READING ● identifying the author's purpose, audience, and tone

VOCABULARY ● using the dictionary
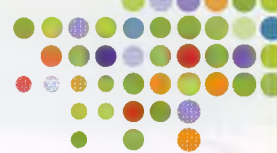
WRITING ● writing an opinion essay with a counterargument

GRAMMAR ● sentence fragments

Develop an essay about communication that states your personal opinion and gives a counterargument.

Unit QUESTION

Do people communicate better now than in the past?

PREVIEW THE UNIT

A Discuss these questions with your classmates.

How do you usually communicate with your family and friends?

Do you use social networking sites on the computer? Why or why not?

Look at the photo. Why do you think the woman is using two phones?

B Discuss the Unit Question above with your classmates.

Listen to *The Q Classroom*, **Track 5** on **CD 3**, to hear other answers.

C Look at the abbreviations from text messages. Check (✓) the ones you know. Write out their meanings. Then compare your answers with a partner.

✓ a. lol   _laughing out loud_

___ b. brb   _____

___ c. btw   _____

___ d. ttyl   _____

___ e. g2g   _____

___ f. gr8   _____

___ g. jk   _____

D What situations do you think are appropriate for texting? Complete the survey. Then discuss your answers with a partner.

When Is It OK 2 Text?

Which of these situations do you think are appropriate for texting?

Situation	Appropriate	Inappropriate
1. asking if someone is available for lunch	○	○
2. finding out the time of an event	○	○
3. applying for a job	○	○
4. asking someone to pick you up from school or work	○	○
5. telling someone you're angry at them	○	○
6. inviting someone to a formal event	○	○
7. thanking someone for a gift	○	○

READING 1 | 2b or not 2b?

VOCABULARY

Here are some words from Reading 1. Read the sentences. Circle the answer that best matches the meaning of each bold word.

1. **Curiosity** sometimes leads parents to read their children's emails. They are interested in what they are talking about.
   a. love
   b. desire to know
   c. shyness

2. Membership in the student council is **restricted** to students who have good grades.
   a. prohibited
   b. limited
   c. encouraged

3. Email has added a new **dimension** to communication. Today, people can send messages, pictures, and documents almost instantly.
   a. disadvantage
   b. result
   c. aspect

4. Many teenagers do not use **conventional** spelling when they text their friends. They mix numbers and abbreviations from certain words.
   a. typical
   b. unusual
   c. foreign

5. One **feature** of many cell phones is a built-in camera.
   a. characteristic
   b. gift
   c. idea

6. There is **consistency** in her choice of friends. All of her friends are intelligent and interested in technology.
   a. aggressiveness
   b. likeness
   c. reality

7. We are looking for **creative** employees with new, interesting ideas to help design our website.
   a. imaginative
   b. punctual
   c. caring

8. Cell phone companies keep improving their products to satisfy the **demands** of their customers.
   a. schedules
   b. needs
   c. friends

This is a newspaper article. It discusses fears about texting. Look at the title of the article. Written out it would read, "To Be or Not to Be." It is a famous line in *Hamlet*, a play by William Shakespeare. The author uses this title to get readers to think about texting, whether it should exist now, and whether it will exist in the future.

Read the first paragraph. Do you think texting is going to remain a popular form of communication? Why or why not?

CD 3 Track 6   Read the article.

2b or not 2b?

1   As a new variety of language, texting has been condemned[1] as *textese*, *slanguage*, a *digital virus*. Ever since the arrival of printing, people have been arguing that new technology would have disastrous consequences for language. People were worried about the introduction of the telegraph, telephone, and broadcasting. But has there ever been a linguistic phenomenon that has caused such **curiosity**, suspicion, fear, excitement, and enthusiasm all at once as texting—and in such a short space of time? Less than a decade ago, hardly anyone had heard of it.

2   People think that the written language seen on cell phone screens is new and alien[2], but all the popular beliefs about texting are wrong. Its graphic distinctiveness is not a new phenomenon, nor is its use **restricted** to the young. Texting has added a new **dimension** to language use, but its long-term effect is minor. It is not a disaster.

3   Although many texters enjoy breaking linguistic rules, they also know they need to be understood. There is no point in paying to send a message if it breaks so many rules that it is not intelligible. Many texters change just the grammatical words (such as *you* and *be*). Also, **conventional** spelling and punctuation is always used when institutions send out information messages, as in this university text to students: "Weather Alert! No classes today due to snowstorm."

4   There are several distinctive **features** of the way texts are written that combine to give the impression of novelty[3], but none of them is, in fact, linguistically novel. Many of them were being used in chat room communication before the arrival of cell phones. Some can be found in precomputer informal writing, dating back a hundred years or more.

5   The most noticeable feature is the use of single letters, numerals, and symbols to represent words or parts of words, as with *b* (*be*) and *2* (*to*). They are called rebuses, and they go back centuries. Adults who condemn a "c u" in a young person's texting have forgotten that they once did the same thing themselves (though not on a cell phone).

---

[1] **condemn:** to say strongly that something or someone is bad or wrong
[2] **alien:** strange or different
[3] **novelty:** the quality of being new, different, and unusual

6 Similarly, the use of initial letters for whole words, such as *n* for *no*, … and *cmb* for *call me back*, is not at all new. People have been initializing common phrases for ages. *IOU* (I owe you) has been known from the year 1618. There is no difference, apart from the form of communication, between a modern kid's *lol* (laughing out loud) and an earlier generation's *asap* (as soon as possible).

7 In texts we find such forms as *msg* (message) and *xlnt* (excellent). Almst any wrd cn be abbrvted in ths wy—though there is no **consistency** between texters. But this isn't new either. English has had abbreviated words ever since it began to be written down. Words such as *exam*, *vet*, *fridge*, and *bus* are so familiar that they have effectively become new words.

8 What novelty there is in texting lies chiefly in the way it takes some of the processes used in the past one step further. One characteristic runs through all these examples: The letters, symbols, and words are run together, without spaces (*cul8r* = See you later). This is certainly unusual in the history of special writing systems.

9 Texters use deviant spellings—and they know they are deviant. But they are by no means the first to use such nonstandard forms as *cos* (because) or *wot* (what). These are so much a part of English literary tradition that they have been given entries in the *Oxford English Dictionary*. *Cos* is there from 1828 and *wot* from 1829.

10 The need to save time and energy is by no means the whole story of texting. Children quickly learn that one of the most enjoyable things you can do with language is to play with its sounds, words, grammar—and spelling. The desire to be playful is there when we text, and it is hugely powerful. Within two or three years of the arrival of texting, it developed a playful dimension. In short, it's fun.

11 An extraordinary number of prophecies[4] have been made about the linguistic evils unleashed by texting. But five years of research (from a team at Coventry University in the U.K.) has shown that, on the contrary, literacy improves. Researchers have found strong positive links between the use of text language and the skills that are needed for success in standard English in preteenage children. The children who were better at spelling and writing used the most texting.

12 Some people dislike texting. But it is only the latest example of the human ability to be linguistically **creative** and to change language to meet the **demands** of different situations. There is no disaster approaching. We will not see a new generation of adults growing up unable to write proper English. The language as a whole will not decline. In texting what we are seeing, in a small way, is language in evolution.

[4] **prophecies:** predictions about the future

MAIN IDEAS

Read the statements. Write *T* (true) or *F* (false). Then correct each false statement to make it true.

____ 1. Many people have condemned texting because they think it will have a bad effect on language.

____ 2. The type of language used in texting is new.

____ 3. Texters may use the language differently, but their messages are still understood.

____ 4. The only new feature of texting is the strange spellings of words.

____ 5. People have a strong desire to be playful, and texting is fun.

____ 6. Research shows that texting improves literacy.

____ 7. Texting is an example of how language evolves.

DETAILS

Read the sentences. Order the details from 1 to 6 according to when they occur in the article.

____ a. Some features of the way texts are written date back 100 years or more.

____ b. IOU (I owe you) dates from the year 1618.

____ c. Researchers found that children who were better at spelling and writing used the most texting.

____ d. People were worried that the telegraph, telephone, and broadcasting would change language.

____ e. Single letters, numerals, and symbols used to represent words or parts of words are called rebuses.

____ f. Many texters change only grammatical words (such as *see*) in their messages.

Q WHAT DO YOU THINK?

Discuss the questions in a group. Then choose one question and write five to eight sentences in response.

1. Do you think texting has changed language? If so, do you think this is a good thing or a bad thing? Explain.

2. The author says that texting is an example of how creative humans can be with language. Do you agree or disagree with this statement? Why?

3. What do you think are the advantages of texting? What do you think the disadvantages are?

Reading Skill | **Identifying the author's purpose, audience, and tone** | web+

Writers have a **purpose** for their writing. For example, a writer may want to *explain*, *inform*, *describe*, *persuade*, *entertain*, or *give an opinion* of something. Sometimes a writer has more than one purpose.

Writers use words in ways that create different **tones**, or moods, in their work. For example, a written passage can have a serious, light and playful, or funny tone. The tone of the writing depends on the **audience**, the people reading the piece, and is determined by the words the writer chooses. The tone tells us how the author feels about the subject.

A. Look back at Reading 1. Answer these questions in your notebook.

1. Who is the audience for this piece? How do you know this?

2. What is the author's purpose for writing this article? What sentence in the reading tells you this? Underline it.

3. How can you describe the writer's tone? Find examples in the reading to support your ideas. Put a check mark (✓) next to them.

Tip for Success

It's useful to identify an author's tone and purpose when you read. You should also keep your purpose and audience in mind when you write and use the appropriate tone.

B. Read each excerpt. Choose the writer's purpose and tone from the boxes. Remember, a writer may have more than one purpose.

Purpose		Tone
to describe something	to express an opinion	funny
to entertain the reader	to inform the reader	light and playful
to explain something	to persuade the reader	serious

1. A trip to the city of Charleston, South Carolina, is an enjoyable experience. Not only is the weather perfect, but the ambiance of the old-fashioned streets brings you back to a simpler time. There are a few spots that cannot be missed on your visit.

   Purpose: _____

   Tone: _____

2. Installing a new television is not as simple as it used to be, but if you follow these steps, it should take only an hour or so.

   Purpose: _____

   Tone: _____

3. The number of accidents involving teenage drivers is enormous. Last year alone, 70 percent of fatal accidents involved teen drivers. It is time to raise the driving age to 20 for these and many other reasons.

   Purpose: _____

   Tone: _____

4. I thought I knew a lot about being a parent until I became one. It really is not that difficult; that is, if you don't mind having spaghetti poured on your head or having grape juice spilled all over your brand-new white pants. Oh, and then there's the part about sleeping, or *not* sleeping, as the case may be with parenting.

   Purpose: _____

   Tone: _____

VOCABULARY

Here are some words from Reading 2. Read their definitions. Then complete each sentence.

complementary (*adj.*) going well together; adding something that the other thing does not have

debatable (*adj.*) not certain; something that could be argued about

instantaneous (*adj.*) happening at once or immediately

moderation (*n.*) the quality of being able to control your actions so that they are within sensible limits

potentially (*adv.*) possibly

react (*v.*) to behave in a certain way because of what someone says or does

reconsider (*v.*) to think again about something

shorten (*v.*) to become not as long or to make something become not as long

warn (*v.*) to tell someone to be careful or aware of something, often bad, that exists or might happen

1. The issue of texting is still _____. People disagree about whether the effects of texting are positive or negative.

2. I was planning to get my 12-year-old daughter a cell phone, but now I'm not sure if it's a good idea. I might _____ my decision.

3. Parents should _____ children that communicating with strangers on the Internet can be dangerous.

4. People _____ differently to changes in technology. Some people are excited to learn about new devices, while others feel safer using what they already know.

5. Spending too much time on the Internet could _____ cause someone to be less social in real life.

6. Jeanne planned to take a five-day vacation, but she had to _____ it because of an urgent meeting at work.

7. I like paying bills online because it is _____. As soon as I click the "pay" button, the payment is made.

8. She believes in _____. She never eats too much or works too hard.

9. We make a good team because our skills are different, but _____. I love talking to clients, and Leila is great at managing our finances.

PREVIEW READING 2

This is a magazine article. It discusses the results of research done on social networking sites. Social networking sites are websites that allow people to share information, pictures, music, and interests with others.

Read the first sentence of each paragraph. What do researchers say about social networking sites? Check (✓) your answer(s).

☐ Social networking sites are bad for people.
☐ Social networking sites might be dangerous.
☐ Social networking sites are good for people.

CD 3
Track 7   **Read the article.**

Social Networking Sites: Are They Changing Human Communication?

1   It is hardly news that people are using the Internet for communicating with others more and more. Internet use comes in various forms, from email to IMs to social networking sites, like Facebook, MySpace, or Bebo. Some people fear that someday we will no longer feel the need to talk to one another face-to-face. However, some recent studies suggest that people communicate, or stay in touch, even *more* than they used to. Whichever side you fall on, what is clear and not **debatable**, is that human communication has changed in the 21st century. But results of recent scientific studies may have us **reconsider** just how much our new communication forms have changed our world.

2   In June 2008 a British psychiatrist, Himanshu Tyagi, **warned** that communicating on social networking sites could have a negative effect on the generation of people born after 1990. This generation has never known a world without the Internet. Tyagi says that these people use the Internet to communicate with others so much that

they may have trouble forming real relationships. Tyagi is concerned that people can start and end relationships over the Internet. As he described the Internet, "It's a world where everything moves fast and changes all the time, where relationships are quickly disposed of at the click of a mouse."

3   Another psychologist, Dr. Aric Sigman, warned of physical effects of using social networking sites. He suggests that the decrease in the amount of time we spend interacting with people face-to-face could have biological effects on the human body. The results of his study suggest that, without real personal interaction, the body does not **react** the same way it would if people were meeting face-to-face. As a result, immune responses, even hormone levels can be changed. These changes can **potentially** lead to the development of illnesses, such as cancer.

4   Finally, another British scientist, Susan Greenfield, warned members of the British government that social networking sites could actually be changing the human mind, making it more childlike. She fears that attention spans have been **shortened** because of so much time spent in front of screens where everything is **instantaneous**. Since everything, including responses, is immediate on social networking sites, in actual life people may expect an immediate response; when this doesn't happen, their behavior can be described as almost childlike.

5   Despite all of these warnings, studies can be found that demonstrate the positive aspects of social networking sites. The results of one study show that using social networking sites has boosted the self-esteem of young adults. Another suggests that college students using these sites feel more "connected" with people when they use them. In addition to scientific studies, there are many who feel that the benefits of social networking sites far outweigh the possible negative aspects. Many people, especially those who spend a lot of time at home, for various reasons, find the Internet a lifeline[1]. They are able to communicate with many people using these sites.

6   Perhaps the key to this new communication style is **moderation** and common sense. If someone spends all of his time on the Internet, and never actually sees friends face-to-face, that seems like an unhealthy way to live. But if someone spends time on the Internet, some of which is spent arranging meetings for "real" time together, then it seems almost **complementary**. Moderation is the key to keeping communication alive and well in the 21st century.

[1] **lifeline:** something a person needs in order to survive a difficult situation

MAIN IDEAS

Read the sentences. Then number them in the order that the ideas appear in Reading 2.

_____ a. Using social networking sites could affect the human mind and behavior.

_____ b. There may be negative effects on the human body without real personal interaction.

_____ c. According to some studies and many people, social networking sites have benefits.

_____ d. The key to communicating on the Internet may be moderation and common sense.

_____ e. People are increasingly using the Internet for communication with others.

_____ f. Communicating on social networking sites could have a negative effect on people born after 1990.

DETAILS

Complete each sentence with a word or phrase from the box.

a lifeline	self-esteem
a social networking site	the development of illnesses
real relationships with people	

1. Facebook is an example of _____.

2. Himanshu Tyagi warned that those born after 1990 may have trouble

   forming _____.

3. Dr. Aric Sigman believes that without real personal interaction, biological

   changes in the body may lead to _____.

4. In one study with a group of young adults using social networking sites,

   there was an increase in _____.

5. Many people who spend a lot of time at home find the Internet

   _____.

WHAT DO YOU THINK?

A. Discuss the questions in a group. Then choose one question and write five to eight sentences in response.

1. What do you think is the main reason that people use social networking sites?

2. Do you think any of the warnings mentioned in the article are anything to be concerned about? Why? Why not?

3. The conclusion the author reaches is that using these sites and meeting someone in person can be complementary. Do you agree with this?

B. Think about both Reading 1 and Reading 2 as you discuss the question.

Has communication improved or been harmed as a result of texting and social networking sites? Explain.

Vocabulary Skill | Using the dictionary

A **prefix** is a group of letters at the beginning of some words that can help you guess a word's meaning. Some prefixes change the meaning of the base word to its opposite. Look at this example from the readings.

> … that seems like an <u>unhealthy</u> way to live. (**Unhealthy** means "not healthy.")

Here are some other prefixes that mean *no* or *not*.

a-	*Atypical* means "not typical."
dis-	*Disconnected* means "not connected."
im-	*Impossible* means "not possible."
non-	*Nonstop* means "does not stop."

Here are some other common prefixes.

bi-	two
con-	with; together
de-	taking away; the opposite
in-	(il-, im-, ir-) not
inter-	between; among
out-	beyond; out of the usual
pre-	before
re-	again
self-	relating to oneself; by one's own efforts

You can use a dictionary to find the meanings of other prefixes.

Tip for Success

Dictionaries often list common prefixes and suffixes at the back of the book.

A. Match each word from Reading 1 with its definition.

_____ 1. informal (Paragraph 4)

_____ 2. precomputer (Paragraph 4)

_____ 3. unusual (Paragraph 8)

_____ 4. nonstandard (Paragraph 9)

_____ 5. preteenage (Paragraph 11)

_____ 6. unleashed (Paragraph 11)

_____ 7. dislike (Paragraph 12)

_____ 8. unable (Paragraph 12)

a. not considered correct

b. not of the form accepted as standard

c. to think something or someone is not pleasant

d. suitable for a friendly situation

e. to let a strong force, etc. be felt or have an effect

f. not having the time, knowledge, or skill to do something

g. before computers were used

h. under the age of thirteen

B. Look at these words from Reading 2. Try to guess their meanings. Then match each word with its definition. Check your answers in the dictionary.

_____ 1. **inter**action

_____ 2. **out**weigh

_____ 3. **re**consider

_____ 4. **self**-esteem

a. to be more important than something else

b. a feeling of being happy with oneself

c. to think again about something

d. the act of working together or mixing

C. Choose five words from Activity A and Activity B. Write a sentence using each word.

_____

_____

_____

_____

_____

WRITING

Like an opinion paragraph, an **opinion essay** expresses how you feel about a topic. For example, it might express whether you agree or disagree with an idea.

The **introductory paragraph** in an opinion essay includes the thesis statement, which clearly states the writer's opinion or view of something. In the introductory paragraph of an opinion essay, the writer states an opinion about the topic. The introductory paragraph may include background information and a **counterargument** to the writer's opinion. A counterargument is the opposite opinion. Writers sometimes mention a counterargument and then explain why it's not true in order to make their point stronger.

Each **body paragraph** of an opinion essay includes a topic sentence that states a reason for the writer's opinion. Examples or facts are given to support each reason.

The **concluding paragraph** of an opinion essay restates the opinion and refers to the counterargument. A concluding paragraph also summarizes the reasons the writer has this opinion. Often, the concluding paragraph includes an additional idea, sometimes a prediction, about the topic.

Tip for Success

Writers use certain phrases to introduce a counterargument, such as these:
Some people say that …
Some people think that …
Some people argue that …

A. Read the opinion essay.

In Praise of Technology

Communication in the 21st century has changed a lot. Now it's so easy to talk to people because of computers and cell phones. Some people think that we communicate less frequently because talking is becoming a thing of the past, whether in person or on the phone. I don't think that is the case. In fact, I think it's just the opposite. Just because we don't "talk" on the phone as much as we used to doesn't mean that we communicate less frequently. We just prefer typing, whether it's a text message on a cell phone, an email, or an instant message on the computer. This type of messaging is preferable to talking on the phone because it's fast, convenient, and fun.

First, you have to type in your message or note, and this is actually faster than using a phone. If you call someone, you may not reach the person, so you leave a message. The person may not call back when you're free, so he or she leaves a message, and you begin playing "phone tag." If you email or text your friend, you simply have to wait until he or she responds.

Second, it's very convenient. It's particularly convenient for places like schools. Say you're a parent, and you need to contact your child's teacher. Most teachers don't have access to phones during the day, so it's difficult to reach them. If you leave them an email, they can check when they have a break or at lunch and respond to the email.

Sara Mannion uses email to contact her older children at school. "Children are not allowed to use cell phones during the school day, but sometimes I need to remind one of my children about something important. Rather than have the school secretary find my child in a class to give him the message, I leave a text message on his phone. So at the end of school, he'll have the reminder that he has a dentist appointment," says Mannion.

Finally, using email can be a fun way to stay in touch with people you don't see that often or who live far away. Jack Bianco started a reunion of his elementary school friends a few years ago. "I could never have gotten in touch with all of my friends without the Internet and emailing. It's great. I've 'spoken' with people whom I haven't seen in years. It's great catching up this way. I wouldn't have been able to do it by calling all of these people." Besides reunions, people use emailing for clubs, athletic teams, and organizations in which all of the members can be reached by one simple email.

We now have new technology that some people think is making talking and using the phone go out of style. But text messaging and emails are just an easier way to communicate with people. Though we may not talk on the phone as often as we did 50 years ago, it's still important for most of us to hear the voice of people we care about. It just may be preceded by a text or email saying, "Let me know when you're free to talk."

B. Reread the essay in Activity A. Then answer the questions.

1. Look at the introductory paragraph. Which sentence describes the writer's opinion about the topic? Underline it. What is the counterargument? Draw a circle around it.

2. Look at the body paragraphs. What are the three reasons that the writer gives for his or her opinion?

   Reason 1: _____

   _____

   Reason 2: _____

   _____

   Reason 3: _____

   _____

3. Look at the concluding paragraph. Does the writer add another idea to the essay? If so, what is it?

   _____

   _____

A **sentence fragment** is an incomplete sentence that cannot stand alone. Sentence fragments are usually considered errors. It is important to avoid sentence fragments in your writing. Look at the examples.

Fragment: When you write a text message.

Fragment: Because I like to text my friends late at night.

As you learned in Unit 9, these examples are dependent clauses. When used alone, they are fragments. They need to be combined with a main clause.

When you write a text message, you don't have to spell every word correctly.

I go to sleep very late because I like to text my friends late at night.

Words such as *because*, *since*, *although*, *when*, or *after* are often used with dependent clauses. These words connect an incomplete sentence to a main clause to avoid a fragment.

A. Read the sentences. Identify each sentence as a complete sentence (S) or a sentence fragment (F). Correct the sentence fragments with a partner.

_____ 1. When I can't talk to someone on the phone.

_____ 2. He likes to text his friends late at night because it doesn't disturb anyone in the house.

_____ 3. After I finish all of my homework.

_____ 4. I stay in touch with all of my friends when I go on Facebook.

_____ 5. Although she's a very sociable person.

B. Read the paragraph and correct any fragments.

I love going on social networking sites. When I was in high school. I was a very shy person. It was difficult for me to speak with people. Because I was so shy. Then someone invited me to be his friend on Bebo. I signed up, and two more people invited me to be their friends. Soon, I had many friends. We talked about lots of things, like school and sports. Although I saw these people in school every day. There was something about talking to them on Bebo that seemed different. Now I have more friends than I ever had. Because I'm not shy on the computer.

Unit Assignment | Write an opinion essay with a counter argument

Q

Tip Critical Thinking

In the Unit Assignment, you are asked to write an opinion essay with a counter argument. In effect, you are **defending** your opinion by using your reasons and arguing against the other side's reasons. **Defending** your ideas makes you think about them more deeply.

In this assignment, you are going to write a five-paragraph essay describing your opinion about whether communication in the 21st century has changed for the better or for the worse. As you prepare your essay, think about the Unit Question, "Do people communicate better now than in the past?" Refer to the Self-Assessment checklist on page 222. Use information from Readings 1 and 2 and your work in this unit to support your ideas.

For alternative unit assignments, see the *Q: Skills for Success Teacher's Handbook*.

PLAN AND WRITE

A. BRAINSTORM Follow these steps to help you gather ideas for your essay.

1. In your notebook, brainstorm a list of ways we communicate in the 21st century.

2. In your notebook, brainstorm another list of ways people communicated 50 years ago.

B. PLAN Follow these steps to plan your essay.

1. Compare the two lists you wrote in Activity A to help you decide whether communication has improved or not.

2. Write an outline for your essay.

   A. **Introductory paragraph:** State your opinion about the question.

   _____

   _____

   Write the background information. Briefly describe a counterargument.

   _____

   _____

   B. **Body paragraph 1:** Write a topic sentence that states a reason for your opinion.

   _____

   _____

   _____

Give examples or facts.

_____

_____

_____

C. **Body paragraph 2:** Write a topic sentence that states a second reason for your opinion.

_____

_____

Give examples or facts.

_____

_____

_____

D. **Body paragraph 3:** Write a topic sentence that states a third reason for your opinion.

_____

_____

Give examples or facts.

_____

_____

_____

_____

E. **Concluding paragraph:** Restate your opinion, refer to your counterargument, and summarize your three reasons.

_____

_____

_____

C. **WRITE** Write your essay in your notebook. Use your outline from Activity B. Include an introductory paragraph with an opinion and counterargument, three paragraphs describing three different reasons for your opinion, and a concluding paragraph restating your opinion and counterargument and summarizing your reasons. Look at the Self-Assessment checklist on page 222 to guide your writing.

REVISE AND EDIT

A. **PEER REVIEW** Read a partner's essay. Answer the questions and discuss them with your partner.

1. Is a clear opinion expressed in the essay?

2. Does the introductory paragraph clearly state the opinion?

3. Is there a counterargument in the introductory paragraph? Underline it.

4. Are there three body paragraphs that each describe a reason for the opinion? Is each reason supported by examples or facts?

5. Does the concluding paragraph restate the opinion and summarize the reasons?

6. Do you have any suggestions to help improve the organization of the essay?

B. **REWRITE** Review the answers to the questions in Activity A. You may want to revise and rewrite your essay.

C. **EDIT** Complete the Self-Assessment checklist as you prepare to write the final draft of your essay. Be prepared to hand in your work or discuss it in class.

Yes	No	SELF-ASSESSMENT
☐	☐	Is the punctuation correct?
☐	☐	Are all words spelled correctly?
☐	☐	Does the essay include vocabulary from the unit?
☐	☐	Does the essay include an introductory paragraph that states an opinion and describes a counterargument?
☐	☐	Does the essay include three body paragraphs that each provide reasons and examples or facts?
☐	☐	Does the essay contain a concluding paragraph that restates the opinion and summarizes the reasons?
☐	☐	Are any words with prefixes used correctly?
☐	☐	Are there any sentence fragments? Underline them and then correct them.
☐	☐	Is the tone of the writing appropriate for the audience?

Track Your Success

Circle the words you learned in this unit.

Nouns
consistency AWL
curiosity
demand 🔑
dimension AWL
feature AWL 🔑
moderation

Verbs
react 🔑 AWL
reconsider
shorten
warn 🔑

Adjectives
complementary AWL
conventional AWL 🔑
creative AWL 🔑
debatable AWL
instantaneous
restricted 🔑 AWL

Adverb
potentially AWL 🔑

🔑 Oxford 3000™ words
AWL Academic Word List

Check (✓) the skills you learned. If you need more work on a skill, refer to the page(s) in parentheses.

READING ●	I can identify the author's purpose, audience, and tone. (p. 209)
VOCABULARY ●	I can use prefixes. (p. 215)
WRITING ●	I can write an opinion essay with a counterargument. (p. 217)
GRAMMAR ●	I can recognize and avoid sentence fragments. (p. 219)
LEARNING OUTCOME ●	I can develop an essay about communication that states my personal opinion and gives a counterargument.

Q:Skills for Success
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