay, there are at least two ways to organize a comparison and contrast essay. You may use block organization or point-by-point organization. One type of organization is illustrated in each of the following models. Study each model very carefully. Notice how the thesis statement tells the reader what type of organization will be used.

In block organization, you discuss all of the similarities in one block (which can be one or more paragraphs), and all of the differences in another block (which can be one or more paragraphs). The essay on Japan and the United States on pages 141–142 is an example of block organization.

In point-by-point organization, you make a sentence-by-sentence comparison of the features in any order that seems appropriate for the topic. You might even use order of importance (most important feature first or last.)

Suppose you needed to compare two jobs. You might compare them on these points: salary, fringe benefits,² opportunities for advancement, and workplace atmosphere. If you use block organization, your outline might look like this:

¹ **vote of confidence:** vote of approval

² **fringe benefits:** employment benefits other than salary (vacation time, health insurance, etc.)

MODEL*Block Organization*

Thesis One way to decide between two job offers is to evaluate what
Statement the similarities and differences are before making a decision.

- I. The salary and fringe benefits of Job X and Job Y are almost the same.
 - A. Salary (Job X and Job Y)
 - B. Fringe benefits (Job X and Job Y)
- II. Although the salary and fringe benefits are equal, there are big differences in the areas of workplace atmosphere and opportunity for advancement.
 - A. Workplace atmosphere
 - 1. Job X
 - 2. Job Y
 - B. Opportunity for advancement
 - 1. Job X
 - 2. Job Y

Conclusion

Of course, you could discuss the differences first and the similarities last. It is more usual, however, to discuss similarities first.

If you used point-by-point organization to compare the same two jobs, your outline might look like this:

MODEL*Point-by-Point Organization*

Thesis One way to decide between two job offers is to make a
Statement point-by-point comparison of their features.

- I. The salaries of Job X and Job Y are approximately equal.
 - A. Job X's salary
 - B. Job Y's salary
- II. Job X offers the same fringe benefits as Job Y.
 - A. Job X's fringe benefits
 - B. Job Y's fringe benefits
- III. In contrast to Job Y, Job X offers good opportunities for advancement.
 - A. Job X's opportunities for advancement
 - B. Job Y's opportunities for advancement
- IV. Unlike the high-pressure and competitive atmosphere at Company X, the atmosphere at Company Y seems congenial¹ and supportive.
 - A. Atmosphere at Company X
 - B. Atmosphere at Company Y

Conclusion

¹congenial: friendly

With both types of organization, as you discuss each feature of Job Y, refer back to the same feature of Job X and use comparison and contrast structure vocabulary to show whether they are the same or different. In other words, it is not sufficient simply to describe each job or each feature; you must constantly refer back and forth to make the similarities and differences clear.

Like Job X, Job Y ...

In contrast to Job X, Job Y ...

Job X and Job Y both have ...

WRITING PRACTICE

Choose one of the suggested topics and write an essay using comparison/contrast organization. Use either point-by-point or block organization. Follow these steps to success:

1. Brainstorm by freewriting, clustering, or listing all of the ideas that come into your mind. (*Hint:* Divide your paper into columns. List the similarities in the first column and the differences in the second.)
2. Decide whether to use point-by-point or block organization.
3. Brainstorm for specific supporting details.
4. Make an outline. Refer to the outlines on page 148 to guide you.
5. Write your first rough draft from your outline. Be sure to use comparison and contrast structure words.
6. Revise your rough draft as you have learned. Ask a classmate to edit your work, using the Peer Editing Checklist on page 128.

Topic Suggestions

Two cultures, or one aspect of two cultures such as family life, schools, child-raising practices, courtship and marriage customs, etc.

Living at home and living away from home

Two family members, two friends

Two classes, two teachers, two restaurants, two jobs you have had

High school and college or university

Public schools and private schools

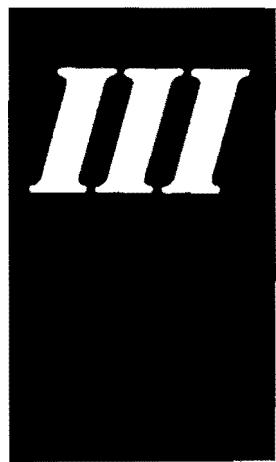
Review

Four common patterns of essay organization in English are

- Chronological order
- Logical division of ideas
- Cause and effect order
- Comparison and contrast order

With each pattern, use special transition signals and structure words to help your reader understand your ideas and follow your discussion. Of course there are other patterns of organization in academic writing such as definition and argumentation. Also, of course that you may need to use a combination of patterns at times, especially for long essays or term papers.

Sentence Structure

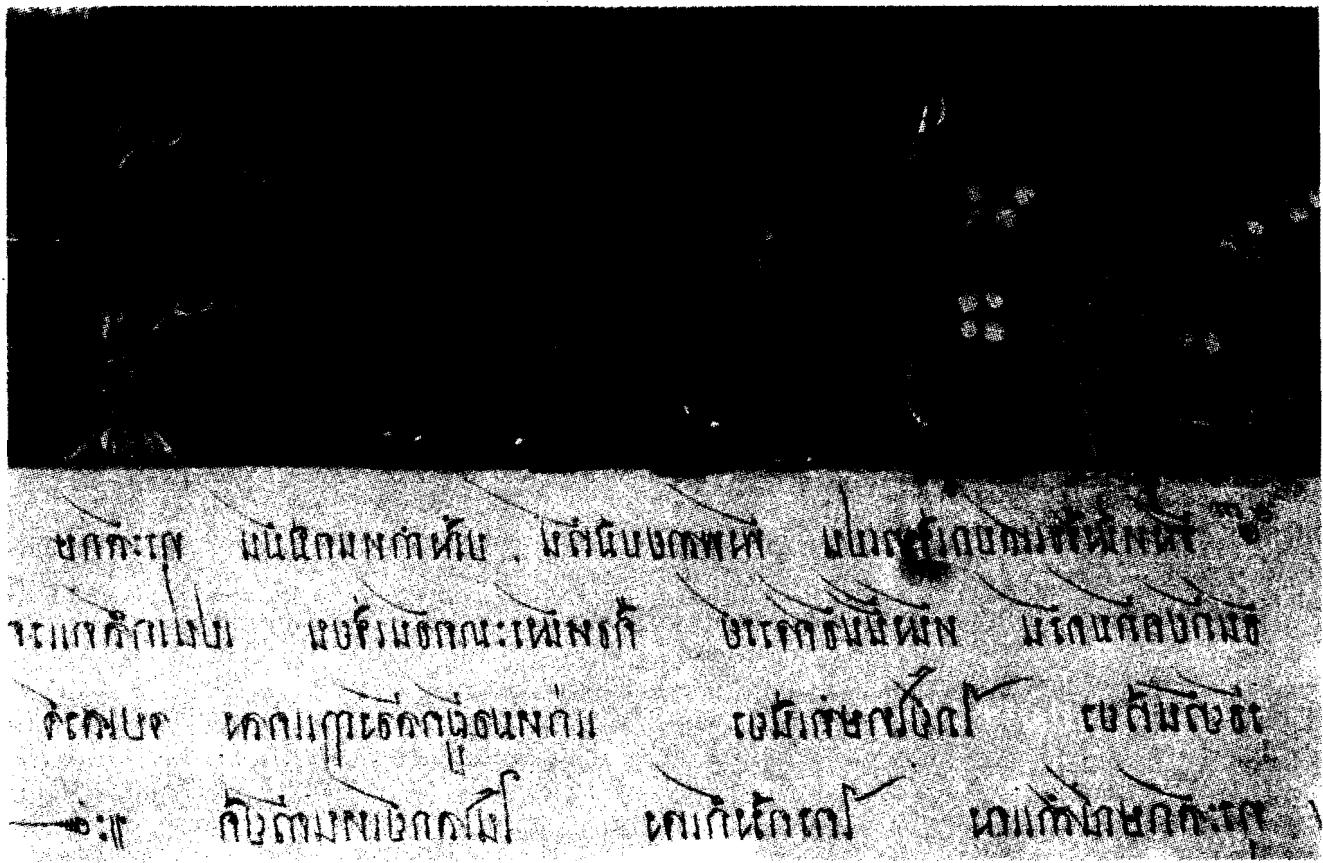


PART

CHAPTER

10

Types of Sentences



Thai manuscript

Clauses

Clauses are the building blocks of sentences. A **clause** is a group of words that contains (at least) a subject and a verb.

These are clauses:

ecology is a science
because pollution causes cancer

These are not clauses:

to protect the environment
after working all day

There are two kinds of clauses: independent and dependent.

Independent Clauses

An **independent clause** contains a subject and a verb and expresses a complete thought. It can stand alone as a sentence by itself. An independent clause is formed with

subject + verb (+ complement)

Students normally spend four years in college.

I will declare my major¹ now, but I may change it later.

Many international students experience culture shock when they come to the United States.

Dependent Clauses

A **dependent clause** begins with a subordinator such as *when*, *while*, *if*, *that*, or *who*. A dependent clause does not express a complete thought and cannot stand alone as a sentence by itself. A dependent clause is formed with

subordinator + subject + verb (+ complement)

... although students normally spend four years in college ...

... if I declare my major now ...

... when they come to the United States ...

... who was accepted at Harvard University ...

... that the experiment was a success ...

A partial list of subordinators follows in the chart of clause connectors. Study the chart, and then refer to it when you do Practice 1.

Clause Connectors

Three groups of words are used to connect clauses in order to form different kinds of sentences. They are subordinators (subordinating conjunctions), coordinators (coordinating conjunctions), and conjunctive adverbs.

¹ **declare my major:** officially register a major field of study with the university

Part III Sentence Structure

CLAUSE CONNECTORS

SUBORDINATORS (SUBORDINATING CONJUNCTIONS)

after	before	that	when	which
although	even though	though	whenever	while
as	how	unless	where	who
as if	if	until	wherever	whom
as soon as	since	what	whether	whose
because	so that			

COORDINATORS (COORDINATING CONJUNCTIONS)

You can remember the seven coordinators by the phrase FAN BOYS:

for and nor but or yet so

CONJUNCTIVE ADVERBS

accordingly	furthermore	in contrast	meanwhile	on the other hand
besides	hence	indeed	moreover	otherwise
consequently	however	instead	nevertheless	therefore
for example	in addition	likewise	nonetheless	thus

PRACTICE I

Independent and Dependent Clauses

Write INDEP next to the independent clauses and put a period (.) after them. Write DEP next to the dependent clauses.

- _____ 1. Jet lag affects most long-distance travelers.
- _____ 2. Which is simply the urge to sleep at inappropriate times
- _____ 3. During long journeys through several time zones, the body's inner clock is disrupted
- _____ 4. For some reason, travel from west to east causes greater jet lag than travel from east to west
- _____ 5. Also, changes in work schedules can cause jet lag
- _____ 6. When hospital nurses change from a day shift to a night shift, for example
- _____ 7. Although there is no sure way to prevent jet lag
- _____ 8. There are some ways to minimize it
- _____ 9. Because jet lag is caused at least partially by loss of sleep, not just a change in the time of sleep
- _____ 10. A traveler should plan to arrive at his or her destination as late as possible
- _____ 11. Upon arriving, he or she should immediately go to bed
- _____ 12. Then the traveler should start to live in the new time frame immediately

Kinds of Sentences

A sentence is a group of words that you use to communicate your ideas. Every sentence is formed from one or more clauses and expresses a complete thought.

There are basically four kinds of sentences in English: simple, compound, complex, and compound-complex. The kind of sentence is determined by the kind of clauses used to form it.

Simple Sentences

A simple sentence is one independent clause.

- I enjoy playing tennis with my friends every weekend.
- I enjoy playing tennis and look forward to it every weekend.
- My friends and I play tennis and go bowling every weekend.

Notice that the second sentence has two verbs, *enjoy* and *look forward to*. This is called a compound verb. Because there is only one clause, this is a simple sentence. The third sentence has a compound subject as well as a compound verb, but it is still a simple sentence because it has only one clause.

PRACTICE 2

Simple Sentences

1. Write two simple sentences with one subject and one verb.
2. Write two simple sentences with one subject and two verbs.
3. Write two simple sentences with two subjects and two verbs.

Compound Sentences

A compound sentence is two or more independent clauses joined together. There are three ways to join the clauses:

1. With a coordinator	I enjoy tennis, but I hate golf.
2. With a conjunctive adverb	I enjoy tennis; however, I hate golf.
3. With a semicolon	I enjoy tennis; I hate golf.

Let's study each type of compound sentence in more detail.

1. Compound Sentences with Coordinators

A compound sentence can be formed as follows:

Independent clause, + coordinator + independent clause

Notice that there is a comma after the first independent clause. The following sentences illustrate the meanings of the seven "FAN BOYS" coordinators.

Part III Sentence Structure

for	Women live longer than men, for they take better care of their health. (The second clause gives the reason for the first clause.)
and	Women follow more healthful diets, and they go to doctors more often. (The two clauses express equal, similar ideas.)
nor	Women don't smoke as much as men do, nor do they drink as much alcohol. (Nor means "and not." It joins two negative independent clauses. Notice that question word order is used after nor .)
but	Men may exercise harder, but they may not exercise as regularly as women do. (The two clauses express equal, contrasting ideas.)
or	Both men and women should limit the amount of fat in their diets, or they risk getting heart disease. (The two clauses express alternative possibilities.)
yet	Women used to be known as the "weaker sex," yet in some ways, they are stronger than men. (The second clause is a surprising or unexpected contrast to the first clause.)
so	Men are less cautious than women, so more men die in accidents. (The second clause is the result of the first clause.)

PRACTICE 3*Compound Sentences
with Coordinators*

- A. Add another independent clause to the following independent clauses to form compound sentences. Be sure to write a complete clause containing a subject and a verb. Circle the coordinator and add punctuation.

Example

The college campus is located in the center of the city, **so** it is very easy to do my shopping.

1. Students can attend day classes and _____
2. Students can live in dormitories or _____
3. I have finished my math homework but _____
4. I have studied English for six years yet _____
5. My adviser suggested a word processing class for _____
6. Some students do not like to write term papers nor _____
7. The instructor gave us eight weeks to write our term papers yet _____

8. Most students had not even chosen a topic nor _____
9. The instructor was very upset for _____
10. My roommate scored very high on the English placement test so _____

B. For each pair of sentences below, choose a coordinator that best fits the meaning, and join the two independent clauses to form a compound sentence. Use each FAN BOYS coordinator once. Write your new sentences on a separate sheet of paper, and punctuate them correctly.

Example

Nuclear accidents can happen. Nuclear power plants must have strict safety controls.

Nuclear accidents can happen, so nuclear power plants must have strict safety controls.

1. The accident at the nuclear power plant at Three Mile Island in the United States created fears about the safety of this energy source. The disaster at Chernobyl in the former Soviet Union confirmed¹ them.
 2. Solar heating systems are economical to operate. The cost of installation is very high.
 3. Energy needs are not going to decrease. Energy sources are not going to increase. (Use *nor* and question word order in the second clause, deleting the word *not*.)
 4. Burning fossil fuels causes serious damage to our planet. We need to develop other sources of energy.
 5. Ecologists know that burning fossil fuels causes holes in the ozone layer. People continue to do it.
 6. Poorer nations especially will continue this harmful practice. They don't have the money to develop "clean" energy sources.
 7. All nations of the world must take action. Our children and grandchildren will suffer the consequences.
- C. On a separate sheet of paper, write seven compound sentences of your own, using each coordinator once.

2. Compound Sentences with Conjunctive Adverbs

A compound sentence can also be formed as follows:

Independent clause; + conjunctive adverb, + independent clause

Notice the punctuation: a semicolon follows the first independent clause, and a comma follows the conjunctive adverb. Also, just like the FAN BOYS coordinators, conjunctive adverbs express relationships between the clauses. The following chart shows the coordinators and conjunctive adverbs that express similar meanings.

¹ **confirmed:** proved that they were correct

Part III Sentence Structure

COORDINATORS	CONJUNCTIVE ADVERBS	SENTENCE
and	besides furthermore moreover also	Community colleges offer preparation for many occupations; moreover, they prepare students to transfer to a four-year college or university.
but yet	however nevertheless nonetheless	Many community colleges do not have dormitories; however, they provide housing referral services.
or	otherwise	Students must take final exams; otherwise, they will receive a grade of incomplete.
so	accordingly consequently hence therefore thus	Native and nonnative English speakers have different needs; therefore, most schools provide separate English classes for each group.

PRACTICE 4*Compound Sentences with Conjunctive Adverbs*

- A. Add another independent clause to each independent clause that follows to form compound sentences. Be sure to add a complete clause containing a subject and a verb. Circle the conjunctive adverb and add punctuation. Notice that some of these sentences are from Practice 3A on pages 156–157.

Example

The college campus is located in the center of the city; therefore, it is very easy to do my shopping.

1. Students can attend day classes moreover _____
2. Students can live in dormitories otherwise _____
3. I have finished my math homework however _____
4. I have studied English for six years nevertheless _____
5. The instructor gave us eight weeks to write our term papers nonetheless _____
6. My roommate scored very high on the English placement test consequently _____

- B. On a separate sheet of paper, combine the pairs of sentences in items 2, 4, 5, and 7 from Practice 3B on page 157, using conjunctive adverbs instead of coordinators. Punctuate your new sentences correctly.

Example

Nuclear accidents can happen. Nuclear power plants should have strict safety controls.

Nuclear accidents can happen; therefore, nuclear power plants should have strict safety controls.

- C. On a separate sheet of paper, write four compound sentences, using each of these conjunctive adverbs once: *furthermore*, *however*, *therefore*, and *otherwise*.

3. Compound Sentences with Semicolons

A compound sentence can also be formed with a semicolon alone:

Independent clause; independent clause

My older brother studies law; my younger brother studies medicine.

Poland was the first Eastern European country to turn away from communism; others soon followed.

This kind of compound sentence is possible only when the two independent clauses are closely related in meaning. If they aren't closely related, they should be written as two simple sentences, each ending with a period.

PRACTICE 5

Compound Sentences with Semicolons

- A. Place a semicolon between the two independent clauses in the following compound sentences.

1. The American way of life apparently does not foster¹ marital happiness half of all American marriages end in divorce.
2. Motherhood causes some women to quit their jobs others continue working despite having young children to care for.
3. Three hundred guests attended his wedding two attended his funeral.

- B. Write three compound sentences of your own, using a semicolon to join the independent clauses.

PRACTICE 6

Combining Simple Sentences

Use what you have learned about forming compound sentences to improve the following mini-essay, which contains many short, simple sentences. Combine sentences wherever possible. Try to use each of the three methods at least once. There is not just one correct way to combine the sentences; there are many possible ways.

¹ **foster:** encourage

Robots

¹A robot is a mechanical device that can perform boring, dangerous, and difficult tasks. ²First of all, robots can perform repetitive tasks without becoming tired or bored. ³They are used in automobile factories to weld* and paint. ⁴Robots can also function in hostile environments. ⁵They are useful for exploring the ocean bottom as well as deep outer space. ⁶Finally, robots can perform tasks requiring pinpoint accuracy. ⁷In the operating room, robotic equipment can assist the surgeon. ⁸For instance, a robot can kill a brain tumor. ⁹It can operate on a fetus[†] with great precision.

¹⁰The field of artificial intelligence is giving robots a limited ability to think and to make decisions. ¹¹However, robots cannot think conceptually. ¹²Robots cannot function independently. ¹³Humans have to program them. ¹⁴They are useless. (Use *otherwise* to combine sentences 13 and 14.) ¹⁵Therefore, humans should not worry that robots will take over the world—at least not yet.

Writing Technique Questions

1. What is the main idea of each paragraph? What sentences state the main ideas?
2. What method of organization is used to develop the first paragraph?

Complex Sentences

A **complex sentence** contains one independent clause and one (or more) dependent clause(s). In a complex sentence, one idea is generally more important than the other one. The more important idea is placed in the independent clause, and the less important idea is placed in the dependent clause.

There are three kinds of dependent clauses: adverb, adjective, and noun. The following chart presents an overview of them. You will study all of these kinds of clauses in greater detail in Chapters 11, 12, and 13.

DEPENDENT CLAUSES**ADVERB CLAUSES**

A dependent adverb clause begins with an adverbial subordinator such as *when*, *while*, *because*, *although*, *if*, *so that*, etc.

1. **Although women in the United States could own property, they could not vote until 1920.**
2. **In the United States, women could not vote until 1920 although they could own property.**

Notice that there are two possible positions for an adverb clause: before or after the independent clause. If it comes before the independent clause, it is followed by a comma (sentence 1). If it comes after the independent clause, no comma is used (sentence 2).

* **weld:** join metal by applying heat

† **fetus:** unborn baby

ADJECTIVE CLAUSES

A dependent adjective (relative) clause begins with a relative pronoun such as *who*, *whom*, *which*, *whose*, or *that*, or with a relative adverb such as *where* or *when*. An adjective clause functions as an adjective; that is, it modifies a noun or pronoun. The position and punctuation of dependent adjective clauses is discussed in Chapter 13.

3. Men who are not married are called bachelors.
4. Last year we vacationed on the Red Sea, which features excellent scuba diving.

NOUN CLAUSES

A dependent noun clause functions as a noun and begins with a *wh*-question word, *that*, *whether*, or sometimes *if*. A dependent noun clause can be either a subject (sentence 5) or an object (sentence 6). No commas are necessary.

5. That there is a hole in the ozone layer of the earth's atmosphere is well known.
6. Scientists believe that excess chlorofluorocarbons in the atmosphere are responsible for creating it.

PRACTICE 7*Complex Sentences*

- A. STEP 1** Underline the independent clause of each sentence with a solid line.
STEP 2 Underline the dependent clause with a broken line.
STEP 3 Write SUB above the subordinator. Refer to the chart on page 154 for a list of subordinators.

Example

SUB
Because the cost of education is rising, many students must work part-time.

1. When students from other countries come to the United States, they often suffer from culture shock.
2. Because the cost of education has risen, many students are having financial problems.
3. Please tell me where the student union is.
4. Engineers, who have an aptitude for drafting and mechanics, must also be artistic and imaginative.
5. While the contractor follows the blueprint, the engineer checks the construction in progress.
6. Since the blueprint presents the details of the engineer's plans, it must be interpreted accurately by the contractor.
7. Students should declare a major by their junior year unless they have not made up their minds.
8. Even though students declare a major now, they can change it later.
9. Last year, the government reported that drug use is increasing.
10. Doctors are concerned about drug use by young people, who think that smoking marijuana is risk-free.

Part III Sentence Structure

B. STEP 1 Add a logical independent clause to each of the following dependent clauses.

STEP 2 Punctuate each sentence correctly.

1. _____ until I pay my tuition.
2. _____ unless I take twelve units.
3. _____ that computer engineering is a popular major.
4. _____ who is chair of the Communications Department.
5. Because I had to look for a part-time job _____
6. _____ if I want to get to school on time.
7. _____ whether I should take advanced calculus.
8. _____ whom I met at the social club meeting last month.
9. _____ when I left my country.
10. _____ that my college adviser recommends.

Compound-Complex Sentences

A **compound-complex sentence** is a combination of two or more independent clauses and one (or more) dependent clauses. Many combinations are possible, and their punctuation requires careful attention.

1. I wanted to travel after I graduated from college; however, I had to go to work immediately.
2. After I graduated from college, I wanted to travel, but I had to go to work immediately.
3. I wanted to travel after I graduated from college, but I had to go to work immediately because I had to support my family.
4. I couldn't decide where I should work or what I should do, so I did nothing.
 - Punctuate the compound part of a compound-complex sentence like a compound sentence; that is, use a semicolon/comma combination (sentence 1), or put a comma before a coordinator joining two clauses (sentences 2, 3, and 4).
 - Punctuate the complex part like a complex sentence. With adverb clauses, put a comma after a dependent adverb clause (sentence 2) but not before them (sentence 3). With noun clauses, use no commas (sentence 4).

PRACTICE 8

Punctuate these compound-complex sentences.

Compound-Complex Sentences

STEP 1 Underline the independent clauses with a solid line and the dependent clauses with a broken line.

STEP 2 Add commas and/or semicolons as necessary.

1. If housework and childcare are included women work more hours per week than men every place in the world except North America and Australia but they also earn less than men everywhere.

2. In Africa, women work harder than men because they work 67 hours per week but men work only 53.
3. Although Latin American women work 60 hours Latin men work only 54 and in Asia women work 62 hours to men's 48.
4. Men in Western Europe work the least they put in only 43 hours per week although women average 48.
5. The report stated that even when men's working hours were reduced they used the extra time for leisure activities rather than for housework or childcare.

Compound Sentences (Coordination) versus Complex Sentences (Subordination)

Good writing requires a mixture of all four kinds of sentences: simple, compound, complex, and compound-complex. A composition with only short, simple sentences is boring and ineffective, as is writing that uses too many compound sentences. Writing with complex sentences and participial phrases,¹ structures that use subordination, is generally considered more mature, interesting, and effective in style.

Compare the two models that follow. The first model is an example of overcoordination, or writing with too many compound sentences. In the second model, some of the coordination has been replaced by subordination—complex sentences in sentences 5, 6, 7, 9, 11, and 12 and participial phrases in sentences 5 and 10. Notice, however, that coordination has been preserved where the ideas expressed are equal (sentences 1, 4, and 8).

MODEL

Overcoordination

The People's Princess

¹Diana, Princess of Wales, was born in Norfolk, England, in 1961, and she died in Paris, France, in 1997. ²People around the world were fascinated by the transformation of this shy kindergarten teacher into an independent, self-assured young woman. ³Her sudden death in a car crash while being chased by photographers prompted worldwide discussion and grief.

⁴Diana Spencer was born to a wealthy, upper-class English family, and she was educated in private schools in England and Switzerland. ⁵She loved children, so she became a kindergarten teacher. ⁶She led a quiet life in London, but then she met Charles, Prince of Wales, and her life changed dramatically. ⁷She and Charles married in 1981, and her life as the wife of the future king of England began. ⁸She gave birth to two sons and became active in charity work. ⁹Diana's life should have been a happy one, but it was not to be. ¹⁰She and Charles began having marital problems, and they separated in 1992, and they agreed to divorce in 1996.

¹¹Diana worked very hard at her job as princess, and she supported many causes, especially those related to children and AIDS victims. ¹²She lived for only a short time, but she touched people all over the world because of her beauty, her compassion for others, and her style.

¹ Participial phrases are presented in Chapter 14.

Part III Sentence Structure

MODEL

Subordination

The People's Princess

¹Diana, Princess of Wales, was born in Norfolk, England, in 1961 and died in Paris, France, in 1997.²People around the world were fascinated by the transformation of this shy kindergarten teacher into an independent, self-assured young woman.³Her sudden death in a car crash while being chased by photographers prompted worldwide discussion and grief.

⁴Diana Spencer was born to a wealthy, upper-class English family and educated in private schools in England and Switzerland.⁵Because she loved children, she became a kindergarten teacher, leading a quiet life in London.⁶However, when she met Charles, Prince of Wales, her life changed dramatically.⁷After she and Charles married in 1981, her life as the wife of the future king of England began.⁸She gave birth to two sons and became active in charity work.⁹Although Diana's life should have been a happy one, it was not to be.¹⁰She and Charles began having marital problems, separating in 1992 and agreeing to divorce in 1996.

¹¹Diana, who worked very hard at her job as princess, supported many causes, especially those related to children and AIDS victims.¹²Even though she lived for only a short time, she touched people all over the world because of her beauty, her compassion for others, and her style.

PRACTICE 9

Subordination

Change the following compound sentences to complex sentences by subordinating one of the clauses. Use the subordinator given. Note: Be sure to add the subordinator to the correct clause so that the resulting sentence is logical.

Example

It was raining, so I took an umbrella to work. (because)

Not logical: It was raining because I took an umbrella to work.

Logical: I took an umbrella to work because it was raining.

1. In the former Soviet Union, men and women had access to equal education and job opportunities, for that reflected the Soviet philosophy. (since)
-

2. The 1937 Soviet constitution declared that women and men had equal rights and responsibilities, and women joined the workforce. (after)
-

3. Also, millions of Russian men were away in the military during World War II, so Russian women filled their places at work. (because)
-

4. Soviet women worked full time at their jobs, but they also had the primary responsibility for taking care of the family. (although)
-

5. They finished their work, and they had to shop, cook the evening meal, and perhaps wash, iron, or mend the family's clothes. (as soon as)
-

PRACTICE 10*Combining Sentences
in Different Ways*

Use what you have learned about the four kinds of sentences to improve these paragraphs, which contains too many short, simple sentences. Use different methods of combining the sentences. You may want to refer to the chart on page 154 for a list of coordinators and subordinators.

Nonverbal Communication

¹Nonverbal communication, or body language, is used everywhere in the world. ²It is a very powerful means of communication. ³It communicates much more than spoken words. ⁴One example of nonverbal communication is what occurs between parents and child. ⁵Parents smile at their child. ⁶They communicate love, acceptance, and reassurance. ⁷The child feels comfortable and safe. ⁸The smile signifies approval. ⁹The child is happy and well-adjusted.

¹⁰Another example of such communication is the image a person projects^{*} in public. ¹¹A woman is walking alone on an unfamiliar and possibly dangerous street. ¹²She wants to appear confident. ¹³She should walk briskly.[†] ¹⁴She may be tired. ¹⁵She should walk with her shoulders straight and her head held high. ¹⁶Her eyes should be focused straight ahead. ¹⁷Someone is looking at her. ¹⁸She should return the glance without hesitation. ¹⁹In contrast, a nervous woman will appear afraid. ²⁰She walks slowly with her shoulders drooping[‡] and her eyes looking downward. ²¹Indeed, body language can express more than spoken language. ²²It is a very strong method of communication. ²³People use their body signals carelessly. ²⁴They can sometimes be misinterpreted.

Review

These are the important points in this chapter so far:

- I. Clauses** are the main building blocks of sentences. There are two kinds of clauses: independent and dependent.

An independent clause

- expresses a complete thought. English grammar is easy.
- can be a sentence by itself.

A dependent clause

- begins with a subordinator.
- cannot be a sentence by itself.
- is one of three types: **adverb, adjective, or noun.**

Adverb: ... because grammar is easy ...
 Adjective: ... which is in Spanish ...
 Noun: ... that grammar is easy ...

* **project:** show

† **briskly:** fast

‡ **drooping:** hanging down

Part III Sentence Structure

2. There are four kinds of sentences in English: simple, compound, complex, and compound-complex. Each kind is punctuated differently.

A simple sentence has one independent clause.	English grammar is easy.
A compound sentence has two independent clauses joined by <ul style="list-style-type: none"> • a coordinator. • a conjunctive adverb. • a semicolon. 	Grammar is easy, so I learned it quickly. Grammar is easy; therefore, I learned it quickly. Grammar is easy; I learned it quickly.
A complex sentence has one independent and one (or more) dependent clauses. The punctuation depends on the kind of dependent clause(s).	With an adverb clause: Because grammar is easy, I learned it quickly. I learned grammar quickly because it is easy. With an adjective clause: One of my favorite films is <i>Like Water for Chocolate</i> , which is in Spanish. With a noun clause: She doesn't agree that grammar is easy.
A compound-complex sentence has two independent clauses and one (or more) dependent clauses.	Because grammar is easy, I learned it quickly, but it took me several years to master writing.

3. Although good writers use all four kinds of sentences, the use of subordination (complex and compound-complex sentences) is considered a more mature, interesting, and effective writing style.

Parallelism

Parallelism is an important element in English writing, especially when you are listing and comparing and contrasting items or ideas. Parallelism means that each item in a list or comparison follows the same grammatical pattern. If you are writing a list and the first item in your list is a noun, write all of the following items as nouns also. If the first item is an infinitive verb phrase, make all of the others infinitive verb phrases; if it is a dependent clause, make all of the others dependent clauses. If you are making a comparison or contrast, make sure that the items you are comparing or contrasting are the same.

Notice how the rule of parallelism is followed in the second sentence in each of the following sets.

- | | |
|---------------------|--|
| Not parallel | My English conversation class is made up of Chinese, Spaniards, and some are from Bosnia. |
| Parallel | My English conversation class is made up of Chinese, Spaniards, and Bosnians. |
| Not parallel | The students who do well attend class, they do their homework, and practice speaking in English. |
| Parallel | The students who do well attend class, do their homework, and practice speaking in English. |
| Not parallel | The teacher wanted to know which country we came from and our future goals. |
| Parallel | The teacher wanted to know which country we came from and what our future goals were. |
| Not parallel | The language skills of the students in the evening classes are the same as the day classes. |
| Parallel | The language skills of the students in the evening classes are the same as the language skills of the students in the day classes. |

You may also substitute a pronoun for the second "the language skills":

The language skills of the students in the evening classes are the same as those of the students in the day classes.

All of the words in the first item do not always have to be repeated in the second. You may repeat all or some of the words, depending upon what you wish to emphasize.

Before you write a paper or (before) (you) take a test, you must organize your thoughts.

"Before" and/or "you" may be deleted from the second item without breaking the rule of parallelism.

Before you write a paper or take a test, you must organize your thoughts.

Coordinators— And, Or, But

Words, phrases, and clauses that are joined by *and*, *or*, and *but* are written in parallel form. Notice the parallel structures joined by coordinators in the following sentences:

The Federal Air Pollution Control Administration regulates automobile exhausts, and the Federal Aviation Administration makes similar regulations for aircraft.

The states regulate the noise created by motor vehicles but not by commercial aircraft.

Pesticides cannot be sold if they have an adverse¹ effect on humans, on animal life, or on the environment.

¹ **adverse:** unfavorable

Part III Sentence Structure

Correlative Conjunctions

Use parallel forms with the correlative conjunctions *both . . . and*, *either . . . or*, *neither . . . nor*, and *not only . . . but also*.

Correlative conjunctions are placed directly *before* the elements they join in the sentence. Notice the parallel structure in these clauses joined by correlative conjunctions:

A new law provides the means for both regulating pesticides and ordering their removal if they are dangerous.

Air pollutants may come either from the ocean as natural contaminants given off by sea life or from the internal combustion engines of automobiles.

If neither industry nor the public works toward reducing pollution problems, future generations will suffer.

Many people are neither concerned about pollutants nor worried about their future impact.

At the present time, air pollution is controlled through laws passed not only to reduce the pollutants at their sources but also to set up acceptable standards of air quality.

PRACTICE 11

Parallelism

- A. Two or more items in each of the following sentences are written in parallel grammatical form. Underline the items or ideas that are parallel, and circle the word or words that connect the parallel structures.

Example

An ideal environment for studying includes good lighting, a spacious desk, and a comfortable chair.

1. You know you are truly bilingual when you can calculate in your second language and when you begin to dream in it.
2. People often spend as much time worrying about the future as planning for it.
3. You can learn a second language in the classroom, at home, or in a country where the language is spoken.
4. My new personal computer is both fast and reliable.
5. My old typewriter is neither fast nor reliable.
6. Ann is growing older but unfortunately not wiser.
7. Young people buy computers not only to do schoolwork but also to play games.
8. If industrial nations continue to burn fossil fuels and if developing nations continue to burn their rain forests, the level of CO₂ in the atmosphere will continue to increase.
9. Before the judge announced the sentence,¹ he asked the murderer if he wanted to speak either to the victim's family or to the jury.
10. The criminal neither admitted guilt nor asked for forgiveness before he was executed.

¹ sentence: punishment

- B. Rewrite the following sentences in parallel form. Underline the part of the sentence that is not parallel and correct it.

Example

The disadvantages of using a credit card are overspending and you pay high interest rates.
The disadvantages of using a credit card are overspending and paying
high interest rates.

1. Credit cards are accepted by department stores, airlines, and they can be used in some gas stations.

and gas stations

2. You do not need to risk carrying cash or to risk to pass up² a sale.

or to miss a sale

3. With credit cards, you can either pay your bill with one check, or you can stretch out your payments.

either with one check or stretch out

4. You can charge both at restaurants and when you stay at hotels.

at restaurants and at hotels

5. Many people carry not only credit cards but they also carry cash.

not only credit cards but also cash

6. Many people want neither to pay off their balance monthly nor do they like paying interest.

want to pay off monthly nor like paying interest

7. Not making any payment or to send in only minimum payments every month is poor money management.

Not making any payment or sending in only minimum payments every month

- C. Write seven original sentences in parallel form, using the coordinating conjunctions *and*, *or*, and *but* and the correlative conjunctions *both... and*, *either... or*, *neither... nor*, and *not only... but also* one time each.

Sentence Problems

In this section, you will learn to recognize and correct some common errors in sentence structure: sentence fragments as well as choppy, run-on, and stringy sentences.

Sentence Fragments

Sentence fragments are incomplete sentences or parts of sentences. Remember that a complete sentence must contain at least one main or independent clause.

² **pass up:** miss an opportunity

Part III Sentence Structure

Study the following four examples of sentence fragments and the suggested methods for correcting them.

1. Because some students work part-time while taking a full load of courses.

Problem: This is a dependent clause.

To correct: Attach it to an independent clause.

Because some students work part-time while taking a full load of courses, they have very little free time.

2. For example, the increase in the cost of renting an apartment.

Problem: There is no verb.

To correct: Rewrite the sentence so that it has a verb.

For example, the cost of renting an apartment increased.

3. Feeling lonely and failing most of his classes.

Problem: This is a participial phrase.

To correct: (a) Add a subject and change the participles to verbs, or

(b) attach the phrase to an independent clause.

(a) He felt lonely and was failing most of his classes.

(b) Feeling lonely and failing most of his classes, the student wisely decided to make an appointment with his counselor.

4. Many young people who leave home at an early age.

Problem: This is a noun phrase + a relative clause. The independent clause is unfinished.

To correct: (a) Change the relative clause into an independent clause, or

(b) complete the unfinished independent clause.

(a) Many young people leave home at an early age.

(b) Many young people who leave home at an early age do not manage their money well.

Always check your own writing for sentence fragments. Pay particular attention to your sentences beginning with subordinating conjunctions (*although, since, because, if, before*, etc.). These are DANGER WORDS! Make sure that every subordinate clause beginning with these words is attached to an independent clause.

PRACTICE 12

Rewriting Sentence Fragments

A. Read the following sentences. Mark them FRAG if they are sentence fragments, or COMP if they are complete sentences. On a separate piece of paper, rewrite each fragment to make a complete sentence.

- _____ 1. The desire of all humankind to live in peace and freedom, for example.
- _____ 2. Second, the fact that men are physically stronger than women.
- _____ 3. The best movie that I saw last year.
- _____ 4. Titanic was the most financially successful movie ever made.
- _____ 5. For example, many students have part-time jobs.
- _____ 6. Although people want to believe that all men are created equal.
- _____ 7. Finding a suitable marriage partner is a challenging task.
- _____ 8. Many of my friends who didn't have the opportunity to go to college.
- _____ 9. Working during the morning and attending classes during the afternoon.

- _____ 10. Because I don't feel that grades in college have any value.
- _____ 11. The nuclear accident that occurred in Russia in 1986, the worst nuclear accident in history.
- _____ 12. The first hint of the tragedy came two days after the accident occurred.
- _____ 13. When radiation monitors¹ in Sweden indicated an increase in radiation levels over Scandinavia.
- _____ 14. Radiation escaping into the atmosphere, drifting west over other countries, and causing crops and dairy products to become contaminated.
- _____ 15. Opponents of nuclear power plants pointing to the Chernobyl disaster and the near-disaster at a U.S. plant in Pennsylvania.

B. Read the following short essay. Put brackets [] around any sentence fragments that you find and mark them FRAG. Then correct all fragments on a separate piece of paper.

Women Drivers

Male chauvinism² extends even into the area of automobile driving, it seems. Believing that they are far better drivers than women, Men consider women drivers incompetent, inattentive, and even dangerous behind the wheel.

However, statistics prove that women are, in fact, safer drivers than men. For example, insurance rates. Insurance rates for women are 20 percent lower than they are for men. Another proof is that more accidents are caused by male drivers between the ages of 18 and 25 than by any other group. Also, the greater percentage of accidents involving deaths caused by men. Although women are criticized for being too cautious. They are really just being safe drivers.

The reasons for women drivers' safer driving habits can perhaps be found in the differing attitudes of the sexes toward automobiles. On the one hand, women drivers who regard the automobile as a convenience. Like a washing machine. On the other hand, men regard the automobile as an extension of their egos.³ Using it as a weapon when they feel particularly aggressive. Or using it as a status symbol.

All in all, women are safer drivers. Because of their attitude. Men can learn to become safe drivers. If they adopt the attitude that an automobile is merely a convenience.

Choppy Sentences

Choppy sentences are sentences that are too short. Although short sentences can be effective, overuse of them is considered poor style in academic writing.

Choppy sentences are easy to correct. Just combine two or three short sentences to make one compound or complex sentence. Your decision to make a compound or a complex sentence should be based on whether the ideas in the short sentences are equal or whether one idea is dependent on the other.

¹ **monitors:** machines to check radiation levels

² **male chauvinism:** men's belief in male superiority

³ **egos:** self-importance

Part III Sentence Structure

- 1.** If the sentences express equal ideas, use coordination to combine them.

Choppy sentences

Wind is an enduring source of power. Water is also an unlimited energy source. Dams produce hydraulic power. They have existed for a long time. Windmills are relatively new.

Corrected

Both wind and water are enduring sources of power. Dams have produced hydraulic power for a long time, but windmills are relatively new.

- 2.** If the sentences express unequal ideas, that is, if one sentence expresses a less important idea than the other, use subordination to combine them.

Choppy sentences

We must find new sources of energy. Natural sources of energy are dwindling.¹ Solar energy is a promising new source of energy. Solar energy is energy from the sun.

Corrected

We must find new sources of energy because natural sources of energy are dwindling. Solar energy, which is energy from the sun, is a promising new source.

Examine your own writing carefully. Do you use too many short sentences? If you do, practice combining them.

PRACTICE 13

Rewriting Choppy Sentences

Improve the following choppy sentences by combining them to make either compound, complex, or compound-complex sentences.

1. Gasoline became expensive. Automobile manufacturers began to produce smaller cars. Smaller cars use less gasoline.

2. The computer has undoubtedly benefited humanity. The computer has also created problems for humanity.

3. Government and private agencies have spent billions of dollars advertising the dangers of smoking. The number of smokers is still increasing.

4. Some students go to a vocational school to learn a trade. Some students go to college to get a degree.

5. The grading system at our college should be abolished.² The students don't like getting grades. The instructors don't enjoy giving grades.

Run-On Sentences and Comma Splices

A **run-on sentence** is a sentence in which two or more independent clauses are written one after another with no punctuation. A similar error happens when two independent clauses are incorrectly joined by a comma without a coordinating conjunction. This kind of error is called a **comma splice**.

Run-on: My family went to Australia then they emigrated to Canada.

Comma splice: My family went to Australia, then they emigrated to Canada.

¹ **dwindling:** decreasing

² **abolished:** gotten rid of; abandoned

The ways to correct these two sentence errors are the same.

1. Add a period: My family went to Australia. Then they emigrated to Canada.
2. Add a semicolon: My family went to Australia; then they emigrated to Canada.
3. Add a coordinator: My family went to Australia, and then they emigrated to Canada.
4. Add a subordinator: My family went to Australia before they emigrated to Canada.
After my family went to Australia, they emigrated to Canada.

PRACTICE 14*Run-On/Comma Splice
Sentences*

- A. Correct the following run-on/comma splice sentences using the method indicated.

1. A newly arrived international student faces many problems, for example, he has to cope with a new culture.
a. (Add a period.) _____

 - b. (Add a semicolon.) _____

 2. New York City is very cosmopolitan, there are people from many cultures and ethnic groups living there.
a. (Add a period.) _____

 - b. (Add a semicolon.) _____

 - c. (Add a subordinator.) _____

 - d. (Add a coordinator.) _____

 3. Learning a new language is like learning to swim it takes a lot of practice.
(Add a coordinator.) _____

 4. Ask for assistance at the reference desk in the library, there is always a librarian on duty.
(Add a semicolon.) _____

 5. Skiing is a dangerous sport you can easily break your leg or your neck.
(Add a subordinator.) _____

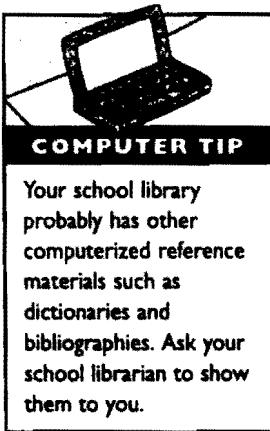
- B. Some of the following sentences are run-ons or comma splices, and some are correct. Check each sentence. If it is incorrect, write RO or CS in the space at the left. If it is correct, leave the space blank. Then, on a separate piece of paper, correct the incorrect sentences.

ExampleRO

Two letters arrived on Monday a third one came on Wednesday.

Two letters arrived on Monday; a third one came on
Wednesday.

Part III Sentence Structure



- 1. An encyclopedia is a valuable source of information it contains summaries of every area of knowledge.
 - 2. Because of the rapid expansion of human knowledge, it is difficult to keep encyclopedias current.
 - 3. A printed encyclopedia becomes obsolete¹ almost as soon as it is published also it is quite expensive to purchase.
 - 4. Encyclopedias on CD-ROMs are inexpensive, convenient to use, and easily updated.
 - 5. Articles in encyclopedias are written by experts in each subject, who are often university professors.
 - 6. An editor of an encyclopedia doesn't write articles he only collects and edits articles written by other experts.
 - 7. To find a book on a certain subject, you used to look in a card catalog, to find a magazine article on a subject, you used to look in a periodical index.
 - 8. Now, most libraries have thrown away their card catalogs, they have computerized catalogs that are much more efficient to use and update.
 - 9. Many periodical indexes, which only list titles of magazine articles and indicate where to find them, have been replaced by computer indexes, some of which display synopses² and even entire articles instantly.
 - 10. If you can't find any information on a subject, you can always ask a librarian to help you, they are paid to assist students.
- C. Locate the run-on/comma splice sentences in the following paragraphs. Mark them by writing RO or CS above them. Then, on a separate piece of paper, rewrite both paragraphs, correcting the mistakes that you found.

Grade Inflation

Teachers at Stone Mountain State College give higher grades than teachers at twelve of the nineteen other colleges in the state college system, according to a recent report from the State Institutional Research Committee. This report showed that more than one-third of the undergraduate grades awarded in the spring semester, 1997, were A's, only 1.1 percent were F's. The percentage of A's awarded to graduate students was even higher, almost two-thirds were A's.

While students may be happy to receive high grades, there is evidence that this trend is having negative consequences. Investigation of the admissions criteria³ of some graduate and professional schools indicates that the admissions offices of these schools are discounting high grades on the transcripts of SMSC students, this means that an A from SMSC is not equal to an A from other universities. Grade inflation may, therefore, hurt a student from Stone Mountain State College who intends to apply to a graduate or professional school, he or she may not be accepted despite a high grade point average.

¹ **obsolete:** out of date; old

² **synopses:** summaries

³ **criteria:** standards by which a judgment is made

**Stringy
Sentences**

A **stringy sentence** is a sentence with too many independent clauses, usually connected with *and*, *but*, *so*, and *because*. It often results from writing the way you speak, going on and on like a string without an end.

There is no rule limiting the number of independent clauses allowed in one sentence, but two is a good maximum. To correct a stringy sentence, divide it and/or recombine the clauses, remembering to subordinate when appropriate.

Stringy sentence

Many students attend classes all morning, and then they work all afternoon, and they also have to study at night, so they are usually exhausted by the weekend.

Corrected

Many students attend classes all morning and work all afternoon. Since they also have to study at night, they are usually exhausted by the weekend.

Because many students attend classes all morning, work all afternoon, and study at night, they are usually exhausted by the weekend.

PRACTICE 15

Improve these stringy sentences.

Stringy Sentences

1. He enrolled in an advanced calculus class, but he found it too difficult, so he dropped it.

2. The tidal wave ruined the crops, and it destroyed several villages, and it caused many deaths, so it was a real disaster.

3. The analysts worked many hours on the computer program, but they couldn't find the cause of the problem, so they finally gave up, and they went home.

4. Junk food is bad for your health, and it also contains no vitamins, and it damages your stomach, so people shouldn't eat it.

5. The lack of rainfall has caused a severe water shortage, so people have to conserve water every day, and they also have to think of new ways to reuse water, but the situation is improving.

Review

These are the important points in the second half of this chapter:

1. Parallelism

Lists of items joined by coordinating conjunctions and correlative conjunctions must be parallel in structure. The same is true of contrasts and comparisons of items. If the first item is a noun, make all others nouns; if it is a phrase, make all of the others phrases; if it is a clause, make all of the others clauses.

NOT PARALLEL	PARALLEL
I enjoy snow skiing in the winter and waterski summers.	I enjoy snow skiing in the winter and waterskiing in the summer.
My grandmother not only speaks four languages but also she understands six	My grandmother not only speaks four languages but also understands six.

2. Sentence Problems

The four main kinds of problem sentences that students may write are fragments, run-ons, comma splices, and choppy and stringy sentences.

Fragments are incomplete sentences.	
Fragment: The subject that I enjoyed the most in high school.	Corrected: The subject that I enjoyed the most in high school was physics.
Run-ons and comma splices are incorrectly joined independent clauses.	
Run-on: Getting married is easy staying married is another matter. Comma splice: Getting married is easy, staying married is another matter.	Corrected: Getting married is easy, but staying married is another matter. or: Although getting married is easy, staying married is another matter.
Choppy sentences are sentences that are too short.	
Choppy: My family left our homeland. Then we lived in a refugee camp. We lived there for several months. Then we got our documents. We traveled to Canada. We live there now.	Corrected: After my family left our homeland, we lived in a refugee camp for several months. As soon as we got our documents, we traveled to Canada, where we live now.

Stringy sentences are sentences with too many independent clauses.

Stringy: My family left our homeland, and we lived in a refugee camp for several months, but finally we got our documents, so we traveled to Canada, and we live there now.

Corrected: After my family left our homeland, we lived in a refugee camp for several months. As soon as we got our documents, we traveled to Canada, where we live now.

EDITING PRACTICE

Edit the following paragraph for errors in parallel structure and other sentence problems. Identify the problem sentences and correct them. (Note: Not every sentence has a problem.)

America: Melting Pot or Salad Bowl?

¹The United States counts its population every ten years, and each census² reveals that the racial and ethnic mix is changing dramatically, so by the year 2050, the “average” American will not be descended from³ Europeans, but the majority of U.S. residents will trace their ancestry⁴ to Africa, Asia, the Hispanic world, the Pacific Islands, or the Middle East. ⁵Once the United States was a microcosm⁶ of European nationalities, today the United States is a microcosm of the world. ⁷The United States is no longer considered a “melting pot” society by many of its residents. ⁸Instead, many people prefer the term “salad bowl.” ⁹They use this term to describe American society. ¹⁰American society will soon be predominantly nonwhite. ¹¹“Melting pot” implies that the different ethnic groups blend together into one homogeneous mixture, “salad bowl” implies that nationalities, like the ingredients in a mixed green salad, retain their cultural identities. ¹²Earlier generations of immigrants believed they had to learn English quickly not only to survive but also for success. ¹³Now, many immigrant groups do not feel the same need. ¹⁴Because there are many places in America where you can work, shop, get medical care, marry, divorce, and die without knowing English. ¹⁵For example, Chinatown in San Francisco and New York. ¹⁶Also, Los Angeles has many Vietnamese immigrants and immigrants from Mexico. ¹⁷In addition, many immigrant groups want their children to know their own culture. ¹⁸Many Hispanics, for instance, want their children to learn both English and study the Spanish language in school. ¹⁹They are fighting for the right to bilingual education in many communities. ²⁰In many communities they are in the majority.

¹census: population count

²be descended from: be the children, grandchildren, etc., of

³ancestry: a person's origins

⁴microcosm: small community representing a large one

CHAPTER

11

Noun Clauses



Japanese writing from the Edo period (1615–1868)

Introduction

A **noun clause** is a dependent clause that functions as a noun. It can be a subject, object, or subject complement. However, in this chapter you will study the noun clause only as it is used as an object.

Because a noun clause is dependent, it must be connected to an independent clause to form a complex sentence. A noun clause used as an object is preceded by an

independent clause called an introductory clause. The noun clause is the object of the introductory clause verb, which is often a verb of speaking (*say, tell, report*) or mental activity (*know, believe, wonder*).

INTRODUCTORY CLAUSE		NOUN CLAUSE
SUBJECT	VERB	OBJECT
I	know	that people have different opinions about capital punishment.

Types of Noun Clauses

There are three types of noun clauses:

- **That-clauses** are made from statements and are introduced by the subordinator *that*.
 The bulletin states that science courses require a laboratory period.
 It also points out that lab attendance is mandatory.¹
- **Wh-word clauses** are formed from *wh*-questions and are introduced by *wh*-words such as *who, whoever, what, whatever, where, wherever, when, which, how, how much, how many*, etc.
 I don't know where the student cafeteria is.
 The professor explained how shock waves are formed.
 Do you know which answer is correct?
- **If/whether-clauses** are formed from yes/no questions and are introduced by the subordinator *whether* or *if*. The phrase *or not* may be added.
 I don't know whether (or not) I should take computer science (or not).
 An engineer determines if the measurements are correct (or not).

The punctuation of sentences with noun clauses is easy.

- No comma is used to separate the introductory clause from the noun clause.
- The introductory clause, which may be a statement or a question, determines the end-of-sentence punctuation.

If the introductory clause is a question, use a question mark at the end of the sentence.

If the introductory clause is a statement, use a period.

*Do you know when he called?
I don't know when he called.*

¹ mandatory: required

Part III Sentence Structure

Sequence of Tenses

The verb in the introductory clause controls the tense of the verb in the noun clause. If the introductory clause verb is simple present, present perfect, or future, the verb in the noun clause is in whatever tense expresses the meaning that the introductory clause intends.

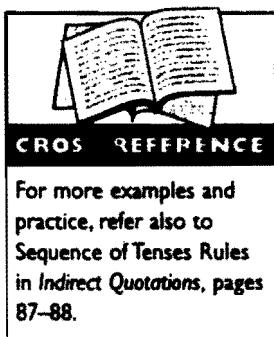
The prime ministers **agree** that global warming¹ is a serious world problem.

They **hope** that all nations **will be** responsible for solving this serious problem.

Scientists **believe** that atmospheric warming **has already begun**.

Measurements **have indicated** that the average temperature of the earth **has risen** in the past one hundred years.

Further research **will prove** that carbon dioxide **is largely responsible**.



However, when the verb in the introductory clause is in the past tense, the verb in the dependent clause is usually in a past form²:

The prime ministers **agreed** that global warming **was** a serious world problem.

They **hoped** that all nations **would be** responsible for solving this problem.

Scientists **believed** that atmospheric warming **had already begun**.

Measurements **indicated** that the average temperature of the earth **had risen** in the past one hundred years.

Further research **proved** that carbon dioxide **was largely responsible**.

That-clauses

That-clauses are made from statements and are introduced by the subordinator *that*. The word *that* is often omitted if the meaning is clear without it. A *that*-clause is composed of

that + subject + verb + complement

... *that the language center of the brain differs in each person.*

... *that different aspects of language, such as nouns and verbs, are processed in different areas of the brain.*

Here are examples of complex sentences containing an independent introductory clause and a dependent *that*-clause.

¹ global warming: rising temperature of the earth

² Exception: The verb in the dependent clause is in the present tense when it reports a general truth: We knew that food cooks more slowly at high elevations.

INTRODUCTORY CLAUSE	THAT-CLAUSE
I think	that the study of the brain is fascinating.
The professor explained	that the brain is the master control for both mind and body.

The following verbs are used in introductory clauses followed by *that*-clauses. They are grouped according to whether or not they may take an indirect object.

INTRODUCTORY CLAUSE VERBS

GROUP I No indirect object	GROUP II Indirect object optional; <i>to</i> required with indirect object	GROUP III Indirect object required	GROUP IV Indirect object optional
agree answer assert conclude know notice realize state think	admit explain mention point out prove reply	assure convince inform notify remind tell	promise show teach warn write

The verbs in Group I do not take an indirect object.

We know that women have higher verbal IQs than men.

The verbs in Group II may or may not take an indirect object. However, if an indirect object is used, *to* must precede it.

The defense attorney proved (*to the jury*) that his client was not guilty.

The verbs in Group III *must* be followed by an indirect object.

The doctor assured the worried parents that their child would recover.

The verbs in Group IV may or may not be followed by an indirect object.

He promised (*them*) that they could see their child immediately after the operation.

Note: In academic writing, especially in scientific writing, introductory clause verbs are often written in passive voice with the neutral subject *it*.

It was agreed/stated that ... It has been asserted/proven that ...

Part III Sentence Structure

PRACTICE I*That-Clauses*

- A. Complete the introductory clauses in the following sentences by adding a verb from the table and the subordinator *that*. Use a different verb in each sentence, and use passive voice verbs in sentences 4, 5, and 6.

Examples

Researchers know that men's and women's brains are different.

It has been proven that men's and women's brains are different.

1. Experts _____ women learn languages more easily than men do.
2. They _____ a certain area of the brain controls language.
3. A recent study _____ women have more brain cells in the language area than men do.
4. In the report, it _____ women are not more intelligent than men just because they have more cells in the brain's language area.
5. It _____ men and women have different abilities involving spatial¹ tasks; for example, men can read maps more easily, but women can remember the location of objects better.
6. It _____ men are, in general, better at math and reasoning than women.

- B. Write six original sentences containing *that*-clauses. Use a different introductory clause verb in each sentence, and remember the sequence of tenses rules.

**Subjunctive
Noun Clauses**

After certain verbs and adjectives in an introductory clause, the verb in a *that*-clause is in the simple or base form, called the subjunctive. These verbs and adjectives indicate urgency, advisability, necessity, and desirability. The verbs and adjectives requiring the subjunctive form in the *that*-clause include:

VERBS	ADJECTIVES
advise direct recommend ask insist suggest command move urge demand propose	advisable important essential urgent necessary vital

The company president urged that the marketing department be more aggressive.

She insisted that the company not lose any more customers to its competitors.

It is necessary that each salesperson work longer hours.

The subjunctive also occurs when the introductory clause verb is in passive voice:

It was recommended that the department not hire new staff at this time.

¹ spatial: concerning space

PRACTICE 2**Subjunctive Noun
Clauses**

- A.** Background information: *A three-year drought has caused a serious water shortage in the fictitious² country of Sunnyland. As a result, Sunnyland's government is proposing restrictions on water use.*

Write complex sentences containing subjunctive noun clauses.

STEP 1 Rewrite the question in each item as an introductory clause.

STEP 2 Rewrite the statement as a subjunctive noun clause.

STEP 3 Combine the two clauses to make a new sentence.

Example

What did the government order?

Citizens must decrease their water use; they should not waste water.

The government ordered that citizens decrease their water use and that they not waste water.

- 1. What did the government demand?**

Each family must reduce its water use by 40 percent.

- 2. What is necessary?**

All citizens must comply with³ the new restrictions.

- 3. What did the government propose for city-dwellers?**

Everyone must take five-minute showers.

- 4. What is advisable?**

People should conserve water whenever possible.

- 5. What has been demanded of farmers?**

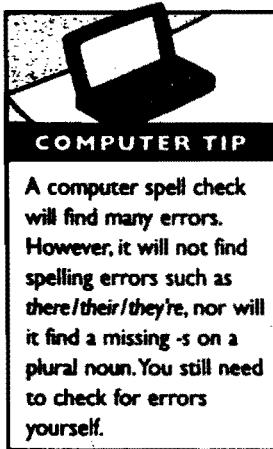
Farmers should cut their water use by 25 percent.

- 6. What was suggested?**

Every farmer should install a drip irrigation system.

- 7. What did the government urge?**

People must not use water to wash cars, sidewalks, or streets.



² **fictitious:** not real

³ **comply with:** obey

Part III Sentence Structure

- B. Write six original sentences with subjunctive noun clauses, using a different verb or adjective in the introductory clause in each sentence.

Wh-Word Clauses

A *wh-word clause* is a dependent noun clause in which the subordinator is a *wh-word* such as *who*, *what*, *where*, *when*, *why*, *how much*, *how long*, *which*, etc. A *wh-word clause* is composed of either

wh-word + subject + verb + complement

... who the president of South Africa is.

... how many citizens voted in the last election.

or

(when the *wh-word* and the subject of the clause are the same word)

wh-word + verb + complement

... who made the error.

... what happened at the student body meeting.

The word order in these clauses sometimes causes problems for learners of English as a second language. It may seem strange not to follow words such as *who* and *when* with a verb. However, just remember that the word order in a noun clause is like a statement, not like a question.

Study the word order in the *wh*-questions on the left side of the chart on page 184, and the *wh*-word clauses on the right. Notice that *wh*-word clauses always use normal SV statement word order. Also, since they are not questions, the helping verbs *do*, *does*, and *did* disappear.

WH-QUESTIONS	WH-WORD CLAUSES
S V Who started the band?	S V ... who started the band.
S V Which vocalists have sung with the group?	S V ... which vocalists have sung with the group.
V S How often does the group perform during the year?	S V ... how often the group performs during the year.
V S Who is the lead singer?	S V ... who the lead singer is.

To change a *wh*-question into a *wh*-word clause:

- Change the word order to SV statement word order if necessary.
- Delete *do*, *does*, or *did*.

Here are examples of complex sentences containing *wh*-word clauses:

INTRODUCTORY CLAUSE	WH-WORD CLAUSE		
	SUBORDINATOR-SUBJECT	VERB (+ COMPLEMENT)	
I don't know Can you tell us	who which vocalists	started the band. have sung with the group?	
I can't remember We asked	SUBORDINATOR	SUBJECT	VERB (+ COMPLEMENT)
	how often who	the group the lead singer	performs during the year. was.

Part III Sentence Structure

PRACTICE 3**Wh-Word Clauses****A. Write new complex sentences containing *wh*-word clauses.****STEP 1** Rewrite each question as a *wh*-word clause:

- Change the word order to SV statement word order if necessary.
- Delete *do*, *does*, or *did*.

STEP 2 Combine your new *wh*-word clause with the introductory clause to form a new complex sentence, and observe the sequence of tenses rules.**Example**

Who plays lead guitar in the band Behind Bars?

We don't know who plays lead guitar in the band Behind Bars.

1. Which company produces their CDs?

We asked the music store manager which company produces

2. Where will their next concert be held?

They will announce tomorrow where their next concert will be held

3. Where do they practice on the road¹?

The band's manager always arranges where they practice on the road

4. When did they last perform in Europe?

I remember very clearly when they last performed in Europe

5. Who writes their songs?

The group never says who writes

6. Which of their songs do you like the best?

I can't really say which of their songs I like the best

7. How many members of the group have received formal music training?

It is surprising how many members of the group have received formal music training

8. What happened to their female vocalist?

Their agent wouldn't reveal what happened to their female vocalist

B. Write new sentences containing *wh*-word clauses.**STEP 1** Rewrite each question as a *wh*-word clause.**STEP 2** Combine your new *wh*-word clause with an introductory clause of your choice in the present tense.**Example**

Who was Pablo Picasso?

Do you know who Pablo Picasso was?

¹ on the road: traveling

1. Where was he born?

2. Where did he live most of his life?

3. How many of his paintings have been exhibited at the Louvre in Paris?

4. What is the subject of his painting entitled *Guernica*?

5. Where is the actual city of Guernica?

6. Who was his favorite model?

7. How old was Picasso at his death?

8. How many masterpieces did he produce during his lifetime?

C. Write six original complex sentences containing *wh*-word clauses.

If/Whether-Clauses

If/whether-clauses are dependent noun clauses that are formed from yes/no questions and are introduced by the subordinator *whether* or *if*. An *if/whether*-clause is composed of

<i>whether (if) + subject + verb + complement</i>
... whether the president will win reelection.
... if the airplane landed safely.

The following examples show how yes/no questions can become *if/whether*-clauses.

YES/NO QUESTION	IF/WHETHER-CLAUSE
V S Does Dr. Chen practice acupuncture?	S V ... if Dr. Chen practices acupuncture.
V S Is acupuncture an effective treatment for arthritis?	S V ... whether acupuncture is an effective treatment for arthritis.
V S Has it been used as an anesthetic during surgery?	S V ... whether it has been used as an anesthetic during surgery or not.

Part III Sentence Structure

To change a yes/no question into an *if/whether*-clause:

- Change the word order to SV statement word order if necessary.
- Delete *do*, *does*, or *did*.
- Add the subordinator *if* or *whether*. *Whether* is more formal than *if*.
- (Optional) Add *or not* at the end of the clause or immediately after the subordinator *whether*. Add *or not* at the end of a clause beginning with *if*.

Here are examples of complex sentences containing *if/whether*-clauses.

INTRODUCTORY CLAUSE	IF/WHETHER-CLAUSE		
	SUBORDINATOR	SUBJECT	VERB (+ COMPLEMENT)
We want to know	if if	Dr. Chen Dr. Chen	practices acupuncture. practices acupuncture or not.
Doctors wonder	whether whether whether or not	acupuncture acupuncture acupuncture	is an effective treatment for arthritis. is an effective treatment for arthritis or not. is an effective treatment for arthritis.

PRACTICE 4*If/Whether-Clauses***A. Write complex sentences containing *if/whether*-clauses.****STEP 1** Rewrite each question as an *if/whether*-clause.

- Change the word order to SV statement word order.
- Delete *do*, *does*, or *did*.
- Add the subordinator *whether* or *if*.
- If you wish, add *or not* in an appropriate location.

STEP 2 Add your new clause to the introductory clause to make a complex sentence, and observe the sequence of tenses rules.

You may write your new sentence in any of the five possible ways shown above.

1. Is acupuncture a risky medical procedure?

Westerners would like to know whether acupuncture is a

2. Do acupuncture needles relieve pain after dental surgery?

Please tell me acupuncture needles relieve pain

after dental on not

3. Has the safety of acupuncture, which is practiced widely in Asia and Europe, ever been tested?

A new report hadn't revealed the safety of acupuncture had ever been tested.

4. Does acupuncture use the body's own energy to promote healing?

It has not been proven acupuncture uses the body's own energy to promote healing.

5. Can acupuncture strengthen your immune system?

It is not certain whether acupuncture strengthens your immune system.

- B. Write complex sentences containing *if/whether*-clauses by adding an introductory clause and the subordinator *if* or *whether*. If you wish, add the phrase *or not* in an appropriate position. Add the appropriate end-of-sentence punctuation.

Example

Do you know whether or not acupuncture relieves chronic pain?

1. _____ acupuncture treatments are expensive
2. _____ health insurance companies will pay for acupuncture treatments
3. _____ acupuncture is successful in helping people lose weight or stop smoking
4. _____ my doctor approves of acupuncture treatment
5. _____ acupuncture as an alternative medical practice will be an accepted form of treatment

- C. Write five original sentences containing *if/whether* clauses. Use each possible pattern once.

Review

1. A noun clause is a dependent clause that functions like a noun as a subject, a subject complement, or an object. A noun clause used as an object is the object of an introductory clause verb.
2. When writing a complex sentence with a noun clause, follow the sequence of tenses rules.
 - If the introductory clause verb is in the present, present perfect, or future tense, the verb in the noun clause can be in any tense.
 - If the introductory clause verb is in a past tense, the verb in the noun clause must be in a past tense. *Exception:* If the noun clause states a general truth, then use simple present tense.
3. Do not use a comma with noun clauses.

Part III Sentence Structure

TYPES OF NOUN CLAUSES

<p><i>that</i>-clauses:</p> <ul style="list-style-type: none"> • formed from statements • introduced by subordinator <i>that</i> • <i>that</i> can be omitted 	<p>The Russian president and his wife told the press (that) they were enjoying their visit.</p>
<p>subjunctive noun clauses:</p> <ul style="list-style-type: none"> • verb in simple form • occur after verbs and adjectives of urgency, advisability, necessity, and desirability 	<p>The president of the United States suggested that Russia open its doors to American business.</p>
<p><i>wh</i>-word clauses:</p> <ul style="list-style-type: none"> • formed from <i>wh</i>-questions; <i>wh</i>-words are the subordinators: <i>who</i>, <i>where</i>, <i>which</i>, <i>how</i>, etc. • use SV statement word order • <i>do, does, did</i> disappear 	<p>Do you know who the interpreter for the Russian leader was?</p> <p>The reporter asked which companies planned to do business in Russia.</p>
<p><i>if/whether</i> clauses:</p> <ul style="list-style-type: none"> • formed from yes/no questions • introduced by subordinator <i>if</i> or <i>whether</i>. <i>Whether</i> is more formal than <i>if</i>. • <i>or not</i> may be added • use SV statement word order • <i>do, does, did</i> disappear 	<p>The question is whether (or not) American and European companies understand the Russian business environment (or not).</p> <p>No one knows if the experiment will succeed (or not).</p>

You can improve your writing style by using noun clauses correctly. Doing the editing practice that follows will make you aware of potential errors in this sentence pattern and alert you to look for them in your own writing.

EDITING
PRACTICE

Edit the following composition for errors in noun clauses. You should make 21 changes. Look for these kinds of errors:

Incorrect word order:	She is We don't know who is -she.
Sequence of tense rule not followed:	The newspaper reported that world leaders had have failed to agree at the conference.
Subjunctive verb not used:	Environmentalists urged that carbon dioxide emissions are be decreased immediately.
Incorrect punctuation:	Everyone wonders when world peace will become a reality X Everyone hopes X that peace will come soon.

A College Lecture

¹Professor Sanchez gave a lecture on transistors last Tuesday. ²First, he explained what are transistors. ³He said, that they are very small electronic devices used in telephones, automobiles, radios, and so on. ⁴He further explained that transistors control the flow of electric current in electronic equipment. ⁵He wanted to know which popular technological invention cannot operate without transistors. ⁶Most students agreed, it is the personal computer. ⁷Professor Sanchez then asked if the students know how do transistors function in computers. ⁸He said that the transistors were etched¹ into tiny silicon microchips and that these transistors increase computers' speed and data storage capacity. ⁹Then he asked the class when had transistors been invented? ¹⁰Sergei guessed that they were invented in 1947. ¹¹The professor said that he is correct. ¹²Professor Sanchez then asked what was the importance of this invention? ¹³Many students answered that it is the beginning of the information age. ¹⁴At the end of the lecture, the professor assigned a paper on transistors. ¹⁵He requested that each student chooses a topic by next Monday. ¹⁶He suggested that the papers are typed.

¹etched: cut into the surface

Part III Sentence Structure

**WRITING
PRACTICE***Letter of Inquiry*

Pretend you are going to graduate from the university a year from now, and you are interested in seeing what kinds of positions employers are offering to graduates in your field (business, engineering, teaching, etc.). You could look in your local newspaper to see what job opportunities are available. The following are examples of ads that you might find:

College Grad

Do you have a B.A. or B.S. degree in accounting or business? No experience necessary.
Training program in national firm. Inquiries welcomed. Write: Billings, Goodwill, and Rush Accountants, Inc., 354 Waterfront Center, Suite 3790, New York, New York, 10017. Affirmative Action Employer.

ENGINEERING GRADUATES

Must possess degree in electrical/chemical/industrial engineering. Company is expanding. Job opportunities on U.S. West or East Coasts and in Middle East. Letters of inquiry are welcome. Write to: Frank Memry, MHC Engineering, Inc., 475 Evanston Drive, Santa Clara, CA 94301. Equal Opportunity Employer.

If you are planning to become an accountant or an engineer, you might answer one of these ads. If you have a different career preference, look in your local newspaper for an ad that fits your needs, and attach the ad to your assignment.

Write a letter of inquiry using noun clauses. Use *that*-clauses to state information that you already know ("Your ad stated that your company was seeking . . ."). Use *wh-*word clauses and *if/whether*-clauses to ask for information. You might want to inquire about the size of the company, travel requirements, salary, benefits, number of employees, advancement opportunities, support for further education, and so on.

Pay close attention to the following model business letter. Notice the punctuation in the addresses and the greeting and closing. Also note the capitalization of proper nouns, of the word *Dear*, and of the first word of the closing. Study the line spacing between different parts of the letter. When you write your own letter, follow this format exactly.

MODEL*Business Letter*

Your address

777 Oak Avenue, Apt. 2C

Cleveland, OH 44106

May 19, _____

Date

Employer's name
and address

Mr. Frank Memry
MHC Engineering, Inc.
475 Evanston Drive
Santa Clara, CA 94301

Greeting

Dear Mr. Memry:

Body

I am responding to an advertisement for engineering positions in today's *Metropolitan Tribune*. Although I will not graduate from the university for another year, I thought that this would be a good opportunity to inquire about what kinds of job opportunities are available with your company for a new graduate in electrical engineering.

First of all, I would like to know how old your company is and where your branch offices are located both in the United States and internationally. I would also like to inquire about what the company's travel policy is for new employees. If travel is required, what is the average time away from the office? Finally, please tell me whether or not your company encourages employees to study for advanced degrees.

I would appreciate this opportunity to learn about your company so that I can be prepared for the job market when I graduate.

Thank you very much for your kind attention to my inquiry.

Closing

Very truly yours,

Your signature

Marvin Lemos

Your name

Marvin Lemos

CHAPTER

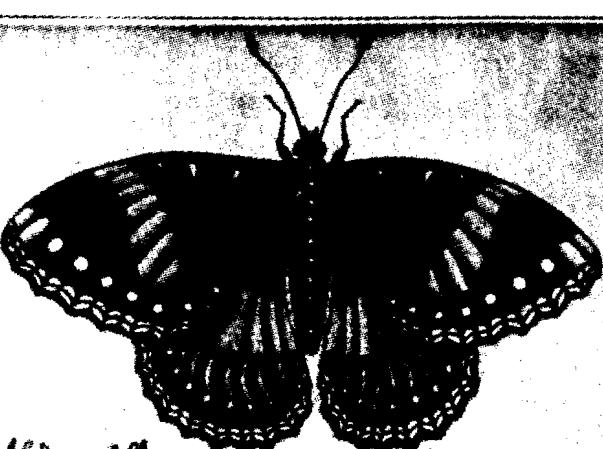
12

Adverbial Clauses

The same kind of butterfly was sent me amongst many others by Mr John Evans collector at Hastings in the East Indies, but it was so broken and spoiled that I could not well make any thing of it, but by chance a friend of mine brought me a gold dust a few days ago, to see my Collection, who did just some years in the East Indies, as a very young boy upon my fly, he says, that a his a butterfly as fine as any I had of *extremadura*.
which he kept in a box with great care, I applied my self and my friend to get this fly, but could not procure, but took me a week to draw on by day and a week it was, the head is the fly is very well preserved, and I have drawn this by it which is of the same as I have a box within that was so broken and spoiled; to express the Colours and the form as they are, it would be useless, the fly I had, and placed it just before me, and drew, and coloured it.

as you see with my eyes always fixed on every upon it, but if I moved my eyes any way, or the fly, the Colours you see would change, to other Colours without end, what is which I had always white it is one of the beautiful flies that ever I saw, I have some flies that will change Colours as you move them, but nothing near this, it would be a great satisfaction to those as loves these creatures to see the caterpillar as brings forth this fly and to know what they feed upon but those as find them in India are not so certain as to observe such things.

Marshall



Eighteenth-century English handwriting

Introduction

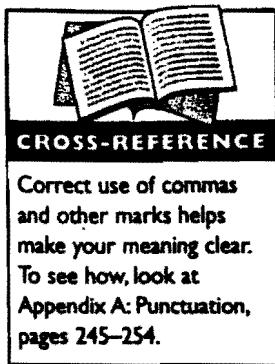
An **adverbial clause** is a dependent clause introduced by an adverbial subordinator. It is used to modify the verb of the independent clause and tells when (time), where (place), why (reason), for what purpose, how, how long, or how far. It is also used to show contrast: concession (unexpected result) and direct opposition.

Adverbial clauses are composed of

subordinator + subject + verb + complement

Because scientists are interested in the planets ...

... so that humans can learn more about the universe.



Since the adverbial clause is a dependent clause, it cannot stand alone. It must be combined with an independent clause to form a complex sentence. An adverbial clause can come either before or after an independent clause. If it comes before an independent clause, a comma is placed after it.

Because scientists are interested in the planets, they send spacecraft to orbit them.
If the adverbial clause comes after the independent clause, no comma is necessary.

Scientists send spacecraft to orbit the planets so that humans can learn more about the universe.

Types of Adverbial Clauses

There are several different kinds of adverbial clauses. The following chart lists the different kinds along with the subordinators that introduce them. In the pages that follow, you will study and practice each kind.

ADVERBIAL SUBORDINATORS

	SUBORDINATOR	MEANING
Time	when whenever while as soon as after since as before until	a point in time/short duration at any time at the same time / longer duration immediately at or instantly after the time that following the time that from that time/moment while/when earlier than the time when up to the time of
Place	where anywhere wherever everywhere	a definite place anyplace anyplace everyplace
Distance/frequency	as + <i>adverb</i> + as	comparison
Manner	as as if as though	in the way or manner that/like
Reason	because as since	for the reason that

(Chart continues on the next page.)

ADVERBIAL SUBORDINATORS (continued)

	SUBORDINATOR	MEANING
Result	so + <i>adjective</i> + that so + <i>adverb</i> + that such a(n) + <i>noun phrase</i> + that so much/many/little/few + <i>noun phrase</i> + that	with the result that
Purpose	so that in order that	for the purpose of
Concession (unexpected result)	although even though though	unexpected result
Contrast (direct opposition)	while whereas	direct opposition

Time Clauses

An adverbial time clause tells when the action described by the independent clause verb took place. The action or situation in a time clause can occur at the same time or at a different time, as part of a sequence of events.

A time clause is introduced by the subordinators *when(ever)*, *while*, *as soon as*, *after*, *since*, *as*, *before*, and *until*.

When people had to hunt for food, they had continuous moderate exercise.

People were eating a lot of protein while they were living on farms.

After people moved to urban areas, they had less protein in their diet.

Our eating habits changed as soon as food processing methods improved.

PRACTICE I*Time Clauses*

- A. **STEP 1** Add a time subordinator to the appropriate sentence in each pair to form an adverbial time clause. Use a different subordinator in each sentence.
- STEP 2** Write a new sentence by combining the adverbial clause with the independent clause.
- STEP 3** Circle the subordinator, and punctuate the sentence if necessary.

Example

Everyone should know what to do. An earthquake strikes.

Everyone should know what to do (when) an earthquake strikes.

1. If you are inside, move away from windows, and get under a desk or table, or stand in a doorway. You feel the floor begin to shake.
-

2. Try to stay calm. The earthquake is happening.
-

3. Don't move. The floor stops shaking.
-

4. You are sure the earthquake is over. You may begin to move around.
-

5. You have checked carefully for fallen power lines. You may go outside.
-

- B. Write nine original sentences containing adverbial clauses of time. Use each time subordinator once.

Place Clauses

An adverbial place clause tells where the action described by the main verb took place. A place clause is introduced by the subordinators *where* (a definite place), *wherever* (anyplace), *everywhere* (everyplace), and *anywhere* (anyplace).

Most people prefer to shop **where they can be sure of quality.**

Consumers usually prefer to do business **wherever credit cards are accepted.**

Everywhere I shop, I use my credit cards.

I usually stop for lunch anywhere that is handy.¹

PRACTICE 2

Place Clauses

- A. STEP 1 Add a place subordinator to the appropriate sentence in each pair to form an adverbial clause. Use a different subordinator in each.
- STEP 2 Write a new sentence by combining the adverbial clause with the independent clause.
- STEP 3 Circle the subordinator, and punctuate the sentence if necessary.

Example

People prefer to shop. Credit cards are accepted.

People prefer to shop (where) credit cards are accepted.

1. Consumers have a tendency² to buy more. Credit cards are accepted for payment of merchandise.
-

2. You cannot use credit cards. You shop.
-

¹ **handy:** conveniently located

² **tendency:** possibly acting in a particular way

Part III Sentence Structure

3. There are a few places of business. A credit card is not accepted.
-

4. They are accepted. Travelers can use credit cards in foreign countries.
-

- B. Write four original sentences containing adverbial clauses of place. Use each place subordinator once.

Manner, Distance, and Frequency Clauses

Adverbial clauses of manner, distance, and frequency are introduced by

as + adverb + as

as

*as if/as though*¹

Adverbial clauses of manner answer the question "How?"

Adverbial clauses of distance answer the question "How far?"

Adverbial clauses of frequency answer the question "How often?"

The demonstrators left **as the police had ordered.** (manner)

The students completed the experiment **as quickly as they could.** (manner)

Pat jogs on the beach **as far as she can.** (distance)

She jogs on the beach **as often as she can.** (frequency)

Kathleen spoke **as if (as though) she were an authority on the subject.** (manner)

PRACTICE 3

Manner, Distance, and Frequency Clauses

- A. STEP 1 Add a manner, distance, or frequency subordinator in each blank to form an adverbial clause. In some sentences, an adverb is suggested.
- STEP 2 Write a new sentence by combining the adverbial clause with the independent clause.

Example

The American people should try to conserve energy. as often as they can (frequency)

The American people should try to conserve energy as often as they can.

1. The public must conserve energy.

_____ the president has requested (manner)

2. Many Americans want to move.

_____ they can from polluted cities (distance)

¹ When *as if/as though* introduce a clause that expresses an untrue statement, the verb is similar to the verb in a conditional *if*-clause. (Use *were*, not *was*, with both singular and plural nouns.)

3. We should not consume our natural resources.

we have in the past (manner—*wastefully*)

4. Citizens should make a strong effort to conserve all natural resources.

the government has advised (manner)

5. The EPA² must remind people.

they can about the dangers of pollution (frequency)

6. No nation in the world can afford to act.

pollution were not its problem (manner—use *as if* or *as though*)

- B. Write four original sentences containing adverbial clauses of manner, distance, and frequency. Use each of these subordinators once: *as*, *as often as*, *as far as*, *as though*.

Reason Clauses

An adverbial reason clause answers the question "Why?" A reason clause is introduced by the subordinators *because*, *since*, and *as*.

Europeans are in some ways better environmentalists than North Americans **because they are more used to conserving energy.**

Since many Europeans live, work, and shop in the same locale, they are quite accustomed to riding bicycles, trains, and streetcars to get around.

As the price of gasoline has always been quite high in Europe, if a European owns an automobile, it is likely to be a high-mileage model that uses diesel fuel.

PRACTICE 4

Reason Clauses

- A. STEP 1 Add a reason subordinator to the appropriate sentence in each pair to form an adverbial clause.
 STEP 2 Write a new sentence by combining the adverbial clause with the independent clause.
 STEP 3 Circle the subordinator, and punctuate the sentence if necessary.

Example

Electricity is expensive. Europeans buy energy-saving household appliances such as washing machines that use less water.

(Since)electricity is expensive, Europeans buy energy-saving household appliances such as washing machines that use less water.

² EPA: Environmental Protection Agency, a U.S. government agency

Part III Sentence Structure

1. Europeans experienced hardship and deprivation¹ during and after World War II. They are used to conserving.

 2. European nations are trying to reduce the level of carbon dioxide in the atmosphere. Carbon dioxide in the atmosphere causes global warming.

 3. Coal pollutes the air and gives off a lot of carbon dioxide. Most European nations have switched to natural gas or nuclear power to produce electricity.

 4. In the United States, in contrast, 56 percent of the nation's electricity is generated by burning coal. Coal is cheap and plentiful.

 5. The parliamentary system in Europe is different. A European head of government has more power than an American president to force industry to make environment-friendly changes.

- B. Write three sentences of your own containing adverbial clauses of reason. Use each reason subordinator once.

Result Clauses

An adverbial result clause expresses the result of what is stated in the independent clause. A result clause is introduced by

so + adjective/adverb + that
such a(n) + noun phrase + that
so much/many + noun phrase + that
so little/few + noun phrase + that

New textbooks are **so expensive that many students buy used ones**.

The cost of education is rising **so rapidly that students are looking for ways to cut costs**.

The library is **such a big place that I couldn't find the book I needed**.

There is always **so much noise in the dormitory that I can't study there**.

There were **so many students waiting in line to register for classes that I decided to come back later**.

PRACTICE 5

Result Clauses

- A. STEP 1 Add a result subordinator to the first sentence in the following pairs to form an adverbial clause.
- STEP 2 Write a new sentence by combining the adverbial clause with the second sentence.
- STEP 3 Circle the subordinator.

¹ deprivation: lack of necessities for living

Example

Anthropological museums have realistic displays. A visitor can gain insight into the life-styles of ancient people.

Anthropological museums have (such) realistic displays (that) a visitor can gain insight into the life-styles of ancient people.

1. The Ancient Peru exhibit was popular. It was held over for two weeks.

-
2. The artifacts² were of historic value. Anthropologists from several universities came to study them.
-

3. The exhibits were precious. A museum guard was posted in every room.
-

4. Computer graphics allowed the exhibit's curators³ to present the lives of ancient Peruvians realistically. You felt that you were actually there.
-

5. There were many exhibits. We couldn't see all of them.
-

- B. Write four sentences of your own containing adverbial clauses of result. Use each of the four variants of result subordinators once.

Purpose Clauses

An adverbial purpose clause states the purpose of the action in the independent clause. The purpose clause is introduced by the subordinators *so that* or *in order that*. The modals *may/might*, *can/could*, *will/would*, or *have to* usually occur in a purpose clause. *In order that* is formal.

Farmers use chemical pesticides so that they can grow bigger harvests.

Farmers also spray their fields in order that consumers might enjoy unblemished⁴ fruits and vegetables.

Note: When the subjects of the two clauses are the same, purpose is often expressed by an infinitive phrase (*to grow bigger harvests*), or by an infinitive phrase with *in order to* (*in order to grow bigger harvests*), instead of by an adverbial clause. The structure is possible in the first example above but not in the second.

² **artifacts:** objects such as tools, weapons, pottery, clothing, etc.

³ **curators:** museum employees who plan, design, and build displays

⁴ **unblemished:** free of imperfections

Part III Sentence Structure

PRACTICE 6
Purpose Clauses

- A. **STEP 1** Add a purpose subordinator—either *so that* or *in order that*—to the appropriate sentence in order to form an adverbial clause.
- STEP 2** Write a new sentence by combining the adverbial clause with the independent clause.
- STEP 3** Circle the subordinator.

Example

Chemists are constantly creating new products in the laboratory. People can have substitutes for scarce or unavailable products.

Chemists are constantly creating new products in the laboratory (so that)
people can have substitutes for scarce or unavailable products.

1. Chemicals are used in many food products. They will stay fresh longer.

2. They can increase food crops. Most farmers use chemical fertilizers and pesticides.

3. They can produce organic¹ crops. Some farmers use only natural pest control methods.

4. People pay more for organic farm produce. They can avoid food with chemicals.

5. They might avoid potential health risks. They prefer eating organic food.

- B. Write two original sentences containing adverbial clauses of purpose. Use each purpose subordinator once.

Concession (Unexpected Result) Clauses

Adverbial clauses of concession are used to express ideas or actions that are not expected. The information in the independent clause indicates a concession or an unexpected result of something described in the dependent clause. Adverbial clauses of concession are introduced by the subordinators *although*, *even though*, and *though*.

Although I studied all night, I failed the test.

I failed the test although I studied all night.

Notice the difference in meaning between *because* and *even though*.

Because the weather was cold, I didn't go swimming. (expected result)

Even though the weather was cold, I went swimming. (unexpected result)

¹ organic: grown without chemicals

PRACTICE 7*Concession (Unexpected Result) Clauses*

- A. **STEP 1** Add a concession subordinator to the appropriate sentence, which is always the first action.
- STEP 2** Rewrite the sentence by combining the adverbial clause with the independent clause, which is the unexpected resulting action.
- STEP 3** Circle the subordinator, and punctuate the sentence as necessary.

Example

She is a famous movie star. She is unhappy.

Even though she is a famous movie star, she is unhappy.

1. Beethoven wrote some of the Western world's greatest music. He became totally deaf in mid-life.
-

2. Global warming is a real problem. Governments have been slow to take action.
-

3. Korea is becoming an economic superpower. It is a small country with few natural resources.
-

4. Abraham Lincoln became one of the great presidents of the United States. He came from humble² origins.
-

5. Scientists know why earthquakes happen. They are still not able to predict them.
-

6. Fax machines appeared only recently. They are now the preferred means of transmitting business documents.
-

- B. Write three original sentences containing adverbial clauses of concession (unexpected result). Use each of the subordinators once.

Contrast (Direct Opposition) Clauses

In this type of adverbial clause, the information in the first clause is the direct opposite of the information in the second clause of the sentence. Use the subordinators *while* or *whereas* to introduce either clause. Place a comma between the two clauses. (This is an exception to the rule.)

San Francisco is very cool during the summer, whereas San Juan is extremely hot.

While San Juan is extremely hot during the summer, San Francisco is very cool.

² **humble:** low status

Part III Sentence Structure

PRACTICE 8

*Contrast (Direct
Opposition) Adverbial
Clauses*

- A. STEP 1 Add a contrast subordinator to either sentence in each pair to form an adverbial clause.

STEP 2 Write a new sentence by combining the adverbial clause and the independent clause.

STEP 3 Circle the subordinator, and add a comma.

1. The West Coast suffered a severe drought. The East Coast had heavy rainfall.
-

2. The Northwest rainfall averages hundreds of inches annually. The Southwest averages less than twelve inches per year.
-

3. The air is polluted in industrial areas. The air is clean in many rural areas.
-

4. Smokers claim the right to smoke in public places. Nonsmokers claim the right to clean air.
-

5. College graduates with degrees in technology are in demand. Graduates with degrees in music are not.
-

6. The most recent spacecraft landed in the desert. Earlier spaceships splashed down in the ocean.
-

- B. Write two sentences of your own using adverbial clauses of contrast—direct opposition. Use each subordinator once.

Review

1. An adverbial clause is a dependent clause that answers such questions as Where? When? Why? How? For what purpose?
2. Place an adverbial clause either before or after an independent clause. If the adverbial clause comes before an independent clause, it is followed by a comma. If it comes after an independent clause, do not use a comma (except with *whereas/while*).
3. There are different types of adverbial clauses, each with its own subordinators.

ADVERBIAL SUBORDINATORS

Time	when, whenever, while, as soon as, after, since, as, before, until	Whenever I had to speak in front of people, I was paralyzed by fear.
Place	where, wherever, everywhere, anywhere	I saw unfriendly, critical faces everywhere I looked.
Manner Distance Frequency	as as + <i>adverb</i> + as, as if/as though	I tried as hard as I could to calm myself. I tried to act as if I were not afraid.
Reason	because, since, as	Since I need to make speeches for career advancement, I enrolled in a speech class.
Purpose	so that, in order that	I took a speech class so that I could overcome my fear of public speaking.
Result	so + <i>adjective/adverb</i> + that such a(n) + <i>noun</i> + that so much/little + <i>noun</i> + that so many/few + <i>noun</i> + that	At first, making a speech made me so nervous that I got a stomachache before every class. During the semester, I made so many speeches that I lost some of my fear.
Concession (unexpected result)	although, even though, though	Even though I am a politician, I still don't enjoy speaking in public.
Contrast (direct opposition)	while, whereas	As a child, I never tried out for school plays, whereas my best friend usually got a starring role.

You can use adverbial clauses to improve your writing style. As you learned in Chapter 10, good writing in English requires the use of subordinated structures. Adverbial clauses are a common kind of subordinate clause.

WRITING PRACTICE

- A. Complete the following sentences by adding the kinds of adverbial clauses indicated in the parentheses. Circle the subordinators, and add commas if necessary.

Example

I reviewed my class notes (before) I took the final exam _____ (time)

1. I bought all of my textbooks _____ . (time)
2. Tom rode on the subway _____ . (distance)
3. _____ the company hired me. (reason)
4. I study in the library _____ . (purpose)
5. _____ I will study for a master's degree. (time)
6. I registered for my classes early _____ . (purpose)
7. A serious student spends time studying _____ . (reason)
8. Tom wanted to become a doctor _____ . (concession)
9. _____ many young couples prefer living together. (concession)
10. Pollution becomes a problem _____ . (place)
11. City living is stressful _____ . (contrast/direct opposition)
12. A single person leads a carefree life _____ . (contrast/direct opposition)

- B. Fill in the blanks with the correct adverbial subordinators, and punctuate the sentences correctly.

A Harrowing Experience

Several years ago _____ (time) I was driving toward Miami from Tampa a tire on my old Toyota blew out. _____ (time phrase) I realized my problem I brought my car to a stop on the side of the highway. _____ (time) I was checking the damaged tire a man stopped his car. _____ (concession) he could not help me I was glad he was there. _____ (time) he left he told me that he would notify the highway patrol. _____ (time) he left I felt nervous again _____ (reason) it was dark, foggy, and windy. _____ (at any time) I saw a car approaching I thought it was someone coming to help me. _____ (time) an hour had passed I saw the flashing lights of a tow truck and my heart sang songs of joy.

_____ (time) the driver would tow my car to Miami I had to pay him _____ (reason) I didn't have towing insurance. Now _____ (anyplace) I decide to go I doublecheck my car
 15 _____ (time) I leave. _____ (concession) I now have insurance I don't want to have such a frightening experience again.

EDITING PRACTICE

Edit the following essay for errors in adverbial clauses. There are thirteen errors. Look for these kinds of mistakes:

Adverbial Clauses

An incorrect sentence connector (subordinator or coordinator) is used:	I made an appointment with my history professor, <u>so</u> I could ask his advice about graduate schools. Corrected: I made an appointment with my history professor so that I could ask his advice about graduate school.
There are too many sentence connectors:	<u>Even though</u> I am studying five hours a night, <u>but</u> I am still getting low grades. Corrected: Even though I am studying five hours a night, I am still getting low grades. OR I am studying five hours a night, but I am still getting low grades.
A subordinator is used with the wrong clause:	<u>Because</u> we arrived late, we had a flat tire. Corrected: We arrived late because we had a flat tire.
Commas should be added or deleted:	He doesn't eat meat, <u>because</u> he is a vegetarian. Corrected: He doesn't eat meat because he is a vegetarian.

Addicted to the Net*

¹A lot of people enjoy surfing the Net.²They look for interesting websites and chat with people all over the world.³However, some people spend such many hours on-line that they are Internet addicts.⁴Although an average person spends about eight to twelve hours per week, but an addict spends eight to twelve hours per day on-line.⁵Because addicts spend so much time interacting with the computer so it can affect their lives negatively.⁶They

* Net: shortened from Internet
 † surfing the Net: exploring the Internet

Part III Sentence Structure

become social recluses,⁷ because they stop going out and talking to people face-to-face. ⁷They avoid real-life social situations, preferring instead to be in a dimly lit room with only the glowing screen to light up their lives.

⁸Internet addiction negatively affects not only the addicts themselves, but also the people around them. ⁹For example, John's marriage to Marta broke up until he insisted on spending so many hours on the Net. ¹⁰As soon as he arrived home from work he was at his computer. ¹¹While he finished dinner, he would disappear into his computer room again. ¹²He paid so little attention to her, that she finally divorced him.

¹³As college students are especially technologically skilled they can easily become nonstop Net-surfers. ¹⁴Many colleges provide computers at several locations around campus since students can use them at any time day or night. ¹⁵As a result, students can spend too much time surfing the Net instead of "surfing" their textbooks. ¹⁶Last semester, nine freshmen at Berkshire College flunked out¹ although they became Internet addicts.

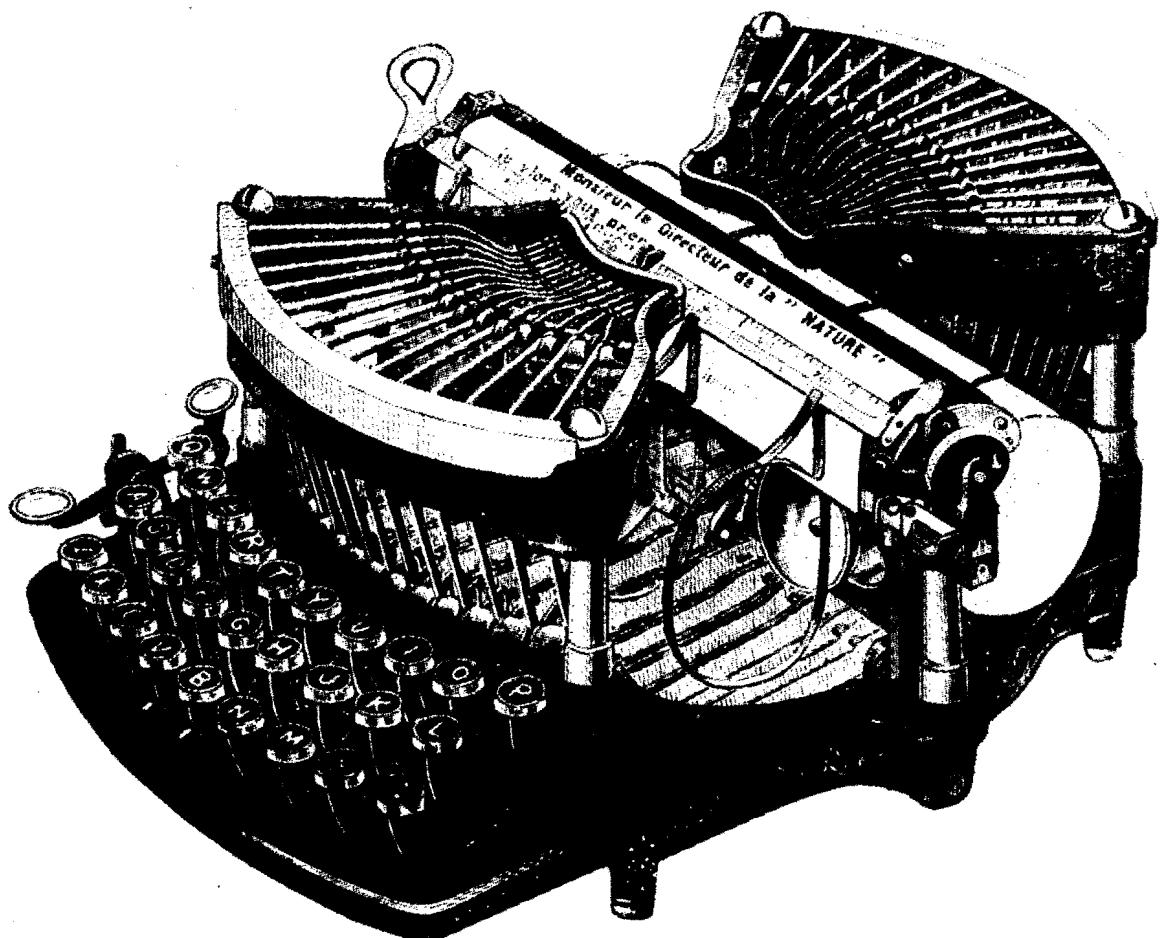
¹⁷In short, even though the Internet is an excellent source of information and entertainment, but we must not let it take over our lives.

^{*}recluses: people who withdraw from the world and live in isolation
[†]flunked out: left school because of failing grades

CHAPTER

13

Relative Clauses



1890s typewriter

Introduction

A **relative clause** is a dependent clause that functions as an adjective; that is, it modifies a noun or pronoun. For this reason, relative clauses are also called **adjective clauses**.

The first American thanksgiving feast, which took place in 1621, lasted three days.
Everyone who studied for the exam passed it easily.

In the first sentence, the dependent clause *which took place in 1621* is a relative clause that modifies the noun phrase *the first American thanksgiving feast*. This noun phrase is the **antecedent** of the relative clause.

What is the relative clause in the second sentence? What is the antecedent? Is the antecedent a noun or a pronoun?

Relative Pronouns and Adverbs

A relative clause begins with a **relative pronoun or relative adverb**.

Pronouns	who, whom, whose, that which, that, whose	refer to humans refer to nonhumans and things
Adverbs	when, where	refer to a time or a place

A chart summarizing their use is in the review section at the end of this chapter on page 226.

Position of Relative Clauses

Place a relative clause after its antecedent and as close to it as possible to avoid confusion.

Confusing: He left the gift in his friend's car **that he had just bought.**
(It is not clear whether the relative clause modifies *car* or *gift*.)

Corrected: He left the gift **that he had just bought** in his friend's car.
(The relative clause clearly modifies *gift*.)

Occasionally, a prepositional phrase comes between the antecedent and the relative clause.

Manuel was visited by a friend (from San Juan) who was touring the country.

Try writing a sentence (of your own) that contains a relative clause.

Verb Agreement in Relative Clauses

The verb in a relative clause should agree in number with its antecedent.

Compare:

A person **who works part-time** usually receives no benefits.
(The verb *works* is singular to agree with the singular antecedent *person*.)

* People **who work part-time** usually receive no benefits.
(The verb *work* is plural to agree with the plural antecedent *people*.)

Punctuation of Relative Clauses

Relative clauses are either restrictive (necessary) or nonrestrictive (unnecessary). A restrictive clause is necessary because it identifies its antecedent for the reader. Do not use commas with restrictive clauses.

The professor **who teaches my biology class** won a Nobel Prize two years ago.
(Which professor won a Nobel Prize two years ago? The clause *who teaches my biology class* is necessary to identify the professor.)

He won the prize for research that might lead to a cure for AIDS.

(For which research did he win the prize? We need the clause *that might lead to a cure for AIDS* to tell us.)

A nonrestrictive clause is not necessary to identify its antecedent; it merely gives the reader some extra information. Because it can be omitted without loss of meaning, separate it from the rest of the sentence with commas.

Professor Jones, who teaches my biology class, won a Nobel Prize two years ago.

(The person who won a Nobel Prize is identified by his name, so the clause *who teaches my biology class* is extra, unnecessary information about Professor Jones. If it were omitted, we would still know which person won the Nobel Prize.)

He won the prize for his research into the structure of T-cells, which might lead to a cure for AIDS.

(We already know which research he won the prize for: his research into the structure of T-cells. The information *which might lead to a cure for AIDS* is not necessary to identify the research; it merely gives us extra information about it.)

PRACTICE I

Restrictive and Nonrestrictive Clauses

STEP 1 Underline the relative clause or clauses in each sentence. (Some sentences have two.)

STEP 2 In the parentheses, write R for a restrictive and NR for a nonrestrictive clause.

STEP 3 Add commas to the nonrestrictive clauses.

Example

(R) Families whose incomes are below a certain level pay no income tax.

(NR) My family, whose income is more than \$50,000, pays about 25 percent income tax.

- () 1. The sun which in forty minutes can produce enough solar energy to meet humankind's needs for a year is one of Earth's potential sources of power.
- () 2. According to an article that appeared in Time magazine we are at the beginning of a medical computer revolution.
- () 3. A medical computer is a machine that analyzes the results of laboratory tests and electrocardiograms.
- () 4. Laser beams which are useful in both medicine and industry were first predicted in science fiction stories seventy-five years ago.
- () 5. Physicians who feed patient symptoms into the computer receive a list of diseases that fit the symptoms of their patients.
- () 6. The country that has the highest per capita¹ income is not the United States which is in third place.
- () 7. Kuwait which is a small country in the Middle East is in first place.
- () 8. It was a thrilling experience to meet the author of the book that we had been reading all semester.
- () 9. The public is highly critical of the tobacco industry whose profits have been increasing in spite of the health risks of smoking.

¹ per capita: per person (literally, "per head" in Latin)

Part III Sentence Structure

- () 10. Carbohydrates which are composed of carbon, hydrogen, and oxygen are organic compounds.
- () 11. People who use body language¹ to express themselves are interesting to watch.
- () 12. My brother-in-law who is from Italy moves his hands a lot when he is talking.
- () 13. The man whom my sister married is Italian; he uses his hands as much as he uses his mouth to communicate.
- () 14. X-ray machines are gradually being replaced by machines that can provide clearer, more detailed images of the human body, its tissues, and its organs.
- () 15. X-ray machines are gradually being replaced by CAT scanners and MRI devices which can provide clearer, more detailed images of the human body, its tissues, and its organs.
- () 16. The company promised to reimburse² everyone who had bought a defective³ product.
- () 17. Students whose grade point averages fall below 2.0 will be placed on probation.
- () 18. She plans to marry her childhood sweetheart whom she has known since they were five years old.
- () 19. The Republican party whose goal is to win the election accused the Democrats of using fund-raising practices that are unethical and possibly illegal.
- () 20. My English teacher enjoys novels that combine history and fiction; Pillars of Stone which tells about the construction of the great Gothic cathedrals in Europe during the Middle Ages is one of her favorites.

There are different types of relative clauses. In each different kind, the relative pronoun has a different function. It may be a subject or an object in its own clause, or it may replace a possessive word.

Relative Pronouns as Subjects

A relative pronoun may be the subject of its own clause. Subject pattern relative clauses are formed as follows:

<i>who</i>
<i>which</i> + verb + complement
<i>that</i>

Football, which is the most popular American sport, began at Harvard University.

Study the following examples to see how sentences a and b in each set are combined to form new sentence c, which contains a subject pattern relative clause. The subject in sentence b, which changes to a relative pronoun, is crossed through. Notice how *that* is used in restrictive clauses only.

¹body language: communication by body movements

²reimburse: pay money back to

³defective: flawed; not in working condition

RELATIVE PRONOUNS FOR HUMANS	
Restrictive <i>who, that</i>	<p>1. a. People save time and energy. b. They use microwave ovens. c. People who use microwave ovens save time and energy. People that use microwave ovens save time and energy. (informal)</p>
Nonrestrictive <i>who</i>	<p>2. a. Microwave cooking is not popular with most professional chefs. b. Professional chefs say that fast cooking doesn't allow flavors to blend. c. Microwave cooking is not popular with most professional chefs, who say that fast cooking doesn't allow flavors to blend.</p>
RELATIVE PRONOUNS FOR NONHUMANS/THINGS	
Restrictive <i>that</i>	<p>3. a. Ovens are capable of cooking food quickly. b. They use microwave energy. c. Ovens that use microwave energy are capable of cooking foods quickly.</p>
Nonrestrictive <i>which</i>	<p>4. a. An electron tube in the oven produces microwaves. b. Microwaves cook by agitating⁴ the water molecules in food. c. An electron tube in the oven produces microwaves, which cook by agitating the water molecules in food.</p>

PRACTICE 2

Relative Pronouns as Subjects

- A. Combine the two sentences in each pair to make a new complex sentence containing a relative clause in the subject pattern. Follow these steps:

STEP 1 Change the subject of the second sentence to a relative pronoun. Use *who, which, or that* as appropriate.

STEP 2 Combine the two sentences, placing the relative clause as close to its antecedent as possible.

STEP 3 Add commas if the relative clause is nonrestrictive.

- John Fish explained the complex structure of DNA. He is a research chemist.

- While he lectured, he showed us a slide. The slide diagrammed the double helix structure of DNA.

⁴ *agitating*: moving very quickly

Part III Sentence Structure

3. Words in English are often difficult for foreigners to pronounce. They begin with the consonants th.
-

4. Foreigners also have difficulty with English spelling. English spelling is not always consistent with its pronunciation.
-

5. Anyone must have a logical mind. He or she wants to be a computer programmer.
-

6. Fans quickly lose interest in a sports team. The team loses game after game.
-

- B. Write six sentences of your own that contain relative clauses in the subject pattern. Use the following prompts, and then write two sentences of your own. Write both restrictive and nonrestrictive clauses.

1. My father, who

2.

anyone who

3. is a sport that

4. Mount Everest, which

5.

6.

Relative Pronouns as Objects

A relative pronoun may be an object in its own clause. Object pattern relative clauses are formed as follows:

whom

which

that

+ subject + verb + complement

\emptyset^1

The address **that he gave me was incorrect.**

¹ The symbol \emptyset indicates that relative pronouns can be left out.

In the following examples, notice how sentences a and b are combined to make sentence c, which contains an object pattern relative clause. The object in sentence b, which changes to a relative pronoun, is crossed through. Notice how *that* is used in restrictive clauses only and may be left out entirely in object pattern clauses.

RELATIVE PRONOUNS FOR HUMANS	
Restrictive <i>whom, that, e</i>	<p>I. a. The professor is chair of the English Department. b. You should see the professor. c. The professor whom you should see is chair of the English Department. The professor that you should see is chair of the English Department. (informal) The professor you should see is chair of the English Department.</p>
Nonrestrictive <i>whom</i>	<p>2. a. Dr. White is an ecologist. b. You met Dr. White in my office. c. Dr. White, whom you met in my office, is an ecologist.</p>
RELATIVE PRONOUNS FOR NONHUMANS/THINGS	
Restrictive <i>that, e</i>	<p>3. a. The book was written in German. b. The professor translated the book. c. The book that the professor translated was written in German. The book the professor translated was written in German.</p>
Nonrestrictive <i>which</i>	<p>4. a. Environmental science is one of the most popular courses in the college. b. Dr. White teaches environmental science. c. Environmental science, which Dr. White teaches, is one of the most popular courses in the college.</p>

PRACTICE 3

Relative Pronouns as Objects

- A. Combine the two sentences in each pair to make a new sentence containing a relative clause in the object pattern. Follow these steps:

- STEP 1** Change the object in the second sentence to a relative pronoun. Use *whom*, *which*, *that*, or no pronoun as appropriate. Move the relative pronoun to the beginning of its clause.
- STEP 2** Combine the two sentences, placing the new relative clause as close to its antecedent as possible.
- STEP 3** Add commas if the relative clause is nonrestrictive.

Part III Sentence Structure

1. Albert Einstein was a high school dropout. The world recognizes him as a genius.

2. As a young boy, Einstein had trouble in elementary and high school. He attended these schools in Germany.

3. He did poorly in subjects. He disliked them.

4. The only subjects were mathematics and physics. He loved them.

5. He developed theories. We use theories to help us understand the nature of the universe.

6. Einstein is best known for his General Theory of Relativity. He began to develop this theory while living in Switzerland.

B. Write six sentences of your own that contain relative clauses in the object pattern. Use the prompts given, and then write two sentences of your own. Write both restrictive and nonrestrictive clauses.

1. My mother, whom

2. the homework that

3. someone whom

4. The islands of the Caribbean, which

5.

6.

Possessive Relative Clauses

In these clauses, which show possession, the relative pronoun *whose* replaces a possessive word such as *Mary's, his, our, their, the company's*, or *its*. Possessive relative clauses can follow the subject or the object pattern, and they may be restrictive or nonrestrictive.

Subject Pattern

Subject pattern possessive clauses are formed as follows:

<i>whose</i> + noun + verb + complement
<i>Princess Diana, whose life ended suddenly in a Paris car crash, was the most photographed woman in the world.</i>

In the following examples, notice how sentences a and b are combined to make sentence c, which contains a possessive relative clause in the subject pattern. The possessive word in sentence b, which changes to *whose*, is crossed through.

POSSESSIVE RELATIVE PRONOUNS FOR HUMANS AND NONHUMANS/THINGS ¹	
Restrictive <i>whose</i>	<p>1. a. Opportunities for college graduates are on the upswing.² b. College-graduates' degrees are in computer engineering. c. Opportunities for college graduates whose degrees are in computer engineering are on the upswing.</p>
Nonrestrictive <i>whose</i>	<p>2. a. Santa Claus is the symbol of Christmas gift-giving. b. His portly³ figure appears everywhere during the Christmas season. c. Santa Claus, whose portly figure appears everywhere during the Christmas season; is the symbol of Christmas gift-giving.</p>

PRACTICE 4

Possessive Relative
Clauses—Subject
Pattern

Combine the two sentences in each pair to make a new sentence containing a possessive relative clause in the subject pattern. Follow these steps:

STEP 1 Find a possessive expression in the second sentence and change it to *whose*.

STEP 2 Combine the two sentences, placing the new relative clause as close to its antecedent as possible.

STEP 3 Add commas if the relative clause is nonrestrictive.

1. Securities Corporation's president is a man. His expertise⁴ on financial matters is well known.
-
-

¹ Some teachers feel that *whose* may only be used to refer to humans. For nonhumans, they recommend using *of which*. Compare: I returned the book *whose* cover was torn. I returned the book, *the cover of which* was torn. Other teachers feel that *whose* is acceptable in all but the most formal writing.

² on the upswing: increasing

³ portly: comfortably fat

⁴ expertise: skill; knowledge

Part III Sentence Structure

2. First National Bank tries to attract female customers. The bank's president is a woman.
-

3. Companies conduct market research to discover trends among consumers. Consumers' tastes change rapidly.
-

4. A manufacturer can offer lower prices. Its costs are lower because of mass production.
-

Object Pattern

Object pattern possessive clauses are formed as follows:

<i>whose + noun</i>	+ subject + verb + complement
---------------------	-------------------------------

<p style="margin: 0;">Maya Angelou, whose poetry we have been reading in our English class, is one of America's most famous female poets.</p>
--

In the following examples, notice how sentences a and b are combined to make sentence c, which contains a possessive relative clause in the object pattern. The possessive word in sentence b, which changes to *whose*, is crossed through.

POSSESSIVE RELATIVE PRONOUNS FOR HUMANS AND NONHUMANS/THINGS	
Restrictive <i>whose</i>	1. a. The citizens could do nothing. b. The government had confiscated ¹ their property. c. The citizens whose property the government had confiscated could do nothing.
Nonrestrictive <i>whose</i>	2. a. Consumer Reports magazine publishes comparative evaluations of all kinds of products. b. Shoppers trust the magazine's research. c. Consumer Reports, whose research shoppers trust, publishes comparative evaluations of all kinds of products.

PRACTICE 5

*Possessive Relative
Clauses—Object
Pattern*

Combine the two sentences in each pair to make a new sentence containing a possessive relative clause in the object pattern. Follow these steps:

STEP 1 Find a possessive expression in the second sentence and change it to *whose*. Move the *whose + noun* phrase to the beginning of the clause.

STEP 2 Combine the two sentences, placing the new relative clause as close to its antecedent as possible.

STEP 3 Add commas if the relative clause is nonrestrictive.

¹ **confiscated:** taken by government authority

1. Princess Diana was mourned by rich and poor people alike. The whole world watched her funeral on television.

2. William Shakespeare lived and wrote 400 years ago. High school students struggle to understand his English.

3. Nike is a sporting goods company. Most people recognize the company's "swoosh" symbol.

4. The actress has starred in several successful films. I can't remember her name.

PRACTICE 6

*Possessive Relative
Clauses—Subject or
Object Pattern*

Write four sentences containing possessive relative clauses in either the subject or the object pattern. Use the following prompts if you wish, or write sentences that are entirely your own.

1. (a child whose parents) _____
2. (Michael Jordan, whose picture) _____
3. (my cousin, whose car) _____
4. (teachers whose classes) _____

Relative Pronouns as Objects of Prepositions

A relative pronoun may be the object of a preposition in its own clause. These relative clauses are formed in two ways, the formal way and the informal way. The clauses may be either restrictive or nonrestrictive.

Formal	<i>whom</i> preposition + + subject + verb + complement <i>which</i>
	The person to whom I mailed the letter never received it.
Informal	<i>whom</i> <i>which</i> <i>that</i> <i>θ</i> + subject + verb + complement + preposition
	The person whom I mailed the letter to never received it.

Part III Sentence Structure

In the formal pattern, the preposition comes before the relative pronoun. In the informal pattern, the preposition comes at the end of the clause.

In the following examples, notice how sentences a and b are combined to make a new sentence containing a relative clause. The object of the preposition in sentence b, which changes to a relative pronoun, is crossed through. Sentence c is formal, and the sentences in d are informal. Notice how *that* is used only in informal pattern restrictive clauses; it may also be omitted.

RELATIVE PRONOUNS FOR HUMANS	
Restrictive <i>whom, that, o</i>	<p>1. a. The candidate lost the election. b. I voted for the candidate. c. The candidate for whom I voted lost the election. d. The candidate whom I voted for lost the election. The candidate that I voted for lost the election. The candidate I voted for lost the election</p>
Nonrestrictive <i>whom</i>	<p>2. a. Mayor Pyle lost the election. b. I voted for Mayor Pyle. c. Mayor Pyle, for whom I voted, lost the election. d. Mayor Pyle, whom I voted for, lost the election.</p>
RELATIVE PRONOUNS FOR NONHUMANS/THINGS	
Restrictive <i>which, that, o</i>	<p>3. a. No one had read the book. b. He quoted from the book. c. No one had read from the book from which he quoted. d. No one had read the book which he quoted from. No one had read the book that he quoted from. No one had read the book he quoted from.</p>
Nonrestrictive <i>which</i>	<p>4. a. The position of office manager had already been filled. b. He applied for the position of office manager. c. The position of office manager, for which he applied, had already been filled.</p>

PRACTICE 7

Relative Pronouns as
Objects of Prepositions

- A. Change the second sentence in each pair to a relative clause, and combine it with the first sentence. The prepositional phrase that you should change is underlined. Write each new sentence twice: once in the formal pattern and once in an informal pattern.

1. Finding reasonably priced housing in big cities is a problem. Many young people are concerned about the problem.

Formal pattern: _____

Informal pattern: _____

2. Affordable apartments are scarce. Young people would like to live in them.

Formal pattern: _____

Informal pattern: _____

3. Of course, many young people share apartments, but they have to choose roommates carefully. They will share living space and expenses with these roommates.

Formal pattern: _____

Informal pattern: _____

4. Living with people can be stressful, but it can also be fun. You are not related to the people.

Formal pattern: _____

Informal pattern: _____

5. In many countries, young people continue to live with their parents in the same house. They grew up in that house.

Formal pattern: _____

Informal pattern: _____

6. In the United States, young people don't want to live with their parents. They typically declare their independence from their parents at age eighteen.

Formal pattern: _____

Informal pattern: _____

- B. Now write two sentences of your own. Write each sentence twice: once in the formal pattern and once in the informal pattern.

1. Formal pattern: _____

Informal pattern: _____

2. Formal pattern: _____

Informal pattern: _____

Relative Pronouns in Phrases of Quantity and Quality

A relative pronoun can also occur in phrases of quantity:

some of which, one of whom, all of whom, each of which, etc.

and in phrases of quality:

the best of which, the most important of whom, the more economical of which,
the loveliest of which, the oldest of whom, the least expensive of which, etc.

Relative clauses containing these phrases can follow the subject or object pattern, and they are always nonrestrictive.

<i>many of which</i>	+ (subject) + verb + complement
<i>the oldest of whom</i>	+ (subject) + verb + complement

While scuba diving in the Caribbean, I saw tropical fish, **many of which I photographed with my new underwater camera.**

He has three daughters, **the oldest of whom is studying abroad.**

In the following examples, notice how sentence a and b are combined to form a new sentence c, which contains a relative clause. The object in sentence b (always following the preposition *of*) is crossed through and replaced by a relative pronoun (always *whom* or *which*).

RELATIVE PRONOUNS FOR HUMANS	
Nonrestrictive <i>whom</i>	<p>I. a. The citizens of Puerto Rico are well educated. b. Ninety percent of them are literate.¹ c. The citizens of Puerto Rico, ninety percent of whom are literate, are well educated.</p>
RELATIVE PRONOUNS FOR NONHUMANS/THINGS	
Nonrestrictive <i>which</i>	<p>2. a. There are many delicious tropical fruits in Puerto Rico. b. I have never tasted most of them before. c. There are many delicious tropical fruits in Puerto Rico, most of which I have never tasted before.</p>

¹ **literate:** able to read and write

PRACTICE 8*Relative Clauses with
Phrases of Quantity
and Quality*

- A. Change the second sentence in each pair to a relative clause, and combine it with the first sentence. Follow the examples in the chart.

1. There is a chain of islands in the Caribbean Sea. The most charming of the islands is Puerto Rico, "The Land of Enchantment."

2. Puerto Rico attracts thousands of visitors. Most of them come for the sunny weather, the beautiful beaches, and the Spanish atmosphere.

3. Puerto Rico has many historic sites. The most famous of them are in the Old San Juan area of the capital city.

4. Puerto Rico's economy is growing. The most important sector² of the economy is clothing manufacturing.

5. Puerto Ricans have strong ties to the United States. All of them are U.S. citizens.

6. Puerto Rico has three political parties. One of them favors Puerto Rico's becoming a state.

- B. Now write two sentences of your own. Write one sentence with *of whom* and one sentence with *of which*.

1. _____

2. _____

Adverbial Relative Clauses

Relative clauses may also be introduced by the **relative adverbs** *when* and *where*. Adverbial relative clauses refer to a time or a place, and they replace entire prepositional phrases like *on Sunday* and *in the city*. Adverbial relative clauses may be restrictive or nonrestrictive. They are composed of

when

+ subject + verb + complement

where

The lives of thousands of Germans changed during the night of August 13, 1961, when East German soldiers began building the Berlin Wall.

² **sector:** part; division

Part III Sentence Structure

RELATIVE ADVERBS FOR TIME AND PLACE			
<i>when</i>	refers to a time	restrictive	The lives of thousands of Germans suddenly changed on the night when East German soldiers began building the Berlin Wall.
		nonrestrictive	On November 9, 1989, when the wall was torn down, their lives changed again.
<i>where</i>	refers to a place	restrictive	The city where citizens had lived, worked, and shopped relatively freely was suddenly divided.
		nonrestrictive	Berlin, where citizens had lived, worked, and shopped relatively freely, was suddenly divided.

In the following examples, notice how sentences a and b are combined to form a new sentence c, which contains an adverbial relative clause. The prepositional phrase in sentence b, which is entirely replaced by the relative adverb, is crossed through.

TIME	
Restrictive and nonrestrictive <i>when</i>	I. a. Ramadan is the month. b. Devout ¹ Muslims fast ² during the month . c. Ramadan is the month when devout Muslims fast.
PLACE	
Restrictive and nonrestrictive <i>where</i>	2. a. The Saudi Arabian city of Mecca is the holiest city in Islam. b. Mohammed was born in Mecca . c. The Saudi Arabian city of Mecca, where Mohammed was born , is the holiest city in Islam.

PRACTICE 9*Adverbial Relative Clauses*

- A. Combine the two sentences in each pair, changing the second sentence into an adverbial relative clause. Add commas if necessary.

1. Germany had been divided into two countries since 1945. It was defeated in World War II in 1945.

 2. 1989 was the year. The Berlin Wall was torn down in that year.

¹devout: religious²fast: voluntarily do not eat food

3. In 1990, Germany became one country again. East and West Germany were reunited in 1990.
-

4. East Germany became part of the Federal Republic of Germany. People had lived under communist rule in East Germany.
-

5. There was rejoicing in areas. Germans looked forward to reunification with their fellow citizens in some areas.
-

6. There was anxiety in places. People feared losing their jobs in some places.
-
-

- B. Write four sentences of your own containing adverbial relative clauses, two sentences using *when* and two sentences using *where*. Try to write both restrictive and nonrestrictive clauses. You may use the prompts given or write sentences that are entirely your own.

1. My grandmother enjoys telling about the time when

2. _____

3. _____ my hometown, where

4. _____

Review

1. A relative clause is a dependent clause that functions as an adjective; that is, it modifies a noun or pronoun in the independent clause. For this reason, relative clauses are also called adjective clauses. The modified noun or pronoun is called the antecedent.
2. A relative clause begins with a relative pronoun or a relative adverb.
3. Place a relative clause after its antecedent and as close to it as possible to avoid confusion of meaning.
4. The verb in a relative clause should agree in number with its antecedent.
5. Relative clauses are either restrictive (necessary) or nonrestrictive (unnecessary). Add commas before and after nonrestrictive clauses.

RELATIVE PRONOUNS				
who	refers to humans	subject in its own clause	restrictive or nonrestrictive	The professor who teaches my biology class won a Nobel Prize two years ago. Professor Jones, who teaches my biology class , won a Nobel Prize two years ago.
whom	refers to humans	object in its own clause	restrictive or nonrestrictive	She loaned her car to someone whom she didn't know . Professor Jones, whom I have for biology , won a Nobel Prize two years ago.
whose	refers to humans, nonhumans, and things; shows possession	subject or object in its own clause	restrictive or nonrestrictive	I studied algebra from a professor whose name I have forgotten . Apple Computer, whose Macintosh computer changed computing , was started by two men working in a garage.
which	refers to nonhumans and things	subject or object in its own clause	nonrestrictive only	She teaches biology, which is my favorite subject . Her husband teaches algebra, which I enjoy the least .
that	refers to nonhumans and things; informally, refers to humans	subject or object in its own clause; if that is an object, it may be omitted	restrictive only	The class that meets in the next room is very noisy. The subject that I enjoy the least is algebra. The subject I enjoy the least is algebra. The salesman that sold me my car was fired. (informal)
RELATIVE ADVERBS				
when	refers to a time		restrictive or nonrestrictive	I work full time on days when I don't have classes . I didn't work last week, when I had my final exams .
where	refers to a place		restrictive or nonrestrictive	She has never returned to the city where she was born . First City Bank, where I have a checking account , was robbed last week.

You can use relative clauses to improve your writing style. As you know, writing that contains subordinate structures is more sophisticated than writing that contains mostly simple simple and compound sentences. Relative clauses are one of the ways to subordinate. (However, take care not to use too many relative clauses. A paragraph or essay that is filled with too many *who*'s and *which*'s is not good either.)

EDITING PRACTICE

- A.** Edit the following essay for errors in relative clauses. You should make 17 changes.
Look for these kinds of errors:

Relative Clauses

Incorrect relative pronoun was chosen:	whose I telephoned the student which wallet I found in the parking lot.
Verb and antecedent don't agree:	live People who lives in earthquake zones need earthquake insurance.
Nouns or pronouns are repeated:	My friend whom I loaned my car to him returned it with several dents.
Commas should be added or deleted:	Electronic pagers, which always seem to beep at inappropriate times, should be turned off during concerts, lectures, and naps.

El Niño

Recently, scientists have begun studying an ocean event who is the cause of drastic changes in weather around the world. This event is an increase in the temperature of the Pacific Ocean that appear around Christmas off the coast of Peru. Hence, the Peruvian fishermen whom first noticed it named it El Niño whose its name means "the Christ child" in Spanish. The causes of this rise in ocean temperatures are unknown, but its effects are obvious and devastating.

One of El Niño's far-reaching effects is that it threatens Peru's vital anchovy harvest, which could mean higher prices for food. The warm water of El Niño keeps the nutrient-rich cold water which provides anchovies with food down at the bottom of the ocean. Anchovies are the primary source of fish meal which is the main ingredient in livestock and chicken feed. In addition, guano¹ from birds who feed off the anchovies is a major source of

¹ guano: droppings of seabirds and bats.

Part III Sentence Structure

fertilizer for farmers. As a result of decreasing supplies of anchovies and guano, the price of chicken feed, livestock feed, and fertilizer rises. This causes farmers, who they must pay more for feed and fertilizer, to charge more for the food that they produce. The price of eggs, meat, and even bread has soared as a result of El Niños in past years.

El Niño has other global effects. It can cause heavy rains, floods, and mudslides along the coasts of North and South America and droughts¹ in other parts of the world. In the 1982–83 El Niño, West Africa suffered a terrible drought which caused crop failures and food shortages. Lack of rain also created problems for Indonesia whose forests burned for months during the 1997–98 El Niño. Winds spread smoke from these fires as far north as Malaysia and Singapore, resulting in choking smog, that closed schools and caused pedestrians to don² masks.

Indeed, El Niño is an unpredictable and uncontrollable phenomenon of nature, that we need to study it and understand it in order to prepare for and perhaps lessen its devastating effects in the future.

B. Improve the following essay. Combine some of the sentences, using relative clauses.

Two Childhood Friends

My two best friends from high school were complete opposites. Their names were Rafael and Cecilia. Rafael was an introverted, studious, dependable friend. Rafael lived in a small house down the street from us. His two sisters were younger than he. His mother was divorced. Cecilia, on the other hand, was extroverted, not at all studious, and totally undependable. She lived next door to us.

The house next door was very noisy. Cecilia lived in the house with five siblings. Music blaring from at least two radios fought constantly with noise blasting from the TV. The TV was always turned on. The six Garcia children often invited me over to play. Each of them had lots of friends. As a result, there was always a group of children at the Garcia's. I went over to Cecilia's house sometimes. I was bored and lonely sometimes.

¹ droughts: periods of little rainfall

² don: put on

Rafael's house was in total contrast to Cecilia's. It was calm and peaceful in his house. I used to go there on evenings. I needed to study on those 15 evenings. Rafael and his friends spent most evenings doing homework together or surfing the Net. His friends were quiet types.

Mrs. Garcia, Cecilia's mother, never seemed to mind fixing snacks for fifteen or twenty kids. She loved to cook. Mrs. Menendez, Rafael's mother, was always too busy to fix us snacks, but she didn't mind if we made our own. She 20 owned a small bookstore. She worked there every day. She often did her book-keeping at night. She came home at night.

Cecilia, Rafael, and I were good friends during all of our high school years. I still don't understand how people could be friends. The people are so different from each other.

Writing Technique Questions

1. What kind of organization does each of the two essays in this practice use?
2. What is the thesis statement of each?
3. Circle the transition signals and structure words in each essay.

CHAPTER

14

Participial Phrases



1990s computer screen

Participles

A **participle** is a word that is formed from a verb and used as an adjective to modify nouns.

Notice how an active voice verb is changed to a present participle by adding the suffix *-ing* to the verb. An active voice verb (present, past, or future tense) becomes a present participle.

CHANGING ACTIVE VERBS TO PARTICIPLES

VERBS	PRESENT PARTICIPLES
The custom fascinates me. The woman jogged in the park. The hostages will return soon.	The fascinating custom interests me. The jogging woman ran through the park. The returning hostages were treated like heroes.

Now notice how a passive voice verb (present or past tense) becomes a past participle.

CHANGING PASSIVE VERBS TO PARTICIPLES

VERBS	PAST PARTICIPLES
The movie is rated "X." The steak was burned. My heart was broken.	The X-rated movie was banned. ¹ The burned steak tasted terrible. My broken heart will never heal.

Note: The terms *present* and *past participle* are misleading because these forms have nothing to do with present tense or past tense. Rather, they are based on active or passive voice. The present participle comes from an active voice verb, and the past participle comes from a passive voice verb.

There are also perfect and continuous forms of participles, as shown in the following chart.

SUMMARY OF PARTICIPLE FORMS²

FORMS	ACTIVE	PASSIVE
The general forms do not indicate time; time is determined by the main clause verb.	verb + <i>ing</i> opening	verb + <i>ed, en, t, d</i> opened bought taken sold
The continuous form emphasizes action going on <i>right now</i> ; may also express future time.		<i>being</i> + past participle <i>being opened</i>
The perfect forms emphasize that the action happened before the time of the main clause verb.	<i>having</i> + past participle <i>having opened</i>	<i>having been</i> + past participle <i>having been opened</i>

¹ banned: forbidden

² There is a sixth participle form, the perfect continuous active: Having been playing tennis all morning, I was exhausted. It is not included here because it is not commonly used.

Participial Phrases

Participial phrases are groups of words that contain participles + other modifiers. They are used to modify nouns and pronouns as follows:

A car, speeding the wrong way down the street, struck a pedestrian.
Speeding the wrong way down the street, a car struck a pedestrian.
While crossing the street, a pedestrian was struck by a car.

- Participial phrases can be formed by reducing relative clauses and adverbial clauses.

Participial Phrases from Relative Clauses

Participial phrases are formed by reducing subject pattern relative clauses.

ADJECTIVE CLAUSES	PARTICIPIAL PHRASES
The pedestrian, who was bleeding from several wounds , waited for someone to help him.	The pedestrian, bleeding from several wounds , waited for someone to help him.
An ambulance that was summoned by a bystander came quickly.	An ambulance summoned by a bystander came quickly.

To form a participial phrase from a relative clause, delete the relative pronoun (*who*, *which*, or *that*) and change the verb to a participle. Put the word *not* at the beginning of a participial phrase to make it negative:

The car's driver, **not realizing what had happened**, continued on his way.

Position and Punctuation of Participial Phrases

Participial phrases, like relative clauses, can be restrictive (necessary) or nonrestrictive (unnecessary). If the original clause was nonrestrictive, the phrase will be also. Nonrestrictive phrases are separated from the rest of the sentence by commas. Restrictive phrases use no commas.

The position of a participial phrase in a sentence depends on whether it is restrictive or nonrestrictive.

- A restrictive participial phrase follows the noun it modifies.

Restrictive: There are twelve students **receiving awards this year**.

- A nonrestrictive phrase may precede or follow the noun it modifies.

Nonrestrictive: Teresa, **hurrying to catch a bus**, stumbled and fell.
Hurrying to catch a bus, Teresa stumbled and fell.

Caution! When you use an introductory participial phrase—one that appears at the beginning of a sentence—make certain that it modifies the noun immediately following it (which should be the subject of the sentence). If it does not, your sentence is incorrect.

Incorrect: Hoping for an "A," my exam grade disappointed me.

(The participial phrase *Hoping for an A* cannot modify *my exam grade*. A grade cannot hope.)

Correct: Hoping for an "A," I was disappointed in my exam grade.

- Sometimes the participial phrase modifies an entire independent clause. In this case, it follows the clause and requires a comma.

The team won the championship, shocking the opponents.

General Form Participles— Active Voice

The general form participle in the active voice ends in *-ing*: *crying, living, not knowing*, etc. It may come from present, past, or future tense verbs.

VERB TENSE	SENTENCE WITH RELATIVE CLAUSE	SENTENCE WITH PARTICIPIAL PHRASE
Simple present	Many students who study at this university are from foreign countries.	Many students studying at this university are from foreign countries.
Present continuous	Students who are taking calculus must buy a graphing calculator.	Students taking calculus must buy a graphing calculator.
Simple past	The team members, who looked happy after their victory, were cheered by the fans.	The team members, looking happy after their victory, were cheered by the fans.
Past continuous	The crowd, which was cheering wildly as the game ended, wouldn't leave the stadium.	Cheering wildly as the game ended, the crowd wouldn't leave the stadium.
Future	Everyone who will take the TOEFL next month must preregister.	Everyone taking the TOEFL next month must preregister.

Part III Sentence Structure

PRACTICE I

Participial Phrases— Active Voice

Rewrite each sentence, changing the relative clause into a participial phrase. Rewrite sentences 4 and 5 each in two ways: once with the participial phrase preceding and once with it following the noun it modifies. Punctuate nonrestrictive phrases.

1. Robotics is a complex field that combines electronics, computer science, and mechanical engineering.
-

2. The number of students who are studying robotics is growing.
-

3. Soon, robots that will work in assembly plants will be able to follow voice commands.
-

4. Robots, which have the ability to withstand extreme temperatures and radiation levels, can perform jobs that are too dangerous for humans.

a. _____

b. _____

5. Robots, which do not need to eat, sleep, or take restroom breaks, can work nonstop.

a. _____

b. _____

General Form Participles— Passive Voice

The general form participle in the passive voice is the “past participle” or third form of a verb: *opened, spoken, sold, cut*. This form is made from both present and past tense verbs.

VERB TENSE	SENTENCE WITH RELATIVE CLAUSE	SENTENCE WITH PARTICIPIAL PHRASE
Simple present	Lab reports that are not handed in by Friday will not be accepted.	Lab reports not handed in by Friday will not be accepted.
Simple past	The prisoner, who was surrounded by guards, walked calmly to his execution.	The prisoner, surrounded by guards, walked calmly to his execution. Surrounded by guards, the prisoner walked calmly to his execution.

**Continuous
Form
Participles**

Using the continuous form participle emphasizes that the action is happening now (or, less frequently, in the future). Make the continuous form with *being* + a past participle: *being shown, being held*.

VERB TENSE	SENTENCE WITH RELATIVE CLAUSE	SENTENCE WITH PARTICIPIAL PHRASE
Present continuous	A law that is currently being debated concerns abortion rights.	A law currently being debated concerns abortion rights.
Past continuous	The signs that were being posted around campus support abortion rights.	The signs being posted around campus support abortion rights.
Future	A movie that will be shown tomorrow was made by an anti-abortion group.	A movie being shown tomorrow was made by an anti-abortion group.

PRACTICE 2

*Participial Phrases—
Passive Voice*

Rewrite each sentence, changing the relative clause to a participial phrase. Use continuous form participles to express actions that are happening *right now*; otherwise, use general form participles. Since the relative clauses in these sentences are all restrictive, no commas are necessary.

1. Computer programs that are known as expert systems will combine textbook knowledge and rules of experience to make decisions.
-

2. Computers that are programmed to diagnose¹ diseases accurately are important tools for doctors.
-

3. The uses of artificial intelligence that are now being suggested have created excitement around the world.
-

4. Robots that are currently being designed will do many dangerous jobs.
-

5. A robot that was built to work outside spaceships functioned perfectly during its first assignment.
-

¹diagnose: identify

Part III Sentence Structure

Perfect Form Participles

Participles in perfect forms emphasize the completion of an action that takes place before the action of the main verb. There are both active forms (*having + a past participle*) and passive forms (*having been + a past participle*). Both present perfect or past perfect verbs can be changed into perfect form participles.

Active: having discovered Passive: having been discovered

VERB TENSE	SENTENCE WITH RELATIVE CLAUSE	SENTENCE WITH PARTICIPIAL PHRASE
Present perfect (active)	The secrets of the universe, which have fascinated people for centuries, are slowly being revealed.	The secrets of the universe, having fascinated people for centuries, are slowly being revealed.
Past perfect (passive)	The film, which had been shown too often in movie theaters, did not attract a large television audience.	The film, having been shown too often in movie theaters, did not attract a large television audience.

PRACTICE 3

Participial Phrases—The Perfect Forms

Rewrite each sentence by changing the relative clause to a participial phrase. Since all of the clauses in these sentences are nonrestrictive, use commas. Write three of the sentences with the participial phrase positioned at the beginning of the sentence.

1. Women around the world, who have traditionally been without political power, are beginning to gain influence in politics and government.
-

2. England, which has been ruled by queens several times in its history, elected a woman prime minister in 1979.
-

3. On the other hand, voters in the United States, who have not experienced strong female leaders at the national level, may never elect a woman president.
-

4. Both India and Pakistan, which have elected women prime ministers in the past, are more progressive in this area than the United States.
-

5. Indira Ghandi, who had been raised in a political family, became one of India's most powerful leaders.
-

PRACTICE 4

Participial Phrases—Mixed Forms

Rewrite the following sentences, changing the relative clauses to participial phrases. Use the appropriate participle form (active or passive—general, continuous, or perfect), and use the same punctuation (commas or no commas) as in the original sentences. If it is possible, write each sentence twice: once with the participial phrase after the noun it modifies and once with the participial phrase at the beginning of the sentence.

Example

Alaska, which was purchased from Russia in 1867, became the 49th state of the United States in 1959.

- a. Alaska, purchased from Russia in 1867, became the 49th state of the United States in 1959.
 - b. Purchased from Russia in 1867, Alaska became the 49th state of the United States in 1959.
1. The purchase of Alaska, which was negotiated by Secretary of State Seward, became a good investment.
- a. _____
 - b. _____
2. The people of the United States, who did not understand the value of the purchase, called it "Seward's Folly."¹
- a. _____
 - b. _____
3. The state, which was once connected to Asia by a land bridge, is now separated from it by only a few miles of water.
- a. _____
 - b. _____
4. The ancient inhabitants of Alaska, who had migrated across this land bridge from Asia, can be considered distant cousins of modern Asians.
- a. _____
 - b. _____
5. The Eskimos, who have lived in Alaska for millions of years, have adapted well to their harsh environment.
- a. _____
 - b. _____
6. The Eskimos have to live in cold and darkness most of the year, which causes them to develop a lively sense of humor and a hospitable² attitude.
- a. _____
 - b. _____

¹ **folly:** silly act; foolishness

² **hospitable:** welcoming; friendly toward strangers

Part III Sentence Structure

7. The Eskimos, who had been hunters and fishermen before the arrival of the Europeans, are experiencing a difficult time adapting to modern ways.
- a. _____

 b. _____

8. A problem that is being discussed by the Alaskan government concerns the rights of Alaska's natives.
- a. _____

 b. _____

9. Eskimos who want to preserve their traditional way of life do not care about the modern world.
- a. _____

 b. _____

10. On the other hand, Eskimos who want to improve their standard of living hope that they can combine both worlds—old and new.
- a. _____

 b. _____

You can use participial phrases to improve your writing style. When your essays contain too many relative clauses, change some of them to participial phrases. Occasionally using participial phrases at the beginning of sentences is considered especially mature style.

EDITING PRACTICE*Participles and Participial Phrases*

- A. Edit the following short autobiography¹ for errors in participles and participial phrases. You should make 5 changes. Look for these kinds of errors:

An incorrect participle form was used:	Confused <i>Confusing</i> by the question, I answered incorrectly.
A participial phrase at the beginning of a sentence doesn't modify the following noun:	Having worked around cars all my life, my auto mechanics class was quite easy. (Can an auto mechanics class work?) Corrected: Having worked around cars all my life, I found my auto mechanics class to be quite easy.

¹ **autobiography:** a person's life story written by the person

A Short Autobiography

Born on November 12, 1980, in a medium-sized town in the mountains of Peru, I learned responsibility at an early age. My family, consisted of my father, my mother, and seven younger brothers and sisters, is quite large. Being the oldest daughter, my responsibilities were many. I helped my mother at home with the cooking and cleaning, and I was almost like a second mother to my younger siblings. By the time I was ten years old, I had learned how to soothe a crying baby, how to bandage an injuring knee or elbow, and especially how to get a boring schoolchild to finish his or her homework. Having been helped my brothers and sisters with their homework for so many years, I have developed a love of teaching. I hope to get a college degree in elementary education and teach either math or science in my hometown in Peru.

- B. Write five sentences about yourself, using a participial phrase in each.

Example

Having six older brothers, I have always been interested in sports.

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

Participial Phrases from Adverbial Clauses

Participial phrases can also be formed from adverbial clauses. Time and reason clauses introduced by the subordinators *after*, *while*, *when*, *before*, *since*, *because*, and *as* can be reduced to participial phrases if the subjects of both the adverbial and independent clauses are the same.

To change an adverbial clause to a participial phrase, follow these steps:

STEP 1 Make sure that the subject of the adverbial clause and the subject of the independent clause are the same.

While **technology creates new jobs in some sectors of the economy, it takes away jobs in others.**

STEP 2 Delete the subject of the adverbial clause. If necessary, move it to the subject position in the independent clause.

While **technology creates new jobs in some sectors of the economy, it takes away jobs in others.**

Part III Sentence Structure

STEP 3 Change the adverbial clause verb to the appropriate participle.

While **creating** new jobs in some sectors of the economy, technology takes away jobs in others.

STEP 4 Delete or retain the subordinator according to the following rules:

- Retain *before*, and retain *since* when it is a time subordinator.
- Delete all three reason subordinators *because*, *since*, and *as*. Delete *as* when it is a time subordinator.
- Retain *after*, *while*, and *when* if the participial phrase follows the independent clause. When the phrase is in another position, you may either retain or delete these subordinators.

A participial phrase from an adverbial clause may occupy several positions in a sentence. If a participial phrase from a reduced adverbial clause comes in front of or in the middle of the independent clause, punctuate it with commas. If it comes after the independent clause, do not use commas.

The following examples show you some of the possible variations of this structure. Note: There are many instances in which the "rules" given in the four steps above do not apply. The "rules" are only general guidelines and do not cover every situation.

Reducing Adverbial Clauses to Participial Phrases

Retain <i>before</i> <i>since</i> (time)	<p>Before a student chooses a college, he or she should consider several factors.</p> <p>Before choosing a college, a student should consider several factors.</p> <p>A student should consider several factors before choosing a college.</p> <p>Carlos hasn't been back home since he came to the United States three years ago.</p> <p>Since coming to the United States three years ago, Carlos hasn't been back home.</p> <p>Carlos hasn't been back home since coming to the United States three years ago.</p>
Delete <i>because</i> <i>since</i> <i>as</i> (reason) <i>as</i> (time)	<p>Because (Since/As) Carlos came from a very conservative family, he was shocked at the American system of coed¹ dormitories.</p> <p>Coming from a very conservative family, Carlos was shocked at the American system of coed dormitories.²</p> <p>As he gradually got used to American customs, he became less homesick.</p> <p>Gradually getting used to American customs, he became less homesick.</p>

¹ coed: shared by men and women

² Placing the participial phrase at the end of the sentence does not work well in this example: Carlos was shocked at the American system of coed dormitories coming from a very conservative family. It sounds as if the dormitories come from a conservative family.

Retain or delete	
<i>after</i>	<p>After he had passed the TOEFL exam, he became a freshman at his college.</p> <p>After passing the TOEFL exam,³ he became a freshman at his college.</p> <p>Having passed the TOEFL exam, he became a freshman at his college.</p> <p>He became a freshman at his college after passing the TOEFL exam.³</p>
<i>while</i>	<p>While he was preparing for the TOEFL, he lived with an American family.</p> <p>While preparing for the TOEFL, he lived with an American family.</p> <p>Preparing for the TOEFL, he lived with an American family.</p> <p>He lived with an American family while preparing for the TOEFL.</p>
<i>when</i>	<p>When he was asked about his life in the United States, he said that he was enjoying himself, but that he was a little homesick.</p> <p>When asked about his life in the United States, he said that he was enjoying himself, but that he was a little homesick.⁴</p> <p>Asked about his life in the United States, he said that he was enjoying himself, but that he was a little homesick.</p>

PRACTICE 5

Reducing Adverbial Clauses to Participial Phrases

- A. Rewrite the following sentences, changing the adverbial clause in each to a participial phrase. If possible, write the sentence in more than one way.

1. Before I left home, I promised my parents that I would return.

2. Since I made that promise four years ago, I have thought about it often.

3. Since I am the eldest son, I am responsible for taking care of my parents.

4. As they grow older, they will need my assistance.

³ The perfect form, *After having passed the TOEFL exam*, is not necessary because the word *after* already indicates the time relationship.

⁴ Placing the participial phrase at the end of the sentence results in awkwardness: He said that he was enjoying himself, but that he was a little homesick when asked about his life in the United States. It sounds as if he is homesick only when he is asked about his life in the United States.

Part III Sentence Structure

5. After I had received my B.A., I went to graduate school for two years.
Having received my B.A.
After receiving my B.A.
6. While I was studying at the University of Chicago, I enjoyed living in a big city.
While studying at the
Studying at
7. When I think about my future, I always remember my promise.
When thinking about
Thinking about

B. Write three sentences of your own, using a participial phrase in each one.

1. _____
 2. _____
 3. _____

Review

These are the important points you should have learned from this chapter.

- I. Participles are adjectives formed from verbs. Some participles are from active voice verbs:

The baby cried.	... the crying baby
The speaker bored the audience.	... the boring speaker

Some participles are from passive voice verbs:

The soldier was wounded.	... the wounded soldier
The audience was bored by the speaker.	... the bored audience

The five commonly used participle forms and the times they indicate are shown in the following chart:

PARTICIPLE FORMS

FORMS	ACTIVE	PASSIVE
General—no time indicated	speaking	spoken
Continuous—current time (right now) and future		being spoken
Perfect—time before that of the main verb	having spoken	having been spoken

2. Participial phrases may be formed by reducing relative clauses.

The audience, which was listening intently to the music, failed to notice the fire that started to smolder¹ in the back of the auditorium.

The audience, listening intently to the music, failed to notice the fire starting to smolder in the back of the auditorium.

- A nonrestrictive participial phrase may precede or follow the noun it modifies and is set off by commas.

The audience, listening intently to the music
Listening intently to the music, the audience ...

- A restrictive participial phrase must follow the noun it modifies and is not set off by commas.

... the fire starting to smolder in the back of the auditorium.

- A nonrestrictive participial phrase may also modify an entire sentence, in which case it comes at the end of the sentence and is set off by a comma.

The building collapsed, killing three firefighters.

3. Participial phrases may also be reduced from time and reason adverbial clauses.

- a. Participial phrases reduced from time clauses may occupy various positions in a sentence, and the time subordinators are sometimes deleted and sometimes retained.

Time clauses:

Since I arrived ...

After they had finished ...

Participial phrases:

Since arriving ...

After finishing ...

Having finished ...

- b. Participial phrases reduced from reason clauses may come before or after the independent clause in a sentence. Reason subordinators are always deleted.

Reason clauses:

Because I wanted ...

As he had been warned ...

Participial phrases:

Wanting ...

Having been warned ...

¹smolder: burn without flame

Part III Sentence Structure

EDITING PRACTICE

*Using Participial
Phrases to Improve
Your Writing*

Improve the following short essay by changing some of the adjective and adverbial clauses to participial phrases. There are nine places where such changes can be made.

Global Warming

One of the biggest problems that faces humankind in the next few decades is the problem of global warming. In the past 150 years, global temperatures have risen approximately 1°C (1.8°F). The year 1998 was the warmest year that was ever recorded. If temperatures continue to rise, the consequences could be catastrophic. As the earth's temperature rises, polar ice will melt, which will cause the water level of the oceans to rise. Rising ocean levels, in turn, will cause flooding along the coasts. Global warming will also cause major changes in climate that will affect agriculture. For example, crops that were previously grown in Guatemala may not do so well because it will become too hot.

Because they believe that the increase in carbon dioxide in the earth's atmosphere is the primary cause of global warming, scientists have urged immediate action to decrease CO₂ levels. They have asked the world's governments to write an agreement that will control the amount of carbon dioxide that is released into the atmosphere. After each government signs such an agreement, each government will have to enforce it. Brazilians, for example, will have to stop burning their rain forests, and Americans will have to stop driving their gas-guzzling SUVs.¹

WRITING PRACTICE

Participial Phrases

Write a paragraph or two about yourself, and include at least three participial phrases in your composition. You may write facts about your family background, your education, and your career goals, or you may write more personal information—your characteristics, your likes and dislikes, your dreams and goals, etc. Use "A Short Autobiography" on page 239 as a model.

¹ SUVs: sport utility vehicles, a popular type of automobile that uses a lot of gas

APPENDIX



Punctuation

Using correct punctuation is important because punctuation conveys meaning just as words do. Consider these two sentences:

Eat children.

Eat, children.

Both sentences are commands, but the first sentence would be correct only in a society of cannibals!¹ Learn and practice the rules of punctuation until you are confident about using them correctly.

Commas²

Commas are sometimes troublesome to learners of English because they are used differently in other languages. There are many comma rules in English, but you may remember them more easily if you realize that they can be organized into just four main groups: **introducers**, **coordinators**, **inserters**, and **tags**. Each group of commas relates to independent clauses in a particular way, except the coordinator group. Coordinator commas link not just independent clauses, but *any* coordinate (equal) elements in a sentence.

Study the examples for each comma group, and notice the kinds of elements that can be introducers, coordinators, inserters, and tags.

INTRODUCER COMMAS	An introducer comma follows any element that comes in front of the first independent clause in a sentence. _____ , INDEPENDENT CLAUSE
Words	Therefore , I plan to quit smoking. Nervously , I threw away my cigarettes.
Phrases	As a result , I feel terrible right now. After sixteen years of smoking , it is not easy to quit. Having smoked for sixteen years , I find it difficult to quit.
Dependent clauses	Because I have a chronic cough , my doctor recommended that I quit immediately.
Direct quotations	"Stop smoking today," she advised.

¹ **cannibals:** people who eat human flesh

² Our thanks to Anne Katz of ARC Associates, Oakland, California, for permission to adapt her presentation of comma rules.

Appendix A Punctuation

COORDINATOR COMMAS	Together with a coordinating conjunction, a comma links coordinate (equal) elements in a sentence.
Compound sentence with 2 independent clauses	coord. INDEPENDENT CLAUSE , conj. INDEPENDENT CLAUSE . She has a good job, yet she is always broke. They were tired, so they went home early.
Series of 3 or more items:	□ , □ , □ , or □ . and but
Words	He doesn't enjoy skiing, ice-skating, or sledding. Cecille speaks English, Spanish, French, and Creole. (No comma with only 2 items: Chen speaks Mandarin and Taiwanese.)
Phrases	A nurse has to work at night, on weekends, and on holidays. We ran into the airport, checked our luggage, raced to the boarding gate, gave the attendant our boarding passes, and collapsed in our seats.

INSERTER COMMAS	An inserter comma is used before and after any element that is inserted into the middle of an independent clause. INDEPENDENT , CLAUSE .
Words	My uncle, however, refuses to quit smoking.
Phrases	My father, on the other hand, has never smoked. There's no point in living, according to my uncle, if you don't do what you enjoy.
Nonrestrictive phrases and clauses	My aunt, his wife, died of lung cancer. My cousins, grieving over their mother's death, resolved never to smoke. My mother, who just celebrated her fiftieth birthday, enjoys an occasional cigarette.
Reporting verbs in direct quotations	"I've tried to quit dozens of times," she says, "but can't."

TAG COMMAS	A tag comma is used when adding certain elements to the end of a sentence. INDEPENDENT CLAUSE , _____.
Words	My uncle believes in drinking a daily glass of wine, too. He appears to be in good health, however.
Phrases	He swims for an hour every day, for example. He also plays tennis, beating me most of the time
Tag questions	It isn't logical, is it?
Direct quotations	He laughs as he says, "I will outlive all of you."

PRACTICE 1*Using Commas*

STEP 1 Add commas wherever they are necessary. (Not all sentences need them, and some sentences need more than one.)

STEP 2 Name the function of each comma (introducer, coordinator, inserter, or tag).

Function

- _____ 1. The advertising industry which is one of the largest industries in the United States employs millions of people and spends billions of dollars.
- _____ 2. A company that wants to be successful must spend a great deal of money to advertise its products.
- _____ 3. Advertising is essential to the free enterprise system yet it can sometimes be very annoying.
- _____ 4. Every minute of the day and night people are exposed to ads on television on billboards in the newspapers and in magazines.
- _____ 5. You can't even avoid advertising in the privacy of your own car or your own home for advertisers have begun selling their products in those places too.
- _____ 6. In the last few years advertising agencies have started to hire young people to hand out circulars on street corners and in parking lots.
- _____ 7. You can often find these circulars stuck on your windshield thrust¹ through the open windows of your car stuffed in your mailbox or simply scattered on your front doorstep.
- _____ 8. Because Americans are exposed to so much advertising they have become immune² to it.
- _____ 9. As a result advertisers have to make louder commercials use brighter colors and hire sexier models to catch the public's attention.

¹ **thrust:** pushed forcefully

² **immune:** cannot be affected

Appendix A Punctuation

- _____ 10. Many people object to commercials that use sex as a sales strategy.
- _____ 11. Sexy commercials that sell everything from toothpaste to automobiles seem to imply that you will become sexier if you buy the product.
- _____ 12. Sex is used in many cigarette and liquor ads for example.
- _____ 13. The women in such ads are often dressed in revealing clothes and are surrounded by handsome men and the men in such ads are always extremely handsome and virile.
- _____ 14. As everyone knows smoking and drinking do not make you sexy or virile.
- _____ 15. On the contrary drinking makes you fat and smoking makes you sick.
- _____ 16. Recently smoking was banned in most public places in the United States.
- _____ 17. Many people opposed the law but it finally passed.
- _____ 18. Smoking is now prohibited in hospitals airports stores offices and even some restaurants.
- _____ 19. Many states however still allow smoking in bars.
- _____ 20. Anti-smoking groups want to ban smoking in those places too.

Semicolons

Using **semicolons** is not difficult if you remember that a semicolon (;) is more like a period than a comma. It is a very strong punctuation mark. Semicolons are used in three places:

1. Between two sentences that are closely connected in idea
2. Before conjunctive adverbs and some transitional phrases
3. Between items in a series if the items themselves contain commas

Between Sentences

Use a semicolon at the end of a sentence when the following sentence is closely connected in meaning. You could also use a period, but when the sentences are connected in meaning, it is better to use a semicolon.

Independent clause ; independent clause.

Alice is going to Harvard; she isn't going to M.I.T.
 Computer use is increasing; computer crime is, too.
 The meeting adjourned¹ at dawn; nothing had been accomplished.

¹ adjourned: ended



Before Connectors

Use a semicolon before conjunctive adverbs such as *however*, *therefore*, *nevertheless*, *moreover*, and *furthermore*. You may also use a semicolon before some transition phrases such as *for example*, *as a result*, *that is*, *in fact*, etc.

conjunctive
adverb or
Independent clause ; transition , independent clause.
phrase

Skiing is dangerous; nevertheless, millions of people ski.

I have never been to Europe; in fact, I have never been outside my country.

Between Items in a Series

Semicolons may be used to separate items in a series when some of the items already contain commas.

I cannot decide which car I like best: the Ferrari, with its quick acceleration and sporty look; the midsize Ford Taurus, with its comfortable seats and ease of handling; or the compact Geo, with its economical fuel consumption.

PRACTICE 2

Using Semicolons and Commas

A. STEP 1 The following sentences need semicolons and commas; add the correct punctuation in the appropriate places.

STEP 2 In the space provided at left, indicate whether the semicolon is

1. Before two closely connected sentences
2. Before a conjunctive adverb or a transition phrase
3. Between items in a series if the items already contain commas

Example

2 Professor Smith is at a conference; however, Dr. Jones, who is the department chairman, will be glad to see you.

- 1. Grace works for a prestigious law firm she is their top criminal lawyer.
- 2. My favorite leisure-time activities are going to movies especially musicals reading novels² especially stories of love and adventure listening to music both rock and classical and participating in sports particularly tennis and volleyball.
- 3. The future of our wild animals is uncertain for example illegal shooting and chemical poisoning threaten the bald eagle.³
- 4. Homework is boring therefore I never do it.
- 5. The freeways are always crowded during the busy rush hours nevertheless people refuse to take public transportation.

² novels: fiction books

³ bald eagle: a large bird of prey, symbol of the United States

Appendix A Punctuation

- 6. The Smiths' marriage should succeed they share the same interests.
- 7. Hoping that he would pass the course he stayed up all night studying for the final exam unfortunately he overslept and missed the test.
- 8. In general I enjoy my English class the amount of homework our teacher assigns is definitely not enjoyable however.
- 9. If you are a college student, an average day is filled with challenges: you have to avoid running into Professor Jones whose class you missed because you overslept you have to race across the campus at high speed to reach your next class which is always at the other side of the campus and you have to secretly prepare your homework assignment during class hoping all the time that the teacher won't catch you.

B. Punctuate the following sentences by adding semicolons and commas. Use semicolons wherever possible.

1. My bus was late therefore I missed my first class.
2. The politician was discovered accepting bribes as a result his political career was ruined.
3. My father never cries in fact he never shows any emotion at all.
4. The restaurant was closed consequently we went home to eat.
5. Some people feel that grades are unnecessary on the other hand some people feel that grades motivate students.
6. Technology is changing our lives in insidious¹ ways for example the computer is replacing human contact.
7. The computer dehumanizes business nevertheless it has some real advantages.
8. Writing essays is easy it just takes a little practice.
9. Americans love pets every family seems to have at least one dog or cat.
10. The life expectancy of Americans is increasing for example the life expectancy of a man born today is 77.2 years which is an increase of 26.12 years since 1900.
11. Your proposal is a good one however I do not completely agree with your final suggestion.
12. Efficiency is a highly prized quality among Americans it has almost attained the status of a moral attribute.²

C. Write one original sentence for each of the three rules for using semicolons:

1. Between closely connected sentences
2. Before conjunctive adverbs and some transition phrases
3. Between items in a series

¹ **insidious:** secretly harmful

² **attribute:** characteristic; quality

Colons

A colon (:) can be used in five ways:

Lists

Use a colon to introduce a list.

Libraries have two kinds of periodicals: bound periodicals and current periodicals.

I need the following groceries: eggs, milk, and coffee.

The causes of the U.S. Civil War were as follows: the economic domination of the North, the slavery issue, and the issue of states' rights versus federal intervention.

Note: Do not use a colon to introduce a list after the verb *to be* unless you add *the following* or *as follows*.

To me, the most important things in life are health, happiness, good friends, and a lot of money.

To me, the most important things in life are the following: health, happiness, good friends, and a lot of money.

Long Quotations

Use a colon to introduce a quotation longer than three lines. This type of quote is indented on both sides, and no quotation marks are used.

As Albert C. Baugh and Thomas Cable state in their book, *The History of the English Language*:

There is no such thing as uniformity in language. Not only does the speech of one community differ from that of another, but the speech of different individuals of a single community, even different members of the same family, is marked by individual peculiarities.³

Subtitles

Use a colon between the main title and the subtitle of a book, article, or play.

A popular book on nonverbal communication is Samovar and Porter's *Intercultural Communication: A Reader*.

The name of an article from the *New York Times* is "Space Stations: Dream or Reality?"

Time

Use a colon between the numbers for hours and minutes when indicating the time of day.

Helen left the class at 12:30.

Our plane arrived at 1:40, six hours late.

Formal Salutations

Use a colon after the salutation of a formal letter.

Dear Professor Danielson:

Dear Sir or Madam:

Dear Ms. Smith:

To Whom It May Concern:

In informal letters, a comma is more appropriate.

Dear Mom,

Dear Mark,

³ **peculiarities:** strange characteristics

PRACTICE 3

Using Punctuation Marks

Quotation Marks

Quotation marks [“...”] have three basic functions:

Direct Quotations

Use quotation marks to enclose a direct quotation that is shorter than three lines. A direct quotation states the *exact* words of a speaker.

Punctuation with quotation marks can be a little tricky. Here are some rules to follow:

1. Periods and commas go inside quotation marks.
"I thought he was responsible," he said, "but he isn't"
 2. Colons and semicolons go outside quotation marks.
"Give me liberty or give me death": these are immortal¹ words.
 3. Exclamation points (!) and question marks (?) go inside quotation marks if they are a part of the quotation; otherwise, they go outside.
"Is it eight o'clock?" she asked.
Did she say, "It's eight o'clock"?
 4. When a quoted sentence is divided into two parts, the second part begins with a small letter unless it is a new sentence.
"I thought he was responsible," he said, "but he isn't."
"I think he is responsible," he said. "Look at his fine work."
 5. Use single quotation marks (' . . . ') to enclose a quotation within a quotation.
As John F. Kennedy reminded us, "We should never forget the words of Martin Luther King, Jr., who said, 'I have a dream.'"

¹ immortal: long-remembered

Unusual Words

Use quotation marks to enclose foreign words or words that are used in a special or uncommon way.

A lot of people talk about "machismo" these days, but few people really know what it means.

The "banquet" turned out to be no more than hot dogs and soft drinks.

Titles

Use quotation marks to enclose the titles of articles from periodical journals, magazines, and newspapers; chapters of books; short stories; poems; and songs.

In the article "The Future of Space," published in the July 19, 1974, issue of *Scientific American*, the authors explore the possibility of manned space stations.

The New York Times recently published an article entitled "Space Stations: Dream or Reality?" in which the potential of space cities in orbit was discussed.

Note: The titles of books, journals, magazines, newspapers, and movies should be underlined or italicized.

PRACTICE 4*Using Quotation Marks*

Get a copy of any newspaper and write a paragraph about any article. Copy five quotations from the article. Mention the name of the newspaper and the article in your sentence and include the name of the speaker or writer.

PRACTICE 5

Add punctuation to the following paragraphs.

Aging

People are more likely to live long enough to get old in wealthy countries than in poor countries. In rich countries people have nutritious food modern medical care good sanitation and clean drinking water but poor countries lack these things. As a result the mortality rate especially infant mortality is very high. Citizens of Ethiopia and Yemen which are two of the world's poorest countries have an average life expectancy of 35–39 years. Citizens of Japan Norway Iceland and Sweden in contrast have an average life span of more than 75 years. Japan has the highest Yemen has the lowest. One exception is Saudi Arabia one of the world's wealthiest nations. Having an average life expectancy of 45–49 years Saudi Arabians live about as long as Bangladeshis and Cambodians. Surprisingly the United States is not among the highest-rated nations having an average life expectancy of only 70–74 years.

Compared to other mammals humans have a relatively long life span. The average life span of elephants is 70 years of dogs 18 years of cats 14 years and of horses 20 years. The life spans of other species are as follows eagles parrots and owls 60 years parakeets 12 years guppies 5 years and box tortoises 100 years. Some plants such as trees live much longer than animals. Redwood trees for example live more than 3,000 years and bristlecone pine trees can live over 4,000 years.

The life expectancy of people who live in industrialized societies is increasing rapidly in fact it has doubled in the past one hundred years. When comparing males and females one finds that women generally live longer than men. The oldest person in the world until recently was a French woman Jeanne Calment. At her death in 1997 Madame Calment was both blind and deaf but had not lost her sharp wit for which she had become quite famous. Asked what kind of future she expected she replied a very short one. Bragging about her smooth skin she said I've only had one wrinkle in my life and I'm sitting on it.

APPENDIX

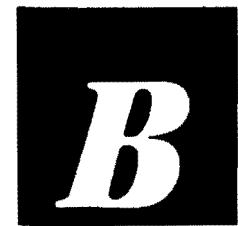


Chart of Transition Signals

MEANING/ FUNCTION	SENTENCE CONNECTORS ¹	CLAUSE CONNECTORS		OTHERS (ADJECTIVES, VERBS, AND PREPOSITIONS)
		COORDINATORS ²	SUBORDINATORS	
To introduce a similar additional idea	also besides furthermore in addition moreover too	and nor ("and not")		another an additional
To compare things	also likewise similarly too	and both ... and not only ... but also neither ... nor	as just as	as . . . as like/alike just like similar to be alike be similar
To introduce an opposite idea, and to contrast things	however in contrast instead in/by comparison nevertheless nonetheless on the other hand on the contrary still	but yet	although even though though whereas while	despite in spite of compared to/with be different (from) be dissimilar be unlike differ (from)

(Chart continues on the next page.)

¹ includes conjunctive adverbs

² includes correlative conjunctions

Appendix B Chart of Transition Signals

MEANING/ FUNCTION	SENTENCE CONNECTORS	CLAUSE CONNECTORS		OTHERS (ADJECTIVES, VERBS, AND PREPOSITIONS)
		COORDINATORS	SUBORDINATORS	
To introduce an example	for example for instance			such as like an example of
To emphasize	in fact			
To explain and restate	indeed that is			
To introduce an alternative	otherwise	or	if unless	
To signal chronological order	first, second, etc. first of all then, next now, then, soon last, finally meanwhile gradually after that since then		after as as soon as before since until when while	the first, the second the next, the last, the final before lunch after the war since 19__ in the year 20__ (any time expression)
To indicate order of importance	above all first and foremost more/most importantly/ significantly primarily			a more important the most important the second most significant the primary,
To introduce – a cause or reason		for	because since as	result from be the result of due to because of the effect of the consequence of as a result of as a consequence of

Appendix B Chart of Transition Signals

MEANING/ FUNCTION	SENTENCE CONNECTORS	CLAUSE CONNECTORS		OTHERS (ADJECTIVES, VERBS, AND PREPOSITIONS)
		COORDINATORS	SUBORDINATORS	
To introduce an effect or result	accordingly as a result as a consequence consequently hence, thus therefore	so		result in cause have an effect on affect the cause of the reason for
To conclude	all in all in brief in conclusion in short in summary indeed			It is clear that ... We can see that ... The evidence suggests that ... These examples show that ...

APPENDIX



Writing under Pressure

Writing under Pressure assignments give you practice in thinking and writing quickly, as you will have to do during essay examinations. Your goal is to complete each paragraph within twenty minutes, which is about the average time you might have to answer a typical essay question. For each Writing under Pressure assignment, follow this procedure:

1. Brainstorm for ideas by listing, clustering, or freewriting.
2. Make a simple outline.
3. Write a rough draft.
4. Check over your paragraph twice, once for content and organization and once for grammar and mechanics.
5. Make any necessary corrections before you hand it in.

Suggested Time Limits	
Brainstorming	5 minutes
Outlining	3 minutes
Writing	10 minutes
Checking	2 minutes
Total time	20 minutes

Topics	
1. Your favorite place	
2. A goal in your life	
3. One problem you have	
4. A perfect student/teacher/friend	
5. An unusual pet	
6. Your favorite leisure-time activity	
7. The most exciting day in your life	
8. The worst day in your life	
9. An important person in your life	

Appendix C Writing Under Pressure

- 10.** A present or past job you have had
- 11.** The perfect job
- 12.** The perfect husband/wife/parent
- 13.** Your best friend
- 14.** A bad habit
- 15.** Important events in your life
- 16.** Compare two family members or two friends
- 17.** Make a generalization about one of the following groups of people:

Americans	Artists	Engineers
English teachers	Rock musicians	Politicians
Mothers	Astronauts	Teenagers

Then write a paragraph supporting your opinion with specific supporting details. Examples of generalizations about Americans are as follows:

Americans are generally punctual.

Americans, in general, eat a lot of fast food.

APPENDIX



Correction Symbols

Meaning	Incorrect	Correct
P. punctuation	I live, ^{P.} and go to school here. ^{P.} Where do you work. ^{P.}	I live and go to school here. Where do you work?
O word missing	I ^o working in a restaurant.	I am working in a restaurant.
Cap. capitalization	It is located at main and baker ^{Cap.} streets in the ^{Cap.} City.	It is located at Main and Baker Streets in the city.
V.t. verb tense	I never <u>work</u> as a cashier until ^{v.t.} I <u>get</u> a job there.	I had never worked as a cashier until I got a job there.
Agr. subject-verb agreement	The manager <u>work</u> hard. ^{agr.} There <u>is</u> five employees.	The manager works hard. There are five employees.
C make one word or sentence	Every <u>one</u> works hard. We work together. So we have become friends.	Everyone works hard. We work together, so we have become friends.
Sp. spelling	The <u>maneger</u> is a woman.	The manager is a woman.
Pl. plural	She treats her employees like <u>slave</u> . ^{pl.}	She treats her employees like slaves.
X unnecessary word	My boss she watches everyone all the time.	My boss watches everyone all the time.
W.F. wrong word form	Her voice is <u>irritated</u> . ^{w.f.}	Her voice is irritating.
W.W. wrong word	The food is delicious. <u>Besides</u> , the restaurant is always crowded. ^{w.w.}	The food is delicious. Therefore, the restaurant is always crowded.

Appendix D Correction Symbols

	Meaning	Incorrect	Correct
<i>ref.</i>	pronoun reference error	The restaurant's specialty is fish. <i>ref.</i> They are always fresh. The food is delicious. Therefore, <i>it</i> is always crowded.	The restaurant's specialty is fish. It is always fresh. The food is delicious. Therefore, the restaurant is always crowded.
<i>W</i>	wrong word order	Friday <u>always</u> is our busiest night.	Friday is always our busiest night.
<i>RO</i>	run-on	Lily was fired she is upset. OR Lily was fired, <i>she</i> is upset.	Lily was fired, so she is upset. Lily was fired; therefore, she is upset. Because Lily was fired, she is upset. Lily is upset because she was fired.
<i>CS</i>	comma splice (incorrectly joined independent clauses)		
<i>FRAG</i>	fragment (incomplete sentence)	She was fired. <u>Because she was always late.</u>	She was fired because she was always late.
<i>T</i>	add a transition	She was also careless. She frequently spilled coffee on the table.	She was also careless. For example, she frequently spilled coffee on the table.
<i>S.</i>	subject	Is open from 6:00 P.M. until the last customer leaves.	The restaurant is open from 6:00 P.M. until the last customer leaves.
<i>V.</i>	verb	The employees <u>on</u> time and work hard.	The employees are on time and work hard.
<i>prep.</i>	preposition	We start serving dinner <u>at</u> 6:00 P.M.	We start serving dinner at 6:00 P.M.
<i>conj.</i>	conjunction	The garlic shrimp, fried clams, <i>and</i> broiled lobster are the most popular dishes.	The garlic shrimp, fried clams, and broiled lobster are the most popular dishes.
<i>art.</i>	article	Diners expect <u>a</u> glass of water when they first sit down <u>at</u> table.	Diners expect a glass of water when they first sit down at the table.
<i>P</i>	Symbol for a paragraph		

Index

Academic writing process of, 2–15, 82
audience, purpose, tone, 2–3
review of, 15
writing process. *See* Process of writing

Adjective clauses. *See* Relative clauses

Adverbial clauses, 194–208
of concession, 202–203
of contrast (direct opposition), 203–204
definition of, 194–195
of distance, 198–199
of frequency, 198–199
of manner, 198–199
of place, 197–198
punctuation of, 195, 203
of reason, 199–200
of result, 200–201
review of, 204–208
subordinators, chart of, 195–196
of time, 196–197
types of, 195–204

Adverbial relative clauses, 223–225

Adverbs
conjunctive. *See* Conjunctive adverbs
relative, 210, 223–225

Assignment format, finished, 18–19

Audience, 2–3

Block organization
cause and effect, 130–133
comparison and contrast, 147–149

Body, of essay, 101, 102
outlining, 108–109

Brackets, use in quotations, 85

Brainstorming, 4–8
clustering, 8
freewriting, 6–7
listing, 4–6

Business letter format, 192–193

Cause and effect essay, 130–140
organization of, 130–135
structure words for, 135–140

Chain organization, 130–131, 134–136

Checklist, peer editing
essay, 120
paragraph, 29, 39, 55, 70, 81, 98

Choosing and narrowing a topic, 3–4

Choppy sentences, 171–172

Chronological order, 57–61, 122–126
essay, 122–126
dramatic introduction, 125
organization for, 124
thesis statements for, 125–126

paragraph, 57–61
topic sentences for, 58–59
transition signals for, 59–60, 124–125

Citations, in-text, 96–97

Clause connectors, 46–47, 153–154
charts of, 45, 154, 255–257
coordinating conjunctions (coordinators), 46
subordinating conjunctions (subordinators), 47

Clauses, 152–153. *See also* Sentences
adverbial, 194–208
definition of, 152
dependent, 47, 153, 160–161
independent, 46, 153, 157–159, 248–249
noun, 178–193
relative, 209–229

Clustering, 8

Coherence, 18, 40–55
consistent pronouns and, 42–43
definition of, 40
logical order and, 51–53, 56
repetition of key nouns and, 40, 41–42
review of, 53
transition signals and, 43–50
chart of, 45

Colon, 251–252
in thesis statements, 103
in topic sentences, 64

Comma, 245–248
in adverbial clauses, 195, 203
in compound sentences, 155–159
with contrast (direct opposition) adverbial clauses, 203–204

- [Comma]**
- with end-of-paragraph signals, 26
 - with nonrestrictive participial phrases, 232–233
 - with nonrestrictive relative clauses, 210–212
 - with participial phrases reduced from adverbial clauses, 240
 - with transition words, 44, 45–46
- Comma splices, 172–174
- Comparison and contrast, 65–67, 141–149
- essay, 141–149
 - comparison structure words, 142–144
 - contrast structure words, 144–147
 - organization of, 147–149
 - paragraph, 65–67
 - comparison transition signals, 66
 - contrast transition signals, 67
 - organization of, 65–66
- Complex sentences, 160–162
- Compound sentences, 155–160
- Compound sentences (coordination) versus complex sentences (subordination), 163–164
- Compound-complex sentences, 162–163
- Computer, writing on, 19
- Concession (unexpected result) clauses, 202–203
- Conclusion
- concluding paragraph, 101, 107–108
 - concluding sentence, 18, 26–28
 - end-of-paragraph signals, 26
- Concrete support, 71–81, 82–98
- examples and extended examples, 73–76
 - facts versus opinions, 72–73
 - paraphrases, 90–93
 - quotations, 83–90
 - direct quotations, 83–86
 - indirect quotations, 86–90
 - statistics, 77–80
 - summaries, 94–95
- Conjunctions
- coordinating, 44–45, 46, 154, 155–157, 167, 246, 255–257
 - correlative, 64–65, 168–169
 - subordinating, 44–45, 47, 154, 255–257
- Conjunctive adverbs, 154, 155, 157–159, 248–252, 255–257
- charts of, 154, 158
- Consistent pronouns, 42–43
- Contrast, 56, 144–149. *See also Comparison and contrast*
- contrast transition signals, 67
 - structure vocabulary, 144–147
 - charts of, 145
- Contrast clause, direct opposition, 203–204
- Controlling idea, 17, 20–21
- Coordinating conjunctions. *See Conjunctions*
- Coordination versus subordination. *See Compound sentences (coordination) versus complex sentences (subordination)*
- Coordinators. *See Conjunctions*
- Correction symbols, 260–261
- Correlative conjunctions. *See Conjunctions*
- Dependent clauses, 47, 153, 160, 162
- adjective (relative), 160, 161, 209–229
 - adverbial, 160, 194–208
 - noun, 160, 161, 178–193
- Documenting sources of information, 95–97
- in-text citations, 96
 - list of works cited, 96–97
- Drafts, writing and revising, 10–14, 113–118
- Editing. *See Peer editing*
- Ellipsis, use in quotations, 85
- End-of-paragraph signals, 26
- Equivalent value rule, 37–38
- Essay, 100–120
- body, 101, 102
 - checklist, peer editing, 120
 - concluding paragraph, 107–108
 - conclusion, 101
 - definition of, 100–101
 - final copy, 117–118
 - introductory paragraph, 101–106
 - outlining, 108–109
 - paragraph, correspondence to, 102
 - parts of, 101
 - review of, 119
 - transition signals between paragraphs, 109–112
 - writing and revising of, 113–118
- Essay, patterns of organization, 121–149
- block organization, 130–133, 147–149
 - cause and effect, 130–140
 - chain organization, 130–131, 134–136
 - chronological order, 122–126
 - comparison and contrast, 141–149
 - logical division of ideas, 127–130
 - point-by-point organization, 147, 148–149
- Essay examination questions, 67–68
- Examples and extended examples as support, 73–76
- transition signals for, 76
- Facts versus opinions, 72–73
- Final copy, writing of, 12, 14, 117–118
- Format
- business letter, 192–193
 - finished assignment, 18–19
- Fragments. *See Sentence fragments*

- Freewriting**, 6–7
- If/whether clauses**, 187–189
- Importance, order of.** *See Order of importance*
- Independent clauses**, 46, 153, 157–159
- Inserters**, use of comma with, 246–248
- Introducers**, comma used after, 245–248
- Introduction.** *See Introductory paragraph*
- Introductory clauses (for noun clauses)**, 179–181
chart of verbs, 181
- Introductory paragraph**, 101–106
dramatic introduction, 125
- Key nouns, repetition of**, 40, 41–42
- Letter of inquiry**, 192–193
- Linking expressions.** *See Transitions between paragraphs*
- Listing**, 46
- Logical division of ideas organization**
essay, 127–130
organization of, 129–130
thesis statements for, 129
- paragraph**, 61–65
topic sentences for, 63–65
transition signals, charts of, 62, 63
- Logical order**, 51–53, 56–70
cause and effect, 130–140
chronological, 57–61, 122–126
comparison and contrast, 65–67, 141–149
logical division of ideas, 61–65, 127–130
order of importance, 63–65
review of, 67, 149
- Manner, distance, and frequency clauses**
198–199
- Narrowing a topic**, 3–4
- Nonrestrictive participial phrases**, 232–233
- Nonrestrictive relative clauses**, 210–212
- Noun clauses**, 178–193
definition of, 178
if/whether clauses, 187–189
introductory clauses for, 179–181
punctuation of, 179
review of, 189–190
sequence of tenses, 180
subjunctive noun clauses, 182–184
that-clauses, 179, 180–184
types of, 179, 190
wh-word clauses, 184–187
- Objects of prepositions, relative pronouns as**, 219–221
- Opinions versus facts**, 72–73
- Order of importance**, 63–65
topic sentences for, 63–65
transition signals for, 63
- Outlining**
essay, 108–109
paragraph, 8–10, 35–38
- Overcoordination**, 163
- Paired conjunctions.** *See Conjunctions, correlative*
- Paragraph**, 16–29
assignment format, finished, 18–19
chronological order, 57–61
coherence, 18, 40–55
comparison and contrast, 65–67
concluding sentence, 26–28
definition of, 16–17
essay, correspondence to, 102
logical division of ideas, 61–65
logical order, 51–53
order of importance, 63–65
parts of, 17–18
review of, 28
structure of, 17–18
title of, 20
topic sentence, 20–26
transition signals, 59, 62, 63, 66–67
unity, 18, 30–34
writing and revising, 10–14
- "Parallel form" rule**, 36–37
- Parallelism**, 64–65, 166–169
definition of, 166
- Paraphrases**, 90–93
- Participial phrases**, 232–244
from adverbial clauses, 239–242
definition of, 232
position of, 232–233, 240–241
punctuation of, 232, 240–241
from relative clauses, 232–239
review of, 242–244
- Participles**, 230–244
continuous form, 235
definition of, 230
general form
active voice, 233
passive voice, 234
perfect form, 236
review of, 242–244
summary chart of forms, 231
- Patterns of essay organization.** *See Essay, patterns of organization*
- Peer editing**, 29
essay checklist, 120
paragraph checklists, 29, 39, 55, 70, 81, 98
- Place clauses**, 197–198

- Plagiarism**, 83, 95
Planning stage, 8–10
Point-by-point organization, 147, 148–149
Possessive relative clauses, 216–219
Prewriting, 3–8
Process of writing, 3–15
 - stage I: prewriting, 3–8
 - stage II: planning (outlining), 8–10
 - stage III: writing and revising drafts, 10–14
 - writing and revising an essay, 113–118**Pronouns**
 - consistent use of, 42–43
 - relative pronouns. *See Relative clauses***Proofreading**, 12, 116, 118
Punctuation, 245–254
 - of adverbial clauses, 195, 203–204
 - of business letters, 192–193
 - colon, 64, 103, 251–252
 - with connectors, 249
 - comma
 - with coordinators, 246
 - with inserters, 246
 - with introducers, 245
 - between items in a series, 246
 - with tags, 247*See also Comma*
 - of complex sentences, 179, 195, 203–204, 210–212
 - of compound sentences, 155–159
 - of direct quotations, 84–86, 252–253
 - of list of works cited, 96–97
 - of noun clauses, 179
 - of participial phrases, 232, 240, 243
 - quotation marks, 84–86, 252–253
 - of relative clauses, 210–212
 - semicolon, 46, 155, 157–159, 248–250**Purpose**, of writing, 2–3
Purpose clauses, 201–202
Quotation marks, 84–86, 252–253
Quotations, 83–89
 - direct, 83–86
 - punctuation of direct quotations, 84–86, 252–253
 - indirect, 86–89
 - sequence of tenses, 87–89**Reason clauses**, 199–200
References, using outside. *See Documenting sources of information*
Relative adverbs, 210, 223–225
Relative clauses, 209–229
 - adverbial relative clauses, 223–225
 - definition of, 209
 - position of, 210
 - punctuation of, 210–212
 - relative pronouns, 210

- [Relative clauses]**
[relative pronouns]
 - as objects, 214–216
 - as objects of prepositions, 219–221
 - in phrases of quantity and quality, 222–223
 - possessive, 216–219
 - as subjects, 212–214**restrictive and nonrestrictive**, 210–212
review of, 225–229
verb agreement in, 210
Relative pronouns. *See Relative clauses*
Repetition of key nouns, 40, 41–42
Reporting verbs and phrases, 84
Restrictive clauses and phrases, 210–212, 232
Result clauses, 200–201
Revising. *See Drafts, writing and revising*
Run-on sentences, 172–174
Semicolon, 248–250
 - in compound sentences, 155, 157–159
 - with conjunctive adverbs, 46, 157–159**Sentence connectors**, 44–46
 - charts of, 45, 255–257**Sentence fragments**, 169–171
Sentence problems, 169–176
 - choppy sentences, 171–172
 - comma splices, 172–174
 - review of, 176
 - run-on sentences, 172–174
 - sentence fragments, 169–171
 - stringy sentences, 175**Sentences**, types of, 155–166
 - complex, 160–162
 - compound, 155–160
 - compound-complex, 162–163
 - compound sentences versus complex sentences, 163–164**review of**, 165–166
simple, 155
Sequence of tenses, 87–88, 180
Simple sentences, 155
Statistics, 77–80
Stringy sentences, 175
Structure vocabulary
 - cause and effect, 135–140
 - chronological order, 59–60, 124–125
 - comparison, 66, 142–145
 - contrast, 67, 144–147**Subjunctive noun clauses**, 182–184
Subordinating conjunctions, 44–45, 47, 154, 255–257
 - adverbial, 195–196
 - in noun clauses, 179
 - in relative clauses, 210**Subordinators**. *See Subordinating conjunctions*
Summaries, 94–95

Supporting details, concrete. *See Concrete support*
Supporting sentences, 17, 31

Tag commas, 247
***That*-clauses**, 179, 180–184
 subjunctive *that*-clauses, 182–184
Thesis statements, 101–106, 125–126, 129
Time clauses, 196–197
Title, how to write, 20
Tone, 2–3
Topic sentences, 9, 17, 20–26
 for chronological order, 58–59
 controlling idea in, 17, 20–21
 for logical division of ideas and order of importance, 63–64
 tips for writing, 64–65
 position of, 21
 two parts of, 23–24
 writing of, 24–26
Transition paragraphs, 131–133
Transition signals, 18, 43–50
 charts of, for general use, 45, 255–257
 for chronological order, 59–60

[**Transition signals**]
 for comparison and contrast, 66–67
 for examples, 76
 for logical division of ideas, 62
 for order of importance, 63
 between paragraphs, 101, 109–112
 types of, 44
 clause connectors, 46–47
 others, 44, 45, 47
 sentence connectors, 44–46
 See also Structure vocabulary
Transitions between paragraphs, 101, 109–112

Unity, 18, 30–34
 definition of, 30–31

***Wh*-word clauses**, 184–187
 word order in, 184–185
Works cited, list of, 96–97
Writing and revising
 essay, 113–118
 paragraph, 10–14
Writing process. *See Process of writing*

GIÁO TRÌNH LUYỆN KỸ NĂNG VIẾT TIẾNG ANH
THIRD EDITION

Writing
ACADEMIC ENGLISH

ALICE OSHIMA – ANN HOGUE

BAN BIÊN DỊCH FIRST NEWS

Chịu trách nhiệm xuất bản:
Tiến sĩ QUÁCH THU NGUYỆT

Biên tập : Thành Nam
Trình bày bìa : First News
Sửa bản in : Tấn Duy
Tổ chức liên doanh : First News

NHÀ XUẤT BẢN TRẺ
161B LÝ CHÍNH THẮNG – QUẬN 3 – TP. HỒ CHÍ MINH
Tel: 9316211 – Fax: 8437450

Số lượng 1.000 cuốn khổ 14.5 x 20.5 cm tại XN in 27/7 (73 Trần Bình Trọng, P.1, Q.GV). Giấy đăng ký KHXB số 60 - 2008/CXB/1188 - 189/Tre cấp ngày 31/03/2008. In xong và nộp lưu chiểu tháng 5 năm 2008.