



# National University

of Computer and Emerging Sciences

<b>Department</b>	Computer Science	<b>Dept. Code</b>	CS
<b>Course Title</b>	English Composition and Comprehension	<b>Course Code</b>	SS150
<b>Pre-requisite(s)</b>	None	<b>Credit Hrs.</b>	2+1
<b>Course Objective:</b>	The course will acquaint students with more concise, lucid, and correct expression of English. The aims are to: achieve proficiency in language use, develop skills in reading comprehension, improve reading efficiency, use the conventions of standard written English with skill and assurance, build-up vocabulary, and summarize clearly and accurately the ideas of others etc. It will illustrate the force and effectiveness of simple and direct English. The course is intended to be interesting in itself.		

PLO	<b>Program Learning Outcome (PLO) Statement</b>				
10	Communication	Communicate effectively on complex computing activities with the computing community and with society at large.			
12	Life-long Learning	Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological changes.			
CLO	<b>Course Learning Outcome (CLO)</b>	<b>Domain</b>	<b>Taxonomy Level</b>	<b>PLO</b>	<b>Tools</b>
01	Demonstrate effective academic writing style	Cognitive	2	10	<b>CPA, M</b>
02	Plan their ideas and build effective essay outlines.	Cognitive	3	10	<b>A, M, CPA</b>
03	Construct academic essays on variety of topics	Cognitive	3	12	<b>FP, F</b>

Tool: A = Assignment, M = Midterm, F=Final, CPA =Class Participation Activity ,FP = Final Project

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

<b>Weeks</b>	<b>Contents/Topics</b>	<b>CLOs</b>
1	Orientation Class. The Difference between Speech and Writing;	1
2	Features of Written English	1
3	Written English- Phrases, Clauses; Conjunctions	1
4	Introduction to Academic Writing. The Writing Process: Generating Ideas	2
5	The Academic Essay. Writing Process and making outlines <b>Assignment 1: Writing Process and Body Paragraph (Deadline: week 6)</b>	2
<b>6</b>	<b>Midterm 1</b>	
7	Types of Paragraphs- The Body Paragraph	2
8	Writing Introduction Paragraph & Conclusion Paragraph	2
9	Revision: Unity, Coherence, and Development of Ideas. Editing: Sentential Errors; Fragments	1
10	Modifiers (misplaced and dangling), parallelism.	1
11	Argumentative and Persuasive Essay	3
<b>12</b>	<b>Midterm 2</b>	
13	Compare and Contrast Essay <b>Assignment 2: Argumentative or Compare and Contrast Essay (Deadline week:14)</b>	3
14	Problem Solution Essay	3
15	Cause and Effect Essay <b>Project: Scenario on Week 14 &amp; 15 topics (Deadline: week 16)</b>	3
16	Revision	

**Assessment**

<b>Particulars</b>	<b>% Marks</b>
1. Assignments	10 %
2. Class Participation Activities	5%
3. Final Project	5 %
4. Mid-Terms	30 %
5. Final Exam	50 %
<b>Total:-</b>	<b>100</b>

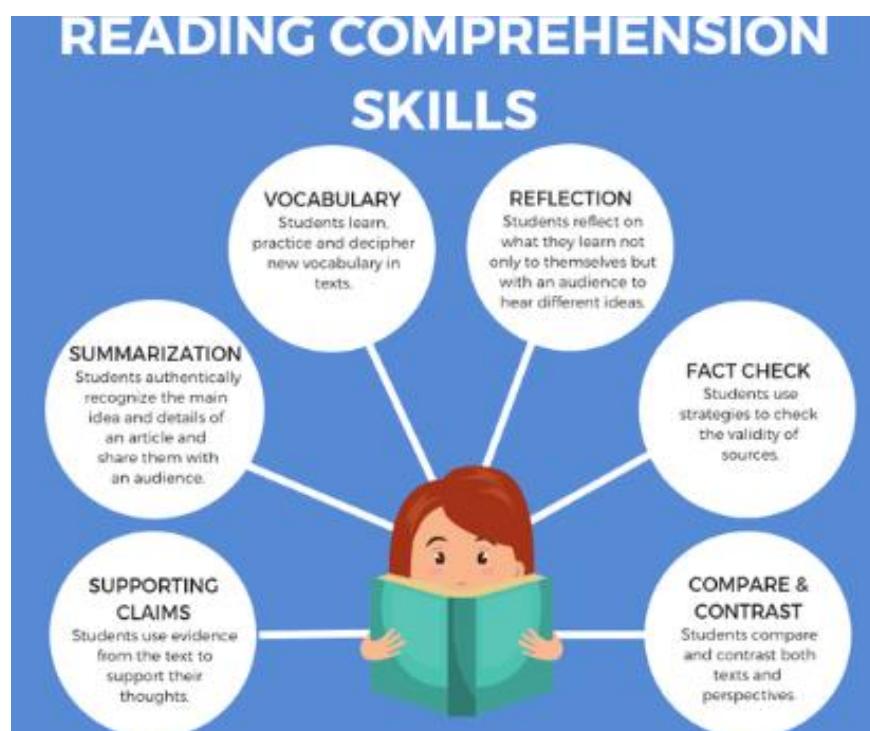
## Week 1



### THEORY

Difference between Speech and Writing

Features of Written English



### LAB

Introduction to Reading Skills

# DIFFERENCE BETWEEN SPEAKING AND WRITING

There are many differences between the processes of speaking and writing. Writing is not simply speech written down on a paper. Learning to write is not a natural extension of learning to speak. Unlike speech, writing requires systematic instruction and practice. Here are some of the differences between speaking and writing that may clarify things for you and help you in your efforts as a writer and speaker.

SPEECH	WRITING
<p><b>1. Universal, everybody acquires it.</b></p> <p><b>2. Occurs in a context which often makes references clear.</b></p> <p><b>3. Spoken language has dialect variations that represent a region</b></p> <p><b>4. Speakers use their voices (pitch, rhythm, stress) and their bodies to communicate their message.</b></p> <p><b>5. Speakers use pauses and intonation</b></p> <p><b>6. Speakers pronounce</b></p> <p><b>7. Speaking is often spontaneous and unplanned</b></p> <p><b>8. Speakers have immediate audiences who nod, interrupt, question, and comment.</b></p>	<p><b>1. Not everyone learns to read and write.</b></p> <p><b>2. Creates its own context, and so has to be fully explicit.</b></p> <p><b>3. Written language is more restricted and generally follows a standardized form of grammar, structure, organization, and vocabulary.</b></p> <p><b>4. Writers rely on the words on the page to express meaning and their ideas.</b></p> <p><b>5. Writers use punctuation.</b></p> <p><b>6. Writers spell.</b></p> <p><b>7. Most writing is planned and can be changed through editing and revision before an audience reads it.</b></p> <p><b>8. Writers have a delayed response from audiences or none at all and have only one opportunity to convey their message, be interesting, informative, accurate, and hold their reader's attention.</b></p>

## SPEAKING VERSUS WRITING

SPEECH	WRITING
The worst part about it was I had a friend Sitting up here and she's saying "ha ha" ... And I was saying "Go get the police... go Get someone"...I later learned that there are Some people who do that in the face of disaster...I mean they just start cracking up as opposed to crying.	My helpful friend, perhaps not realizing that I was serious, began laughing. Sue roared all the harder as my situation became more difficult. She claimed I looked funny, clinging there screaming. I realized that she was laughing Because she was incapable of acting: the situation must have been greatly disturbing to her, and so she treated it as if it were another situation.

### **EXERCISE:**

Given below are a sample of speech and a sample of writing. Both the samples are about the same topic. Read them carefully, and find out the differences between them. Notice how Peter's language and style undergoes dramatic change when he informs Bob about the termination of his services in written form.

### **SPOKEN TEXT**

**A dialogue between Peter Auer (the boss) and Bob Watson (an employee).**

**Peter:** Bob, I hate to break the news, but our sales were down again last month.

**Bob:** Down again, Peter?

**Peter:** Yeah. These days, everybody's shopping at our competition, Honest Abe's Furniture Store.

**Bob:** Ah... That's bad, but everything in there costs an arm and an leg!

**Peter:** That's true. They do charge... Well, forget it. We are about to go bankrupt. That's what's important.

**Bob:** I'm sorry to hear that. I thought my new advertising campaign would save the day.

**Peter:** Let's face it. Your advertising campaign was a real flop. So, you're fired. We need a real professional here.

### **WRITTEN TEXT**

**Peter Auer's letter to Bob Watson.**

Dear Bob Watson,

I am extremely sorry to inform you that your services have been terminated owing to the devastating failure of the advertising campaign under your supervision.

To be able to compete with the rival store, you were assigned the duty to start a new advertising campaign to increase the sales. However, the new campaign did not in any way proved to be successful in achieving the objectives. The store requires a more competent and professional manager which would naturally need the termination of your services.

We hope you will understand that the hereby taken action is solely for the betterment of the store. We wish you good luck for your future endeavours.

When reading or listening to things, keep the distinction between speech and writing in mind. Study spoken language and written language as different varieties of a language. Avoid using the written style when speaking and vice versa.

### **NOTE:**

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# **Academic Writing**

Academic writing is the kind of writing used in high school and college classes. Academic writing is different from creative writing, which is the kind of writing you do when you write stories. It is also different from personal writing, which is the kind of writing you do when you write letters or e-mails to your friends and family. Creative writing and personal writing are informal, so you may use slang, abbreviations, and incomplete sentences. However, academic writing is formal, so you should not use slang or contractions. Also, you should take care to write complete sentences and to organize them in a certain way.

Academic writing in English is probably different from academic writing in your native language. The words and grammar and also the way of organizing ideas are probably different from what you are used to. In fact, the English way of writing may seem clumsy, repetitive, and even impolite to you. Just remember that it is neither better nor worse than other ways; it is just different. This book will help you learn and practice the format, sentence structure, and organization appropriate for academic writing. We will begin by studying the paragraph.

## **Characteristics of academic writing**

In academic paper writing, you need to ask a good question then find answers to it. Discussing and interpreting your answers with logic and arguments show your understanding and appreciation of your topic and this is what earns you a good grade. The language in academic texts tends to be “precise, impersonal and objective” (Hartley, 2008: 3) in the sense that the writer avoids value judgments and biases and uses formal vocabulary, and references. Judgmental words such as terrible, appalling, fantastic, or incredible should be avoided. Heady (2007) lists the following characteristics of a good academic writing.

1. It demonstrates good mechanical skills including grammar, spelling, and punctuation.
2. It is well organized, with main ideas introduced early on and defended, complicated, and refined through the paper.
3. It is coherent and unified.
4. It explores and explains worthwhile content.
5. It is free from filler phrases, verbal ties, and space-wasters.
6. It is aware of its audience.
7. It situates itself within a discipline, discourse community, or scholarly field.
8. Academic writing is specific and deals with facts, no assumptions.
9. It is based on critical judgments of ideas rather than an appeal of emotions.

# Features of Written English

Academic writing in English is linear, which means it has one central point or theme with every part contributing to the main line of argument, without digressions or repetitions. Its objective is to inform rather than entertain. As well as this it is in the standard written form of the language. There are ten main features of academic writing that are often discussed. Academic writing is to some extent: complex, formal, objective, explicit, hedged, and responsible. It uses language precisely and accurately. It is also well organised and planned.

## 1. COMPLEXITY

Written language is relatively more complex than spoken language. Written language has longer words, it is lexically more dense and it has a more varied vocabulary. It uses more noun-based phrases than verb-based phrases. Written texts are shorter and the language has more grammatical complexity, including more subordinate clauses and more passives.

Spoken	Written
Whenever I'd visited there before, I'd ended up feeling that it would be futile if I tried to do anything more.	Every previous visit had left me with a sense of the futility of further action on my part.
The cities in Switzerland had once been peaceful, but they changed when people became violent.	Violence changed the face of once peaceful Swiss cities.
Because the technology has improved its less risky than it used to be when you install them at the same time, and it doesn't cost so much either.	Improvements in technology have reduced the risks and high costs associated with simultaneous installation.
The people in the colony rejoiced when it was promised that things would change in this way.	Opinion in the colony greeted the promised change with enthusiasm.

### EXERCISE

1. Because the jobs are even more complex, programmes to train people will take longer.
2. I handed my essay in late because my kids got sick.

## 2. Formality

Academic writing is relatively formal. In general this means that in an essay you should avoid colloquial words and expressions. In general this means in an essay that you should avoid:

- a. **colloquial words and expressions;** *"stuff", "a lot of", "thing", "sort of",*
- b. **abbreviated forms;** *"can't", "doesn't", "shouldn't"*
- c. **two word verbs** (Phrasal verbs): *"put off", "bring up"*
- d. **sub-headings, numbering and bullet-points in formal essays** - but use them in reports.
- e. **asking questions.**

### Exercise:

Identify the informal expressions in the following sentences. Rewrite the following sentences, replacing the informal expressions with a more formal equivalent.

1. With women especially, there is a lot of social pressure to conform to a certain social norms.

2. It focused on a subject that a lot of the bourgeois and upper-class exhibition-going public regarded as anti-social and anti-establishment.
3. Later Florey got together with Paul Fildes in an experimental study of the use of curare to relieve the intractable muscular spasms which occur in fully developed infection with tetanus or lockjaw.
4. When a patient is admitted to a psychiatric inpatient unit, the clinical team should avoid the temptation to start specific treatments immediately.
5. Therefore after six months the dieter is behaving according to all twenty-six goals and she has achieved a big reduction in sugar intake.
6. Modern houses have so many labour-saving things that it is difficult for the person at home to have adequate exercise by doing chores, cooking, and looking after a family.
7. Simply making the effort to reclaim this wasted stuff for fertilizer would have a positive effect on greenhouse releases.
8. It is difficult to imagine exactly what is meant by saying that such a classification is natural as any collection of things could be classified in this way.
9. Unfortunately, since there are so many possible explanations, the correct one is most difficult to find out.
10. These exercises can easily be incorporated into an exercise routine, with each exercise done again a number of times.

**Exercise 2:**

Rewrite the following sentences, replacing the informal abbreviated form with a more formal equivalent.

1. The radical restructuring of British politics after 1931 doesn't lie in the events of 13-28 August, but in the changing attitudes within the National Government.
2. This isn't easy to do since most historians persist in speaking of *The National Government* as if the same sort of government ruled from 1931 to 1940.
3. The first National Government wasn't intended to be a coalition government in the normal sense of the term.
4. These aren't at all original or exotic but are based on the ordinary things that most people tend to eat.

**Exercise 3: Avoiding two word verbs- Phrasal verbs**

There is often a choice in English between a two word verb and a single verb - bring up/raise, set up/establish. Rewrite the following sentences, replacing the *informal two-word verb* with a more formal equivalent.

1. A primary education system was *set up* throughout Ireland as early as 1831.
2. This will *cut down* the amount of drug required and so the cost of treatment.
3. The material amenities of life have *gone up* in Western society.
4. The press reflected the living culture of the people; it could influence opinion and reinforce existing attitudes but it did not *come up with* new forms of entertainment.
5. Thus, he should have *looked into* how the patient has coped previously.
6. The aggregate of outstanding balances *went up and down* quite violently.
7. In 1947 the Treasury *brought up* the question of excluding South Africa (and India) from the sterling area.
8. Dieters often feel that they should totally *get rid of* high-fat and high-sugar foods.
9. Thus when a Gallic bishop in 576 converted the local Jewish community to Christianity, those who *turned down* baptism were expelled from the city.
10. Western scholars gradually *turned out* a corpus of translations from the Arabic and studies of Islam.
  
11. Ms Tucker, Lord White's 29-year-old companion, has since *taken* her statement *back*.
12. Discussion of the outcome of experiments that have used this method will be *put off* until Chapter 7.
13. They did not easily accept or *put up with* differences in others.
14. My high-school friend signed up for three years with the army so he could *put away* enough money to go to university and study law.
15. The solitary feeding of insectivores in forests was therefore *put down* to a foraging strategy involving the pursuit of cryptic and easily disturbed prey by singletypes.
16. In style, the turn toward abstraction and simplification *came about* earliest with Anquetin and Bernard and next with van Gogh.
17. For Klein that cloudless day never arrived, but he never *gave up* his hope for a just world.
18. Eventually the Irish party was forced to *go back* to Westminster.

19. The court thinks it just and equitable to *give back* the property.
20. The English liked coal fires even though they do not always *give off* much heat.
21. The story told by German propaganda, however, *gave away* nothing of the mounting hopelessness of the 6th Army's position.
22. These exercises can easily be incorporated into an exercise routine, with each *done again* a number of times.
23. Marx took as one of his main tasks the understanding of how this system came into being and this was in order to *find out* why this system had such power.
24. This was before he had read the guidelines on how to *carry out* the research.
25. Still, the pressure to *do* well as an individual made most women believe that the problems they encountered were probably of their own making.

**Exercise 4**

It is often the case that formal words are longer than informal words, formal words are single words not multi-words and formal words are of French/Latin origin rather than their informal equivalents which are of Anglo-Saxon origin.

For example: "depart" is from French/Latin but "go" is Anglo-Saxon.

Complete the following table:

<b>Formal</b>	<b>Informal</b>	<b>Formal</b>	<b>Informal</b>
	Seem	Depart	
	Climb		Want
	Help	Enquire	
Cease			End
Commence			Tell
	Use	Obtain	
Decrease		Preserve	
	Free	Reject	
	Mend		Live
Require			At once
Retain		Therefore	
	In the end	Initially	
Intermittently			Understanding
	Mainly	Deficiency	
Repeatedly		Opportunity	
	Next		House
Perspiration			Whole
Amiable			Childish
Inferior			Wrong
	Dim	Insane	
	Laid back	Responsible	
Transparent			Enough
	Empty		Better

**3. Precision**

In academic writing, facts and figures are given precisely. In academic writing you need to be precise when you use information, dates or figures. Do not use "a lot of people" when you can say "50 million people".

**For example:**

Chemists had attempted to synthesize quinine for the previous hundred years but all they had achieved was to discover the extreme complexity of the problem.

The volatile oily liquid beta-chloro-beta-ethyl sulphide was first synthesized in 1854, and in 1887 it was reported to produce blisters if it touched the skin. It was called mustard gas and was used at Ypres in 1917, when it caused many thousands of casualties.

## 4. Objectivity

Written language is in general objective rather than personal. It therefore has fewer words that refer to the writer or the reader. This means that the main emphasis should be on the information that you want to give and the arguments you want to make, rather than you. For that reason, academic writing tends to use nouns (and adjectives), rather than verbs (and adverbs).

This means that the main emphasis should be on the information that you want to give and the arguments you want to make, rather than you. This is related to the basic nature of academic study and academic writing, in particular. Nobody really wants to know what you "think" or "believe". They want to know what you have studied and learned and how this has led you to your various conclusions. The thoughts and beliefs should be based on your lectures, reading, discussion and research and it is important to make this clear.

### Compare these two paragraphs:

The question of what constitutes "language proficiency" and the nature of its cross-lingual dimensions is also at the core of many hotly debated issues in the areas of bilingual education and second language pedagogy and testing. Researchers have suggested ways of making second language teaching and testing more "communicative" (e.g., Canale and Swain, 1980; Oller, 1979b) on the grounds that a communicative approach better reflects the nature of language proficiency than one which emphasizes the acquisition of discrete language skills.

We don't really know what language proficiency is but many people have talked about it for a long time. Some researchers have tried to find ways for us to make teaching and testing more communicative because that is how language works. I think that language is something we use for communicating, not an object for us to study and we remember that when we teach and test it.

### Which is the most objective?

#### 2. In general, avoid words like "I", "me", "myself".

A reader will normally assume that any idea not referenced is your own. It is therefore unnecessary to make this explicit.

Don't write: "In my opinion, this a very interesting study."

Write: "This is a very interesting study."

Avoid "you" to refer to the reader or people in general.

Don't write: "You can easily forget how different life was 50 years ago."

Write: "It is easy to forget how difficult life was 50 years ago."

### Examples

Clearly this was far less true of France than ...

This is where the disagreements and controversies begin ...

The data indicates that ...

This is not a view shared by everyone; Jones, for example, claims that ...

...very few people would claim ...

It is worthwhile at this stage to consider ...

Of course, more concrete evidence is needed before ...

Several possibilities emerge ...

A common solution is ...

**Read the text below and rewrite it in a more academic style:**

*Most people take drug overdose because they find that it's difficult to sort out their problems clearly. That's why you should treat your patients in a clear way. That means you should treat your patients in a way that helps them to tell the difference between their problems and find ways to deal with them.*

**Exercise 2**

**Rewrite the following paragraphs in a more academic style.**

I would call Wagner a subjective artist. What I mean is that his art had its source in his personality; his work was virtually independent, I always feel, of the epoch in which he lived.

On the other hand, I always consider Bach an objective artist. You can see that he worked only with the forms and ideas that his time proffered him. I do not think he felt any inner compulsion to open out new paths.

**5. Explicitness**

Academic writing is explicit about the relationships in the text. Furthermore, it is the responsibility of the writer in English to make it clear to the reader how the various parts of the text are related. These connections can be made explicit by the use of different signalling words.

Academic writing is explicit in several ways.

i. It is explicit in its signposting of the organisation of the ideas in the text (Biber, Johansson, Leech, Conrad & Finegan, 1999, pp. 880-882). As a writer of academic English, it is your responsibility to make it clear to your reader how various parts of the text are related. These connections can be made explicit by the use of different signalling words.

For example, if you want to tell your reader that your line of argument is going to change, make it clear.

*The Bristol 167 was to be Britain's great new advance on American types such as the Lockheed Constellation and Douglas DC-6, which did not have the range to fly the Atlantic non-stop. It was also to be the largest aircraft ever built in Britain. However, even by the end of the war, the design had run into serious difficulties.*

If you think that one sentence gives reasons for something in another sentence, make it explicit. *While an earlier generation of writers had noted this feature of the period, it was not until the recent work of Cairncross that the significance of this outflow was realized. Partly this was because the current account deficit appears much smaller in current (1980s) data than it was thought to be by contemporaries.*

If you think two ideas are almost the same, say so.

*Marx referred throughout his work to other systems than the capitalist system, especially those which he knew from the history of Europe to have preceded capitalism; systems such as feudalism, where the relation of production was characterized by the personal relation of the feudal lord and*

*his serf and a relation of subordination which came from the lord's control of the land. Similarly, Marx was interested in slavery and in the classical Indian and Chinese social systems, or in those systems where the ties of local community are all important.*

If you intend your sentence to give extra information, make it clear.

He is born into a family, he marries into a family, and he becomes the husband and father of his own family. In addition, he has a definite place of origin and more relatives than he knows what to do with, and he receives a rudimentary education at the Canadian Mission School.

If you are giving examples, do it explicitly.

This has sometimes led to disputes between religious and secular clergy, between orders and bishops. For example, in the Northern context, the previous bishop of Down and Connor, Dr Philbin, refused for most of his period of leadership in Belfast to have Jesuits visiting or residing in his diocese.

2. It is explicit in its acknowledgment of the sources of the ideas in the text. If you know the source of the ideas you are presenting, acknowledge it.

Do THIS in academic writing

*McGreil (1977: 363-408) has shown that though Dubliners find the English more acceptable than the Northern Irish, Dubliners still seek a solution to the Northern problem within an all-Ireland state.*

NOT

*Although Dubliners find the English more acceptable than the Northern Irish, Dubliners still seek a solution to the Northern problem within an all-Ireland state.*

NOT

*Researchers have shown that though Dubliners find the English more acceptable than the Northern Irish, Dubliners still seek a solution to the Northern problem within an all-Ireland state.*

## 6. Accuracy

Academic writing uses vocabulary accurately. Most subjects have words with narrow specific meanings. Linguistics distinguishes clearly between "phonetics" and "phonemics"; general English does not.

In academic writing you need to be accurate in your use of vocabulary. Do not confuse, for example, "phonetics" and "phonology" or "grammar" with "syntax".

Choose the correct word, for example, "meeting", "assembly", "gathering" or "conference".

Or from: "money", "cash", "currency", "capital" or "funds".

## 7. Hedging

In any kind of academic writing you do, it is necessary to make decisions about your stance on a particular subject, or the strength of the claims you are making. Different subjects prefer to do this in different ways.

A technique common in certain kinds of academic writing is known by linguists as a 'hedge'.

It is often believed that academic writing, particularly scientific writing, is factual, simply to convey facts and information. However it is now recognised that an important feature of academic writing is the concept of cautious language, often called "hedging" or "vague language". In other words, it is necessary to make decisions about your stance on a particular subject, or the strength of the claims you are making. Different subjects prefer to do this in different ways.

Language used in hedging:

1.	Introductory verbs:	e.g. seem, tend, look like, appear to be, think, believe, doubt, be sure, indicate, suggest
2.	Certain lexical verbs	e.g. believe, assume, suggest
3.	Certain modal verbs:	e.g. will, must, would, may, might, could
4.	Adverbs of frequency	e.g. often, sometimes, usually
4.	Modal adverbs	e.g. certainly, definitely, clearly, probably, possibly, perhaps, conceivably,
5.	Modal adjectives	e.g. certain, definite, clear, probable, possible
6.	Modal nouns	e.g. assumption, possibility, probability
7.	That clauses	e.g. It could be the case that . e.g. It might be suggested that . e.g. There is every hope that .
8.	To-clause + adjective	e.g. It may be possible to obtain . e.g. It is important to develop . e.g. It is useful to study .

## EXAMPLES

Compare the following:

1. *It may be said that the commitment to some of the social and economic concepts was less strong than it is now. The commitment to some of the social and economic concepts was less strong than it is now.*
2. *The lives they chose may seem overly ascetic and self-denying to most women today. The lives they chose seem overly ascetic and self-denying to most women today.*
3. *Weismann suggested that animals become old because, if they did not, there could be no successive replacement of individuals and hence no evolution. Weismann proved that animals become old because, if they did not, there could be no successive replacement of individuals and hence no evolution.*
4. *Yet often it cannot have been the case that a recalcitrant trustee remained in possession of the property entrusted to him. Yet a recalcitrant trustee did not remain in possession of the property entrusted to him.*
5. *Recent work on the religious demography of Northern Ireland indicates a separating out of protestant and catholic, with the catholic population drifting westwards and vice versa. Recent work on the religious demography of Northern Ireland shows a separating out of protestant and catholic, with the catholic population drifting westwards and vice versa.*
6. *By analogy, it may be possible to walk from one point in hilly country to another by a path which is always level or uphill, and yet a straight line between the points would cross a valley. By analogy, one can walk from one point in hilly country to another by a path which is always level or uphill, and yet a straight line between the points would cross a valley.*
7. *There are certainly cases where this would seem to have been the only possible method of transmission. There are cases where this would have been the only possible method of transmission.*

***Identify the hedging expressions in the following sentences.***

1. There is no difficulty in explaining how a structure such as an eye or a feather contributes to survival and reproduction; the difficulty is in thinking of a series of steps by which it could have arisen.

2. For example, it is possible to see that in January this person weighed 60.8 kg for eight days,
3. For example, it may be necessary for the spider to leave the branch on which it is standing, climb up the stem, and walk out along another branch.
5. There is experimental work to show that a week or ten days may not be long enough and a fortnight to three weeks is probably the best theoretical period.
6. Conceivably, different forms, changing at different rates and showing contrasting combinations of characteristics, were present in different areas.
7. One possibility is that generalized latent inhibition is likely to be weaker than that produced by pre-exposure to the CS itself and thus is more likely to be susceptible to the effect of the long interval.
8. For our present purpose, it is useful to distinguish two kinds of chemical reaction, according to whether the reaction releases energy or requires it.
9. It appears to establish three categories: the first contains wordings generally agreed to be acceptable, the second wordings which appear to have been at some time problematic but are now acceptable, and the third wordings which remain inadmissible.

## **8. Organisation**

Academic writing is well organised. It flows easily from one section to the next in a logical fashion. A good place to start is the genre of your text. Once you have decided on the genre, the structure is easily determined..

Academic writing is well organised. It flows easily from one section to the next in a logical fashion. A good place to start is the genre of your text. Once you have decided on the genre, the structure is easily determined.

Students are asked to write many different kinds of texts. Depending on your subject, these could be essays, laboratory reports, case-studies, book reviews, reflective diaries, posters, research proposals, and so on and are normally referred to as genre families or genres.

Genres are defined by their purpose, their audience and their structure. Looking at typical structures can help you with your organisation.

The following genres are common in higher education.

1. Essays
2. Reports
3. Case Studies
4. Research proposals
5. Book reviews
6. Brief research reports
7. Literature reviews
8. Reflective writing
9. Introductions
10. Research methods
11. Research results
12. Research discussions
13. Writing conclusions
14. Research abstracts

## 15. Research dissertations & theses

### 9. Planning

Academic writing is well planned. It usually takes place after research and evaluation, according to a specific purpose and plan.

Academic writing is well planned. It usually takes place after research and evaluation, according to a specific purpose and plan.

The following procedure is typical when writing an extended essay or assignment.

<b>Task</b>	
1.	Read the question or brief and understand what you are required to do. Think about the subject, the purpose and the audience.
2.	Think about what you know about the subject. Write it down in some way.
3.	Go to the library or internet and find relevant books, articles or websites.
4.	Find the books on your reading list - if you have one - and study them.
5.	Make notes on these books and articles. Record full details of the materials you use.
6.	Organise your piece of work.
7.	Type or write your first draft.
8.	Discuss your first draft informally with friends, other members of your class and your lecturer if possible.
9.	Revise your first draft, bearing in mind any comments that were made in your discussions. Go back to 2. if necessary Produce your second draft.
10.	Proofread your draft.
11.	Produce a final typed version.
12.	Check everything.

### Exercise:

**Read the text and rewrite it in a more academic style:**

### Education

*Lots of times in many years, different professional people who were interested in making education better have asked me what we know about how people learn so we can use it to make education better.*

## **Quiz**

**Question 1:** Reduce the informality of the following sentences by replacing the italicised part with one verb:

1. It is often said that leadership is a dynamic process. This means *putting across* a range of leadership styles is preferable to any one ‘best style’.
2. Incentive schemes are often *set up* in companies to improve employee morale.
3. Expenditure on global advertising has *gone up* dramatically in the past decade.
4. The implementation of JIT production often *cuts down* unnecessary waste within businesses.
5. Researchers have *found out* that branding is a powerful tool which has a significant impact on both consumer buying patterns and company profits.
6. Outsourcing will not completely *get rid of* the problem of costly overheads within companies.
7. Accountants have long been *looking into* ways of reducing corporate taxation.
8. This issue was *brought up* during the meeting.
  
9. Consultants are often hired to *come up with* recommendations that are feasible in both the long and short term to address company problems.
10. The company’s profit figures have been *going up and down* for two years.

**Question 2**

Now, replace the italicised phrasal verbs below with alternatives that would retain the semantic value of each sentence, but would reduce the informality. Pay particular attention to collocation.

1. The implementation of computer-integrated-manufacturing (CIM) has *brought about* some serious problems.
2. The process should be *done again* until the desired results are achieved.
3. Plans are being made to *come up with* a database containing detailed information of the annual figures for the small business.
4. Subtle changes, which compromised the quality of the product, were *picked up* by these new devices.
5. Proposals to increase working hours have *met with* great resistance from employees.

**Question 3**

Supply a more suitable academic word/phrase for the italicised parts of the following sentences:

1. The reaction of the Managing Director was *sort of* negative.
2. The economic outlook for the business is *pretty bad*.

3. The future of funding is ***up in the air***.
4. Britain's major car manufacturers are planning to ***team up*** on the research needed for more fuel-efficient cars.
5. It is imperative to concentrate in meetings so as to ***catch*** the important issues.

#### **Question 4**

In pairs, discuss how the following could be replaced in academic writing to create formal grammar and register. Provide an example for each to illustrate your point.

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

#### **Question 5**

Reduce the informality of each of the following sentences by bearing in mind the points discussed in Question 4.

1. If you fail the psychometric test, you won't be employed by the company.
2. Ok, what are the causes of low employee morale? Many possibilities exist.
3. You can clearly see the differences between these two processes.
4. A small bit of ammonium peroxide is added to the solution gradually.
5. These special tax laws have been approved in some counties in the U.K.: Cumbria, Dorset, Devon, West Midlands, East Anglia, etc.
6. The subjects didn't have much difficulty with the task.

#### **Question 6**

**Which of the following passages is more formal? Identify the features of the informal passage.**

[A] The Birmingham Furniture Company (BFC) was set up in 1972 and until recently, it was a fairly profitable business. In 1999, its sales turnover averaged £15,000 per week. Given that it operates a 200% mark up (quite normal in furniture retailing), its £7,500 of weekly overheads were easily covered. The owners, Mr and Mrs Vine have always believed that much of their success has been thanks to the incentive scheme they operate; the 2% on all sales provides a carrot for the 6 members of staff.

[B] The Birmingham Furniture Company (BFC) was established in 1972 and for many years had continued to grow into a reasonably profitable business. By 1999, its average weekly turnover had risen to £15,000 against overheads of £7,500, with a sales markup of 200%. The owners and founders, Mr and Mrs Vine, laid great stress on their incentive scheme and this, they believed, contributed to the success of the company. Each of the six members of staff is paid 2% commission on all sales.

### Question 7

The following sentences are all informal. Rewrite them in formal academic register:

1. She said it wasn't good enough.
2. I thought the lecture was terribly difficult to follow.
3. The results were a lot better than I expected.
4. None of the other students knew the answer either.
5. He said, 'It's hell writing your dissertation!'

### Question 8

Defining Education...Are the following definitions spoken or written?

1. People going to school and learning.
2. The process by which your mind develops through learning at school, college, or university; the knowledge and skills that you gain from being taught.
3. Education: teaching, schooling, training, instruction, tuition, tutoring, cultivation, upbringing, indoctrination, drilling, learning, knowledge...
4. 'Tis Education forms the common mind, Just as the twig is bent, the tree's inclin'd.
5. Education can be seen either as a battlefield for values or a question of systems or, more simply, as an extension of the biological function of the upbringing of children – known more simply as parenting. We'll start by looking at how far the role of teacher goes beyond being a parent.

**Now match them with their sources listed below...**

#### SOURCES

- a. Spoken – an introduction to a lecture on education. ....
- b. Spoken – a simple explanation by an adult. ....
- c. From a poem in 1734, by Alexander Pope (1688-1744). ....
- d. The Oxford Thesaurus, (1991) OUP. ....
- e. Longman Dictionary of Contemporary English (1995). ....

### Question 9: Cautious Language (Hedging)

The four sentences in exercise 9 contain definite statements. Rewrite them so that the statements are more cautious.

Tip: Consider changing the verb forms, and/or adding appropriate qualifying adverbs, adjectives or nouns...

1. Interest Rates will not rise further this year.  
.....
2. Reading is effective when it has a particular purpose.  
.....
3. The answer to problems is found in asking the right questions.  
.....
4. Countries disagree on the interpretation of democracy.  
.....

### Credibility in academic writing

*Audience often makes judgments on how well supported your ideas or arguments are, and whether that support is valid, relevant, sufficient and convincing.*

**Which of the following statements reads as most credible and convincing? Why?**

1. Emotional intelligence is essential in the practice of management.
2. In my opinion emotional intelligence is essential in the practice of management.
3. According to Smith (1967) emotional intelligence is essential in the practice of management.
4. Jones (2004) argues that emotional intelligence is essential in the practice of management. In his view successful management practice hinges on effective communication between people, and emotional intelligence can contribute to that.

**Formality: Formal and impersonal language**

**Some of the language in the following examples is more appropriate for speaking than writing.**

**Identify which expressions are too informal and personal.**

1. A) When I look at the situation in emergency wards, with many staff leaving, it's hard not to worry about how many doctors will be available to treat patients in the future.
- B) If we consider the situation in emergency wards, with increasingly low staff retention rates, there are concerns about the capacity of hospitals to maintain adequate doctor to patient ratios.
2. A) It's so obvious that people were given jobs just because they were male or female. I don't think that is an acceptable approach and is even against the law.
- B) It appears that in a number of instances jobs were assigned on the basis of gender. Given the current anti-discrimination laws, this raises serious concerns.

**Rewrite the sentences in a more academic style using verbs from the list below. Note that you may need to change the verb tense.**

*investigate assist raise discover establish increase eliminate*

1. Systems analysts can **help out** managers in many different ways.
2. This program was **set up** to improve access to medical care.
3. Medical research expenditure has **gone up** to nearly \$350 million.
4. Researchers have **found out** that this drug has serious side effects.
5. Exercise alone will not **get rid of** medical problems related to blood pressure.
6. Researchers have been **looking into** this problem for 15 years now.
7. This issue was **brought up** during the coroner's inquest

**Rewrite the following sentences in a more formal style:**

1. In the following section, we will introduce the potential consequences.
2. I am trying to cut down on sugar this month.
3. You can increase productivity by taking regular breaks.
4. The summer camp offers many outdoor activities for kids: fishing, hiking, canoeing, etc.
5. It's hard to believe a person would turn down a trip to the Paris.
6. I have a lot of stuff to do this week.
7. Sugar prices have gone up drastically in the past few days.
8. She looks forward to having a chat with you soon.
9. No one in history has ever been able to look into the past the way it is happening now.
10. They don't have to go unnecessarily unless they have an emergency.
11. Most of the contestants were warming up for the race.

12. You won't get the flu if you take an umbrella in the rain.
13. He is sorting out the problem with the computer.
14. The traffic cop is checking the suspect' ID.
15. Lady Gaga called off the concert.
16. I'm sorry to inform you that your application didn't make to the final round.
17. I look forward to having a chat with you about this soon.
18. We'll tell you how you got on in the test in a couple of weeks.
19. If you're not happy with the service in the restaurant you can talk to the manager.
20. You don't have to buy anything If you don't want to.
21. It doesn't matter what the situation is, you should always wear protective glasses.

texts  
linkers  
brainstorm  
creativity  
ideas  
tips  
prompts  
layout  
punctuation  
essays  
drafts

# writing

Week 3

# WRITTEN LANGUAGE:

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

Writing can be divided into:

- Sentences
- Paragraphs
- Specific genres and types

## **SENTENCE:**

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

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

## **Sentence Types:**

1. **Declarative Sentence:** It used to express statements. It can be positive or negative.  
For example,
  - The hat only cost me \$15.
  - I don't really want to be here.
  - Lions and tigers belong to the cat family.
2. **Interrogative Sentence:** It is used to ask questions. For example,
  - What will happen in December 2012?
  - Would you like a cup of coffee?
  - Why have you been calling me since morning?
3. **Imperative Sentence:** It is used to give orders, directions, to request, etc. For example:
  - Come back!
  - Do be reasonable.
  - Sit up straight!
4. **Exclamatory Sentence:** It is used to express opinions, feelings with force and strong emotions. For example:
  - What a fool I've been!

- How I hate Maths!
- How marvelous!

### **EXERCISE:**

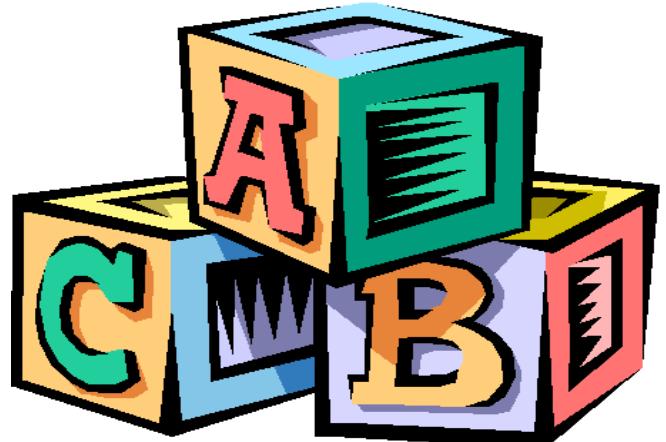
Read the following sentences. Write W (Well-formed) for sentences which make complete sense and I (Ill-formed) for those which do not.

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

### **BUILDING BLOCKS OF A SENTENCE:**

Two major building blocks of a sentence are:

- Phrases
- Clauses



### **PHRASE:**

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

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

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

Mary   sings   well.  
S            V        Adv

The above sentence can be further elaborates as

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

Study the following examples:

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

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

*The children sang songs*

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

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

### **EXERCISE:**

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

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

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

### **Types of Phrases:**

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

- He got out of bed **very slowly**.
  - Please walk **more quickly**.
  - She could **so easily** have believed what he was telling her.
4. **VERB PHRASE**: Verb phrases have a verb as their head.
- I **have read** this book.
  - Tina **should have known** what to do.
  - I **get along with** my friends very well.
5. **PREPOSITIONAL PHRASE**: It consists of a preposition followed by a noun, pronoun, noun phrase or adverb.
- Who's talking **to tom**?
  - The cat was **on the table**.
  - I even baked a cake **for her**.

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

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

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

### **ACTIVTIY:**

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

The 1960s were **a time of great liberalization**, when **the youth** thought it **could right phrase 1 phrase 2 phrase 3 phrase 4 phrase 5 phrase 6**  
**all wrongs.**

### **STUDY TIP:**

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

### **CLAUSE:**

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

1. **Suzy is** a very talented girl.

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

2. I will see you when I come.

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

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

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

### **EXERCISE:**

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

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

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

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

### **Types of Clauses:**

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

He drinks coffee, but she drinks tea.

S      V                  S      V

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

He drinks coffee.

Or    She drinks tea.

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

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

I had lunch after my brother had left.

S      V                  S      V

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

After my brother had left.

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

I had lunch.

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

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

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

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

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

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

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

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

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

In such relative clauses, commas are used to set off the dependent clause from the main clause.

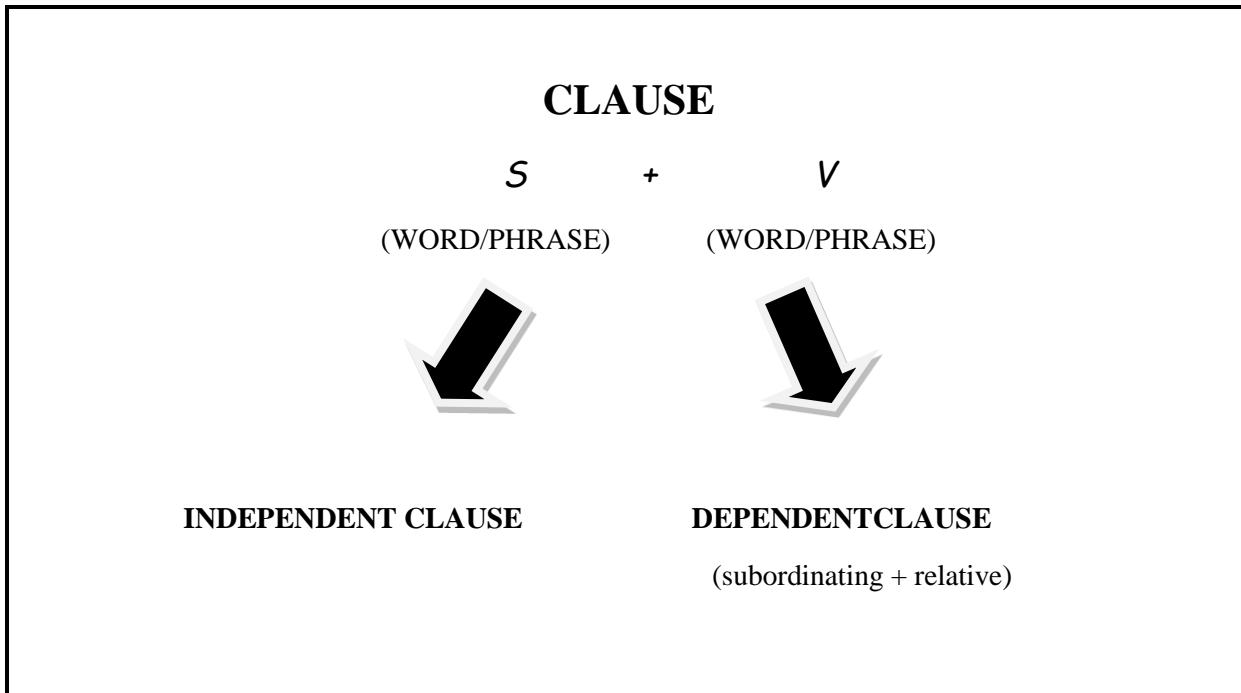
This type of relative clause is called a non-defining relative clause.

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

## **EXERCISE:**

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

1. Before Bill gets here. **D(S)**
2. Mary was reading the newspaper. **I**
3. Whenever I want your help. **D(S)**
4. Who we met yesterday **D(R)**
5. This is not how you behave with your parents. **I**
6. Before the semester starts. **D(S)**
7. John didn't break the window. **I**
8. Which we bought from my uncle's shop. **D(R)**



## **CONJUNCTIONS:**

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

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

### **Life without conjunctions:**

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

**Life with conjunctions:**

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

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

There are three types of conjunctions:

**1. Co-ordinating Conjunctions:** Co-ordinating conjunctions join independent clauses or other elements (words and phrases) of equal importance. They are present in the sentence as a gluing element connecting the ideas expressed by different independent clauses. They do not form part of any clause. For example,

- Gary lives in Ohio, **and** Deana lives in Michigan.
- She loves to dance, **so** she bought a studio.
- You could buy a car, **or** you could put the money in the bank.
- I hate to sing, **but** I love to dance.

It is necessary to put a comma before a co-ordinating conjunction, especially in case of clauses.  
The common co-ordinating conjunctions are:

**And, but, or, so, nor, for, yet**

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

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

**A coordinating Conjunction joins together clauses of equal rank.**

The chief Co-coordinating Conjunctions are:-

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

Acronym for easy learning: **FANBOY**

coordinating Conjunctions are of four kinds:

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

### **Find the mistakes in these sentences and correct them.**

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

---

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

---

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

---

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

---

2. We drove in our new car in a hard rain through an open field over an old bridge to the house in the country where my grandmother lives.

---

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

- *Although* she was ill, she attended the conference.

- *If* you don't stop, I will shoot.
- The concert had already started *when* we arrived.

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

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

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

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

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

(1) Time.

- I would die before I lied.
- No nation can be perfectly well governed till it is competent to govern itself.
- Many things have happened since I saw you.
- I returned home after he had gone.

(2) Cause or Reason.

- My strength is as the strength of ten, because my heart is pure.
- Since you wish it, it shall be done.
- As he was not there, I spoke to his brother.
- He may enter, as he is a friend.

(3) Purpose

- We eat so that we may live.
- He held my hand lest I should fall.

(4) Result or Consequence

- He was so tired that he could scarcely stand

(5) Condition.

- Rama will go if Hari goes.
- Grievances cannot be redressed unless they are known.

(6) Concession.

- A book's a book, although there's nothing in it.

(7) Comparison

- He is stronger than Rustum [is].

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

While although consequently therefore

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

### **3. Correlative conjunctions**

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

List of Common Correlative Conjunctions:

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

Examples:

- We may buy either a camera or a laptop.
- She likes neither tea nor coffee.
- Both pink and the blue are nice colours.
- She is interested not only in singing but also in games.
- You will find him either in the library or in the classroom.
- I can't decide whether I'll take Chemical Engineering or take Medical Technology in college.

**Exercise: Choose the best answer to complete each sentence.**

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

**What is a Conjunctive Adverb?**

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

### Commonly Used Adverbial Conjunctions and Their Meanings

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

Conjunctive adverbs are parts of speech that are used to connect one clause to another. They are also used to show sequence, contrast, cause and effect, and other relationships. Notice that some, but not all, adverbial conjunctions have similar meanings and can be used interchangeably. Also, notice that when using adverbial conjunctions, you must precede them with a semicolon and follow them with a comma.

Examples:

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

**EXERCISE:**

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

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

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

1. I would like to come, but I do not have time. (but, nor)
3. He has not written, nor has he called me. (but, nor)
4. I opened the door and looked out. (and, yet)
5. She was not in the back yard, nor was she upstairs. (or, nor)
6. The sun had set, yet it was still light outside. (or, yet).
7. Do you know his address or telephone number? (but, or).
8. He has not arrived yet, nor have they. (and, nor)
9. I read the book, but did not understand it. (but, or)
10. We searched diligently, yet found nothing. (or, yet)
11. I invited him and his friends. (and, but)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

15. We packed a lunch, for we knew we would soon be hungry. (lest, for)  
16. I will join you, providing the weather is fine. (providing, than)  
17. Because he is very busy, he is seldom at home. (Or else, Because)  
18. We must hurry, or else we will be late. (so that, or else)

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

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

1. The CAT scan discovered a tumor..... it turned out to be benign.
  2. Wrestling at the high school or college level is physically demanding .....staying in shape is a necessity.
  3. Jackie did not like writing essays..... she worked hard and received an “A” in the class.
  4. The dentist warned my children to floss after every meal..... cavities and gum disease would surely develop over the next few years.
  5. The vacationers didn’t like the tour guide’s itinerary..... they rented a car, bought a guide book, and went their own way.
  6. The crew chief made out the weekly shift schedule..... she hired three evening workers.
  7. The assistant unloaded the cases of soda .....his boss settled the account with the café’s owner.

In the following paragraph, use adverbial conjunctions to reduce this twelve sentence paragraph to one containing only nine sentences. Remember, use a semicolon before the conjunction and a comma afterward. Also, choose the adverbial conjunction that best describes the relationship between the sentences. Write your paragraph on the lines below.

*During my high school career, I made a point of becoming involved. I was in many different activities, from volunteer clubs to sports. I believe that this really helped me. I made friends with classmates whom I might never have gotten to know if it weren't for the volleyball team or Kiwanis club. I learned to work with others. I also am very proud of what I achieved through my activities. I learned valuable life lessons, such as forming friendships, the importance of teamwork, and pride in a job well done. Many students go into high school as shy, timid mice. They graduate as big, roaring bears. Participating in extracurricular activities helps this process take place. It gives students self-confidence which, in turn, helps them throughout their entire lives. The activities students participate in, and the knowledge they acquire, will stay with them forever.*

**Combine the following pairs of independent clauses using one of the three methods you have learned: a semicolon, a coordinating conjunction (FANBOYS) preceded by a comma, or an adverbial conjunction preceded by a semicolon and followed by a comma. Place your choices in the spaces provided.**

1. Abstract art form has little direct reference to external or perceived reality .....it is normally synonymous with various types of twentieth-century avant-garde art.
2. The term abstract also refers to images that have been abstracted or derived from nature...~~however~~,.... the images have been considerably altered or have been simplified to their basic geometric or biomorphic forms.
3. The term nonobjective has been abandoned by most critics..... now they have supplanted it with the term abstract.
4. Abstract expressionism appeared in the mid-twentieth century.....~~i~~..... it was primarily concerned with expression through line and color.
5. The artist was interested in expressing emotional reaction to the world .....objective experiences and situations were seen as less interesting.
6. The movement was part of the organic, emotional, expressionistic approach to art .....it was developed to contrast with the geometrically structural, rationalistic approach of the cubists.
7. The roots of abstract expressionism can be found in the works of Kandinsky, Ernst, Duchamp, Chagall, and Tangy..... they inspired a blossoming of abstract expressionism among American painters in the 1950s.
8. The abstract movement centered in New York City .....this core of American painters was dubbed the New York School.
9. The New York School included many now-famous artists .....Pollock, de Kooning, Kline, and Rothko were the most famous American artists.
10. Abstract expressionism also flourished in Europe .....the Tachism School emphasized patches of color while the Art Informal School rejected formal structure.

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

phrase

independent

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

## CONNECTORS: (Link Words)

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

Major Functions:

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

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

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

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

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

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

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

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

### **SENTENCE CONNECTOR TYPES:**

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

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

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

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

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

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

**Use comparative to complete the paragraph below.**

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

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

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

**Fill in the blanks with contrasts.**

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

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

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

**Fill in the blanks with example connectors.**

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

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

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

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

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

**7. TO SHOW PURPOSE:**

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

**8. TO EMPHASIZE:**

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

**9. TO SHOW TIME:**

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

**10. TO REPEAT:**

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

**NOTE:**

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

**EXERCISES:**

**Fill in the blanks with the connectors given below.**

[Similarly, therefore, then, nevertheless]

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

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

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

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

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

1. No matter who wins the election, the public will be disappointed.
2. Despite the fact that the president promised not to raise taxes, I think that he will probably raise them this year.
3. Due to my interest in the law, I want to be a lawyer.
4. Taiwan's president is pro-China. For this reason, there are now direct flights to China.

5. There are now direct flights to China. As a result, it is much more convenient to travel.
6. Regardless of where I am, I try to email my mother every day.
7. In spite of the price of gas, I will still drive my car to work every day.
8. My cat ate some poison. Consequently, he got sick and died.
9. Owing to the poison, he got sick and died.

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

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

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

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

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

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

1. The students were elected to the senate by majority vote. \_\_\_\_\_ The speeches of the elected senators did not reflect the thinking of the majority of the students.

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

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

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

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

(3) Harrison is kind. He is generous.  
\_\_\_\_\_

(4) Television is entertaining. It is instructive.  
\_\_\_\_\_

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

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

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

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

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

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

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

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

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

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

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

1. Doing a job along with studying at a university has made my life very tough. I have given up so many personal pleasures in my life. I can not play football with my friends anymore. I miss all my favourite TV shows. I don not get enough sleep. According to psychologists, different people need different amount of sleep. I need at least eight hours of sleep which is now impossible. My social life is suffering. I miss important family events. I can not hang out with friends anymore. No doubt, it is really very difficult to do a job with university education.

2. Feeling fear is normal in public speaking. It is the adrenaline which causes all of the symptoms we associate with speech anxiety. Having sweaty palm, feeling flushed, having a pulse rate, etc.

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

3. Two different schools of thought exist as to why we dream. The physiological school holds that we dream to exercise the brain cells. When awake, our brains are constantly transmitting and receiving messages to keep our body in motion. Psychological theorists focus on our thoughts and emotions. They say dreams deal with immediate concerns in our life. There is a connection between dreams and human psyche. Whatever is the reason, all of us dream when we sleep.

4. For many poorer countries, tourism may still offer the best hope for development. The Vietnamese are doing their best to open up their country for tourists. Iran is working on a master plan for their tourism. Libya has paid \$ 1 million for a study. They all want tourists. And people like to discover ever new parts of the world; they are tired of mass tourism. A country can offer beaches, mountains, deserts, and unique cultures.



Week 3

## COMPOSITION:

*"The act of composing a written text."*

*"Composition involves creativity, imagination, inspiration, information, passion, interest, good command on language....."*

*"A good composition is the product of a balanced merger of one's faculty of reason and imagination. That's what happened with Shakespeare."*

## THE PROBLEMS FACED BY WRITERS:

1. **WRITER'S BLOCK:** For many writers the worst part is the very beginning. When they are sitting staring at the blank sheet to write something, the only thing that comes to mind is, "I have nothing to say.", "How do I begin when I simply have nothing to say." Or maybe a writer may feel he simply is incompetent and silly. So, he can not write as his ideas are worthless, or as his English is weak, his writing will never be appealing. These are the censors in your brain which block writing, and so these feelings are termed as "Writer's block". Even professional and acclaimed writers face such momentary lapses in their ability to write. Leo Tolstoy, Joseph Conrad, Ernest Hemingway, and many others were tormented by writer's block from time to time. Therefore, the first thing to do in writing is to think, get rid of the filters in the brain distracting you by demotivating thoughts, forget about grammar, and correctness, be emotionally inspired by the topic, etc.

**Cure:** When your mind is blank, use one of the techniques for generating ideas to come up with some preliminary ideas, get inspired by the topic, and start planning the content for the essay.

2. **LACK OF INFORMATION:** Writers are also tortured by lack of information about the topic under consideration.

**Cure:** The only cure for this is "READING". Reading is the heart of writing. It will not only give information, but it will also teach you written language and solve problems, like, uncertainty about how to express yourself, etc.

*"There is creative reading as well as creative writing."*

*"One must be an inventor to read well. There is then creative reading as well as creative writing".*

*Ralph Waldo Emerson*

## INTRODUCTION TO ACADEMIC WRITING

Anyone who wishes to become a good writer should endeavor, before he allows himself to be tempted by the more showy qualities, to be direct, simple, brief, vigorous, and lucid.

(Fowler & Fowler, 1906, p. 11)

Most academic courses assess students through written assignments. These include coursework, which may take weeks to write, and exam answers, which often have to be written in an hour or less. This unit deals with:

- The names of different writing tasks
- The format of long and short writing tasks
- The use of sentences and paragraphs

### **1- The purpose of academic writing**

Writers should be clear why they are writing. The most common reasons for writing include:

- To report on a piece of research the writer has conducted
- To answer a question the writer has been given or chosen
- To discuss a subject of common interest and give the writer's view
- To synthesize research done by others on a topic

Can you suggest any other reasons?

- \_\_\_\_\_

In all cases it is useful to bear in mind the likely readers of your work. How can you explain your ideas to them effectively? Although there is no fixed standard of academic writing, *it is clearly different from the style of news writing or novels*. Similarly, it is generally agreed that academic writing attempts to be *accurate and objective*. What are its other features?

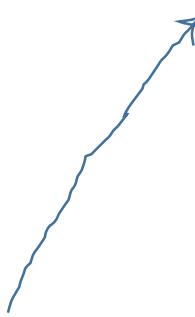
- Working alone or in a group, list your ideas below.

• Impersonal style \_\_\_\_\_

• \_\_\_\_\_

- \_\_\_\_\_
- \_\_\_\_\_

## 2- Common types of academic writing



Notes	A piece of research, either individual or group work, with the topic chosen by the students.
Report	The longest piece of writing normally done by a student (20,000+ words) often for a higher degree, on a topic chosen by the student.
Project	A written record of the main points of a text or lecture, for a student's personal use.
Essay	A general term for any academic essay, report, presentation or article.
Dissertation/ Thesis	A description of something a student has done e.g. conducting a survey. Paper The most common type of written work, with the title given by the teacher, normally 1000–5000 words.
Paper	The most common type of written work, with the title given by the teacher, normally 1000–5000 words.

## 3- The format of long and short academic writing tasks

Short essays (including exam answers) generally have this pattern:

- Introduction
- Main body
- Conclusion

Longer essays may include:

- Introduction

---

- Main body
  - Literature review
  - Case study
  - Discussion

---

- Conclusion
- References

- Appendices

Dissertations and journal articles may have:

Abstract

List of contents

List of tables

Introduction

Main body

- Literature review
- Case study
- Findings
- Discussion

Conclusion

Acknowledgements

References

Appendices

■ **Find the words in the lists above that match the following definitions:**

(a) A short summary of 100–200 words, which explains the Paper’s purpose and main findings.

---

(b) A list of all the sources the writer has mentioned in the text.

---

(c) A section, at the end, where additional information is included.

---

(d) A short section where people who have helped the writer are thanked.

---

(e) Part of the main body in which the writer discusses relevant research.

---

(f) A section where one particular example is described in detail.

---

#### 4- The features of academic writing

There is considerable variation in the format of academic writing required by different schools and departments. Your teachers may give you guidelines, or you should ask them what they want. But some general features apply to most formats.

■ Read the text below and identify the features underlined, using the words in the box.

<b>Sentence</b>	<b>heading</b>	<b>sub-title</b>
<b>Paragraph</b>	<b>title</b>	<b>phrase</b>

- (a) **A fishy story**
- (b) Misleading health claims regarding omega-3 fatty acids
- (c) Introduction
- (d) There has been considerable discussion recently about the benefits of omega-3 fatty acids in the diet.
- (e) It is claimed that these reduce the risk of cardiovascular disease and may even combat obesity. Consequently food producers have added omega-3s to products ranging from margarine to soft drinks in an attempt to make their products appear healthier and hence increase sales.
- (f) However, consumers may be unaware that there are two types of omega-3s. The best (long-chain fatty acids) are derived from fish, but others (short-chain fatty acids) come from cheaper sources such as soya. This latter group have not been shown to produce the health benefits linked to the long-chain variety. According to Tamura et al. (2009) positive results may only be obtained either by eating oily fish three times a week, or by taking daily supplements containing 500mg of eicosapentaenoic acid (EPA) or docosahexaenoic acid (DHA).

- (a) \_\_\_\_\_
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_
- (d) \_\_\_\_\_
- (e) \_\_\_\_\_
- (f) \_\_\_\_\_

## THE PROCESS OF WRITING AS A PRODUCTIVE ACTIVITY:

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

### 1. Assessing the writing situation:

This involves analyzing the following:

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

### Understanding the Topic

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

#### Activity #1

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

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

#### Activity #2

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

Too Broad      About Right

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

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

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

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

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

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

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

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

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

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

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

**Example:** Relate the development of railways to the rise of nineteenth-century European nationalism.

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

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

## **Purpose of Writing**

It refers to your aim behind writing, that is, are you writing **to inform, persuade, argue, describe, narrate, compare and contrast, analyze, evaluate, etc.**

The purpose makes a difference in how you write. It changes the tone you use. It influences the organization of the writing. It even makes a difference in the content of the writing. Being conscious of the purpose you are trying to accomplish makes subtle differences in the way you express yourself.

## Activity

Here, for example, is a letter to a garden store named the Garden Shop about a lawn mower they sold you that has never worked. What do you think the purpose of this piece of writing is?

### Version 1

Dear Garden Shop:

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

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

Sincerely,

*Kimberly Klein*

### Version 2

Dear Garden Shop:

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

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

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

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

Sincerely,

*Kimberly Klein*

### Version 3

Dear Garden Shop:

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

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

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

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

*I should also mention that I am the owner of Klein's Landscaping Service. Not only is my company a potential customer for a considerable amount of equipment in future years, but also hundreds of my customers ask my advice about the purchase of lawn and garden equipment. If I have not received satisfaction by August 15, not only will I never buy another piece of equipment from your firm, but also I will advise all my customers to avoid your store.*

*Sincerely,*

*Kimberly Klein*

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

Text	Purpose
a	
b	
c	

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

## **Home Work**

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

1. A memo to your boss in which you suggest several improvements in the way the office does business.
    - a. To make my job easier
    - b. To impress the boss
  2. A cover letter to go with your resume to the personnel office of a company where you would like to work.
- 
- 

3. A note to the owner of a parked car which you have just backed into, denting the fender.
- 
- 

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

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

## **Audience**

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

## **Activity**

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

### **Version 1**

Dear Doctor Henley:

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

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

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

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

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

Sincerely,

Maria Ramirez

## **Version 2**

Dear Tina,

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

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

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

Your friend,

Maria

## 2. Planning:

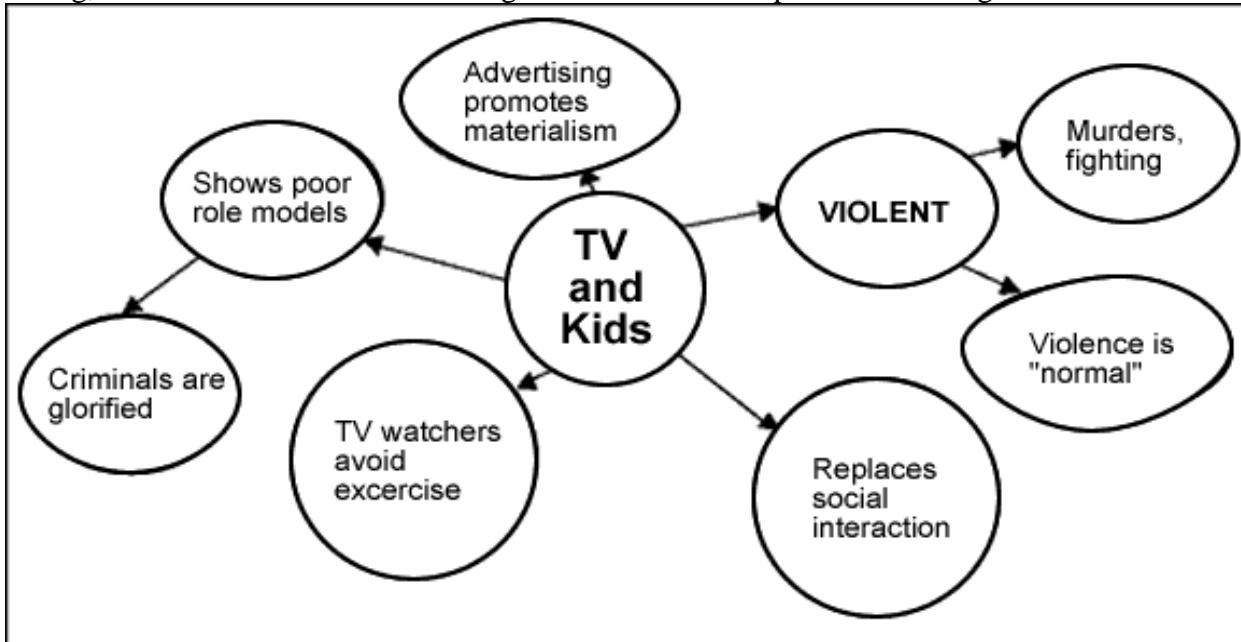
Writing is similar to constructing something. So, you first need to plan your writing. Following things are done in the planning stage:

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

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



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

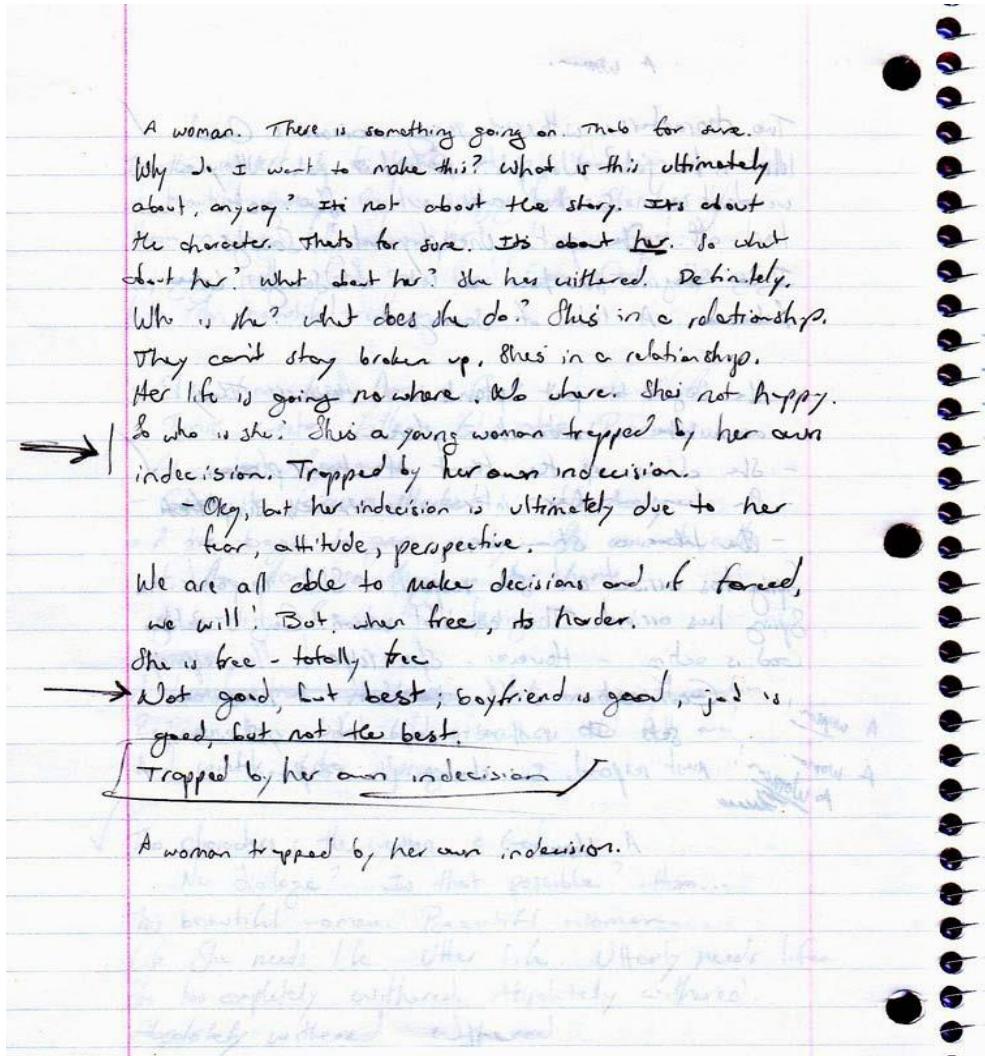




1. *Freewriting:* Freewriting is a popular technique used by writers to practice writing in general, or to collect their initial thoughts and ideas on a writing topic. It is often used as a preliminary to more formal writing.

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

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



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

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

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

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

## **ACTIVITY**

Use any one of the techniques for the generation of ideas for the following topics:

- Television is a drug.
- How to solve the problem of crime.
- My friend.
- Graduation ceremony

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

### **Writing Advice:**



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

### **3. Reading:**

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

### **4. Rough Writing:**

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

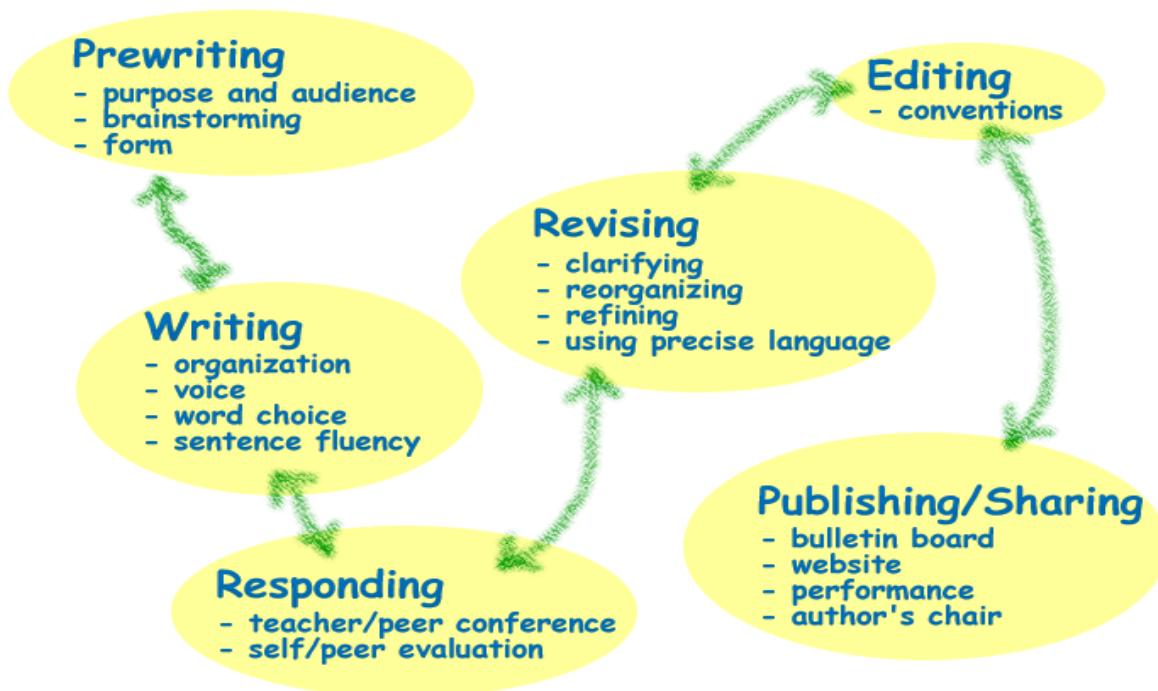
**5. Proofreading/Editing/Revising:**

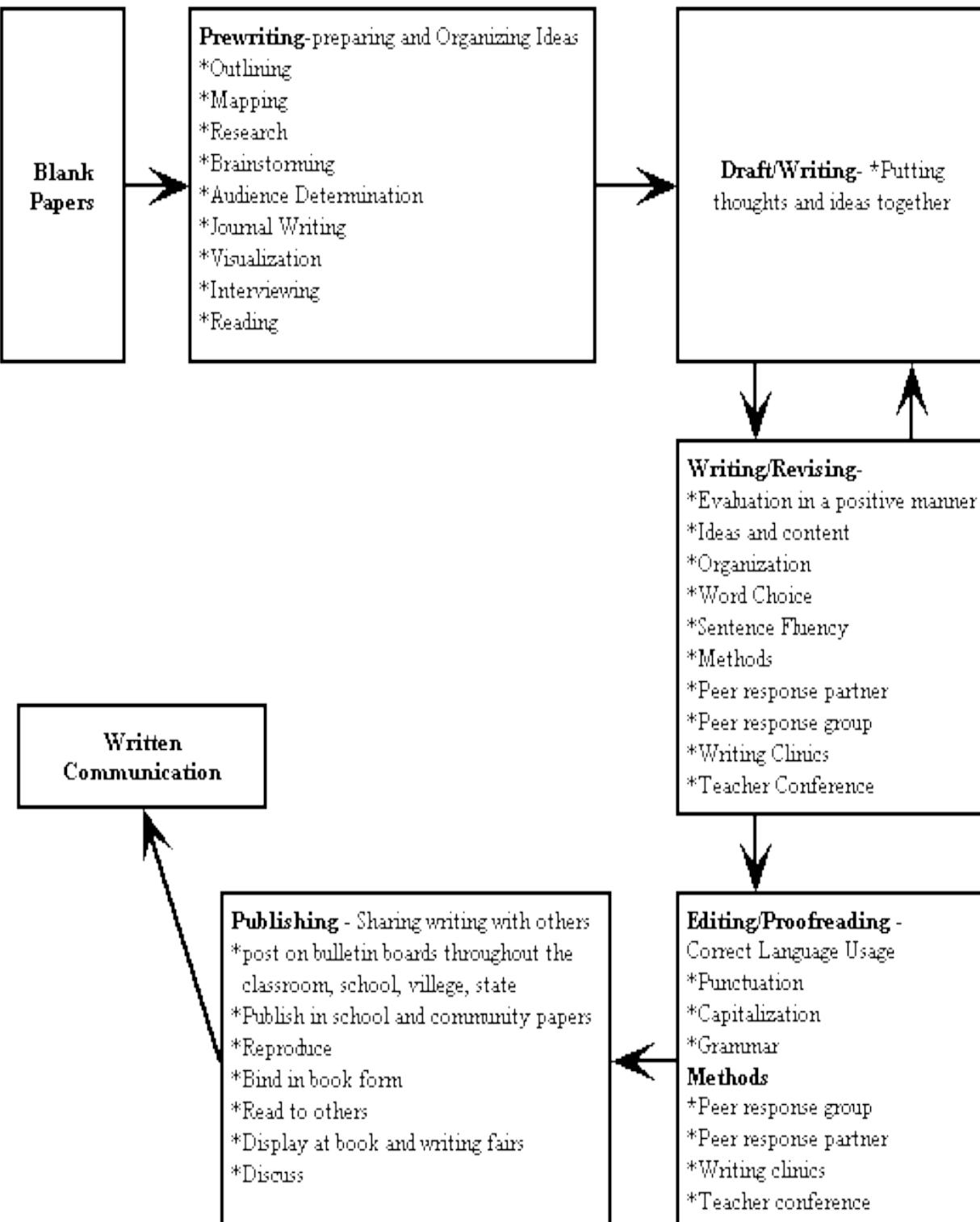
Check your essay for grammatical, structural and organizational mistakes, unity and coherence, etc. Revise expression.

**6. Final Draft Writing:**

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

# The Writing Process







## THE ESSAY

### **DEFINITION:**

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

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

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

### **HISTORY OF ESSAYS:**

Originally, an essay was strictly a literary genre. The word "essay" entered the English language in 1597 when Francis Bacon called a small book of ten short prose pieces "Essays". Bacon borrowed the word from Michel de Montaigne, a French writer who in 1580 had published some short prose pieces under the title "Essais", that is, "testings" or "attempts".

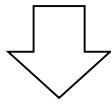
### **IMPORTANCE OF ESSAY IN ACADEMICS:**

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

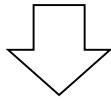
### **STANDARD ACADEMIC ESSAY:**

A standard academic essay must contain 5 paragraphs and a maximum of 350 words. The first and the last paragraphs are designated to introducing and concluding the topic. The middle three paragraphs are reserved for the main body of an essay which performs the role of presenting the respective information or argumentation. Techniques of writing and the structure of paragraphs may differ in accordance with the type of the essay. Therefore, we can divide an essay into 3 major parts:

## INTRODUCTION



## MAIN BODY



## CONCLUSION

### TYPES OF ESSAYS:

1. **EXPOSITORY ESSAY:** It is an essay in which the writer is concerned with giving information or exposing information about a given topic. Clear organization is a necessity in such an essay.
2. **ARGUMENTATIVE ESSAY:** The aim of such an essay is to defend a certain point of view, or to refute a certain belief by providing logical and sound reasoning. The secondary aim is to convince the readers to accept the truth of the writer's position.
3. **DESCRIPTIVE ESSAY:** Such an essay consists of a detailed description of a person, place, animal, thing, a process, etc.
4. **NARRATIVE ESSAY:** A narrative essay contains the narration of some event, incident, phase of life, etc.
5. **REFLECTIVE/MEDITATIVE ESSAY:** In this kind of an essay, the writer is chiefly concerned with exploring an idea or a feeling. The organization usually seems casual, or a free flow of thoughts.
6. **EVALUATIVE ESSAY:** In such an essay, the writer is concerned with evaluating something, that is, analyzing and discussing the strengths and weaknesses of something, and presenting a judgment based on reliable criteria.

### ESSENTIALS OF AN ESSAY:

- Unity
- Order
- Brevity
- Style
- Paragraphing
- Coherence

**NOTE:**

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

**STEPS IN ESSAY WRITING:**

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

**MAKING ESSAY OUTINES:****OUTLINE:**

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

**FUNCTION OF AN OUTLINE:**

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

**STEPS IN MAKING OUTLINES:**

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

**NOTE:**

Outline should have

- ✓ The introduction paragraph
- ✓ The 3 body paragraphs
- ✓ The conclusion paragraph

**ESSAY OUTLINE FORM**

**TITLE:** \_\_\_\_\_

**PURPOSE:** \_\_\_\_\_

**READERS:** \_\_\_\_\_

**I. INTRODUCTORY PARAGRAPH:**

General Statement or Hook: \_\_\_\_\_

Transition: \_\_\_\_\_

Thesis Sentence: \_\_\_\_\_

Major Divisions of Essay: (overview of upcoming points)

A: \_\_\_\_\_

B: \_\_\_\_\_

C: \_\_\_\_\_

**II. BODY PARAGRAPH 1: Sub-topic A**

Transition: \_\_\_\_\_

Topic Sentence: \_\_\_\_\_

Main Points:

1: \_\_\_\_\_

2: \_\_\_\_\_

3: \_\_\_\_\_

Conclusion/Transition: \_\_\_\_\_

**III. BODY PARAGRAPH 2: Sub-topic B**

Transition: \_\_\_\_\_

Topic Sentence: \_\_\_\_\_

Main Points:

1: \_\_\_\_\_

2: \_\_\_\_\_

3: \_\_\_\_\_

Conclusion/Transition: \_\_\_\_\_

**IV. BODY PARAGRAPH 3: Topic C**

Transition: \_\_\_\_\_

Topic Sentence: \_\_\_\_\_

Main Points:

1: \_\_\_\_\_

2: \_\_\_\_\_

3: \_\_\_\_\_

Conclusion/Transition: \_\_\_\_\_

## V. CONCLUDING PARAGRAPH

Restatement/Reinforcement of Thesis \_\_\_\_\_  
Closing Device

### NOTE:

You can also mention SDs in the outline.

## SAMPLE ESSAY OUTLINE

**TITLE:** Dangers and Challenges of Exploring Outer space

**PURPOSE:** To inform

**READERS:** The teacher, classmates (academic)

### I. INTRODUCTORY PARAGRAPH:

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

Transition: Finally, outer space

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

Major Divisions of Essay: (overview of upcoming points)

A: No air

B: Meteors and micro meteors

C: No water

### II. BODY PARAGRAPH 1: Sub-topic A

Transition: First

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

Main Points:

1: No atmosphere, no air pressure

2: No Oxygen, blood can boil

3: No protection from sun rays

Conclusion/Transition: Therefore, survival is a challenge.

### III. BODY PARAGRAPH 2: Sub-topic B

Transition: Second

Topic Sentence: Presence of meteors and micro meteors.

Main Points:

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

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

#### IV. BODY PARAGRAPH 3: Topic C

Transition: Finally

Topic Sentence: There is no water.

Main Points:

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

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

#### V. CONCLUDING PARAGRAPH

Restatement/Reinforcement of Thesis

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

#### NOTE:

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

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

## DANGERS AND CHALLENGES OF EXPLORING OUTER SPACE

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

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

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

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

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

## Activity

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

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

Involved with drugs	a. _____
Leaky ceilings	(1) _____
Students	(2) _____
Unwilling to help after class	b. _____
Formed cliques	(1) _____
Teachers	(2) _____
Buildings	c. _____
Ill-equipped gym	(1) _____
Much too strict	(2) _____

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

Ten-hours shifts	a. _____
Heat in kitchen	(1) _____
Working conditions	(2) _____
Minimum wage	b. _____
Hours changed every week	(1) _____
No bonus for overtime	(2) _____
Hours	c. _____
Pay	(1) _____
Noisy work area	(2) _____

Read the essay on the following pages and outline it in the spaces provided. Write out the central point and topic sentences, and summarize in a few words the supporting material that fits under each topic sentence.

### LOSING TOUCH

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

Thesis: \_\_\_\_\_

---

The world of business is one area in which technology is isolating us. Many people now work alone at home. With access to a large central computer, employees such as secretaries, insurance agents, and accountants do their jobs at display terminals in their own homes. They no longer have to actually see the people they're dealing with. In addition, employees are often paid in an impersonal way. Workers' salaries are automatically credited to their bank accounts, eliminating

the need for paychecks. Fewer people stand in line with their coworkers to receive their pay or cash their checks. Finally, personal banking is becoming a detached process. Customers interact with machines rather than people to deposit or withdraw money from their accounts. Even some bank loans are approved or rejected, not in an interview with a loan officer, but by a computer program.

First topic sentence: \_\_\_\_\_

---

Support :

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_

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

Second topic sentence: \_\_\_\_\_

---

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_

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

Third topic sentence: \_\_\_\_\_

---

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
- a. \_\_\_\_\_
- b. \_\_\_\_\_

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

### **PARAGRAPH:**

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

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

### **THE BODY PARAGRAPH:**

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

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

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

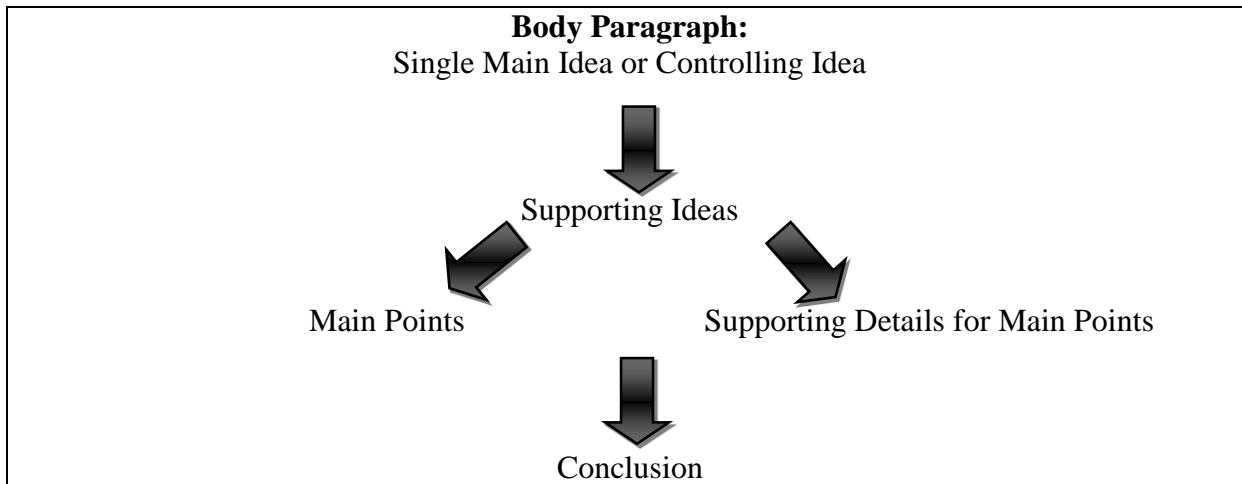
Begin with a dramatic sentence, interesting fact about the TS, question, joke, incident, or presentation of a general issue about the TS, etc.

### **NOTE:**

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

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

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



### **EXAMPLE BODY PARAGRAPHS:**

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

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

What is the controlling idea of the above paragraph?

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

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

1. What is the controlling idea of the paragraph?
- 

2. Which is more specific (narrower in meaning): the TS or the MPs?
- 

3. Which is the most specific part of a body paragraph? TS, MP, or SD?
- 

4. Write the MPs only.
- 
- 

5. Are the SDs convincing? Give reasons for your answer.
- 

**In the following sentences, circle the topic/subject, and underline the controlling idea.**

**Example:** *Swiss watches* are popular because of the fine craftsmanship with which they are made.

1. Mud-slinging and personal attacks turn off some people when it comes to politics.
2. Many students dislike high school because of social cliques and favoritism for some students.
3. Families can help children by being a support system for all their activities.
4. A hobby can assist people in easing the stresses of everyday life.
5. The movie was a success because of the script, the acting, and the special effects.
6. Vacation expenses can be reduced by purchasing a good travel book.
7. The depletion of the ozone layer might cause global warming and an increase in skin cancers.
8. Many current fads are driven by how the rich and famous are portrayed in the media.
9. Helping others can make almost any profession a rewarding experience.
10. Laws are effective only if they are enforced fairly and equitably.

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

1. Thousands of new people are born on our planet every day. The number of inhabitants in the world has already reached over six billion. If the present growth rate remains unchecked, the world may soon face wide-spread starvation, poverty, and serious health problems.  
\_\_\_\_\_ (topic sentence).

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

2. \_\_\_\_\_ (topic sentence).

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

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

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

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

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2. Animal breeding for particular features may soon become obsolete with the new-found ability of scientists to work at the level of genes. On the one hand there are those who

embrace the new bio-technology: genetic engineering. They argue that many genetic changes will be hugely beneficial and harmless. As long as safeguards are in place, they claim, humans would be foolish not to take advantage of the many benefits genetic engineering has to offer. Others have seen the speed with which gene manipulation can get out of hand, mixing species so that vegetable and animal are no longer distinguishable. They want to wind the clock back. But can they?

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**The following sentences are inadequate as topic sentences because they lack a complete controlling idea. Turn them into topic sentences by adding a controlling idea to each.**

1. The Final Four basketball tournament is exciting.

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2. Dining out is enjoyable.

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---

3. I attend college.

---

---

4. Live theater is dramatic.

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5. My clothes are stylish.

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---

6. I drive a Volvo.

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7. Dr. Jonas Salk created a vaccine to combat polio.

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**Write topic sentences for the following subjects. Don't forget to add the controlling idea.**

1. Nuclear energy

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2. Presidential elections

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3. Rock music

.....  
.....

4. Jogging

.....  
.....

5. Farming

.....  
.....

6. Science fiction

.....  
.....

7. Fight against terrorism

.....  
.....

**Support sentences** follow the topic sentence and develop the subject using specific examples, details, and facts. These support ideas must be consistent with the controlling idea. In other words, the controlling idea unifies the paragraph by determining the kind of support ideas you can use in the support sentences.

**Example**

Police officers are most effective when helping citizens in their communities.

topic                              controlling idea?

Support sentences for this topic sentence would focus on what police officers do to help citizens and might include such activities as

- a. finding lost/stolen property
- b. solving crimes
- c. preventing crimes.

**Six Important Support Questions**

When writing a story, a reporter asks six questions. The answers provide the focus that allows them to select the details, facts, and examples to develop the story with specific information. The six questions are who, what, where, when, why, and how.

After you have selected or have been given the topic you are to write about, decide on the controlling idea. To do this, choose which of the following reporter's questions allows you to write about the topic with the desired focus.

For instance, suppose your topic is an important event. In the support sentences, you could focus on

### Who?

Who started the event?

Who attended/witnessed/participated in the event?

Who was affected by the event?

### What?

What was the event?

What happened before/during/after the event?

What was special about the event?

### Where?

Where did the event occur?

Did the location affect the event in any way?

Did the location have historical significance?

### When?

When did the event occur (A.M./P.M., day, month, year)?

Did the time frame add any special significance to the event?

Did the event coincide with a historically significant time?

### Why?

Why did the event occur?

Why was the event important?

### How?

How did the event happen?

How was the event funded?

How was the event advertised?

You can add your own focus to these questions if other ideas come to you. There is no need to limit yourself to the questions presented in the list.

### Examples

1. Reading can help people become better educated.
2. Reading is best done in a quiet, secluded place.
3. Anyone interested in becoming a better writer should read as much as possible.

Although the topic/subject of each sentence, reading, is the same, the focus of the controlling idea is different. In sentence 1, the focus is on what reading can do for people (educate them); in sentence 2, the focus is on where reading is best accomplished (in a quiet, secluded place); and in sentence 3, the focus is on who (anyone interested in becoming a writer).

## **ESSENTIALS OF A BODY PARAGRAPH:**

A body paragraph must have the following features:

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

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

### **Logical Order of Events**

It is important that the events in your paragraphs demonstrate logical order. How you order your information helps the reader understand what you are trying to explain to the reader about the subject. There are three types of information ordering that you need to consider:

- Time order
- Space order
- Order of ideas

### **Time Order**

It is helpful to order the ideas in your paragraphs with a sense of time. Time is important in all of our lives. We have many clocks and watches, on walls, buildings, wrists, computer monitors, and cell phones, to keep us aware of the time because the events in our lives are connected to time: when we eat breakfast, lunch, and dinner; when we work out at the gym; when we do homework; when we play with our children; when church services begin; even when it’s time to sleep to take a break from worrying about time!

The following paragraph develops the ideas chronologically (“chronos” means “time” and “logic” refers to “order”—so “chronologically” means “time order”).

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

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

### Space Order

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

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

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

### Order of Ideas

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

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

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

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

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

### Transitional Expressions

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

conjunctions, introductory words, and subordinating conjunctions. What follows is a list of commonly used transitional expressions and how they are used:

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

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

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

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

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

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

### Key Concept Repetition

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

nouns: people, places, and things. For instance, in a paragraph taken from a longer work, such as the one that follows, you might repeat key words and phrases to keep the reader focused on the main topic.

*When trying to find a job, two tools are vital to the process if you hope to have any chance of success. First, complete a resume listing your education, work history, and personal attributes, such as hobbies and social and charitable organizations to which you belong. Along with your resume, write a letter of application. The letter of application, unlike the resume, summarizes your education, work history, hobbies, and social and charitable organizations and tailors them to the specific job for which you are applying. In this way, the resume and letter of application work together to give the prospective employer a more complete picture of you, your talents, and how they might fit with the job and the company. By repeating and stressing the key words, most often nouns, the focus of the writing remains clear to the reader. However, there are times when repetition can be cumbersome and unnecessary. When this happens, the repetition can become a bit awkward. This can be overcome by replacing the key nouns with pronouns.*

### **Substituting Pronouns for Key Nouns**

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

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

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

- **Exercise:** *I live in a flat with my family. We have two bedrooms and a living room. We have a garden and we have some flowers there. In weekdays I arrive home at five o’clock and I have lunch. Then I do my homework and go to bed. I had a computer but now it doesn’t work. I have a brother and a sister and I think I am very lucky to live with them. Sometimes our relatives visit us. Our flat becomes very crowded sometimes but I like it.*

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

- **Exercise:** *I live in a house in Izmit. It is not old or modern. It’s a normal Turkish house. We can say it is near the sea. It takes about 10 minutes to go to the sea side on foot. We*

*have one bedroom, one living room. We also have two other rooms, too. We use them as a dining room. Naturally, we have a kitchen, a bathroom, and a toilet. I live with my parents. And our house has a little garden; my parents spend their time there to grow vegetables and fruit.*

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

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

**EXERCISE:**

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

Railway companies use large computer systems to control ticket reservations and to give immediate information on the status of their trains. The computer system is connected by private telephone lines to terminals in major train stations, and ticket reservations for customers are made through these phone lines. The passenger's name, type of accommodation, and the train schedule are put into the computer's memory. On a typical day, a railway's computer system gets thousands of telephone calls about reservations, space on other railways, and requests for arrivals and departures. A big advantage of the railway computer ticket reservation system is its rapidity because a cancelled booking can be sold anywhere in the system just a few seconds later. Railway computer systems are not used for reservations alone. They are used for a variety of other jobs including train schedules, planning, freight and cargo loading, meal planning, personnel availability, accounting, and stock control. Hence, railway companies are fully dependent on computers for all their major activities.

TS:	
MPs:	
1:	
2:	
3:	
SDs:	
1:	
2:	
3:	

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

TS:
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MPs:
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SDs:
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1:
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2:
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Cncl:
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### **Do as directed:**

1. Select the supporting detail that doesn't fit.

*Topic Sentence: Candy is not a healthy treat.*

- A. It tastes delicious.
- B. Candy contains high amounts of sugar.
- C. You can find many artificial additives in candy.
- D. Eating too much candy can give you cavities.

2. Select the supporting detail that doesn't fit.

*Topic Sentence: There are many reasons people find clowns scary.*

- A. Their face paint hides their true identity.
- B. People often think of the creepy clowns they've seen in movies.

- C. There have been some bad clowns in the news lately.  
D. They make fun balloon animals.

**3. Select the supporting detail that doesn't fit.**

*Topic Sentence: Mrs. Hart drinks coffee for a number of reasons.*

- A. She likes the taste of it.  
B. Coffee isn't as good as tea.  
C. It helps her stay awake.  
D. When she doesn't drink it she gets really crabby.

**4. Select the best topic sentence for the paragraph.**

*When you bake cookies, you first have to make sure you have all the ingredients. Then you have to mix them together. Finally, you have to put them in the oven.*

- a) Baking cookies is really easy to do.  
b) My grandma has the best cookies recipe.  
c) There are a few steps you must follow when making cookies.  
d) Cookies are easier to make than cake.

**5. Select the best topic sentence for the paragraph.**

*Celebrities have to look almost perfect all the time. They also sacrifice their private lives. Finally, they are in danger of having crazy fans.*

- a) Being a celebrity is often difficult.  
b) When I grow up, I want to be a celebrity.  
c) Celebrities make more money than most people.  
d) Brad Pitt is a celebrity everyone has heard of.

**6. Select the best topic sentence for the paragraph.**

*Reading helps people do well in school and their jobs. It is also a way to learn new things about our interests. Some people read to escape to different worlds.*

- a) There are many good things that can come from reading.  
b) Some people like to read.  
c) Reading is only good if you want to do well in school.  
d) It is good to read a lot.

**7. Which supporting detail best supports this topic sentence?**

*Dora the Explorer is an educational show for kids.*

- a) She has a really cute monkey named Boots.  
b) Dora's purple backpack holds all of her tools.  
c) Dora helps teach kids Spanish words.  
d) She usually stops Swiper from swiping.

**8. Which supporting detail best supports this topic sentence?**

*Subway is a healthier option than McDonald's.*

- a) It's best to just cook food at home.  
b) A lot of people choose to eat Subway for lunch and dinner.  
c) McDonald's french fries are salty and delicious.  
d) Subway uses fresh ingredients whereas McDonald's has processed fried food.

To practice creating working outlines, add a controlling idea for each of the subjects listed below. Then, using the reporter's six questions, list three specific details that develop the controlling idea. Try to use all six of the reporter's questions. After you are finished, you will have a list of all the basic ideas that will go into the paragraph. This is called a working outline because the paragraph is still unfinished.

1. The United Nations

Controlling idea: \_\_\_\_\_

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

2. Computers

Controlling idea: \_\_\_\_\_

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

3. Students loans

Controlling idea: \_\_\_\_\_

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

4. Vacations

Controlling idea: \_\_\_\_\_

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

5. Recycling

Controlling idea: \_\_\_\_\_

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

## **TOPIC SENTENCE**

The topic sentence of a paragraph is the one that announces the content of the paragraph and makes a brief statement about it. Because the entire paragraph is constructed around the topic sentence, this sentence is the most important one in the paragraph. The topic sentence is also important because it conveys the controlling idea of the paragraph, or what aspect of the topic the writer will focus on.

### **Features of a Topic Sentence**

When developing a good topic sentence for your paragraph, make sure that it has the following features: It

1. States one main point clearly.
2. Prepares readers for the rest of the paragraph.
3. Gives shape and purpose to your writing.
4. Allows the reader to follow the argument.
5. Is always a sentence.

## **ACTIVITY**

**In each of the following topic sentences, underline the topic and put parentheses around the main point about the topic:**

1. Aging airplanes have (increased the likelihood of plane crashes).
2. There are three kinds of book owners.
3. The level of nicotine in cigarettes is kept high by the tobacco industry.
4. The oldest child in a family is often the most independent and ambitious child.
5. The city's new mayor has promised to renovate Karachi.
6. Some song lyrics have serious messages for people of all ages.
7. The entrance test contains two distinct sections that deal with two different skills.
8. Though buying a house may seem appealing, renting an apartment has many more advantages.

**Each of the following pairs contains one topic and one title. Circle the topic sentence in each pair:**

1. ---- Communication problems between men and women.  
----- Men and women often experience communication problems.
2. -----The difficulties of working and going to college.  
----- Many students find it difficult to work and go to college.
3. ----- California residents experience a constant threat of an earthquake.  
----- The constant threat of an earthquake in California.

**Complete the following entries to make each one a solid topic sentence. Only a subject and part of the focus are provided. The missing part may be more than a single word.**

**Example:** Car salespeople behave differently depending on *the car they are selling and the kind of customer they are serving*.

1. Television commercials are often \_\_\_\_\_
2. My part-time job taught me \_\_\_\_\_
3. Friendship depends on \_\_\_\_\_
4. A good salesperson should \_\_\_\_\_
5. Winning a lot of money is not always \_\_\_\_\_

**Convert each of the following subjects into a topic sentence by providing a focus.**

1. Computer literacy

---

2. Bus transportation

---

3. Violence on television

---

**Write a body paragraph on the following topic: Follow the writing process:**

1. The advantages of reading
2. Should cable TV be banned?
3. Cultural diversity in Karachi

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

1. Shopping is fun.
2. The high price of oil is bad for economy.
3. Violence shown on television influences the society in a negative way.
4. Professional jealousy can yield good results.
5. Small classes are better than large classes.

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

1. Old age makes one ugly. It brings economic insecurity. It opens doors to different diseases.
2. Limited intelligence can keep a person from entering a good university. Limited height can keep a soldier from being an officer. Limited knowledge of English may cost a person the chance to get a good job.

3. Talk shows can be very informative. Talk shows can be of great help in learning communication skills. Talk shows are a better pass time than films and dramas.

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

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

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

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### **INTRODUCTION PARAGRAPHS:**

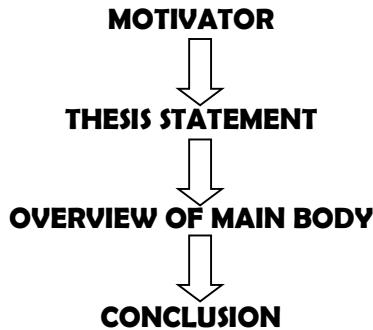
Sometimes called 'opening paragraphs,' these come at the beginning of a long piece of writing like an essay or business report. Strong introductions and conclusions are crucial to the success of an essay. Essays are long and the readers need these devices to stay focused and interested. An introduction paragraph grabs the readers' interest and presents the topic of the essay.

#### **PARTS OF AN INTRODUCTION PARAGRAPH:**

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

- 4. CONCLUSION:** Do not end the paragraph abruptly. Restate thesis statement, and end on an encouraging note. Sometimes this sentence may not be needed.

#### **FORMAT OF INTRODUCTION PARAGRAPHS:**



Example introduction paragraph taken from essay on “Effects of Gaming on Children”

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

#### **MOTIVATORS:**

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

- 1. FACTS:** A good motivator can be beginning your essay with a surprising fact, a less-known fact, or a commonly-known fact about the topic. For example,

*Pretty much everyone has used Microsoft Word at one time or another. Everyone has used it, from typing up this essay to doing genealogy research or writing a letter to a friend. But who*

*created the program? Sure, Microsoft did, but who in Microsoft helped make it? Well it was a collection of computer programmers, beta testers, and software engineers. Why being a software engineer appeals most to me is that it requires the broadest knowledge of different material and has the greatest area for advancement.*

2. **QUOTES, VERSES, OR SAYINGS:** You can begin your essay with a quote which strongly represents your essay thesis. For example,

*“God help me. I’m alone. There is no hope” Those thoughts represented rock bottom fro Marie Balter. Abandoned by her mother, abused by her adoptive parents, at times depressed and perhaps suicidal, willful Balter was confined for twenty years to a state mental hospital, where she was misdiagnosed as a schizophrenic and was nearly killed by massive doses of an experimental drug. Rather than giving in, however, she decided to fight.*

3. **GENERAL TO SPECIFIC:** Begin on a general note regarding your topic, and then narrow down and come to the specific thesis statement. For example,

*Human personality is a wonderful marvel of God. It consists of variety of traits which can play a decisive role in highlighting the superiority of human beings over other creatures. Generosity, kindness, affection, intellect, reason, imagination and many more are some of the characteristics of human personality which mesmerize us. Courage, however, is a trait which has made its owners immortal in the history of the world. Nevertheless, the value of courage does not lie solely in doing some challenging things, but in the motivations and intentions behind such things. Simply being brave does not constitute courage.*

4. **A RHETORICAL/THOUGHT PROVOKING QUESTION:** This is the most commonly used motivator, and is a favourite of writers. Questions grasp one’s curiosity instantly without any effort. For example,

*Who is a hero? A guy slamming bad guys down or some stylish dude, or do we also use this “word” to refer to some real life people. Well, if we think about real life heroes, who is a hero to you? To me a hero is someone who goes through a lot of hardships but at the ends tries to help other people with the same problem he went through. My hero is Dave Pelzer.*

5. **INCIDENT:** Real incidents are also used as motivators by many writers. For example,

*It has been more than two years since my telephone rang with the news that my younger brother-just twenty two years old- had been murdered. The young man who killed him was only twenty four. Wearing a ski mask, he emerged from a car, fired six times at close range with a massive 44 Magnum, then fled. The cause of this brutal act was my brother’s efforts to defend his newly bought car from being snatched. The city is, no doubt, becoming an unsafe terror zone, and the government must take necessary measures to provide good defense to its citizens.*

**NOTE:**

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

**THE THESIS STATEMENT:**

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

**CHARACTERISTICS OF A THESIS STATEMENT:**

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

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

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

**EXERCISE:**

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

1. Children enjoy professional wrestling for many reasons.
2. Shopping malls are more than just places where you can buy things.
3. Most students prefer the bright colors and good organization of the skippy websites to the jif websites.

4. The Head & Shoulders website proved superior to the Herbal Essences website.
5. Fate is one's own lot.

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

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

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

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

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

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

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

1. \_\_\_\_\_ a. Working with old people changed my stereotypical ideas about the elderly.  
\_\_\_\_\_ b. My life had moved in a new direction since the rewarding job I had working with older people last summer.
2. \_\_\_\_\_ a. The new architecture on this campus is very unpleasant, although the expansion was desperately needed.

- \_\_\_\_\_ b. Our new college library building is ugly, intimidating, and inefficient.
3. \_\_\_\_\_ a. Among the most entertaining ads on TV today are those for mail-order products.  
\_\_\_\_\_ b. Although Ads on TV for mail-order products are often misleading, they can still be very entertaining.

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

1. Thesis: \_\_\_\_\_  
a. My first car was a rebellious-looking one that matched the way I felt and acted as a teenager.  
b. My next car reflected my more mature and practical adult self.  
c. My latest car seems to tell me that I'm aging; it shows my growing concern with comfort and safety.
2. Thesis: \_\_\_\_\_  
a. All the course credits that are accumulated can be transferred to a four year school.  
b. Going to a two-year college can save a great deal of money in tuition and other fees.  
c. If the college is nearby, there are also significant savings in everyday living expenses.
3. Thesis: \_\_\_\_\_  
a. First, I tried simply avoiding the snacks aisle of the supermarket.  
b. Then I started limiting myself to only five units of any given snack.  
c. Finally, in desperation, I began keeping the cellophane bags of snacks in a padlocked cup board.
4. Thesis: \_\_\_\_\_  
a. The holiday can be very frightening for little children.  
b. Children can be struck by cars while wearing vision-obstructing masks and dark costumes.  
c. There are always incidents involving deadly treats: fruits, cookies, and candies that contain razor blades or even poison.
5. Thesis: \_\_\_\_\_  
a. First of all, I was a typical type A personality: anxious, impatient, and hard-driving.  
b. I also have a family history of relatives with heart trouble.  
c. My unhealthy lifestyle, though, was probably the major factor.

**Write TN in the space next to the two statements that are too narrow to be developed in an essay. Write TB beside the two statements that are too broad to be covered in an essay. Then, in the spaces provided, revise one of the too-narrow statements and one of the too-broad statements to make them each an effective thesis.**

1. The way our society treats elderly people is unbelievable.  
\_\_\_\_\_

2. Up to 70 percent of teenage marriages end in divorce.

---

3. Action must be taken against drugs.

---

4. I failed my biology course.

---

***Write an introduction to an essay on one of the following subjects:***

- a) Compare the urbanisation process in the First and the Third Worlds.
- b) Assess the importance of public transport in the modern city.
- d) To what extent is a democratic system necessary for economic development?

**The box that follows summarizes the six kinds of introductions. Read the introductions that come after it and, in the space provided, write the letter of the kind of introduction used in each case.**

- |                                |                      |
|--------------------------------|----------------------|
| A. General to narrow           | D. Incident or story |
| B. Starting with an opposite   | E. Questions         |
| C. Stating importance of topic | F. Quotation         |

1. The ad, in full color on a glossy magazine page, shows a beautiful kitchen with gleaming counters. In the foreground, on one of the counters, stands a shiny new food processor. Usually, a feminine hand is touching it lovingly. Around the main picture are other, smaller shots. They show mounds of perfectly sliced onion rings, thin rounds of juicy tomatoes, heaps of matchstick-sized potatoes, and piles of golden, evenly grated cheese. The ad copy tells you how wonderful, how easy, food preparation will be with a processor. Don't believe it. My processor turned out to be expensive, difficult to operate, and very limited in its use.

2. My father stubbornly says, "You can often tell a book by its cover," and when it comes to certain paperbacks, he's right. When you're browsing in the drugstore or supermarket and you see a paperback featuring an attractive young woman in a low-cut dress fleeing from a handsome dark figure in a shadowy castle, you know exactly what you're getting. Every romance novel has the same elements: an innocent heroine, an exotic setting, and a cruel but fascinating hero.

3. We Americans are incredibly lazy. Instead of cooking a simple, nourishing meal, we pop a frozen dinner into the oven. Instead of studying a daily newspaper, we are contented with the capsule summaries on the network news. Worst of all, instead of walking even a few blocks to the local convenience store, we jump into our cars. This dependence on the automobile, even for short trips, has robbed us of a valuable experience—walking. If we drove less and walked more, we would save money, become healthier, and discover fascinating things about our surroundings.

## THE CONCLUSION PARAGRAPHS

Conclusions too often fade out because writers feel they are near the end and the task is over. Do not do this. Use your conclusion to drive your central idea home one final time. Make sure your conclusion has the same energy as the rest of the essay. It should create a sense of completion. Bring the reader back to the place s/he started from. It should have a circular approach. Refer back to your motivator.

### **A conclusion should**

1. Not contain any new idea.
2. Begin with a conclusion connector.
3. Restate thesis statement in different words.
4. Restate all main ideas in a **very** brief manner.
5. End on an interesting note, like,
  - a. A recommendation or suggestion about the topic.
  - b. A prediction about the future development of the topic.
  - c. A solution to the problems discussed in the essay.
  - d. Questions motivating the readers to think further about the topic, or tempting him to read more on it, etc

**In the space provided, note how each concluding paragraph ends: with a summary and final thought (write S in the space), with a prediction or recommendation (write P/R), or with a question (write Q).**

1. Disappointments are unwelcome, but regular, visitors in everyone's life. We can feel depressed about them, or we can try to escape from them. The best thing, though, is to accept a disappointment and then try to use it somehow: step over the unwelcome visitor and then get on with life.
2. Holidays, it is clear, are often not the fulfilling experience they are supposed to be. They can, in fact, be very stressful. But would we rather have a holiday-free calendar?
3. Some people dream of starring roles, their names in lights, and their pictures on the cover of People magazine. I'm not one of them, though. A famous person gives up private life, feels pressured all the time, and is never completely safe. So let someone else have that cover story. I'd rather lead an ordinary, but calm, life than a stress-filled one.

**EXERCISE**

The given essays do not have an introduction and a concluding paragraph. Read them and write the missing paragraphs.

### 1. Why We Should Complain About Bad Service

When bad service is given and no one complains about it, people in the enterprise think they are doing a good job and they do not realize they are losing clients. People prefer just to walk away rather than talking. The consequence is that this enterprise will keep giving the same bad service. This is the first benefit of complaining: We will let them know what are they doing wrong and we will give them the chance to improve. Consequently, they will take actions to satisfy not only you who complained, but also the rest of the clients who did not dare or bother to complain and had the same need as you.

Another benefit of complaining is that the bad concept that people had about certain enterprises with bad service will change. The enterprise's reputation will improve and they will start offering service with quality thanks to previous complaints. If the service sector improves in quality, the Pakistani social and economic system will also improve.

The third benefit of complaining about bad service is that people who work in this sector will need to be more prepared and more open to hear their clients. If we have the habit of complaining when something does not satisfy us, enterprises will give us the respect we deserve as clients and the service we are looking for. They will understand they need to be nice and to improve. For such things, they need to have good job training and interest in what they do or work on.

**TIP:**

**First find out the main ideas of the 3 body paragraphs.**

**Keeping in mind the 3 main ideas, form a THESIS statement which is general yet a good representative of the main ideas.**

### 2. How to Learn English

In language **learning** process, a target should be made clear at first. What can be expected from a student who cannot answer the question "Why are you **learning** this language?". This point should not be forgotten: Language itself is used to reach some certain aims, to make some certain plans real in the real world. Therefore, one should have a target while s/he study a language.

Success in learning a foreign language is closely related to the student's knowledge of his/her native language (But, unfortunately, because of the variety of materials in ELT, English is taught in better ways than the native language). A student adds the information s/he knows about his/her native language to the language s/he's learning at present. Sometimes just the opposite is also possible. A foreign language can make understanding of the native language easy. The student realizes that his/her native language is another language among the others and becomes much more

aware about the activities s/he carries out about his/her native language. As Goethe says “One cannot know his/her native language if s/he does not know his/her native language.”

A language seems to be a pile of infinite rules, but you do not have to know all of them. Once you learn the basic rules, you start to analyze and realize the other rules with ease. The important thing is to understand where these rules are applied, not to memorize them, anyway. Using a language sufficiently is more important than knowing a lot about it.

## **REVISING AND EDITING YOUR ESSAY**

Once you are done with writing the rough draft, the next stage involves revising, and improving your writing. It demands correction of all possible mistakes in your essay. Most of the professional writers achieve a true grasp on their topic at this stage. They can easily frame a proper thesis statement and check if the topic sentences are related to the thesis.

Editing and revision involves considering 4 major issues:

1. **UNITY:** The whole essay is based on a single central idea clearly stated in the thesis statement.
2. **SUPPORT:** The TSs support the thesis, and the MPs support the TSs.
3. **COHERENCE:** All ideas are logically linked with the thesis which is a representative of the essay topic.
4. **SENTENCES & GRAMMAR:** Syntactic errors, grammatical errors, and punctuation mistakes are corrected.

### **EXAMPLE OF EDITING AND REVISING:**

**The following essay has been edited, and the expression has been refined and revised.**

#### **READING: MY FAVORITE PASS TIME**

Everyone has different ways of spending his or her free time. As for me, I usually do reading when I have free time. Most of ~~the~~ time, I read alone. I think ~~because of~~ through reading, I can find out ~~how beautiful this~~ discover the beauty of the world. ~~is~~.

When I was young, my parents were always busy working.; Therefore, they bought me a lot of books to keep me company accompany me. Through reading, I have made friends with the Three Little Pigs, Snow White, Red Riding Hood, and so on. Since then, reading is has become an important part of my life. Books, magazines, or newspaper are very handy to carry around with. The smallness of sizes and the lightweights of reading materials made it very convenient for me to put them into my handbag. ~~so various that I can pick up any size of them with me at anytime.~~ Besides, Moreover, I can read whenever and wherever I choose to. at anytime, Even just a shred during an interval of time, like waiting for a bus or at break time at in school or at work.; Some people even use time to read while they are in the toilets. In short, I can enjoy reading no matter when or where.

In addition to the convenience, reading also enriches my life, brings gives me a lot of fun, and releases me from the my pressures of modern living. I live in Taiwan and I'm an elementary school teacher. While reading books on of travel, like ;^Lonely Planet;± for example, I would got to know what about other countries are like and what their cultures and customs too. ; also, I can also get

to ~~would~~ know ~~about~~ other peoples' stories through ~~reading~~ ~~their~~ biographies. ~~Besides, while reading, When I am immersed in a novel for example, I share~~ can experience the same feelings, such as excitement, sadness ~~and~~ happiness, with ~~the~~ characters in ~~the~~ books. I went to the Hogwarts with Harry Potter, fell in love with Romeo and Juliet, and decoded secret ancient codes with The Da Vinci Code; all of which brought me enormous pleasure. ~~such a good time. With~~ Through reading, I can ~~forget all about this material~~ set aside all the cares of this material world and just dive into the world books provide. Reading relieves me from the burdens of ~~the~~ life, and serves as an outlet for my frustrations.

I usually do reading alone when I have free time. Reading alone doesn't make me antisocial. ~~mean that I don't like to read with others.~~ It is just because most of time, I'm I happen to be alone when I have free time. In short, doing reading when I'm free can broaden my horizons, ~~mind~~ make me happy, and help me relax.

### After Correction

Everyone has different ways of spending his or her free time. As for me, I usually do reading when I have free time. Most of ~~the~~ time, I read alone. I think through reading, I can discover the beauty of the world.

When I was young, my parents were always busy working. Therefore, they bought me a lot of books to keep me company. Through reading, I have made friends with the Three Little Pigs, Snow White, Red Riding Hood, and so on. Since then, reading has become an important part of my life. Books, magazines or newspaper are very handy to carry around with. The smallness of size and the lightweight of reading materials made it very convenient for me to put them into my handbag. Moreover, I can read whenever and wherever I choose to. Even during an interval of time, like waiting for a bus or at break time in school or at work. Some people even read while they are in the toilets. In short, I can enjoy reading no matter when or where.

In addition to the convenience, reading also enriches my life, gives me a lot of fun, and releases me from the pressures of modern living. I live in Taiwan and I'm an elementary school teacher. While reading books on travel, like ~~Lonely Planet~~ for example, I got to know about other countries and their cultures and customs too. I can also get to know about other peoples' stories through their biographies. When I am immersed in a novel for example, I can experience the same feelings, such as excitement, sadness ~~and~~ happiness, with ~~the~~ characters in ~~the~~ books. I went to the Hogwarts with Harry Potter, fell in love with Romeo and Juliet, and decoded secret ancient codes with The Da Vinci Code; all of which brought me enormous pleasure. Through reading, I can set aside all the cares of this material world and just dive into the world books provide. Reading relieves me from the burdens of life, and serves as an outlet for my frustrations.

I usually do reading alone when I have free time. Reading alone doesn't make me anti-social. It is just because most of time, I happen to be alone when I have free time. In short, doing reading when I'm free can broaden my horizons, make me happy, and help me relax.

## Activity for Unity

Both of the following essays contain irrelevant sentences that do not relate to the thesis of the essay or support the topic sentence of the paragraph in which they appear. Cross out the irrelevant sentences and write the numbers of those sentences in the spaces provided.

### Playing on the Browns

**1** For the past three summers, I have played first base on a softball team known as the Browns. ~~2We play a long schedule, including playoffs, and everybody takes the games pretty seriously.~~ **3** In ~~that~~ respect, we're no different from any other of the thousand or so teams in our city. **4** But in one respect, we are different. **5** In an all-male league, we have a woman on the team—me. **6** Thus I've had a chance to observe something about human nature by seeing how the men have treated me. **7** Some have been disbelieving; some have been patronizing; and, fortunately, some have simply accepted me.

**2** **8** One new team in the league was particularly flabbergasted to see me start the game at first base. **9** Nobody on the Comets had commented one way or the other when he saw me warming up, but playing in the actual game was another story. **10** The Comets' first-base coach leaned over to me with a disbelieving grin and said, "You mean, you're starting, and those three guys are on the bench?" **11** I nodded and he shrugged, still amazed. **12** He probably thought I was the manager's wife. **13** When I came up to bat, the Comet pitcher smiled and called to his outfielders to move way in on me. **14** Now, I don't have a lot of power, but I'm not exactly feeble. **15** I used to work out on the exercise machines at a local health club until it closed, and now I lift weights at home a couple of times a week. **16** I wiped the smirks off their faces with a line drive double over the left fielder's head.

**The number of the irrelevant sentence:** \_\_\_\_\_

**3** **17** The next game, we played another new team, the Argyles, and their attitude was patronizing. **18** The Argyles had seen me take batting practice, so they didn't do anything so rash as to draw their outfield way in. **19** They had respect for my ability as a player. **20** However, they tried to annoy me with phony concern. **21** For example, a redheaded Argyle got on base in the first inning and said to me, "You'd better be careful, hon. **22** When you have your foot on the bag, somebody might step on it. **23** You can get hurt in this game." **24** I was mad, but I have worked out several mental techniques to control my anger because it interferes with my playing ability. **25** Well, this delicate little girl survived the season without injury, which is more than I can say for some of the he-men on the Argyles.

**The number of the irrelevant sentence:** \_\_\_\_\_

**4** **26** Happily, most of the teams in the league have accepted me, just as the Browns did. **27** The men on the Browns coached and criticized me (and occasionally cursed me) just like anyone else. **28** Because I'm a religious person, I don't approve of cursing, but I don't say anything about it to my teammates. **29** They are not amazed when I get a hit or stretch for a wide throw. **30** My average this year was higher than the averages of several of my teammates, yet none of them acted resentful or threatened. **31** On several occasions I was taken out late in a game for a pinch runner, but other slow players on the team were also lifted at times for pinch runners. **32** Every woman should have a team like the Browns!

**The number of the irrelevant sentence:** \_\_\_\_\_

**5** **33** Because I really had problems only with the new teams, I've concluded that it's when people are faced with an unfamiliar situation that they react defensively. **34** Once a rival team has gotten used to seeing me on the field, I'm no big deal. **35** Still, I suspect that the Browns secretly feel we're a little special. **36** After all, we won the championship with a woman on the team.

## Activity for Support

### Problems of a Foreign Student

**1** 1About ten months ago I decided to leave my native country and come to the United States to study. 2When I got here, I suddenly turned into someone labeled “foreign student.” 3A foreign student, I discovered, has problems. 4Whether from Japan, like me, or from some other country, a foreign student has to work twice as hard as Americans do to succeed in college.

**2** 5First of all, there is the language problem. 6American students have the advantage of comprehending English without working at it. 7But even they complain that some professors talk too fast, mumble, or use big words. 8As a result, they can't take notes fast enough to keep up, or they misunderstand what was said. 9Now consider my situation. 10I'm trying to cope with a language that is probably one of the hardest in the world to learn. 11Dozens of English slang phrases—“mess around,” “hassle,” “get into”—were totally new to me. 12Other language problems gave me trouble, too.

**The spot where supporting details are needed occurs after sentence :** \_\_\_\_\_

**3** 13Another problem I face has to do with being a stranger to American culture. 14For instance, the academic world is much different in Japan. 15In the United States, instructors seem to treat students as equals. 16Many classes are informal, and the relationship between instructor and student is friendly; in fact, students call some instructors by their first names. 17In Japan, however, the instructor-student relationship is different. 18Lectures, too, are more formal, and students show respect by listening quietly and paying attention at all times. 19This more casual atmosphere occasionally makes me feel uncomfortable in class.

**The spot where supporting details are needed occurs after sentence:** \_\_\_\_\_

4 20Perhaps the most difficult problem I face is social. 21American students may have some trouble making new friends or may feel lonely at times. 22However, they usually manage to find other people with the same background, interests, or goals. 23It is twice as hard to make friends, though, if a person has trouble making the small talk that can lead to a relationship. 24I find it difficult to become friends with other students because I don't understand some aspects of American life. 25Students would rather talk to someone who is familiar with these things.

**The spot where supporting details are needed occurs after sentence :** \_\_\_\_\_ .

**5** 26Despite all the challenges that I, as a foreign student, have to overcome, I wouldn't give up this chance to go to school in the United States. 27Each day, the problems seem a little bit less overwhelming. 28Like a little child who is finally learning to read, write, and make sense of things, I am starting to enjoy my experience of discovering a brand-new world.

## Activity for Coherence

### Noise Pollution

**1** 1Natural sounds—waves, wind, birdsong—are so soothing that companies sell recordings of them to anxious people seeking a relaxing atmosphere at home or in the car. 2One reason why “environmental sounds” are big business is that ordinary citizens, especially city dwellers, are bombarded by noise pollution. 3On the way to work, on the job, and on the way home, the typical urban resident must cope with a continuing barrage of unpleasant sounds.

**2** 4The noise level in an office can be unbearable. 5From nine to five o'clock, phones and fax machines ring, computer keyboards chatter, intercoms buzz, and copy machines thump back and forth. 6Every time the receptionists can't find people, they resort to a nerve shattering public

address system. <sup>7</sup>And because the managers worry about the employees' morale, they graciously provide the endless droning of canned music. <sup>8</sup>This effectively eliminates any possibility of a moment of blessed silence.

**3** <sup>9</sup>Traveling home from work provides no relief from the noisiness of the office. <sup>10</sup>The ordinary sounds of blaring taxi horns and rumbling buses are occasionally punctuated by the ear-piercing screech of car brakes. <sup>11</sup>Taking a shortcut through the park will bring the weary worker face to face with chanting religious cults, freelance musicians, screaming children, and barking dogs. <sup>12</sup>None of these sounds can compare with the large radios many park visitors carry. <sup>13</sup>Each radio blasts out something different, from heavy-metal rock to baseball, at decibel levels so strong that they make eardrums throb in pain. <sup>14</sup>If there are birds singing or wind in the trees, the harried commuter will never hear them.

**4** <sup>15</sup>Even a trip to work at 6 or 7 a.m. isn't quiet. <sup>16</sup>No matter which route a worker takes, there is bound to be a noisy construction site somewhere along the way. <sup>17</sup>Hard hats will shout from third-story windows to warn their coworkers below before heaving debris out and sending it crashing to earth. <sup>18</sup>Huge front-end loaders will crunch into these piles of rubble and back up, their warning signals letting out loud, jarring beeps. <sup>19</sup>Air hammers begin an earsplitting chorus of rat-a-tat-tat sounds guaranteed to shatter sanity as well as concrete. <sup>20</sup>Before reaching the office, the worker is already completely frazzled.

**5** <sup>21</sup>Noise pollution is as dangerous as any other kind of pollution. <sup>22</sup>The endless pressure of noise probably triggers countless nervous breakdowns, vicious arguments, and bouts of depression. <sup>23</sup>And imagine the world problems we could solve, if only the noise stopped long enough to let us think.

1. In "Noise Pollution," what is the number of the sentence to which the transition word *Also* could be added in paragraph 2?
2. In the last sentence of paragraph 2, to what does the pronoun *This* refer?
3. What is the number of the sentence to which the transition word *But* could be added in paragraph 3?
4. What is the number of the sentence to which the transition word *Then* could be added in paragraph 4?
5. What is the number of the sentence to which the transition word *Meanwhile* could be added in paragraph 4?
6. What word is used as a synonym for *debris* in paragraph 4?
7. How many times is the key word *sounds* used in the essay?
8. The time order of the three supporting paragraphs is confused. What is the number of the supporting paragraph that should come first? \_\_\_\_\_ Second? \_\_\_\_\_ Third? \_\_\_\_\_

#### **EXERCISE 1:**

**The following essay has problems in unity and organization. Identify the errors and correct them. Use the given checklist.**

#### **BENEFITS OF EATING OUT**

People may have two choices to eat, either they go out to fast food stands or restaurants, or they prepare food at home, whatever suitable to them. In my case I prefer to go out to eat, as it is easy to get, it saves my time, and I can try variety of interesting food of different countries.

Being a working person, with all day long office work and driving long way, it becomes difficult to do all preparation for making food. For me easy way to get food is restaurant, where I can get prepared food at home or office by just ordering on phone,

Along with that when I eat at restaurant I have more time to do other things like reading, watching TV, and listening music, going out theatre, or having fun with friends, that don't make me tired or boring and I feel refreshed for next day work, so by going to restaurant I can manage a lot more activities instead preparing food.

Also, many restaurants offer cheap deals which are good and economical. One near my house is such a place. It is known for its good and economical food. It was built some three years ago, but it has gained so much popularity in very less time. I have made the owner my friend. So, I get special discounts. It is famous for its fast food. I am also very fond of fast food. It is delicious and fast to cook well fast to get.

To conclude I am fond of going stands and restaurants for eating that is suitable for me because of convenient, quick and variety of tasty food, which I enjoy very much and make my routine easier and interesting.

**TIPS:**

*Identify the thesis statement.*

*Do body paragraphs have TSs? Do they relate to the thesis statement?*

*Are the paragraphs indented?*

*Revise sentences.*

**EXERCISE 2:**

**Task: Edit the following essay for spelling, punctuation, inappropriate vocabulary, and grammar. Also, suggest a title for it.**

Study is a whole life business. No matter you are in college, in university, or taking a job, we are always studying. However, there is a little bit difference among them. Studying in college or university, we put most of our effort in books, examination marks, etc. We don't need to worry about the outside world since have parent to take care of. We can distribute our time more freely.

After high school mostly we are seventeen or eighteen. Our experience about the society is too young. taking a job is a bit harsh for us. Therefore if we go to college or university you have more chance to recognize our society. We have more time to think about our future before we get onto the field that we may not suit for. A year older, our mind should be widen. then decide our future will be more suitable.

Moreover, take a job after high school do have some advantage. Since experience should be accumulate. We cannot recognise our world while you are sitting in a close door room. We have to go out of the room, touch by our hands, see by our eyes. Since those up-to-date knowledge will not be read by books, we have to face by ourselves.

To conclude, take a job after high school or after college or university do have advantage and disadvantage. We have to think very carefully before we make the decision whether you prefer background knowledge or you prefer get into the society to collect the experience.

**Read the following paragraphs and revise them for unity:**

1. When we first opened this restaurant, a lot of people complained about cold food. (2) The restaurant opened in 1988. (3) Then we started ringing a bell whenever an order was ready. (4) Now customers rarely grumble about cold food.
2. (1) There are several basic things you need to cook Chinese food. (2) Most Chinese food must be cooked in a special pan called a wok. (3) Soy sauce and cornstarch are needed for most Chinese recipes. (4) Chinese food is tasty and nutritious.
3. (1) I just love Kia's new babysitter. (2) Kia is a very bright child. (3) The babysitter takes Kia for a walk every day. (4) She also gets Kia involved in art and music projects.
4. (1) I am looking forward to election day. (2) I'll be rooting for my candidate to win and enjoying the suspense if the vote is close. (3) The following day will be a good time to play video games. (4) No matter who wins, an election is a special occasion.
5. (1) An odd behavior associated with sleep and dreaming is somnambulism, commonly known as sleepwalking. (2) Sleepwalkers suffer from a malfunction in a brain mechanism that monitors the transition from REM to non-REM sleep. (3) REM sleep is vitally important to psychological well-being. (4) Sleepwalking episodes diminish with age and usually cause no serious harm—the worst thing that could happen would be a fall down the stairs.

**Five statements are given below, labeled A, B, C, D, and E. Among these, four statements are in the logical order and form a coherent paragraph. From the given options, choose the option that does not fit into the theme of the paragraph.**

- 1Q.** (A) The 1.0% annual pace of expansion for the year compared with 1.2% growth in 2015.  
 (B) For all but one quarter of the year, private demand was flat or negative.  
 (C) Japan's economy expanded at a steadily slowing pace in 2016, though a modest recovery in exports helped offset sluggish spending by households and businesses, according to data reported Monday.  
 (D) And quarterly growth slowed to 0.2% in October-December, down from 0.6% in January-March.  
 (E) The usual boost from increased government spending at the beginning of the April-March fiscal year will also likely sustain growth in the coming months.

- 2Q.** (A) The killing of seven policemen in a landmine blast has tragically buttressed their resolve to boycott the local elections in the absence of development and grinding poverty in a predominantly rural state.  
 (B) Juggling with alphabets such as GDP means little or nothing in rural Odisha in terms of the opening of bank branches, the “unbanked” gram panchayats, or even improvement in the quality of life of the Scheduled Castes and Tribes.  
 (C) A fortnight before the panchayat elections in Odisha, the Maoists are engaged in mortal muscle-flexing if last Wednesday’s outrage on the state’s border with Andhra Pradesh is an index to go by.

(D) A cruel irony when one reflects that Odisha has fared commendably in terms of industrial investment.

(E) This is the crux of the issue; it is public policy and development, and not ideology, that predominates over the current philosophy of the Left radicals as well as the reluctant revolutionaries of the Communist Party of India.

**Analyze the given paragraph for:**

1. The topic sentence (write sentence number only):
2. Irrelevant sentence (write sentence number only):
3. Methods of development/sentence organization used in this paragraph (write the correct option in copy):
  - i. Examples and illustrations
  - ii. Descriptions or details:
  - iii. Chronology of events:
4. The paragraph also shows coherence by the use of
  - i. Write the sentence number that has Paraphrased the topic sentence
  - ii. Transitional words (write all of them)

<sup>1</sup>Each of the U.S. manned space exploration projects had specific major goals. <sup>2</sup>For example, the Mercury project was designed to test whether or not human beings could survive and function in outer space. <sup>3</sup>In addition, the Mercury project tested rockets with the new Mercury space capsule, which could hold one person. <sup>4</sup>As another example, the Gemini project was intended to find out whether two people could work in the weightless environment of space. <sup>5</sup>One way of doing this was by having Gemini astronauts take "spacewalks." <sup>6</sup>That is, they floated outside their spacecraft in a spacesuit, connected to it by a tether. <sup>7</sup>This type of walk was developed into the famous dancing move called 'moonwalk' by Michael Jackson. <sup>8</sup>Finally, the Apollo project, with three astronauts, had the goal of testing spacecraft and skills so that people could actually fly to the Moon and land on it. <sup>9</sup>Other goals included performing scientific experiments on the lunar surface and collecting rocks for study on Earth. <sup>10</sup>These three space projects have different goals with different lessons for human beings.

## What Are Fragments?

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

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

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

## Dependent-Word Fragments

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

### Dependent Words

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

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

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

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

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

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

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

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

Here are two other examples of dependent-word fragments:

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

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

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

## Correcting a Dependent-Word Fragment

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

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

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

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

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

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

She wanted me to quit also.

He did not intend to keep it.

117

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

### Notes

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

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

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

My daughter refused to stop smoking unless I quit also.

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

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

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

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

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

### Activity 1

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

*Examples* Although I arrived in class late

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

The little boy who plays with our daughter

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

1. Because the weather is bad

2. If I lend you twenty dollars

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3. The car that we bought

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4. Since I was tired

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5. Before the instructor entered the room

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## Activity 2

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

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

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

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

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

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

## -ing and to Fragments

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

### *Example 1*

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

### *Example 2*

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

### *Example 3*

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

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

## Correcting *-ing* Fragments

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

## Correcting to Fragments

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

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

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

I plan on working overtime to get this job finished.

### Activity 1

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

*Example* A thunderstorm was brewing. A sudden breeze shot through the windows.

Driving the stuffiness out of the room.

(Add the fragment to the preceding sentence.)

A sudden breeze shot through the windows, driving the stuffiness

out of the room.

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

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

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

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

## Activity 2

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

1. A mysterious package arrived on my porch yesterday. Bearing no return address. I half expected to find a bomb inside.
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2. Jack bundled up and went outside on the bitterly cold day. To saw wood for his fireplace. He returned half frozen with only two logs.
- 
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3. Looking tired and drawn. The little girl's parents sat in the waiting room. The operation would be over in a few minutes.
- 
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4. Sighing with resignation, Jill switched on her television set. She knew that the picture would be snowy and crackling with static. Her house being in a weak reception area.

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

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## Added-Detail Fragments

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

also	except	including
especially	for example	such as

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

### *Example 1*

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

### *Example 2*

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

### *Example 3*

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

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

## Correcting Added-Detail Fragments

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

### Activity 1

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

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

1. There are many little things wrong with this apartment. For example, defective lights and leaking faucets. The landlord is not good about making repairs.  
 (Correct the fragment by adding the subject and verb *it has.*)
- 
- 

2. I could feel Bill's anger building. Like a land mine ready to explode. I was silent because I didn't want to be the one to set it off.  
 (Add the fragment to the preceding sentence.)
- 
-

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

## Activity 2

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

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

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

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

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

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

# Missing-Subject Fragments

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

## Example 1

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

## Example 2

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

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

## Correcting Missing-Subject Fragments

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

## Activity

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

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

---



---



---

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

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

### A Review: How to Check for Fragments

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

### ■ Review Test 1

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

*Example* With sweaty palms

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

Even when it rains

The football teams practice even when it rains.

1. When the alarm sounded

---

---

2. In order to save some money

---

---

3. Were having a party

---

---

4. To pass the course

---

---

5. Geraldo, who is very impatient

---

---

6. During the holiday season

---

---

7. The store where I worked

---

---

8. Before the movie started

---

---

9. Down in the basement

---

---

10. Feeling very confident

---

---

**Review Test 2**

1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_  
 4. \_\_\_\_\_  
 5. \_\_\_\_\_  
 6. \_\_\_\_\_  
 7. \_\_\_\_\_  
 8. \_\_\_\_\_  
 9. \_\_\_\_\_  
 10. \_\_\_\_\_  
 11. \_\_\_\_\_  
 12. \_\_\_\_\_  
 13. \_\_\_\_\_  
 14. \_\_\_\_\_  
 15. \_\_\_\_\_  
 16. \_\_\_\_\_  
 17. \_\_\_\_\_  
 18. \_\_\_\_\_  
 19. \_\_\_\_\_  
 20. \_\_\_\_\_

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

**A Disastrous First Date**

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

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

**Review Test 3**

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

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

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

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

---



---



---



---

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

---

---

---

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

---

---

---

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

---

---

---

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

---

---

---

## ■ Review Test 4

Write quickly for five minutes about what you like to do in your leisure time. Don't worry about spelling, punctuation, finding exact words, or organizing your thoughts. Just focus on writing as many words as you can without stopping.

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

## Fragments

### EXERCISE

**Make each of the following fragments a complete sentence your own.**

1. Because the earthquake destroyed their home.

---

---

2. The driver making an illegal left turn.

---

3. Tired of waiting for the bus.

---

4. Wanting to finish college in three years instead of four.

---

5. during the last five minutes of the game.

---

6. The soldiers sent to Afghanistan.

---

7. While waiting for the concert to begin.

---

8. The woman hurt in the accident.

---

9. If the economy doesn't improve.

---

10. The restaurant that was inspected by the health department.

---

### **Assignment**

**Correct any fragments that you find in the following essay.**

After YouTube was created in February of 2005. The world of the Internet changed. The YouTube website allowing users to upload and share videos with millions of other people. By January, 2008, nearly 70 million users had watched over three billion videos on YouTube.

Before the launch of YouTube in 2005. There were few simple methods available for ordinary computer users to post videos online. With its easy to use interface, YouTube made it possible for anyone with a computer to post a video at the site. Because anyone can upload a video and have millions of people view it within a few minutes. YouTube has made the idea of democracy on the Internet a very real phenomenon. The wide range of topics covered by YouTube making video sharing one of the most important parts of Internet culture.

One of the first major YouTube "hits" was a guitar solo of Pachelbel's canon. Being played by an anonymous young man on an electric guitar. After the video received millions of YouTube views; the New York Times revealed the identity of the guitarist as Jeong Hyun Lim, a twenty-three-year-old from South Korea. In 2009, more than 60 million people watched a YouTube video of Susan Boyle. Performing on a British talent show. This video making Boyle an instant international celebrity. Hoping for the same kind of international discovery. Many musicians and comics and just ordinary people have created their own YouTube videos. However, aspiring performers being only a small percentage of YouTube's videos. YouTube also has videos of concerts by professional musicians, classic film moments and original short films, television clips, and parodies of all sorts.

YouTube even affected the 2008 Presidential election. After a video titled "Obama Girl" became popular on YouTube. Network television stations decided to broadcast it on their own news shows as an example of the growing influence of YouTube. Soon other candidates decided to produce their own YouTube videos. To take advantage of the huge audience of YouTube users. Another example of YouTube's importance occurred when CNN aired a 2008 Presidential primary debate. Using questions submitted by YouTube users. Because using YouTube allowed a wide range of potential voters to submit questions to their candidates. Many observers believe this was the most democratic of all the Presidential debates.

YouTube has become an enormously successful and powerful new addition to our lives. And an example of how the Internet has made it easy for millions of people to communicate with each other.

**Parallelism:**

A strong sentence is composed of balanced parts that all have the same structure. Parallelism is the use of similar structure in related words, clauses, or phrases. It creates a sense of rhythm and balance within a sentence.

**Faulty Parallelism**

As readers, we often correct faulty parallelism—a lack of parallel structure—intuitively because an unbalanced sentence sounds awkward and poorly constructed. Read the following sentences aloud:

**Faulty parallelism:** Aliya had to iron, do the washing, and shopping before her parents arrived.

**Faulty parallelism:** Driving a car requires coordination, patience, and to have good eyesight.

**Faulty parallelism:** Ali prefers jeans to wearing a suit.

In the first example, three different verb forms are used. In the second and third examples, the writer begins each sentence by using a noun (*coordination, jeans*), but ends with a phrase (*to have good eyesight, wearing a suit*). Now read the same three sentences that have correct parallelism.

**Correct parallelism:** Aliya had to do the ironing, washing, and shopping before her parents arrived.

**Correct parallelism:** Driving a car requires coordination, patience, and good eyesight.

**Correct parallelism:** Ali prefers wearing jeans to wearing a suit.

In the corrected sentence above, repetition of grammatical construction also minimizes the amount of work the reader has to do to decode the sentence. This enables the reader to focus on the main idea in the sentence and not on how the sentence is put together.

**How are parallelism structures useful:**

- Parallelism creates a sense of rhythm and balance in writing by using the same grammatical structure to express equal ideas.

- Faulty parallelism occurs when elements of a sentence are not balanced, causing the sentence to sound clunky and awkward.

### **Ways to create Parallelism:**

- Parallelism may be created by:

- 1- Connecting two clauses or making a list ***using coordinating conjunctions***
- 2- ***Comparing two items*** using *than* or *as*
- 3- Connecting two parts of a sentence ***using correlative conjunctions***.

#### ***1- Creating Parallelism Using Coordinating Conjunctions***

When you connect two clauses using a coordinating conjunction (*for, and, nor, but, or, yet, so*), make sure that the same grammatical structure is used on each side of the conjunction.

Take a look at the following example:

**Faulty parallelism:** When I walk the dog, I like **to listen to music and talking to friends** on the phone.

**Correct parallelism:** When I walk the dog, I like **listening to music and talking to friends** on the phone

The first sentence uses two different verb forms (*to listen, talking*). In the second sentence, the grammatical construction on each side of the coordinating conjunction (*and*) is the same, creating a parallel sentence.

The same technique should be used for joining ***items or lists*** in a series:

**Faulty parallelism:** This committee needs to decide whether the company should **reduce its workforce, cut its benefits, or lowering workers' wages**.

**Correct parallelism:** This committee needs to decide whether the company should **reduce its workforce, cut its benefits, or lower workers' wages**.

#### **Exercise 1**

On a sheet of paper, revise each of the following sentences to create parallel structure using coordinating conjunctions.

**Mr. Ahmad enjoys reading and playing his guitar at weekends.**

1. Mr. Ahmed enjoys reading and to play his guitar at weekends.

2. The doctor told Ms. Sara that she should either eat less or should exercise more.
3. Breaking out of the prison compound, the escapees moved carefully, quietly, and were quick on their feet.
4. Deal with a full inbox first thing in the morning, or by setting aside short periods of time in which to answer e-mail queries.

### Collaboration

Please share with a classmate and compare your answers.

#### **2- Creating Parallelism Using Than or As**

When you are making a comparison, the two items being compared should have a parallel structure. Comparing two items without using parallel structure can lead to confusion about what is being compared. Comparisons frequently use the words *than* or *as*, and the items on each side of these comparison words should be parallel.

Take a look at the following example:

**Faulty parallelism:** Swimming in the ocean is much tougher than a pool.

**Correct parallelism:** Swimming in the ocean is much tougher than swimming in a pool.

### Exercise 2

On a sheet of paper, revise each of the following sentences to create parallel structure using *than* or *as*.

1. I would rather work at a second job to pay for a new car than a loan.
2. How you look in the workplace is just as important as your behavior.
3. The firefighter spoke more of his childhood than he talked about his job.
4. Pakistani cuisine is far tastier than the food of Great Britain.

### Collaboration

Please share with a classmate and compare your answers.

### 3- Creating Parallelism Using Co-relative Conjunctions

A correlative conjunction is a paired conjunction that connects two equal parts of a sentence and shows the relationship between them. Common correlative conjunctions include the following:

- either...or
- not only...but also
- neither...nor
- whether...or
- rather...than
- both...and

Correlative conjunctions should follow the same grammatical structure to create a parallel sentence. Take a look at the following example:

**Faulty parallelism:** We can neither **wait** for something to happen nor **can we take** evasive action.

**Correct parallelism:** We can neither **wait** for something to happen nor **take** evasive action.

be parallel. In the first sentence, the construction of the second part of the sentence does not match the construction of the first part. In the second sentence, omitting needless words and matching verb constructions create a parallel structure. Sometimes, rearranging a sentence corrects faulty parallelism.

**Faulty parallelism:** It was both a long movie and poorly written.

**Correct parallelism:** The movie was both long and poorly written.

#### Exercise 3

On a sheet of paper, revise each of the following sentences to create parallel structure using correlative conjunctions.

1. The cyclist owns both a mountain bike and has a racing bike.
2. The movie not only contained lots of action, but also it offered an important lesson.
3. My current job is neither exciting nor is it meaningful.
4. Waqar would rather listen to his father than be taking advice from me.

Collaboration

Please share with a classmate and compare your answers.

X \_\_\_\_\_ X \_\_\_\_\_

### Home Work

#### Exercise A:

*Correct the following sentences for parallelism. Not all sentences require correction.*

1. I like the ocean better than going to a lake.

---

2. I love going to the beach, playing in the sand, and to swim in the ocean.

---

3. Ice cream tastes the best when it is not too frozen, melted, or tastes too sweet.

---

4. My friend not only knows how to surf, but also scuba diving.

---

5. To him, to surf is to live life to the fullest

---

#### Exercise B:

*Correct the following lists for parallelism. Not all lists require correction.*

1. Instructions for care:

- Wash cold
- Use gentle cycle
- Tumble dry
- Fabric needs to be ironed

2. Qualifications:

- Certified in CPR
- Microsoft Excel
- Trained in martial arts

3. To grow seedlings:

- Seeds should be carefully selected
  - Plant in fertile soil
  - Water frequently Parallel Structure
  - Keep in direct sunlight
4. To do list:
- Walk the dog
  - Vacuum the carpet
  - Put the cat outside
  - Sweep the kitchen
5. You will need to pack the following:
- Sleeping bag
  - Bring firewood
  - Tent

# 27 Pronoun Agreement and Reference

## Introductory Project

Read each pair of sentences below. Then write a check mark beside the sentence that you think uses the underlined word or words correctly.

Someone in my neighborhood lets their dog run loose. \_\_\_\_\_

Someone in my neighborhood lets his or her dog run loose. \_\_\_\_\_

After Tony reviewed his notes with Bob, he passed the exam with ease.  
\_\_\_\_\_

After reviewing his notes with Bob, Tony passed the exam with ease.  
\_\_\_\_\_

Answers are on page 728.

Pronouns are words that take the place of nouns (persons, places, or things). In fact, the word *pronoun* means "for a noun." Pronouns are shortcuts that keep you from unnecessarily repeating words in writing. Here are some examples of pronouns:

Shirley had not finished *her* paper. (*Her* is a pronoun that takes the place of *Shirley's*.)

Tony swung so heavily on the tree branch that *it* snapped. (*It* replaces *branch*.)

When the three little pigs saw the wolf, *they* pulled out cans of Mace. (*They* is a pronoun that takes the place of *pigs*.)

This section presents rules that will help you avoid two common mistakes people make with pronouns. The rules are as follows:

- 1 A pronoun must agree in number with the word or words it replaces.
- 2 A pronoun must refer clearly to the word it replaces.

## Pronoun Agreement

A pronoun must agree in number with the word or words it replaces. If the word a pronoun refers to is singular, the pronoun must be singular; if that word is plural, the pronoun must be plural. (Note that the word a pronoun refers to is also known as the *antecedent*.)

Barbara agreed to lend me *her* Willie Nelson CDs.

People walking the trail must watch *their* step because of snakes.

In the first example, the pronoun *her* refers to the singular word *Barbara*; in the second example, the pronoun *their* refers to the plural word *People*.

### Activity

Write the appropriate pronoun (*their*, *they*, *them*, *it*) in the blank space in each of the following sentences.

*Example* I lifted the pot of hot potatoes carefully, but \_\_\_\_\_ slipped out of my hand.

1. People should try to go into a new situation with \_\_\_\_\_ minds open, not with opinions already firmly formed.

148

2. Fred never misses his daily workout; he believes it keeps him healthy.
3. Sometimes, in marriage, partners expect too much from their mates.
4. For some students, college is often their first experience with an undisciplined learning situation, and they are not always ready to accept the responsibility.
5. Our new neighbors moved in three months ago, but I have yet to meet them.

## Indefinite Pronouns

The following words, known as *indefinite pronouns*, are always singular.

(-one words)	(-body words)	
one	nobody	each
anyone	anybody	either
everyone	everybody	neither
someone	somebody	

If a pronoun in a sentence refers to one of the above singular words, the pronoun should be singular.

Each father felt that (his) child should have won the contest.

One of the women could not find (her) purse.

Everyone must be in (his) seat before the instructor takes the roll.

In each example, the circled pronoun is singular because it refers to one of the special singular words.

**Note:** The last example is correct if everyone in the class is a man. If everyone in the class is a woman, the pronoun would be *her*. If the class has both women and men, the pronoun form would be *his or her*:

Everyone must be in his or her seat before the instructor takes the roll.

Some writers follow the traditional practice of using *his* to refer to both women and men. Many now use *his or her* to avoid an implied sexual bias. To avoid using *his* or the somewhat awkward *his or her*, a sentence can often be rewritten in the plural:

Students must be in their seats before the instructor takes the roll.

### Activity

Underline the correct pronoun.

1. Someone has blocked the parking lot exit with (*his or her*, *their*) car.
2. Everyone in the women's group has volunteered some of (*her*, *their*) time for the voting drive.
3. Neither of the men arrested as terrorists would reveal (*his*, *their*) real name.
4. Not one of the women coaches will be returning to (*her*, *their*) job next year.
5. Each of the president's advisers offered (*his or her*, *their*) opinion about the airline strike.

## Pronoun Reference

A sentence may be confusing and unclear if a pronoun appears to refer to more than one word, or if the pronoun does not refer to any specific word. Look at this sentence:

Joe almost dropped out of high school, for he felt *they* emphasized discipline too much.

*Who* emphasized discipline too much? There is no specific word that *they* refers to. Be clear:

Joe almost dropped out of high school, for he felt *the teachers* emphasized discipline too much.

Here are sentences with other kinds of faulty pronoun reference. Read the explanations of why they are faulty and look carefully at how they are corrected.

**Faulty**

June told Margie that *she* lacked self-confidence.  
(Who lacked self-confidence: June or Margie? Be clear.)

Nancy's mother is a hairdresser, but Nancy is not interested in *it*.  
(There is no specific word that *it* refers to. It would not make sense to say, "Nancy is not interested in hairdresser.")

Ron blamed the police officer for the ticket, *which* was foolish.  
(Does *which* mean that the officer's giving the ticket was foolish, or that Ron's blaming the officer was foolish? Be clear.)

**Clear**

June told Margie, "You lack self-confidence."  
(Quotation marks, which can sometimes be used to correct an unclear reference, are explained on pages 478–484.)

Nancy's mother is a hairdresser, but Nancy is not interested in becoming one.

Foolishly, Ron blamed the police officer for the ticket.

**Activity**

Rewrite each of the following sentences to make the vague pronoun reference clear. Add, change, or omit words as necessary.

*Example* Our cat was friends with our hamster until he bit him.

Until the cat bit the hamster, the two were friends.

1. Maria's mother let her wear her new earrings to school.

---

2. When I asked why I failed my driver's test, he said I drove too slowly.

---

3. Dad ordered my brother to paint the garage because he didn't want to do it.

---

4. Herb dropped his psychology courses because he thought they assigned too much reading.

---

5. I love Parmesan cheese on veal, but it does not always digest well.

---

Cross out the pronoun error in each sentence and write the correction in the space provided at the left. Then circle the letter that correctly describes the type of error that was made.

*Examples*

his (or her)

Each player took ~~their~~ position on the court.

*Mistake in:*  a. pronoun agreement. b. pronoun reference.

the store

I was angry when ~~they~~ wouldn't give me cash back when I returned the sweater I had bought.

*Mistake in:* a. pronoun agreement.  b. pronoun reference.

1. Dan asked Mr. Sanchez if ~~he~~ could stay an extra hour at work today.

*Mistake in:* a. pronoun agreement. b. pronoun reference.

2. Both the front door and the back door of the abandoned house had fallen off ~~its~~ hinges.

*Mistake in:* a. pronoun agreement. b. pronoun reference.

3. I've been taking cold medicine, and now ~~it~~ is better.

*Mistake in:* a. pronoun agreement. b. pronoun reference.

4. Norm was angry when ~~they~~ raised the state tax on cigarettes.

*Mistake in:* a. pronoun agreement. b. pronoun reference.

5. Every one of those musicians who played for two hours in the rain truly earned ~~their~~ money last night.

*Mistake in:* a. pronoun agreement. b. pronoun reference.

6. An annual flu shot is a good idea; ~~they~~ will help children and older people stay healthy.

*Mistake in:* a. pronoun agreement. b. pronoun reference.

7. Each of the beauty queens is asked a thought-provoking question and then judged on ~~their~~ answer.

*Mistake in:* a. pronoun agreement. b. pronoun reference.

8. Indira could not believe that ~~they~~ had changed the immigration laws again.

*Mistake in:* a. pronoun agreement. b. pronoun reference.

(152)

9. At the dental office, I asked him if it was really necessary to take X rays of my mouth again.

*Mistake in:* a. pronoun agreement. b. pronoun reference.

10. Every ant in the bustling anthill has their own job to do that helps support the entire community.

*Mistake in:* a. pronoun agreement. b. pronoun reference.

## ■ Review Test 2

Underline the correct word in parentheses.

1. Cindy is the kind of woman who will always do (their, her) best.
2. Hoping to be first in line when (they, the ushers) opened the doors, we arrived two hours early for the concert.
3. If a person really wants to appreciate good coffee, (he or she, they) should drink it black.
4. My children are hooked on science fiction stories because (they, the stories) allow readers to escape to other worlds.
5. Lois often visits the reading center in school, for she finds that (they, the tutors) give her helpful instruction.
6. Nobody seems to know how to add or subtract without (his or her, their) pocket calculator anymore.
7. As the room got colder, everybody wished for (his or her, their) coat.
8. Each of my brothers has had (his, their) apartment broken into.
9. If someone is going to write a composition, (he or she, they) should prepare at least one rough draft.
10. My wife and I both need thick glasses, so I imagine our children won't escape (it, needing glasses).

# Choices: Exploring Modifiers

Here's your chance to step out of the grammar book and into the real world. You may not notice modifiers, but you and the people around you use them every day. The following activities challenge you to find a connection between modifiers and the world around you. Do the activity below that suits your personality best, and then share your discoveries with your class. Have fun!

**CRITICAL THINKING****Face It**

There's no point in denying it. Adverbs that modify adverbs can be as confusing as a house of mirrors. Face the problem head on. First, make a list of all kinds of adverbs. Then, find ones that can modify other adverbs. (Start with *so* and *quite*.) Make a list of these adverbs, and share your list with your classmates. They just might appreciate it.

**GAME****Concentrate**

Do you remember those memory games—the ones with the cards turned face down? Here's a new twist on those old games. Write appropriate words on four groups of cards: nouns, adjectives, verbs, and adverbs. Then, lay all the cards out face down. Each player takes a turn and turns over two cards. If one card cannot sensibly modify the other, turn the cards back over. After all possible matches have been made, the player with the most matches wins.

**BUILDING BACKGROUND KNOWLEDGE****Friendly Persuasion**

Some of your friends think only adverbs, not adjectives, end in *-ly*. Use a little friendly persuasion to show them the error of their ways. Not only do all adverbs not end in *-ly*, but some adjectives, such as *lovely*, do end in *-ly*. What are some others? Brainstorm a list of adjectives that end in *-ly*. Then, alphabetize your list and pass out copies of it to your classmates.

**WRITING****To the Nth Degree**

Every day, you make comparisons. For instance, you may check the temperature on one day to see whether it is different from the temperature

on the previous day. Can you think of other events, conditions, or qualities that are regularly compared on some sort of scale? What are these scales? What adjectives or adverbs do these scales use? What scales of measurement does science use? Economics? Fashion? Find out, and write up your findings to share with the class.

**BUILDING VOCABULARY****Really and Truly?**

Some people are really, really, really tired of hearing *really*. Are you one of them, or are you one of the offenders who would never utter the words *ever so* instead of *really*? Give yourself and your classmates some options. Brainstorm a list of words that could be used instead of *really*. You may want to use a thesaurus to start your list. Then, create a poster of these words to hang in your classroom, with your teacher's permission.

**VISUAL****Go with the Flow**

Sometimes a picture makes everything clear. If identifying adverbs and adjectives is easy for you, consider this project. Begin by making a list of the questions you ask yourself as you consider the possibilities. Then, make a flowchart detailing the steps in identifying a modifier as an adjective or an adverb. After you have finished, make copies of your flowchart and hand it out to your classmates.

**WRITING****A Few of My Favorite Things**

There are the things you like, the things you like better, and the things you like best. What are they? Write ten sentences about these things. In each sentence, use at least one of the forms of either *good* or *well*.

## One-Word Modifiers

A **modifier** is a word, a phrase, or a clause that makes the meaning of a word or word group more specific.

**9a.** **Adjectives** make the meanings of nouns and pronouns more specific.

**EXAMPLES** Mexican food is served there. [The adjective *Mexican* modifies the noun *food*.]

Five players are ill today. [The adjectives *five* and *ill* both modify the noun *players*.]

**9b.** **Adverbs** make the meanings of verbs, adjectives, and other adverbs more specific.

**EXAMPLES** The baby napped peacefully. [The adverb *peacefully* modifies the verb *napped*.]

The test was rather difficult. [The adverb *rather* modifies the adjective *difficult*.]

**EXERCISE A** For each sentence in the following paragraph, underline the one-word modifier. Then, identify each modifier by writing above it *ADJ* for *adjective* or *ADV* for *adverb*. Do not underline the articles *a*, *an*, and *the*.

*ADJ*

**Example** [1] Su-Jan went to visit the beautiful city of Seattle.

[1] Su-Jan and her family took a memorable vacation to Washington. [2] They bought a map and enthusiastically looked for places to visit. [3] Su-Jan wanted to see the tall Space Needle. [4] She took a photograph of the unique structure. [5] “We should take a ferry to Vancouver,” said Su-Jan excitedly. [6] The family boarded a ferry and enjoyed the magnificent view of the water. [7] “If we return quickly, we can visit the markets,” she thought. [8] After the visit to Vancouver, the family went to visit an outdoor market. [9] They bought beautiful souvenirs. [10] “We should visit Seattle often,” remarked Su-Jan.

**EXERCISE B** Supply the type of modifier specified in parentheses to complete each of the following sentences. Write the one-word modifiers on the lines provided.

**Example 1.** (adverb) They noisily slurped the soup from large bowls.

11. (adjective) Cecily gathered the \_\_\_\_\_ flowers in a basket.

12. (adverb) My grandfather sprang \_\_\_\_\_ up the staircase.

13. (adjective) I've known some \_\_\_\_\_ people.

14. (adverb) My brother listens to \_\_\_\_\_ loud music.

15. (adverb) The dog trotted \_\_\_\_\_ through the woods.

## Phrases Used as Modifiers

A **modifier** is a word, a phrase, or a clause that makes the meaning of a word or word group more specific. Like one-word modifiers, phrases can also be used as adjectives and adverbs.

**EXAMPLES** Jason chose the parakeet **with the green and white feathers**. [The prepositional phrase *with the green and white feathers* acts as an adjective that modifies the noun *parakeet*.]

**After the play** we attended the cast party. [The prepositional phrase *After the play* acts as an adverb that modifies the verb *attended*.]

**EXERCISE** For each of the following sentences, indicate whether the underlined phrase is used as an adjective or an adverb. Above each, write *ADJ* for *adjective* or *ADV* for *adverb*. Then, circle the word each phrase modifies.

*ADJ*

**Example 1.** Did you see the dog with the long ears?

1. The boy on the swing is my brother.
2. Where can we find a book of African folk tales?
3. They applauded after the performance.
4. We found the key to the chest.
5. A singer with a high voice is called a soprano.
6. She ate her meal with chopsticks.
7. The argument over the final score was finally settled.
8. They left this morning without me.
9. The opossum hid quietly behind the log.
10. My mom says, "Never eat snacks before dinner."
11. Everyone gasped as the horse galloped around the barrels.
12. The pig with the spots snorted several times.
13. Neither of us arrived before supper.
14. She cut the silhouettes from construction paper.
15. The player in the middle is the best.
16. They played outside in the rain.
17. Beneath the porch, the dogs lounged in the shade.
18. The girl in the picture is my sister.
19. Every song on the CD is fabulous.
20. Cactus was one of my favorite dishes.

## Clauses Used as Modifiers

A **modifier** is a word, a phrase, or a clause that makes the meaning of a word or word group more specific. Like words and phrases, clauses can also be used as modifiers.

**EXAMPLES** Jackie, **who plays guard**, is one of the team captains. [The adjective clause *who plays guard* modifies the noun *Jackie*.]

**When you get home**, please prepare the Greek salad. [The adverb clause *When you get home* modifies the verb *prepare*.]

**EXERCISE** For each of the following sentences, identify whether the underlined clause is used as an adjective or an adverb. Above each, write *ADJ* for *adjective* or *ADV* for *adverb*. Then, circle the word or words each clause modifies.

**Example 1.** After we ate dinner, we cleared the table.

1. Before I went to the movie, I read the reviews.
2. Vicky, who just moved here, will be our pitcher.
3. The magazine that I was looking for was under the couch.
4. Since I have started studying each afternoon, I am making better grades.
5. We learned that the substitute teacher who was here last week is from Toronto.
6. Because he was tired, he took a long nap.
7. She exercises after she gets home from school.
8. The storm that we heard about is moving toward the west.
9. When Pablo won the tennis match, he was very happy.
10. Did you see the play that our class wrote?
11. After I dance, I usually feel better.
12. Annie, who won tickets to the rodeo, enjoyed seeing the horses.
13. Milk, which is a good source of calcium, helps strengthen bones.
14. Because he tried so hard, he usually succeeded.
15. Luzelle watched the stingray, which swam just below the surface of the water.
16. Since I learned how to do math, I've enjoyed it a lot more.
17. One of the pictures that he painted is hanging on the wall.
18. The woman who wore glasses was the one who made the muffins.
19. Spoons and plates clattered to the floor when she dropped the tray.
20. Ice hockey, which is popular here, soon became Paul's favorite sport.

## Words, Phrases, and Clauses Used as Modifiers

A **modifier** makes the meaning of another word or word group more specific. A modifier can be a single word, a phrase, or a clause.

**ONE WORD** Renee **carefully** sketched **red** and **yellow** tulips. [The adverb *carefully* modifies *sketched*. The adjectives *red* and *yellow* modify *tulips*.]

**PHRASE** The squirrel jumped **onto the next tree**. [The adverb phrase *onto the next tree* modifies *jumped*.]

**CLAUSE** The egg rolls **that were served with lunch** were delicious. [The adjective clause *that were served with lunch* modifies *egg rolls*.]

**EXERCISE A** For each sentence in the following paragraph, indicate whether the underlined word or word group is used as an adjective or an adverb. Above each, write *ADJ* for *adjective* or *ADV* for *adverb*. Then, circle the word each word or word group modifies.

**Example** [1] The girl chose the **bird** that seemed to be the friendliest.

[1] Jillian's father kindly gave her a wonderful gift. [2] Because she was very responsible, he let her pick out a bird. [3] Jillian preferred birds that are very social. [4] In a number of books, she read about different types of birds. [5] She chose a cockatoo that was very intelligent and talkative. [6] The cockatoo had a yellow crest. [7] Jillian bought a cage with several perches. [8] When she returned with the bird, her father gave her supplies that she would need. [9] She fed the cockatoo a nutritious diet. [10] The cockatoo, which Jillian named Ludwig, charmed everyone.

**EXERCISE B** Supply the type of modifier specified to complete each of the following sentences. Write the words, phrases, or clauses used as modifiers on the lines provided.

**Example 1.** (*clause used as an adverb*) Because I had slept late, I was tardy.

11. (*phrase used as an adjective*) The boy \_\_\_\_\_ won first place.

12. (*single-word adverb*) Ernest stomped \_\_\_\_\_ through the house.

13. (*clause used as an adjective*) The baby \_\_\_\_\_ has learned to crawl.

14. (*phrase used as an adverb*) He scooted across the floor and \_\_\_\_\_.

15. (*clause used as an adverb*) I didn't tell her the story \_\_\_\_\_.

## Regular Comparisons

**9c.** The three degrees of comparison of modifiers are the *positive*, the *comparative*, and the *superlative*.

POSITIVE	COMPARATIVE	SUPERLATIVE
slim	slimmer	slimmest
sandy	sandier [or <b>more</b> sandy]	sandiest [or <b>most</b> sandy]
sweetly	<b>more</b> sweetly	<b>most</b> sweetly
wonderful	<b>more</b> wonderful	<b>most</b> wonderful

**EXERCISE** Write the comparative and superlative forms of each of the following modifiers.

	Comparative	Superlative
<b>Example 1.</b> intelligent	<i>more intelligent</i>	<i>most intelligent</i>
1. careful	_____	_____
2. bright	_____	_____
3. colorful	_____	_____
4. shiny	_____	_____
5. slowly	_____	_____
6. peacefully	_____	_____
7. calm	_____	_____
8. quickly	_____	_____
9. loud	_____	_____
10. cheerfully	_____	_____
11. dedicated	_____	_____
12. quietly	_____	_____
13. rudely	_____	_____
14. old	_____	_____
15. honest	_____	_____
16. loyal	_____	_____
17. firmly	_____	_____
18. rich	_____	_____
19. sloppily	_____	_____
20. dimly	_____	_____

## Irregular Comparisons

Some modifiers do not form their comparative and superlative degrees by using the regular methods.

POSITIVE	COMPARATIVE	SUPERLATIVE
good	better	best
well	better	best
bad	worse	worst
many	more	most
much	more	most

Notice that you don't have to add *-er/-est* or *more/most* to the irregular forms. For example, *better* is the comparative form of *well* or *good*. *More better* and *betterer* are nonstandard forms.

USAGE

**EXERCISE** On the line provided in each of the following sentences, write the form of the modifier described in parentheses.

**Example 1.** We all tell scary stories well, but Len tells them \_\_\_\_\_ *best* (superlative form of *well*)

1. Jana is the \_\_\_\_\_ skater in her family. (superlative form of *good*)
2. Over the years, Mr. Hernandez has organized \_\_\_\_\_ blood drives than any other teacher at our school. (comparative form of *many*)
3. In one story, the \_\_\_\_\_ villain of all time turns out to be a hero. (superlative form of *bad*)
4. Howard makes \_\_\_\_\_ green chili stew than his mother does. (comparative form of *good*)
5. Of all the high school teams, the Tigers have the \_\_\_\_\_ victories so far this season. (superlative form of *many*)
6. Miguel plays basketball \_\_\_\_\_ than he did last year. (comparative form of *well*)
7. Which band member raised the \_\_\_\_\_ money for the trip? (superlative form of *much*)
8. Your mistake was bad, but mine was even \_\_\_\_\_. (comparative form of *bad*)
9. Toshi showed \_\_\_\_\_ kindness than her sister did. (comparative form of *much*)
10. Everyone in the play dances well, but I think Melissa dances \_\_\_\_\_ of all. (superlative form of *well*)

## Regular and Irregular Comparisons A

**9c.** The three degrees of comparison of modifiers are the *positive*, the *comparative*, and the *superlative*.

POSITIVE	COMPARATIVE	SUPERLATIVE
tall	taller	tallest
beautiful	<b>more</b> beautiful	<b>most</b> beautiful
good	better	best
bad	worse	worst
many	more	most

**EXERCISE A** On the line provided in each of the following sentences, write the form of the modifier described in parentheses.

**Example 1.** This structure is the sturdier of the two. (comparative form of *sturdy*)

1. My aunt thinks this is the \_\_\_\_\_ painting of all. (superlative form of *beautiful*)
2. Rhonda has \_\_\_\_\_ books than I do. (comparative form of *many*)
3. Esperanza is the \_\_\_\_\_ girl on the team. (superlative form of *tall*)
4. Jacqui gave Ellen the \_\_\_\_\_ necklace. (superlative form of *pretty*)
5. That last one was my \_\_\_\_\_ pitch of the day. (superlative form of *bad*)
6. Manuel did \_\_\_\_\_ than he expected on the test. (comparative form of *well*)
7. Tyugen is my \_\_\_\_\_ friend. (superlative form of *good*)
8. The news about the hurricane is \_\_\_\_\_ in this newspaper. (comparative form of *clear*)
9. Geoffrey and Keith were the \_\_\_\_\_ of all the runners. (superlative form of *fast*)
10. I think this poem is \_\_\_\_\_ than the other one. (comparative form of *good*)

**EXERCISE B** For each of the following sentences, write the form of the modifier described in parentheses.

**Example 1.** Is that movie longer than the other one? (comparative form of *long*)

11. Which film won the prize for \_\_\_\_\_ original score? (superlative form of *good*)
12. The voters thought that one film had \_\_\_\_\_ music than the others. (comparative form of *good*)
13. The film is about a young woman and a \_\_\_\_\_ monster. (positive form of *hairy*)
14. The beast looks scary at first, but he is \_\_\_\_\_. (positive form of *kind*)
15. My brother has seen this movie \_\_\_\_\_ than he has seen any other. (comparative form of *often*)

## Regular and Irregular Comparisons B

**9c.** The three degrees of comparison of modifiers are the *positive*, the *comparative*, and the *superlative*.

POSITIVE	COMPARATIVE	SUPERLATIVE
funny	funnier	funniest
gently	<b>more</b> gently	<b>most</b> gently
well	better	best
bad	worse	worst
much	more	most

USAGE

**EXERCISE A** For each of the following sentences, write the form of the modifier described in parentheses.

**Example 1.** Who is the best female athlete on the United States team?

(superlative form of *good*)

1. Jackie Joyner-Kersee jumped the \_\_\_\_\_ distance of all the long-jump competitors in the 1988 Olympics. (superlative form of *great*)
2. In 1956, a Polish woman beat the 1952 Olympic record by jumping only slightly \_\_\_\_\_. (comparative form of *far*)
3. In 1964, a British woman beat the record for the \_\_\_\_\_ jump. (superlative form of *long*)
4. In 1980, a Soviet jumper leaped a little \_\_\_\_\_ than twenty-three feet. (comparative form of *much*)
5. A Romanian won in 1984, but her jump was \_\_\_\_\_ than the 1980 Soviet jump. (comparative form of *short*)

**EXERCISE B** For each of the following sentences, write in the form of the modifier described in parentheses.

**Example 1.** This umbrella is stronger than that one. (comparative form of *strong*)

6. These flowers are \_\_\_\_\_ than those. (comparative form of *bright*)
7. We were the \_\_\_\_\_ students in the school. (superlative form of *happy*)
8. This bread tastes \_\_\_\_\_ than the bread I ate yesterday. (comparative form of *bad*)
9. Are her math skills \_\_\_\_\_ than her writing skills? (comparative form of *good*)
10. Douglas thought his brother was \_\_\_\_\_. (positive form of *wise*)

## Use of Comparative and Superlative Forms A

**9c.** The three degrees of comparison of modifiers are the *positive*, the *comparative*, and the *superlative*.

(1) The **positive degree** is used when only one thing is being modified and no comparison is being made.

**EXAMPLE** That is a **cute** puppy.

(2) The **comparative degree** is used when two things are being compared.

**EXAMPLE** This puppy is **cuter** than the other one.

(3) The **superlative degree** is used when three or more things are being compared.

**EXAMPLE** This puppy is the **cutest** of all.

**EXERCISE A** Underline the correct form of the modifier in parentheses in each of the following sentences.

**Example 1.** Of those two dancers, the second one dances (more skillfully, *most skillfully*).

1. African dancing is (*more popular*, *most popular*) at our school than basketball.
2. Our club has the (*more*, *most*) students of any special program at our school.
3. Of the two of us, Shamar is (*better*, *best*) at African dance.
4. Derrick used to think he was the (*worst*, *worse*) dancer in the class.
5. A good dancer listens (*more closely*, *most closely*) to the rhythms than to the words of the songs.

**EXERCISE B** On the line provided in each of the following sentences, write the correct form of the modifier in parentheses.

**Example 1.** China is the only country with a \_\_\_\_\_ **larger** population than that of India. (*large*)

6. The Indian civilization is one of the \_\_\_\_\_ in the world. (*ancient*)
7. In 3000 B.C., the \_\_\_\_\_ villages in all India were in the Indus River Valley. (*large*)
8. India produced some of the \_\_\_\_\_ spices and teas in the world. (*fine*)
9. Great Britain had a \_\_\_\_\_ military than India had in the eighteenth century. (*strong*)
10. By 1947, it became apparent that India's desire for independence was \_\_\_\_\_ than the strength of the British. (*great*)

## Use of Comparative and Superlative Forms B

**9c.**

The three degrees of comparison of modifiers are the *positive*, the *comparative*, and the *superlative*.

- (1) The **positive degree** is used when only one thing is being modified and no comparison is being made.

**EXAMPLE** That joke is quite **funny**.

- (2) The **comparative degree** is used when two things are being compared.

**EXAMPLE** This joke is even **funnier**.

- (3) The **superlative degree** is used when three or more things are being compared.

**EXAMPLE** This joke is the **funniest** of them all.

USAGE

**EXERCISE A** Underline the correct form of the modifier in parentheses in each of the following sentences.

**Example 1.** The trumpet was the (*louder*, *loudest*) instrument in the quintet.

1. Marcos always wanted to learn how to play (*more*, *most*) instruments.
2. He enjoys playing the clarinet the (*more*, *most*).
3. The clarinet's range is (*higher*, *highest*) than the trombone's.
4. Marcos also thought that the clarinet was (*easier*, *easiest*) than the flute.
5. The reed in the clarinet allows him to do (*more*, *most*) things with the instrument.
6. For example, Marcos can bend a note to make it slightly (*lower*, *lowest*).
7. Of course, the clarinet is not the (*easier*, *easiest*) instrument to play.
8. Some people think that percussion instruments are the (*more*, *most*) fun.
9. Percussion players often have (*better*, *best*) rhythm than other people.
10. Some think that percussionists must concentrate the (*harder*, *hardest*) of all the band members.

**EXERCISE B** On the line provided in each of the following sentences, write the correct form of the modifier in parentheses.

**Example 1.** At the museum, Carla said that painters are some of the *most creative* people in the world. (*creative*)

11. Mother thought that the Georgia O'Keeffe painting was the \_\_\_\_\_ of all. (*fine*)
12. Of the two paintings, the van Gogh was the \_\_\_\_\_. (*dark*)
13. Mother told us that van Gogh lived a \_\_\_\_\_ life than most artists. (*sad*)
14. Many of van Gogh's later paintings are \_\_\_\_\_ than his earlier ones. (*bright*)
15. The artist Monet lived to be \_\_\_\_\_ than van Gogh. (*old*)

## Good and Well

**9d.** The modifiers *good* and *well* have different uses.

(1) Use **good** to modify a noun or a pronoun.

**EXAMPLE** Our dog Brickle is a **good** swimmer. [The adjective *good* modifies the noun *swimmer*.]

(2) Use **well** to modify a verb.

**EXAMPLE** Our dog Brickle swims **well**. [The adverb *well* modifies the verb *swims*.]

*Well* may also be used as an adjective meaning “in good health.”

**EXAMPLE** My grandmother is **well** now. [The adjective *well* modifies the noun *grandmother*.]

**EXERCISE A** In each of the following sentences, draw an arrow from the underlined word to the word it modifies.

**Example 1.** Evan played well in today's game.

1. Twyla Tharp is a very good choreographer.
2. All the dancers move well.
3. Did you have a good sandwich for lunch?
4. Reuben writes well and wants to be a journalist.
5. Cotton is a good fabric for many types of clothing.

**EXERCISE B** On the line provided in each of the following sentences, write either *good* or *well* to complete the sentence correctly.

**Example 1.** Did you do well on the test today?

6. My great-grandmother has good eyesight.
7. Mr. Kwan was sick last week, but now he is well.
8. Doesn't Emilia tell good stories?
9. Mrs. Park remembers her life in Russia well.
10. How well does your father cook?
11. My little cousin Anna is a good baby.
12. Did your dog perform well at the obedience competition?
13. Marcus plays basketball well, but he prefers soccer.
14. We have made a good start on our science project.
15. I can see well even in the dark.

## Adjective or Adverb?

**9e.** Use adjectives, not adverbs, after linking verbs.

Linking verbs, such as *be*, *seem*, *become*, *feel*, *remain*, and *appear*, are often followed by predicate adjectives. These adjectives describe, or modify, the subject.

**EXAMPLES** Venezuela became **independent** [not *independently*] in 1821. [The predicate adjective *independent* modifies the subject *Venezuela*.]

Does Jonathan look **unhappy** [not *unhappily*] today? [The predicate adjective *unhappy* modifies the subject *Jonathan*.]

USAGE

**EXERCISE A** For each of the following sentences, decide whether the verb is an action verb or a linking verb. Write *ACT* for *action verb* or *LINK* for *linking verb* on the line provided. Then, underline the correct form of the modifier in parentheses.

**Example**        1. The ice dancers looked (happy, *happily*) when they were dancing.

1. One couple moved (*quick*, *quickly*) over the ice.
2. They seemed quite (*light*, *lightly*) as they moved easily on the ice.
3. The man seems (*strong*, *strongly*).
4. He lifted his dance partner (*easy*, *easily*) over his shoulder.
5. She landed (*light*, *lightly*) on the ice.
6. He twirled her (*graceful*, *gracefully*).
7. They moved so fast that the ice did not feel (*cold*, *coldly*).
8. We learned that they practice (*regular*, *regularly*).
9. Ice dancing seems very (*difficult*, *difficultly*).
10. However, the skaters make it look quite (*simple*, *simply*).

**EXERCISE B** In the following sentences, identify the form of the underlined word by writing *ADJ* for *adjective* or *ADV* for *adverb*. Then, draw an arrow from the modifier to the word modified.

**Example** 1. The boys were sleepier than they had been the previous night.

11. The campers' bags were heavier when they were full.
12. The trail grew steeper as the boys continued.
13. The boys seemed happier after they had eaten.
14. They could now hike farther with less equipment to carry.
15. The skies soon turned dark, so they pitched their tents early.

## Double Comparisons

**9f.** Avoid using double comparisons.

A **double comparison** is the use of both *-er* and *more* (or *less*) or both *-est* and *most* (or *least*) to form a single comparison. When you make a comparison, use only one of these forms, not both.

**NONSTANDARD** Margarita is my most oldest friend.

**STANDARD** Margarita is my **oldest** friend.

**EXERCISE A** Underline the correct form of the modifier in parentheses in each of the following sentences.

**Example 1.** Some of Nikki Giovanni's poems are about her (*most happiest*, *happiest*) childhood memories.

1. Clara thinks that yogurt is (*more better*, *better*) than ice cream.
2. Frances has a (*more softer*, *softer*) voice than Tonya has.
3. Last year was the (*most saddest*, *saddest*) year of my life.
4. Maya runs (*faster*, *more faster*) than her brother.
5. He is the (*kindest*, *most kindest*) man I have ever known.
6. This spring is (*warmer*, *more warmer*) than last spring.
7. The tulips bloomed (*more earlier*, *earlier*) than they did last year.
8. Right now my room is the (*most messiest*, *messiest*) it has ever been.
9. The (*worstest*, *worst*) day was the day I broke my arm.
10. Mr. Johnson feels (*better*, *more better*) today than he did yesterday.

**EXERCISE B** In each of the following sentences, cross out any incorrect modifier and write the correct form above it. If the sentence is already correct, write C on the line provided.

**Example** \_\_\_\_\_ 1. This sunset is the ~~most~~ prettiest I've seen this fall.

- \_\_\_\_\_ 11. Isn't this weather the bestest we've had all year?
- \_\_\_\_\_ 12. Ruth thought that Jacob was the most handsomest of the three brothers.
- \_\_\_\_\_ 13. Which of the two plants do you think is more beautiful?
- \_\_\_\_\_ 14. Jacqueline's house is more farther away than my house.
- \_\_\_\_\_ 15. Mayumi claimed to have the worstest singing voice in the class.

NAME \_\_\_\_\_

CLASS \_\_\_\_\_

DATE \_\_\_\_\_

for CHAPTER 9: USING MODIFIERS CORRECTLY page 209

## Double Negatives

### 9g. Avoid using double negatives.

A *double negative* is the use of two or more negative words to express one negative idea.

**NONSTANDARD** I do not have no computer at my house. [The negative words are *not* and *no*.]

**STANDARD** I do **not** have a computer at my house.

**STANDARD** I have **no** computer at my house.

USAGE

**EXERCISE** On the line provided, revise each sentence to eliminate the double negative. Although there is more than one possible answer, you need to write only one revision. If a sentence is already correct, write *C* on the line.

**Example 1.** This book doesn't have no index. This book doesn't have an index. or This book has no index.

1. We didn't have no pears on our tree this year. \_\_\_\_\_

2. Rex hasn't told no one about his parents' trip. \_\_\_\_\_

3. Sheila never eats nothing between meals. \_\_\_\_\_

4. I have never found any arrowheads in this field. \_\_\_\_\_

5. I can't barely hear you. \_\_\_\_\_

6. Boris hardly said nothing. \_\_\_\_\_

7. Mr. Navarro's explanation didn't make no sense to me. \_\_\_\_\_

8. Darcy has made no plans for the Chinese New Year. \_\_\_\_\_

9. This pencil doesn't have no eraser. \_\_\_\_\_

10. Joe hadn't done nothing all day. \_\_\_\_\_

## Misplaced One-Word Modifiers

### 9h. Place modifying words, phrases, and clauses as close as possible to the words they modify.

The placement of a one-word modifier may affect the meaning of a sentence. Place adjectives and adverbs so that they clearly modify the words you intend them to modify.

**EXAMPLES** **Later** Dad said we could go fishing. [Dad made the statement later.]

Dad said we could go fishing **later**. [According to Dad, we may go fishing later.]

**Only** two workers were sent to trim the maple tree. [Two workers and no more were sent.]

Two workers were sent to trim **only** the maple tree. [The two workers will trim the maple tree and no other trees.]

**EXERCISE** For each of the following sentences, insert the given modifier in the proper place. The intended meaning for each sentence is included in parentheses. To insert the modifier, place a caret (^) in the proper place and write the word above the caret.

*frequently*

**Example 1.** Gabriel <sup>frequently</sup> dreams of going fishing with his father. (*frequently*: He has the dream often.)

1. Claire sang for the guests who had gathered around the piano. (*sweetly*: Her singing was sweet.)
2. Miriam invites her friends to eat dinner with her. (*often*: The invitation occurs often.)
3. Roberto lifted the bird and put it in a cage. (*carefully*: Roberto was careful when he put the bird in a cage.)
4. Mother said she wanted us to prepare lunch. (*early*: The preparation takes place early.)
5. The invited lecturer spoke, and the audience listened. (*clearly*: The lecturer's speech was clear.)
6. Mauricio finished the race and found some cold water. (*quickly*: He was quick to find water.)
7. Annie goes jogging in the park after she gets home from school. (*frequently*: Her going jogging is a frequent event.)
8. The mother whispered to her daughter and hugged her. (*lovingly*: Her hug was loving.)
9. The tennis player picked up her racket and served the ball. (*impatiently*: She was impatient to pick up the racket.)
10. The cat crept toward the toy and pounced on it. (*silently*: The creeping was silent.)

NAME \_\_\_\_\_

CLASS \_\_\_\_\_

DATE \_\_\_\_\_

for CHAPTER 9: USING MODIFIERS CORRECTLY pages 212–13

## Misplaced Prepositional Phrases

### 9h. Place modifying words, phrases, and clauses as close as possible to the words they modify.

Place a prepositional phrase so that it clearly modifies the word you intend it to modify.

**MISPLACED** The kitten was jumping into the little girl's arms in the picture.

**CLEAR** The kitten **in the picture** was jumping into the little girl's arms.

**MISPLACED** Mr. Chen explained how tornadoes form in science class.

**CLEAR** **In science class,** Mr. Chen explained how tornadoes form.

USAGE

**EXERCISE** Each of the following sentences has a misplaced prepositional phrase. Rewrite each sentence, placing the phrase near the word it modifies.

**Example 1.** She spoke to the boy who seemed troubled in a soft voice. *She spoke in a soft voice to the boy who seemed troubled.*

1. Two robins kept a watchful eye on the dog in a tree. \_\_\_\_\_

2. That dress was hemmed by my aunt with yellow lace. \_\_\_\_\_

3. An engineer bought a new house from Seattle. \_\_\_\_\_

4. The books belong to my brother in that box. \_\_\_\_\_

5. The house was built by my uncle by the lake. \_\_\_\_\_

6. All of the tourists visited the Empire State Building from Miami. \_\_\_\_\_

7. Immanuel sang a song for Berta with a pretty melody. \_\_\_\_\_

8. I bought a cactus from the store clerk with sharp stickers. \_\_\_\_\_

9. Please put my umbrella in the car with the long handle. \_\_\_\_\_

10. The cow watched us drive by in the pasture. \_\_\_\_\_

## Misplaced Adjective Clauses

**9h.** Place modifying words, phrases, and clauses as close as possible to the words they modify.

Adjective clauses should generally be placed directly after the words they modify.

**MISPLACED** Our neighbor's dog howls all the time, which is a beagle.

**CLEAR** Our neighbor's dog, **which is a beagle**, howls all the time.

**MISPLACED** The print is by a famous Dutch artist that my aunt gave us.

**CLEAR** The print **that my aunt gave us** is by a famous Dutch artist.

**EXERCISE** Each of the following sentences has a misplaced adjective clause. Rewrite each sentence, placing the adjective clause near the word it modifies.

**Example** 1. The teacher sent us a letter who had visited our school. The teacher who had visited our school sent us a letter.

1. Both of the chairs will go in the living room that you bought. \_\_\_\_\_

\_\_\_\_\_

2. I read the book during my vacation that you recommended. \_\_\_\_\_

\_\_\_\_\_

3. Carol says the painter demonstrated his technique whom she admired. \_\_\_\_\_

\_\_\_\_\_

4. The car needs new tires that you picked out. \_\_\_\_\_

\_\_\_\_\_

5. Is the vase still in a box that Grandmother sent us? \_\_\_\_\_

\_\_\_\_\_

6. A soccer player arrived on the field who was wearing a new uniform. \_\_\_\_\_

\_\_\_\_\_

7. The man wrote the article with whom she spoke. \_\_\_\_\_

\_\_\_\_\_

8. The chapter will be on the test that we read today. \_\_\_\_\_

\_\_\_\_\_

9. We photographed the flowers and developed the pictures that grew in her backyard. \_\_\_\_\_

\_\_\_\_\_

10. The boy has a new mountain bike whom you met. \_\_\_\_\_

\_\_\_\_\_

## Placement of Modifiers A

**9h.** Place modifying words, phrases, and clauses as close as possible to the words they modify.

**MISPLACED WORD** We heard that the shuttle launch will be delayed yesterday.

**CLEAR** We heard **yesterday** that the shuttle launch will be delayed.

**MISPLACED CLAUSE** Uncle Felipe is going to teach me the tango, who is a professional dancer.

**CLEAR** Uncle Felipe, **who is a professional dancer**, is going to teach me the tango.

**EXERCISE** Each of the following sentences has a misplaced modifier. Underline the entire misplaced modifier. Then, draw an arrow from the misplaced modifier to the place where the modifier should be. In some cases, there may be more than one way to correct a sentence.

**Example 1.** The students asked the teacher many questions who were preparing for the test.

1. Danielle woke up so she could get all her work done before sunrise earlier than usual.
2. The chair was built by my uncle in the corner.
3. Do you know the man next to the large dog who is walking with a cane?
4. The piano belongs to my sister, which is out of tune.
5. The dog barked with long, floppy ears at the guests.
6. Can you find the city on the map that we visited?
7. Gabriela went jogging after a long day through the trails.
8. Traci brushes her teeth after she wakes up always.
9. Dogs are great companions to take camping that like romping outdoors.
10. The review was not well written about the new movie.
11. Franco uses his typewriter since he got a computer rarely.
12. Did the tree blossom in the spring that you planted?
13. There are some peanuts on the table in a can.
14. The movie amused the audience, which was a romantic comedy.
15. Adela eats an apple after she finishes her homework occasionally.
16. The sleepy little boy climbed out of the comfortable bed with brown hair.
17. The apples are from the grocery store in that bag.
18. Sara opened the gifts in the kitchen that her friends brought.
19. The man is my neighbor at the door.
20. The cat rested in the chair with yellow eyes.

## Placement of Modifiers B

**9h.** Place modifying words, phrases, and clauses as close as possible to the words they modify.

**MISPLACED WORD** Dad says he likes to play tennis on Saturday always.

**CLEAR** Dad **always** says he likes to play tennis on Saturday.

Dad says he **always** likes to play tennis on Saturday.

**MISPLACED CLAUSE** Ms. Ramirez just had a baby son, who teaches Spanish.

**CLEAR** Ms. Ramirez, **who teaches Spanish**, just had a baby son.

**EXERCISE** Each of the following sentences has a misplaced modifier. Underline the entire misplaced modifier. Then, draw an arrow from the misplaced modifier to the place where the modifier should be.

**Example 1.** The leader looked at the crowd of listeners, who had just made a long speech.

1. The children played new games, who were at recess.
2. The bookcase was built by my sister that is painted green.
3. We met the actor and his wife with the gray beard.
4. The duck swam on the lake with the spoon-shaped bill.
5. My sister under the mat left an extra key.
6. The police officers took a lunch break who had just finished a call.
7. Friedrich said he goes to bed on school nights earlier.
8. The squirrel ran up the tree with the long tail.
9. Michelle goes with her father to work after she gets home from school sometimes.
10. We do our homework before going out to play always.
11. The oranges don't look ripe from that tree.
12. A student visited our school who is from Ecuador.
13. I put my sandwich in my lunchbox that I will eat at lunchtime.
14. The puppeteers finished the show who had been performing.
15. An athlete listened to the coach who is my teammate.
16. Did you find the skates that I mentioned to you with the sharp blades?
17. We watched the videotape yesterday morning about wildlife.
18. He said yesterday we would go.
19. The lion roared at the onlookers with the large mane.
20. The meal was the best I had ever eaten that you cooked for me.

## Review A: Forms and Comparisons

**EXERCISE** On the line provided in each of the following sentences, write the correct form of the modifier given in parentheses.

**Example 1.** This problem is more difficult than the first. (*difficult*)

1. I feel \_\_\_\_\_ than I did yesterday. (*well*)
2. Both rugs are beautiful, but I think this one is \_\_\_\_\_. (*durable*)
3. That is the \_\_\_\_\_ thing anyone has ever said to me! (*nice*)
4. Next time, speak \_\_\_\_\_ onstage than you did today. (*slowly*)
5. This is the \_\_\_\_\_ storm I have ever seen. (*bad*)
6. Blue is a \_\_\_\_\_ color on you than green. (*good*)
7. This chemical is the \_\_\_\_\_ material in the factory. (*hazardous*)
8. You perform \_\_\_\_\_ on tests than you do on homework. (*well*)
9. Of those two flags, which one is \_\_\_\_\_? (*colorful*)
10. What was the \_\_\_\_\_ moment of your baseball career? (*exciting*)
11. Marco thinks this one is the \_\_\_\_\_ of the two curries. (*spicy*)
12. This is the \_\_\_\_\_ fruit I have ever tasted. (*sweet*)
13. She seemed to be the \_\_\_\_\_ girl in the world. (*happy*)
14. Sarah was flying the \_\_\_\_\_ of the two kites. (*large*)
15. This perfume smells \_\_\_\_\_ than that one does. (*strong*)
16. The \_\_\_\_\_ mountain in Africa is in Tanzania. (*tall*)
17. Of all our trees, the lime tree grew \_\_\_\_\_. (*well*)
18. Which of these two towels is \_\_\_\_\_? (*white*)
19. The starter on the car is getting \_\_\_\_\_ every day. (*bad*)
20. In the yard, a rake would be \_\_\_\_\_ than a broom. (*useful*)

## Review B: Special Problems and Double Negatives

**EXERCISE A** Underline the correct modifier in parentheses in each of the following sentences.

**Example 1.** Many of the students shifted (*restless*, *restlessly*) in their seats.

1. My sister was sick, but now she is (*good*, *well*).
2. As the curtain rose, the dancers took the stage (*graceful*, *gracefully*).
3. Mina felt (*good*, *well*) about her grades.
4. This perfume will remain (*fragrant*, *fragrantly*) for many years.
5. Your chowder tastes as (*good*, *well*) as it smells.
6. After his talk with the coach, Joel appeared (*solemn*, *solemnly*).
7. Jason finished his chores (*more quickly*, *more quicklier*) than David.
8. You always do (*good*, *well*) in science.
9. Martin felt (*calm*, *calmly*) during the test.
10. The students did a (*good*, *well*) job on the science project.

**EXERCISE B** Most of the following sentences contain either double comparisons or double negatives.

Correct each sentence by crossing out the incorrect form and writing the correct form above it. If a sentence is already correct, write C on the line provided.

**Example 1.** The dog's condition is ~~worser~~ <sup>worse</sup> today than yesterday.

11. I think spinach tastes more better than lettuce.
12. There isn't no milk in the refrigerator.
13. To my surprise, I did not see anyone I knew at the game.
14. She's the most fastest skater I know.
15. The boys didn't do nothing wrong.
16. Dad thinks the lead dancer is the bestest in the world.
17. Those monkeys are the noisiest animals in the entire wildlife park.
18. Maria hasn't never gone swimming in a lake.
19. The little boy could not find his dog nowhere.
20. This hat is more expensiver than the one at the other store.

## Review C: Misplaced Modifiers

**EXERCISE** Each of the following sentences has a misplaced modifier. Underline the entire misplaced modifier. Then, draw an arrow from the misplaced modifier to the place where the modifier should be.

**Example 1.** We were introduced to the girl who joined our team with long, red hair.

1. I enjoyed the article about elephants that you sent me.
2. Luigi played a composition for my friends by Bach.
3. The building has several offices inside, which overlooks the highway.
4. Mrs. Peterson recommended the book to all the children about African dances.
5. The bird landed on a branch with white-tipped wings.
6. Our relatives came over for Thanksgiving, who are living in Algeria.
7. We studied Glinka and learned a great deal, who is a Russian composer.
8. Mother makes us breakfast every morning with orange juice.
9. The singers practiced the song who had just joined the choir.
10. Have you met the principal already who will be speaking?
11. Janet picked blackberries to use for the dessert from the vine.
12. I watch the train go by before I go to school usually.
13. They sent some flowers to my aunt with a nice card.
14. The children tie their shoelaces carefully before riding their bikes always.
15. Evan writes in cursive when taking notes rarely.
16. The tree is nearly a hundred years old in our backyard.
17. My favorite song was playing on the radio from the musical *Oliver!*
18. The rope is not strong enough that you bought yesterday.
19. He put the ring on her finger with several small diamonds.
20. Su-Lin wrote a poem for the class about friendship.

## Review D: All Types of Problems

**EXERCISE A** For each of the following sentences, underline the correct form of the modifier in parentheses.

**Example 1.** Miguel was the (*better, best*) of the two golfers.

1. Katerina had read the (*more, most*) books over the summer.
2. Kristen is (*taller, tallest*) than Jonathan.
3. We were the (*fastest, most fastest*) swimmers on the team.
4. Did Margarette write (*more, most*) pages than Colleen?
5. Of the two photographs, the darker one is (*worse, worst*).
6. Angelo was the (*happiest, most happiest*) child in the room.
7. This book is (*better, more better*) than the one I read last week.
8. Juanita can ride her bike (*faster, more faster*) than I can.
9. Georgia's last putt was her (*worst, most worst*) one all day.
10. Which of the two paintings do you like (*better, best*)?

**EXERCISE B** Each of the following sentences has a misplaced modifier. Underline the entire misplaced modifier. Then, draw an arrow from the misplaced modifier to the place where the modifier should be.

**Example 1.** The roses  are growing beside the house that Mother planted.

11. Peter's iguana got out of his cage with the long tail.
12. The violinist spoke to the audience, who was carrying her violin and bow.
13. Carl goes to a movie when he gets home from church occasionally.
14. The birthday party was fun for everyone that we had last week.
15. Sandy dropped her tray nearly on the floor.
16. Anita won the prize for best actress, who is the daughter of a famous singer.
17. A bird stood on a log with a long beak.
18. The senator delivered a speech who had just been elected.
19. This shirt needs to be washed with the tan collar.
20. My grandmother will be living with us, who just retired.

## Proofreading Application: Art Critique

Good writers are generally good proofreaders. Readers tend to admire and trust writing that is error-free. Make sure that you correct all errors in grammar, usage, spelling, and punctuation in your writing. Your readers will have more confidence in your words if you have done your best to proofread carefully.

Whenever you make evaluations and comparisons, you use modifiers—adjectives and adverbs. Modifiers are the words that best express evaluations and comparisons. If you don't use modifiers correctly, people might not understand what you are saying. Correct use of modifiers will enable you to communicate your opinions clearly and effectively.

### PROOFREADING ACTIVITY

Find and correct the errors in modifiers in the following classroom art critique. Use proofreading symbols to make your corrections.

**Example** Wow! This artist draws <sup>well</sup> ~~good~~!

Of all the paintings in the class, this one is better. It uses color quite good. The greens and reds are more colorfuller than those I usually see. Certainly, the dragon theme is the most excitingest theme in this group of art works. The dragon is made more scarier by the fire's realism. However, the tail of the dragon looks badly and part of it is off the canvas. Why didn't the artist plan more wiser? Why doesn't the dragon have no teeth? The dragon actually seems alive to most viewers. In conclusion, this painting is wonderful, but I hope that the artist plans more careful next time.

## Literary Model: Folk Tale

Dog found a spot near the front of the cave, settled down and went to sleep.

Everybody knows that Dog has the best hearing of almost any animal in the world. Dog could hear a raindrop fall on cotton.

In the darkest part of the night, the time of night that's so scary even Moon wishes she had someplace to hide, Dog woke up suddenly. . . .

Dog ran back to the front of the cave and waited. The footsteps got louder and louder until out of the forest, holding a tree in each hand, came Gorilla.

Dog growled his growliest growl. He rushed at Gorilla and barked his barkiest bark. Gorilla looked down, picked Dog up, and threw him over his shoulder. . . .

—excerpt from “Why Dogs Chase Cats,” retold by Julius Lester

**EXERCISE A** List ten of the one-word modifiers (adjectives and adverbs) used in the passage above. Beside each modifier, write the word it modifies.

	MODIFIER	WORD MODIFIED		MODIFIER	WORD MODIFIED
Example	1. <u>best</u>	<u>hearing</u>			
	1. _____		6. _____		
	2. _____		7. _____		
	3. _____		8. _____		
	4. _____		9. _____		
	5. _____		10. _____		

**EXERCISE B**

1. Which modifiers are superlative forms? Comparative forms?

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2. Which two modifiers are invented words?

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NAME \_\_\_\_\_

CLASS \_\_\_\_\_

DATE \_\_\_\_\_

for CHAPTER 9: USING MODIFIERS CORRECTLY pages 197–214

## Literary Model (continued)

**EXERCISE C** Which animal species appeals to you? Write a short folk tale, or the beginning of a longer folk tale, that is a fantasy explanation of a typical behavior of that animal. Use several positive, comparative, and superlative forms of adjectives and adverbs in your folk tale, and underline each one. If you like, include a modifier that is an invented word.

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**EXERCISE D** Why are comparative and superlative forms of modifiers especially useful or dynamic in your folk tale?

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## Writing Application: Using Modifiers in a Description

Putting modifiers in the wrong place can result in some funny sentences. Read each sentence aloud, and think about what the writer meant to say as opposed to what the sentence actually says.

- INCORRECT** Walking down the neatly edged sidewalk, the capitol dome loomed in the distance.  
Smothered with jalapeños, they gobbled up the enchiladas.

These sentences are amusing—as long as you didn’t write them! Be sure that all modifiers are as near as possible to the word or words that they modify.

- CORRECT** Walking down the neatly edged sidewalk, we saw the capitol dome looming in the distance.  
Smothered with jalapeños, the enchiladas steamed on the plate.

### WRITING ACTIVITY

In your social studies class, you are studying geography and are planning to put together a global map. Each student will write a well-developed paragraph about a city that he or she would like to visit someday. Choose a city to write about, and learn a little about it from encyclopedias, online sources, or books—all sources that travelers turn to before they visit a city. As you write your paragraph, use at least five descriptive modifiers. Be sure to place each modifier as close as possible to the word it modifies.

**PREWRITING** For this exercise, you will need to do a little advance work. Find out some details about your city: What’s the best time of the year to visit? What are the city’s most visited spots? Is the city valued for its beauty, its history, or perhaps for some special item that is made there? You are writing only one paragraph, but you should pack it full of tempting details.

**WRITING** You will need to decide how to arrange your paragraph, and you have several organizational patterns to choose from. You could take readers on a tour through the city streets or spend some time talking about the city’s history or mention why this city appeals to you. Outlining provides a quick method for experimenting with several plans. Try a few patterns, and choose your favorite.

**REVISING** Once you have an organized draft of the paragraph, consider its overall tone. Think of it as a little travel brochure designed to interest readers visiting the city. Read the paragraph to several friends, and ask them if the paragraph interests them in the city and why. Use their responses as you tailor your paragraph for other students.

**PUBLISHING** Check your paragraph for mistakes in grammar, usage, spelling, and punctuation. Find a picture of the city to post with the neatly written paragraph. Then, work with your classmates to prepare a bulletin board with a world map. Learn from other students about cities they would like to visit someday.

### EXTENDING YOUR WRITING

You could extend this assignment by making your paragraph part of a travel brochure that you create. Collect or draw pictures of the city you wrote about, and design a brochure encouraging others to visit that city.

# 30 Misplaced Modifiers

## Introductory Project

Because of misplaced words, each of the sentences below has more than one possible meaning. In each case, see if you can explain the intended meaning and the unintended meaning. Also, circle the words that you think create the confusion because they are misplaced.

1. The sign in the restaurant window reads, “Wanted: Young Man—To Open Oysters with References.”

Intended meaning: \_\_\_\_\_

Unintended meaning: \_\_\_\_\_

2. Clyde and Charlotte decided to have two children on their wedding day.

Intended meaning: \_\_\_\_\_

Unintended meaning: \_\_\_\_\_

3. The students no longer like the math instructor who failed the test.

Intended meaning: \_\_\_\_\_

Unintended meaning: \_\_\_\_\_

Answers are on page 728.

# What Misplaced Modifiers Are and How to Correct Them

*Modifiers* are descriptive words. *Misplaced modifiers* are words that, because of awkward placement, do not describe the words the writer intended them to describe. Misplaced modifiers often obscure the meaning of a sentence. To avoid them, place words as close as possible to what they describe.

## *Misplaced Words*

Tony bought an old car from a crooked dealer *with a faulty transmission*.

(The *dealer* had a faulty transmission?)

I *nearly* earned a hundred dollars last week.

(You just missed earning a hundred dollars, but in fact earned nothing?)

Bill yelled at the howling dog *in his underwear*.

(The *dog* wore underwear?)

## *Correctly Placed Words*

Tony bought an old car with a faulty transmission from a crooked dealer. (The words describing the old car are now placed next to "car.")

I earned *nearly* a hundred dollars last week.

(The meaning—that you earned a little under a hundred dollars—is now clear.)

Bill, *in his underwear*, yelled at the howling dog.

(The words describing Bill are placed next to "Bill.")

## Activity

Underline the misplaced word or words in each sentence. Then rewrite the sentence, placing related words together and thereby making the meaning clear.

*Examples* The suburbs nearly had five inches of rain.

The suburbs had nearly five inches of rain.

We could see the football stadium driving across the bridge.

Driving across the bridge, we could see the football stadium.

1. I saw mountains of uncollected trash walking along the city streets.

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2. I almost had a dozen job interviews after I sent out my résumé.

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3. The child stared at the movie monster with huge, innocent eyes.

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4. Joanne decided to live with her grandparents while she attended college to save money.

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5. Charlotte returned the hamburger to the supermarket that was spoiled.

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6. Roger visited the old house still weak with the flu.

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7. The phone almost rang fifteen times last night.

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8. My uncle saw a kangaroo at the window under the influence of whiskey.

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9. We decided to send our daughter to college on the day she was born.

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10. Fred always opens the bills that arrive in the mailbox with a sigh.

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## Review Test

Write *M* for *misplaced modifier* or *C* for *correct* in front of each sentence.

- \_\_\_\_\_ 1. Rita found it difficult to mount the horse wearing tight jeans.
- \_\_\_\_\_ 2. Rita, wearing tight jeans, found it difficult to mount the horse.
- \_\_\_\_\_ 3. I noticed a crack in the window walking into the delicatessen.
- \_\_\_\_\_ 4. Walking into the delicatessen, I noticed a crack in the window.

- \_\_\_\_\_ 5. The biology teacher told us there would be a pop quiz with an evil grin.
- \_\_\_\_\_ 6. With an evil grin, the biology teacher told us there would be a pop quiz.
- \_\_\_\_\_ 7. I almost caught a hundred lightning bugs.
- \_\_\_\_\_ 8. I caught almost a hundred lightning bugs.
- \_\_\_\_\_ 9. In a secondhand store, Willie found a television set that had been stolen from me last month.
- \_\_\_\_\_ 10. Willie found a television set in a secondhand store that had been stolen from me last month.
- \_\_\_\_\_ 11. Willie found, in a secondhand store, a television set that had been stolen from me last month.
- \_\_\_\_\_ 12. In his shrillest voice, the reporter yelled a question at the departing mayor.
- \_\_\_\_\_ 13. The reporter yelled a question at the departing mayor in his shrillest voice.
- \_\_\_\_\_ 14. The president was quoted on the *NBC Evening News* as saying that the recession was about to end.
- \_\_\_\_\_ 15. The president was quoted as saying that the recession was about to end on the *NBC Evening News.*

# 31 Dangling Modifiers

Page 170

11

## Introductory Project

Because of dangling words, each of the sentences below has more than one possible meaning. In each case, see if you can explain the intended meaning and the unintended meaning.

1. While smoking a pipe, my dog sat with me by the crackling fire.

Intended meaning: \_\_\_\_\_

Unintended meaning: \_\_\_\_\_

2. Looking at the leather-skirted woman, his sports car went through a red light.

Intended meaning: \_\_\_\_\_

Unintended meaning: \_\_\_\_\_

3. After baking for several hours, Grandmother removed the beef pie from the oven.

Intended meaning: \_\_\_\_\_

Unintended meaning: \_\_\_\_\_

Answers are on page 728.

# What Dangling Modifiers Are and How to Correct Them

A modifier that opens a sentence must be followed immediately by the word it is meant to describe. Otherwise, the modifier is said to be *dangling*, and the sentence takes on an unintended meaning. For example, in the sentence

While smoking a pipe, my dog sat with me by the crackling fire.

the unintended meaning is that the *dog* was smoking the pipe. What the writer meant, of course, was that *he*, the writer, was smoking the pipe. The dangling modifier could be corrected by placing *I*, the word being described, directly after the opening modifier and revising as necessary:

While smoking a pipe, *I sat with* my dog by the crackling fire.

The dangling modifier could also be corrected by placing the subject within the opening word group:

While *I was* smoking my pipe, my dog sat with me by the crackling fire.

Here are other sentences with dangling modifiers. Read the explanations of why they are dangling and look carefully at how they are corrected.

## Dangling

Swimming at the lake, a rock cut Sue's foot.

(*Who* was swimming at the lake? The answer is not *rock* but *Sue*. The subject *Sue* must be added.)

While eating my sandwich, five mosquitoes bit me.

(*Who* is eating the sandwich? The answer is not *five mosquitoes*, as it unintentionally seems to be, but *I*. The subject *I* must be added.)

Getting out of bed, the tile floor was so cold that Yoko shivered all over.

(*Who* got out of bed? The answer is not *tile floor* but *Yoko*. The subject *Yoko* must be added.)

## Correct

Swimming at the lake, Sue cut her foot on a rock.

*Or:* When Sue was swimming at the lake, she cut her foot on a rock.

While *I was* eating my sandwich, five mosquitoes bit me.

*Or:* While eating my sandwich, *I* was bitten by five mosquitoes.

Getting out of bed, *Yoko* found the tile floor so cold that she shivered all over.

*Or:* When *Yoko* got out of bed, the tile floor was so cold that she shivered all over.

*Dangling*

To join the team, a C average or better is necessary.  
 (*Who* is to join the team? The answer is not *C average* but *you*. The subject *you* must be added.)

*Correct*

To join the team, *you* must have a C average or better.  
*Or:* For *you* to join the team, a C average or better is necessary.

The preceding examples make clear the two ways of correcting a dangling modifier. Decide on a logical subject and do one of the following:

- 1 Place the subject *within* the opening word group.

When Sue was swimming at the lake, she cut her foot on a rock.

**Note:** In some cases an appropriate subordinating word such as *When* must be added, and the verb may have to be changed slightly as well.

- 2 Place the subject right *after* the opening word group.

Swimming at the lake, Sue cut her foot on a rock.

**Activity**

Ask *Who?* as you look at the opening words in each sentence. The subject that answers the question should be nearby in the sentence. If it is not, provide the logical subject by using either method of correction described above.

*Example* While sleeping at the campsite, a Frisbee hit Derek on the head.

While Derek was sleeping at the campsite, a Frisbee hit him on the head.

or While sleeping at the campsite, Derek was hit on the head by a Frisbee.

1. Watching the horror movie, goose bumps covered my spine.

---



---

2. After putting on a corduroy shirt, the room didn't seem as cold.

---



---

3. Flunking out of school, my parents demanded that I get a job.

---

---

4. Covered with food stains, my mother decided to wash the tablecloth.

---

---

5. Joining several college clubs, Antonio's social life became more active.

---

---

6. While visiting the Jungle Park Safari, a baboon scrambled onto the hood of their car.

---

---

7. Under attack by beetles, Charlotte sprayed her roses with insecticide.

---

---

8. Standing at the ocean's edge, the wind coated my glasses with a salty film.

---

---

9. Braking the car suddenly, my shopping bags tumbled off the seat.

---

---

10. Using binoculars, the hawk was clearly seen following its prey.

---

---

**■ Review Test**

Write *D* for *dangling* or *C* for *correct* in the blank next to each sentence. Remember that the opening words are a dangling modifier if they have no nearby logical subject to modify.

C

1. Advertising in the paper, Ian's car was quickly sold.

D

2. By advertising in the paper, Ian quickly sold his car.

D

3. After painting the downstairs, the house needed airing to clear out the fumes.

C

4. After we painted the downstairs, the house needed airing to clear out the fumes.

C

5. Frustrated by piles of homework, Wanda was tempted to watch television.

D

6. Frustrated by piles of homework, Wanda's temptation was to watch television.

C

7. After I waited patiently in the bank line, the teller told me I had filled out the wrong form.

D

8. After waiting patiently in the bank line, the teller told me I had filled out the wrong form.

D

9. When dieting, desserts are especially tempting.

C

10. When dieting, I find desserts especially tempting.

C

11. Looking through the telescope, I saw a brightly lit object come into view.

C

12. As I was looking through the telescope, a brightly lit object came into view.

D

13. Looking through the telescope, a brightly lit object came into my view.

D

14. Tossed carelessly over the arm of a chair, Mildred saw her new raincoat slide onto the floor.

C

15. Mildred saw her new raincoat, which had been tossed carelessly over the arm of a chair, slide onto the floor.



English Composition and Comprehension

## THE PERSUASIVE ESSAY:

In persuasive writing, the writer attempts to persuade the reader to adopt a certain point of view or to take a particular action. In other words, the goal of the writer is to convince the readers in favor of his/her argument. For this purpose, the following steps must be taken:

1. Show that your assertion/opinion/view about something is correct or more truthful than others'.
2. To prove the accuracy and credibility of your assertion, provide sound reasoning and solid evidence. The reasons and evidence should be proved, tested, and true.
3. Be well-informed about your topic.
4. Disprove the opposing argument by providing contrasting evidence, or by revealing the mistakes or inconsistencies in the logic of the opposing argument.
5. Your evidence must appeal to the readers' intellect as well as emotions.
6. The evidence you may use to convince the readers may be
  - Established facts (scientific, religious, social, etc)
  - Statistics
  - Expert opinion
  - Examples, etc.

## STRUCTURE OF A PERSUASIVE ESSAY:

### **INTRODUCTION:**

#### **MOTIVATOR:**

**THESIS STATEMENT:** Put forth your opinion/standpoint/ view here in a decisive and confident manner.

#### **PREVIEW OF UPCOMING POINTS:**

#### **MAIN BODY:**

##### **PARAGRAPH 1:**

**TOPIC SENTENCE:** Reason 1

**MAIN POINTS:** Evidence to support your reason.

##### **PARAGRAPH 2:**

**TOPIC SENTENCE:** Reason 2

**MAIN POINTS:** Evidence to support your reason.

##### **PARAGRAPH 3:**

**TOPIC SENTENCE:** Reason 3

**MAIN POINTS:** Evidence to support your reason.

**CONCESSION PARAGRAPH : (Optional)** Acknowledges opposing argument, and proves the superiority of the writer's point of view. This is done in order to appear tolerant, and forward-thinking.

### **CONCLUSION:**

#### **RESTATE THESIS & MAIN IDEAS:**

#### **MOTIVATOR:**

## ESSAY OUTLINE FORM

**TITLE:** *A Graders have an edge over others. Do you agree?*

**PURPOSE:** *To persuade*

**READERS:** *The teacher*

### I. INTRODUCTORY PARAGRAPH:

General Statement or Hook: *General to specific*

Transition: *Similarly*

Thesis Sentence: *A graders enjoy rare advantages that others don't.*

Major Divisions of Essay: (overview of upcoming points)

A: *Interview preference*

B: *Respect, honor, and benefits in society*

C: *Concession*

### II. BODY PARAGRAPH 1: Reason 1

Transition: *First*

Topic Sentence: *A graders get interview calls immediately.*

Main Points:

*All good institutions go for A graders*

### III. BODY PARAGRAPH 2: Reason 2

Transition: *Second*

Topic Sentence: *A graders enjoy special privileges in society.*

Main Points:

*Like, praises from everyone, scholarships*

### IV. BODY PARAGRAPH 3: Concession

Transition: *However*

Topic Sentence: *Good grades do not guarantee success in all cases*

Main Points:

*Other things which guarantee success*

### V. CONCLUDING PARAGRAPH

Restatement/Reinforcement of Thesis: *A graders definitely enjoy rewards, like, preference for interview calls, scholarships, and respect in society.*

## **Building the Persuasive Paragraph**

The topic sentence states the writer's conclusion or point of view about a particular topic. The writer's conclusion can be for or against (pro or con) the idea concerning the topic. Therefore, the topic sentence is the key to a successful persuasive paragraph. The verbs used in a persuasive topic sentence are most often should/should not or must/must not.

### **Examples**

*The pending legislation on the right of citizens to carry concealed handguns should be defeated.*

This paragraph will argue against (con) citizens having the right to carry concealed handguns.

*Employers should provide day care for their employees.*

This paragraph will argue for (pro) companies providing day care for the children of their employees.

*Euthanasia should be legalized because of our constitutional rights of personal freedom.*

This paragraph will argue for (pro) physician-assisted suicide.

*Athletics should not receive more funding than academics.*

This paragraph will argue against (con) sports receiving more money than academics.

**For the ten topics listed below, write either a pro (for) topic sentence or a con (against) topic sentence. Try to write five sentences pro and five con.**

1. Topic: Instant replay in sports
- 
- 

2. Topic: A federally regulated Internet
- 
- 

3. Topic: National identification cards
- 
- 

**In the following paragraph from a persuasive essay, "Nuke Nuclear Energy," student writer Danny Butler's argument is concerned with the nuclear fuel industry.**

Because of waste management problems, the nuclear fuel industry must not be revived. Many researchers see nuclear energy as the source of power for the future because it can greatly lessen the consumption of other fuels. A typical nuclear reactor can produce many times more energy than plants using other materials such as fossil fuels. Although this new form of energy can help to preserve diminishing resources, it leads to a new problem of waste management. The fission of radioactive materials causes leftover wastes that can remain radioactive for many years. Waste management has already become a problem that will have to be faced by generations to come; we must decide which is more important, a new energy source, or the survival of life on Earth.

#### Persuasion Technique Questions

1. Identify the topic sentence. Does it clearly state whether the author is for or against the topic?
- 

2. Do the support sentences support the writer's position?
-

- 
- 3.** Point out any sentences that are simply informational and do not support the author's position.
- 

### The Pro/Con List

Once you have decided on the topic, it is vital that you know the major argument points on either side of the issue, regardless of whether you know which side you are going to take. For example, if the topic is nuclear energy, list as many points for either side that you can think of.

#### Topic: Nuclear Energy

Pro (for) list	Con (against) list
Cheaper fuel costs	Radioactive waste
Less dependence on foreign oil	Causes unemployment in traditional fossil fuels industry
Creates high-tech jobs	Nuclear accidents
Saves natural resources	Nuclear weapons proliferation
Ensures strong nuclear arsenal	Theft of nuclear materials by terrorists
	Environmental pollution

Once you have listed as many points as you can think of, consider the points on both sides of the argument, and choose the side you wish to argue for. Decide which points you will use in your paragraph to support your topic.

**Create a pro/con list for each of the following topics. Think of as many items for each list as you can.**

1. Topic: English should be Pakistan's official language.

Pro	Con

2. Topic: The government should provide health insurance for all citizens.

Pro	Con

### Support in Persuasion Paragraphs

Persuasion paragraphs need to demonstrate the different types of support used to convince readers. These include answering the opposition, referring to an authority, predicting

consequences, presenting facts, and giving examples. Although you probably will never use all of them in one paragraph, you will use them when you write persuasively.

**1. Answering the opposition:** At times, the best way to persuade your reader is to respond to an opponent's point. This also shows your reader that you are aware of your opponent's side of the issue, not just your own.

**2. Referring to an authority:** An authority is a person or a group that is considered an expert on the subject and will give an unbiased opinion.

**3. Predicting consequences:** Predicting consequences can help your reader agree with your point of view and disagree with your opponent's.

**4. Presenting facts:** Facts are those things that actually exist or have existed, such as people, places, things, and events. A fact differs from an opinion in a quite significant way. An opinion is the way we think about, or interpret, facts. For instance, it is a fact that the United States Congress removed our currency from the gold standard in 1978. That fact cannot be argued. However, whether you think it was a good idea to remove the gold standard is your opinion, and that can be argued. Whether your opinion, or your opponent's opinion, is the more persuasive, the fact remains that the gold standard was removed in 1978.

**5. Giving examples:** Good examples can develop an idea quickly and clearly, and help convince your reader of your point of view. Examples also are used to clarify, illustrate, or make concrete a general idea about the subject. Therefore, be certain that your examples support your position or convincingly argue against your opponent's position.

**Write an F for fact or an O for opinion in the space to the left of each item in the following list.**

1. There are eight known planets in our solar system.
2. The Congress of the United States consists of the Senate and the House of Representatives.
3. I am 6 feet tall.
4. Wolves make great pets.
5. Water freezes at 32 degrees Fahrenheit and 0 degrees Celsius.
6. I am the greatest basketball player in my state.
7. Hurricanes are more frightening than tornadoes.
8. Laughter is the best medicine.
9. Pastrami is better sandwich meat than ham.
10. Neil Armstrong was the first man on the moon.

### **Organization Patterns**

Once you have made your pro/con list and have chosen the type of evidence you want to use to support your topic, you will need to organize your paragraph for an effective presentation. There is no defined pattern that a writer has to use when writing persuasively. However, several patterns logically come to mind that will organize your points into a convincing persuasive paragraph.

**Pattern 1:** Using only support points that argue for your point of view (only pro-list items if you are arguing for a point of view or only con-list items if you are arguing against a point of view)

**Pattern 2:** Stating only your opposition's support points (either pro or con) and arguing against them

**Pattern 3:** Alternating use of support points for your side of the argument and listing your opponent's points and arguing against them; this is a hybrid of patterns 1 and 2

Once you have chosen your organization pattern, select several points from the appropriate list or lists and write sentences for each. Arrange the sentences according to the organization pattern you have selected.

Each of the following paragraph is organized according to one of the three patterns you have studied.

Topic Sentence  
Con Item  
  
Con Item  
Conclusion  
Con Item  
  
Con Item  
  
Example  
  
Fact  
Consequence  
Conclusion  
  
Conclusion

### Pattern 1 Persuasive Paragraph: Against Nuclear Energy (Con-List Items)

Nuclear energy should not be restored because of radioactive waste disposal problems and the possibility of a nuclear reactor accident. One of the problems with nuclear energy is waste management. Radioactive waste can remain dangerous for thousands of years; therefore, safe disposal sites must meet rigid safety standards to keep the public safe. Sites must be deep in the ground to shield the public from possible radiation exposure, and the sites must be immune to earthquake damage. Such sites are hard to find and expensive to maintain. In addition to the waste disposal problem, nuclear accidents pose a real danger to people living near nuclear reactors. In 1986, in the Ukrainian town of Chernobyl, a nuclear reactor accident put thousands at risk of radioactive poisoning. A radiation cloud spread over northern Europe and Great Britain. Thirty-one Soviet citizens died, and over 100,000 had to be evacuated from surrounding areas. The dangers involved in the long-term control and management of such a volatile substance as radioactive materials make it a very risky proposition. Until more trustworthy safeguards can be developed in both the operation and waste disposal of radioactive substances, nuclear energy should remain a thing of the past.

<b>Pattern 2 Persuasive Paragraph: Arguing Against the Opposition (Pro-List Items)</b>	
<b>Topic Sentence</b>	Despite the possible benefits to society, nuclear energy should not be restored as a fuel source.
<b>Opposition/Argument</b>	Many scientists and researchers claim nuclear energy is desirable as an energy source because it creates enormous amounts of power from small resources. Although this may be true, there are other costs that outweigh the purely monetary.
<b>Answering Opposition</b>	In 1986, in the Ukrainian town of Chernobyl, a nuclear reactor accident killed 31 Soviet citizens and caused 100,000 people to be evacuated.
<b>Using a Fact</b>	A radioactive cloud covered much of northern Europe and Great Britain.
<b>Consequence</b>	Military leaders in Washington, D.C. state that a nuclear energy industry will also ensure a continuous source of radioactive material necessary to maintain our nuclear weapons arsenal for the defense of the nation.
<b>Opposition/Argument</b>	However, every year there are reports of nuclear by-products missing from government inventories.
<b>Answering Opposition (Fact)</b>	Terrorist enemies of the United States could use this material to build nuclear weapons with which to threaten us.
<b>Possible Consequence</b>	Also, the plans for building, running, and producing nuclear reactors for energy could be used to produce materials for making nuclear weapons and might be stolen and used by unfriendly nations.
<b>Possible Consequence</b>	The potential for disaster far outweighs the potential benefits coming from a nuclear energy industry.
<b>Conclusion</b>	Nuclear energy is not a safe or practical energy source.

*nuclear energy is not a safe or practical energy source.*

### **Pattern 3 Persuasive Paragraph: Alternating Your Points with Arguing Against the Opposition's Points (Pro- and Con-List Items)**

<b>Topic Sentence</b>	Despite the possible benefits to society, nuclear energy should not be restored as a fuel source.
<b>Con Item</b>	One of the problems with nuclear energy is waste management.
<b>Con Item</b>	Radioactive waste can remain dangerous for thousands of years; therefore, safe deposit sites must
<b>Conclusion</b>	

**Opposition/Argument**

**Answering Opposition  
Using a Fact**

**Consequences**

**Opinion  
Answering Opposition (Fact)**

**Possible Consequence  
Opposition/Argument**

**Answering Opposition (Opinion)**

**Conclusion**

meet rigid safety standards to keep the public safe. Sites must be deep in the ground to shield the public from possible radiation exposure, and the sites must be immune to earthquake damage. Many scientists and researchers claim nuclear energy is desirable as an energy source because it creates enormous amounts of power from small resources. Although this may be true, there are other costs that outweigh the purely monetary. In 1986, in the Ukrainian town of Chernobyl, a nuclear reactor accident killed 31 Soviet citizens and caused 100,000 people to be evacuated. A radioactive cloud covered much of northern Europe and Great Britain. Nuclear weapons proliferation is another problem if nuclear energy production is increased. Every year there are reports of nuclear by-products missing from government inventories. Terrorist enemies of the United States could use this material to build nuclear weapons with which to threaten our security. Economists like to say that increasing the nuclear energy industry will create more high-tech jobs, but the same industry will cause widespread unemployment in traditional fossil fuel industries, such as coal, oil, and gas. The potential for both disaster and a negative impact on the economy should convince lawmakers to prohibit the return of nuclear energy as a fuel source.

### **Persuasive Logic: Cause-and-Effect Reasoning**

Often, when attempting to persuade someone about a belief or point of view you hold, you are also trying to convince them by pointing out special relationships that different things or events share. In persuasion, cause-and-effect reasoning can be a powerful tool in convincing your reader that your point of view is both logical and reasonable.

Cause-and-effect development explains the reasons behind why something occurs: cause analysis develops why something happens, and effect analysis explains the results and consequences stemming from the causes. These are called causal relationships, and they help us understand why things happen in the world around us and the possible consequences that may occur in the future.

For example, a writer might ask the question, Why did President Clinton lie to the American public? as a way of finding out the possible causes of this problem. (Possible causes: He didn't define his actions with Monica Lewinsky as "having sex"; he didn't want the First Lady, Hillary Rodham Clinton, to find out about his relationship with Ms. Lewinsky; he did not want to be embarrassed publicly in the press; he didn't want history to focus on this aspect of his presidency.) The writer also might ask, What will happen because President Clinton lied to the American public? as a way of figuring out the possible events stemming from the lying that might occur in the future. (Possible effects: He might have been impeached for "high crimes and misdemeanors"; history books might focus on this aspect of his presidency rather than his successes with domestic and foreign affairs; the Democratic Party might find it harder to get legislation passed through Congress; Democratic candidates might find it difficult to get elected or re-elected to office.)

Obviously, the search for cause-and-effect answers can be a complex under taking. More than one explanation can be found, and often, all the answers fit. This can be helpful in achieving thorough development of the issue. In persuasion, thoroughly developing your point of view can help you persuade your reader that your side of the issue has been both logically and reasonably stated.

### Causal Chains

Whether you are focusing on cause or effect, it is helpful before you begin writing to develop a causal chain. A causal chain demonstrates the series of events that can develop between things and can help clarify the relationships that exist between them, as well.

<b>Example</b>		
<b>Causes</b>		<b>Effects</b>
Too many unpaid bills	can lead to	increased physical tension.
Increased physical tension	can lead to	severe headaches.
Severe headaches	can lead to	nausea and loss of appetite.
Nausea and loss of appetite	can lead to	physical and mental fatigue.
Physical and mental fatigue	can lead to	health problems.

---

In the example above, notice how an effect can become a cause for the next effect, and so on. Things and events do not exist in a vacuum, isolated from the other things and events around them. Yes, we can focus on cause, and we can focus on effect, but for your insights to be most persuasive, it will be helpful during your argument to share with the reader the knowledge you have learned from the causal chain.

Once readers know why something has happened and the consequences that might occur, they are much more likely to accept your persuasive conclusions about the topic. In other words, they are clear as to why you think the way you do, and understanding an issue is often half the battle to accepting the arguer's ideas concerning the issue.

### Problems to Avoid

When using cause-and-effect reasoning, do not confuse chronological sequence and coincidence with true cause-and-effect relationships. In chronological sequence, do not assume that because one event follows another in time that the first event causes the second to occur.

### Example

*After I attend a movie, I read in the paper several days later that another movie star has died. Therefore, my going to the movies causes actors to die. (There are literally thousands of movie stars spanning decades of time. One movie star is likely to die on almost any day of the week, and because they are famous, their passing also is likely to be reported in newspapers. So the chances of a movie star's death being reported at about the same time as you do anything, not just attending a movie, is a likely occurrence.)*

With coincidence, do not assume that because one thing occurs, it is the cause for another thing that occurs, that a cause-and-effect relationship exists between them.

**Example**

*Every time a black cat crosses my path, something bad happens to me. (Bad things indeed may happen to you, but the proverbial “black cat,” as a cause of bad luck, is a superstition that has no basis in reality. Your “bad luck” is probably due to your not being properly prepared for the events in your life or possibly just being at the wrong place at the wrong time—chance occurrence.)*

## A Graders have an edge over others. Do you agree?

Certain things in life guarantee future success. Wealth, power, and fame are known for their ability to pave the way for a prosperous life. Similarly, good grades are also a great blessing of God, and serve us in many ways. **A graders definitely have an edge over others.** Whether it is an interview call, preference for scholarship grants, or the appreciation of the society, A graders enjoy a successful career ahead.

First of all, in a great majority of the cases, A grades guarantee interview calls from reputed institutions. In most of the institutes and organizations, the procedures for scanning CVs for a position involves separating out the A graders from the rest of the lot. The A graders are all called and given a chance to prove their suitability for the position. Rarely, a B or a C grader will be called if there are A grader applicants. Therefore, A grade does promise interview calls.

Plus, A graders enjoy special privileges in the society. First, teachers and family are full of praises for an A grader. S/he is the pride of the family. Second, scholarship programs usually grant scholarships to A grader applicants. This is so because an A grade is seen as a proof that one deserves preference and will prove oneself. To sum up, an A grade, without any doubt, brings a promise of many advantages.

On the other hand, one may argue that good grades are not always a reason for one’s success, or a necessity for professional or academic success. However, undoubtedly, in some or the other way a hard earned “A” will bring some sort of success for you. Without good grades, it is very difficult to prove one’s worth and caliber. In contrast, if an A grade does not always guarantee appointment in an organization, or preference for scholarship awards, it surely guarantees an opportunity to at least appear in an interview to prove oneself. Therefore, in this way A graders do have an edge over many others.

In summary, A graders, for various reasons, are given more importance than others. Interview calls, Scholarship awards, and appreciation from society are some of the privileges that the A graders benefit from. So, like fame, power, and money, A grades are also something that must be sought and struggled for.

**NOTE:**

- To appear tolerant and open-minded, use the following phrases to express your opinion:  
In my view,  
As I see it,.....  
As far as I am concerned,.....  
I feel/believe/think....
- Avoid emotional tone and vocabulary. This can weaken the effect of your argumentation.

## CATS ARE BETTER PETS THAN DOGS. DO YOU AGREE?

"A dog is man's best friend." That common saying may contain some truth, but dogs are not the only animal friend whose companionship people enjoy. For many people, a cat is their best friend. **Despite what dog lovers may believe, cats make excellent house pets as they are good companions, they are civilized members of the household, and they are easy to care for.**

*In the first place, people enjoy the companionship of cats.* Many cats are affectionate. They will snuggle up and ask to be petted, or scratched under the chin. Who can resist a purring cat? If they're not feeling affectionate, cats are generally quite playful. They love to chase balls and feathers, or just about anything dangling from a string. They especially enjoy playing when their owners are participating in the game. Contrary to popular opinion, cats can be trained. Using rewards and punishments, just like with a dog, a cat can be trained to avoid unwanted behavior or perform tricks. Cats will even fetch!

*In the second place, cats are civilized members of the household.* Unlike dogs, cats do not bark or make other loud noises. Most cats don't even meow very often. They generally lead a quiet existence. Cats also don't often have "accidents." Mother cats train their kittens to use the litter box, and most cats will use it without fail from that time on. Even stray cats usually understand the concept when shown the box and will use it regularly. Cats do have claws, and owners must make provision for this. A tall scratching post in a favorite cat area of the house will often keep the cat content to leave the furniture alone. As a last resort, of course, cats can be declawed.

*Lastly, one of the most attractive features of cats as house pets is their ease of care.* Cats do not have to be walked. They get plenty of exercise in the house as they play, and they do their business in the litter box. Cleaning a litter box is a quick, painless procedure. Cats also take care of their own grooming. Bathing a cat is almost never necessary because under ordinary circumstances cats clean themselves. Cats are more particular about personal cleanliness than people are. In addition, cats can be left home alone for a few hours without fear. Unlike some pets, most cats will not destroy the furnishings when left alone. They are content to go about their usual activities until their owners return.

Cats are low maintenance, civilized companions. People who have small living quarters or less time for pet care should appreciate these characteristics of cats. However, many people who have plenty of space and time still opt to have a cat because they love the cat personality. In many ways, cats are the ideal house pet.

### Argumentative Essay: Example 1

As online learning becomes more common and more and more resources are converted to digital form, some people have suggested that public libraries should be shut down and, in their place, everyone should be given an iPad with an e-reader subscription.

Proponents of this idea state that it will save local cities and towns money because libraries are expensive to maintain. They also believe it will encourage more people to read because they won't have to travel to a library to get a book; they can simply click on what they want to read and read it from wherever they are. They could also access more materials because libraries won't have to buy physical copies of books; they can simply rent out as many digital copies as they need.

However, it would be a serious mistake to replace libraries with tablets. First, digital books and resources are associated with less learning and more problems than print resources. A study done on tablet vs book reading found that people read 20-30% slower on tablets, retain 20% less information, and understand 10% less of what they read compared to people who read the same information in print. Additionally, staring too long at a screen has been shown to cause numerous health problems, including blurred vision, dizziness, dry eyes, headaches, and eye strain, at much higher instances than reading print does. People who use tablets and mobile devices excessively also have a higher incidence of more serious health issues such as fibromyalgia, shoulder and back pain, carpal tunnel syndrome, and muscle strain. I know that whenever I read from my e-reader for too long, my eyes begin to feel tired and my neck hurts. We should not add to these problems by giving people, especially young people, more reasons to look at screens.

Second, it is incredibly narrow-minded to assume that the only service libraries offer is book lending. Libraries have a multitude of benefits, and many are only available if the library has a physical location. Some of these benefits include acting as a quiet study space, giving people a way to converse with their neighbors, holding classes on a variety of topics, providing jobs, answering patron questions, and keeping the community connected. One neighborhood found that, after a local library instituted community events such as play times for toddlers and parents, job fairs for teenagers, and meeting spaces for senior citizens, over a third of residents reported feeling more connected to their community. Similarly, a Pew survey conducted in 2015 found that nearly two-thirds of American adults feel that closing their local library would have a major impact on their community. People see libraries as a way to connect with others and get their questions answered, benefits tablets can't offer nearly as well or as easily.

While replacing libraries with tablets may seem like a simple solution, it would encourage people to spend even more time looking at digital screens, despite the myriad issues surrounding them. It would also end access to many of the benefits of libraries that people have come to rely on. In many areas, libraries are such an important part of the community network that they could never be replaced by a simple object.

## **Example 2**

Malaria is an infectious disease caused by parasites that are transmitted to people through female Anopheles mosquitoes. Each year, over half a billion people will become infected with malaria, with roughly 80% of them living in Sub-Saharan Africa. Nearly half a million people die of malaria every year, most of them young children under the age of five. Unlike many other infectious diseases, the death toll for malaria is rising. While there have been many programs designed to improve access to malaria treatment, the best way to reduce the impact of malaria in Sub-Saharan Africa is to focus on reducing the number of people who contract the disease in the first place, rather than waiting to treat the disease after the person is already infected.

There are multiple drugs available to treat malaria, and many of them work well and save lives, but malaria eradication programs that focus too much on them and not enough on prevention haven't seen long-term success in Sub-Saharan Africa. A major program to combat malaria was WHO's Global Malaria Eradication Programme. Started in 1955, it had a goal of eliminating

malaria in Africa within the next ten years. Based upon previously successful programs in Brazil and the United States, the program focused mainly on vector control. This included widely distributing chloroquine and spraying large amounts of DDT. More than one billion dollars was spent trying to abolish malaria. However, the program suffered from many problems and in 1969, WHO was forced to admit that the program had not succeeded in eradicating malaria. The number of people in Sub-Saharan Africa who contracted malaria as well as the number of malaria deaths had actually increased over 10% during the time the program was active.

One of the major reasons for the failure of the project was that it set uniform strategies and policies. By failing to consider variations between governments, geography, and infrastructure, the program was not nearly as successful as it could have been. Sub-Saharan Africa has neither the money nor the infrastructure to support such an elaborate program, and it couldn't be run the way it was meant to. Most African countries don't have the resources to send all their people to doctors and get shots, nor can they afford to clear wetlands or other malaria prone areas. The continent's spending per person for eradicating malaria was just a quarter of what Brazil spent. Sub-Saharan Africa simply can't rely on a plan that requires more money, infrastructure, and expertise than they have to spare.

Additionally, the widespread use of chloroquine has created drug resistant parasites which are now plaguing Sub-Saharan Africa. Because chloroquine was used widely but inconsistently, mosquitoes developed resistance, and chloroquine is now nearly completely ineffective in Sub-Saharan Africa, with over 95% of mosquitoes resistant to it. As a result, newer, more expensive drugs need to be used to prevent and treat malaria, which further drives up the cost of malaria treatment for a region that can ill afford it.

Instead of developing plans to treat malaria after the infection has incurred, programs should focus on preventing infection from occurring in the first place. Not only is this plan cheaper and more effective, reducing the number of people who contract malaria also reduces loss of work/school days which can further bring down the productivity of the region.

One of the cheapest and most effective ways of preventing malaria is to implement insecticide-treated bed nets (ITNs). These nets provide a protective barrier around the person or people using them. While untreated bed nets are still helpful, those treated with insecticides are much more useful because they stop mosquitoes from biting people through the nets, and they help reduce mosquito populations in a community, thus helping people who don't even own bed nets. Bed nets are also very effective because most mosquito bites occur while the person is sleeping, so bed nets would be able to drastically reduce the number of transmissions during the night. In fact, transmission of malaria can be reduced by as much as 90% in areas where the use of ITNs is widespread. Because money is so scarce in Sub-Saharan Africa, the low cost is a great benefit and a major reason why the program is so successful. Bed nets cost roughly 2 USD to make, last several years, and can protect two adults. Studies have shown that, for every 100-1000 more nets are being used, one less child dies of malaria. With an estimated 300 million people in Africa not being protected by mosquito nets, there's the potential to save three million lives by spending just a few dollars per person.

Reducing the number of people who contract malaria would also reduce poverty levels in Africa significantly, thus improving other aspects of society like education levels and the economy.

Vector control is more effective than treatment strategies because it means fewer people are getting sick. When fewer people get sick, the working population is stronger as a whole because people are not put out of work from malaria, nor are they caring for sick relatives. Malaria-afflicted families can typically only harvest 40% of the crops that healthy families can harvest. Additionally, a family with members who have malaria spends roughly a quarter of its income treatment, not including the loss of work they also must deal with due to the illness. It's estimated that malaria costs Africa 12 billion USD in lost income every year. A strong working population creates a stronger economy, which Sub-Saharan Africa is in desperate need of.

**ASSIGNMENT 2:**

Write a persuasive essay on “**Can Cell phones be educational tools?**”

**INSTRUCTIONS:**

1. Use the 5 paragraph essay structure.
2. Maximum word limit is 400 words, and minimum is 350 words.
3. Submit the planning and rough writing drafts as well.
4. Submit a typed-written final draft. Font type must be TIMES NEW ROMAN, and font size must be 12.
5. Negative marking will be done for violating the rules.
6. Plagiarized essays will not be accepted.

## COMPARISON & CONTRAST

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PERHAPS THE MOST COMMON ASSIGNMENT in a Composition course is the comparison and contrast essay. We've got these two things — movies, books, rock bands, decades, people, fashions, schools, ideas — how are they alike and how are they different? A comparison, incidentally, is the process of showing how things are alike; a contrast is the process of showing differences. Generally in academic writing, the word "comparison" is used to refer to both comparison and contrast.

Some tips on how to write a comparison and contrast essay:

1. Analyze both the things in detail.
2. Make an inventory of the similarities and the differences between them.
3. The comparison should be a fair comparison.
4. State why it is important to compare the two things.
5. Be objective and neutral.

**NOTE:**

*Sometimes a comparison essay may demand that the writer takes sides with one thing. Do this only when required.*

## STRUCTURE OF A COMPARISON & CONTRAST ESSAY

There are two ways to organize a comparison and contrast essay. If you have five points of difference and similarities between the two things, you can go from side to side dealing with the differences, and the similarities. Second, you can dwell on one side before going over to the other side, essentially splitting our essay in half. It is also possible to mix these two approaches, but our approach will determine the overall structure, pacing, and effect of the essay.

Here is some general information about the organization for this type of essay:

- A **comparison essay** notes either similarities, or similarities and differences.
- A **contrast essay** notes only differences.
- The comparison or contrast should **make a point** or **serve a purpose**.

Often such essays do one of the following:

- Clarify something unknown or not well understood.
- Lead to a fresh insight or new way of viewing something.
- Bring one or both of the subjects into sharper focus.
- Show that one subject is better than the other.
- The **thesis** can present the subjects and indicate whether they will be compared, contrasted, or both.
- The **same points** should be discussed for both subjects; it is not necessary, however to give both subjects the same degree of development.
- Some common **organizational structures** include: (see note below)
  - Block method (subject by subject)
  - Point by point
  - Comparisons followed by contrasts (or the reverse)

- Use detailed topic sentences and the following connecting words to make the relationship between your subjects clear to your reader:

Use the following brainstorming table to come up with ideas for a comparison and contrast essay:

#### **Connectors That Show Comparison (Similarities)**

In addition	Correspondingly	Compared to
Similarly	Just as	As well as
Likewise	Same as	At the same time

#### **Connectors That Show Contrast (Differences)**

However	On the contrary	On the other hand
Even though	In contrast	Although
Unlike	Conversely	Meanwhile

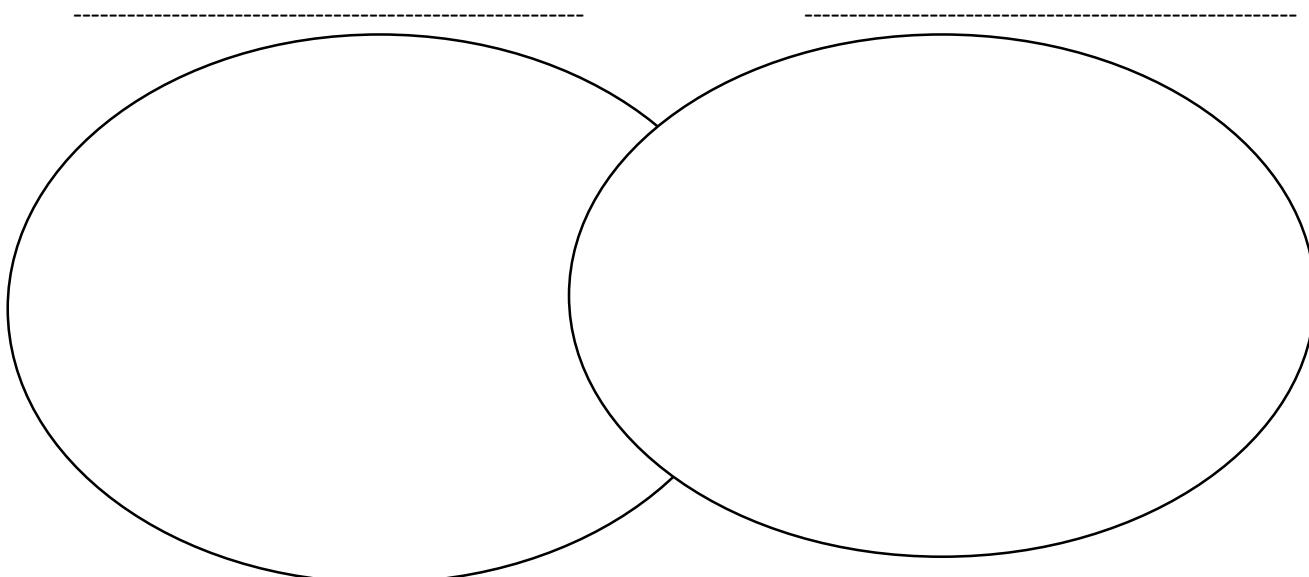
*The following example contains an element of the author's opinion, but not all compare/contrast assignments allow for that. Always check your assignment sheet and ask your instructor for clarification about including your opinion.*

	<b>Point-by-Point Method</b>	<b>Block Method</b>
<i>Intro</i>	<ul style="list-style-type: none"> <li>• Introduction of general topic</li> <li>• Specific topic</li> <li>• Thesis = areas to be covered in this essay: <i>Both cats and dogs make excellent pets, but an appropriate choice depends on the pet owner's lifestyle, finances, and household accommodations.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Introduction of general topic</li> <li>• Specific topic</li> <li>• Thesis = areas to be covered in this essay: <i>Both cats and dogs make excellent pets, but an appropriate choice depends on the pet owner's lifestyle, finances, and household accommodations.</i></li> </ul>
<i>Body Paragraph 1</i>	<p><b>Topic Sentence - Aspect 1</b>  <i>Cats make less of an impact on an owner's lifestyle.</i></p> <p><b>Topic 1 - Aspect 1: Cats</b></p> <ul style="list-style-type: none"> <li>• Detail: Don't have to be watched during the day</li> <li>• Detail: Easier to get care if owner travels</li> </ul> <p><b>Topic 2 - Aspect 1: Dogs</b></p> <ul style="list-style-type: none"> <li>• Detail: Pack animals shouldn't be left alone</li> <li>• Detail: Harder to get care when away</li> </ul> <p><b>Transition Sentence</b></p>	<p><b>Topic Sentence – Topic 1</b>  <i>Cats are easier and less expensive to care for.</i></p> <p><b>Aspect 1: Lifestyle</b></p> <ul style="list-style-type: none"> <li>• Detail: <i>Don't have to be watched during the day</i></li> <li>• Detail: <i>Easier to get care if owner travels</i></li> </ul> <p><b>Aspect 2: Cost</b></p> <ul style="list-style-type: none"> <li>• Detail: <i>Food and health care are usually less expensive</i></li> <li>• Detail: <i>Less likely to cause property damage</i></li> </ul> <p><b>Aspect 3: House accommodations</b></p> <ul style="list-style-type: none"> <li>• Detail: <i>Don't take up much space</i></li> <li>• Detail: <i>Less intrusive</i></li> </ul> <p><b>Transition Sentence</b></p>
	<p><b>Topic Sentence - Aspect 2</b>  <i>Cats are less expensive to own and care for.</i></p> <p><b>Topic 1 - Aspect 2: Cats</b></p>	<p><b>Topic Sentence – Topic 2</b>  <i>Dogs are active and loyally [sic] engaging pets.</i></p> <p><b>Aspect 1 – Lifestyle</b></p>

<b>Body Paragraph 2</b>	<ul style="list-style-type: none"> <li><b>Detail:</b> Food and health care are usually less expensive</li> <li><b>Detail:</b> Less likely to cause property damage</li> </ul> <p><b>Topic 2 - Aspect 2: Dogs</b></p> <ul style="list-style-type: none"> <li><b>Detail:</b> Food is more expensive</li> <li><b>Detail:</b> Over-breeding causes some health problems</li> </ul> <p><b>Transition Sentence</b></p>	<ul style="list-style-type: none"> <li><b>Detail:</b> Pack animals shouldn't be left alone</li> <li><b>Detail:</b> Harder to get care when away Need more living space</li> </ul> <p><b>Aspect 2 – Cost</b></p> <ul style="list-style-type: none"> <li><b>Detail:</b> Food is more expensive</li> <li><b>Detail:</b> Over-breeding causes some health problems</li> </ul> <p><b>Aspect 3 – House accommodations</b></p> <ul style="list-style-type: none"> <li><b>Detail:</b> Often need yard and fence</li> <li><b>Detail:</b> Require more safety and protective measures</li> </ul> <p><b>Transition Sentence</b></p>
<b>Body Paragraph 3</b>	<p><b>Topic Sentence - Aspect 3</b></p> <p><i>Cats need few special house accommodation.</i></p> <p><b>Topic 1 - Aspect 3: Cats</b></p> <ul style="list-style-type: none"> <li><b>Detail:</b> Don't take up much space</li> <li><b>Detail:</b> Less intrusive</li> </ul> <p><b>Topic 2 - Aspect 3: Dogs</b></p> <ul style="list-style-type: none"> <li><b>Detail:</b> Often need yard and fence</li> <li><b>Detail:</b> Require more safety and protective measures</li> </ul> <p><b>Transition Sentence</b></p>	<p><b>Optional:</b> develop a paragraph to evaluate the comparison made in the essay: <i>Last summer, I was considering adopting a pet, so I visited the SPCA to gather more information about cats and dogs. I am a full time student and work part time in the evenings, so my lifestyle and schedule didn't seem conducive to owning a dog like I had originally planned. Now that I've had my cat Cookie for a few months, I see that she's the perfect fit and a great companion for me.</i></p>
<b>Conclusion</b>	<ul style="list-style-type: none"> <li><b>Summary of main points</b></li> <li><b>Evaluation and/or possible future developments</b></li> <li><b>Significance</b> of topic to author: <i>When considering adopting a pet, a prospective owner must consider the lifestyle, finances, and household accommodations that the pet would require. Owners who neglect to compare these aspects will often not care for their pet in a safe manner.</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Summary of main points</b></li> <li><b>Evaluation and/or possible future developments</b></li> <li><b>Significance</b> of topic to author: <i>When considering adopting a pet, a prospective owner must consider the lifestyle, finances, and household accommodations that the pet would require. Owners who neglect to compare these aspects will often not care for their pet in a safe manner.</i></li> </ul>

## Brainstorming for a Compare/Contrast Essay

1. Write each topic name above one of the circles. List attributes or qualities of that topic in the circle, placing any shared qualities in the overlapping section. Be specific and use details. (Example:details of living in SB might include high cost of living, beach community, good schools, etc. Less effective qualities: not nice place, cool hangouts.)
2. Circle the most important qualities in each list and match at least three opposites from one circle to another.



After completing steps 1-3, list the three categories or aspects that both items share: 1. 2. 3.

3. Review the lists and identify three categories or aspects that describe these details. (Example: "beach community" detail for one topic and "big city" detail for the other = environment or setting as a category.) List the categories in the box above.
4. Then choose one option (point by point or block method) to structure your essay.
5. Use the chart on the next page to organize your paragraphs as indicated. Add more ideas and details for each category as you think of them.

### **TOPIC: STUDY STRATEGIES IN COLLEGE AND UNIVERSITY**

#### **SIMILARITIES:**

ISSUE/SUBJECT/POINTS	OBJECT 1	OBJECT2

#### **DIFFERENCES:**

ISSUE/SUBJECT/POINTS	OBJECT 1	OBJECT2

The following outline proposes one way of organizing a comparison and contrast essay:

#### **INTRODUCTION:**

MOTIVATOR:

THESIS STATEMENT:

PREVIEW OF MAIN IDEAS:

**MAIN BODY:**

PARAGRAPH 1:

TOPIC SENTENCE: POINT/ISSUE 1

MAIN POINTS: STATE SIMILARITIES & DIFFERENCES

PARAGRAPH 2:

TOPIC SENTENCE: POINT/ISSUE 2

MAIN POINS: STATE SIMILARITIES & DIFFERENCES

PARAGRAPH 3:

TOPIC SENTENCE: POINT/ISSUE 3

MAIN POINS: STATE SIMILARITIES & DIFFERENCES

**CONCLUSION:**

RESTATE THESIS:

SUMMARIZE COMPARISON:

MOTIVATOR:

You can have a different approach as well. In the main body, first discuss the similarities between the two objects, and then the differences between them. However, the above outline offers a more convenient way for the writer as well as the reader in arranging and understanding a comparison and contrast.

**MAIN BODY:**

PARAGRAPH 1:

TOPIC SENTENCE: OBJECT 1 POINT/ISSUE 1

MAIN POINTS: DISCUSSION

PARAGRAPH 2:

TOPIC SENTENCE: OBJECT 1 POINT/ISSUE 2

MAIN POINS: DISCUSSION

PARAGRAPH 2:

TOPIC SENTENCE: OBJECT 2 POINT/ISSUE 1

MAIN POINS: DISCUSSION, and so on....

## **STEVE JOBS OF APPLE AND BILL GATES OF MICROSOFT**

Steve Jobs (born in Green Bay, Wisconsin on the 24th of February 1955) is best known as the co-founder & CEO of Apple Computer and somewhat less so for his leadership of Pixar which is a computer animation studio. On the other hand, Bill Gates (born in Seattle, Washington on the 28th of October 1955) is married to Melinda French Gates and has three children. Bill Gates is the co-founder and current Chairman and Chief Software Architect of Microsoft. Both started their careers almost at the same time and within the same industry. They are without a doubt two of the most successful and wealthy men in the PC industry. Steve Jobs is a true creative thinker and technological leader while Bill Gates is the opportunity seeker. The competition and rivalry between Gates and Jobs has become one of the most enduring and fascinating in the American business industry. In the end both men are well-known and idolized by many.

Although each company has its own philosophy, there is a slight difference between Microsoft's and apple's philosophies because each philosophy has a different aim. Microsoft's philosophy is; "A computer on every desk in every house, running Microsoft software" which is more focused and concerned about running their own software in every computer. As for Apple's philosophy, it is; "Make computers accessible to everyone and make it very easy to use" and that is more concerned about making their computers being easy to access and making it as easy as they can for everyone else to use.

They both established and co-founded their companies along with another person (co-founder). Bill Gates co-founded Microsoft with Paul Allen who dropped out of Washington State University to pursue his and Bill Gates' dream of writing software commercially for the new personal computers. However, In November 2000 Allen resigned from his position on the Microsoft board. As for Apple, it was co-founded by Steve Jobs and Steve Wozniak who is credited with initiating the entry of computers into private homes and he also wrote most of the software that Apple ran.

Bill Gates' first achievement was the development of a programming language called BASIC for the Altair computer which is the first commercially successful personal computer. As for Steve Jobs, his first big achievement was Apple II which was the most popular and best selling personal computer of its time. There is a difference between their first achievements because Microsoft's first development was software whereas Apple's first product was hardware.

Both Bill Gates and Steve Jobs are extremely good at taking in good ideas, and developing them and making them into a successful product. This is mostly because they are not at all afraid of taking risks and try very hard even if they do not always get it right the first time. An example for this would be MS-DOS for Microsoft and an example for Apple would be The Lisa and the Page Maker.

Bill Gates has two books written by him, these books called 'Business @ The Speed of Thought' and 'The Road Ahead'. In addition to that, he also has books written about him like 'Bill Gates and the Making of the Microsoft Empire'. On the other hand, Steve Jobs does not have any books written by him but there were books written about him like 'The Second Coming of Steve Jobs' and 'Steve Jobs and The NeXT Big Thing'.

No matter how much rivalry or competition, both Bill Gates and Steve Jobs achieved a huge amount of success in their own way. They had similarities between them such as co-founding their companies along with another person, Steve Jobs co-founded Apple with Steve Wozniak and Microsoft was founded by Bill Gates and Paul Allen. They were also similar at taking in idea and developing them without being afraid of facing any risks. Aside from these similarities, Bill Gates and Steve Jobs also had some differences between them; these differences include the fact that both of their companies (Microsoft and Apple) have their own different and unique philosophy with different aim. Also their first achievements differ because Microsoft's first achievement BASIC was a software whereas Apple's first achievement Apple II was a hardware. Bill Gates also had 2 books written by him in addition to books written about him but Steve Jobs didn't have the skills to write any books, there were only books written about him by other people.

## **A Vote for McDonald's**

For my birthday this month, my wife has offered to treat me to dinner at the restaurant of my choice. I think she expects me to ask for a meal at the Chalet, the classiest, most expensive restaurant in town. However, I'm going to eat my birthday dinner at McDonald's. When I compare the two restaurants, the advantages of eating at McDonald's are clear.

For one thing, going to the Chalet is more difficult than going to McDonald's. The Chalet has a jacket-and-tie rule, which means I have to dig a sport coat and tie out of the back of my closet, make sure they're semiclean, and try to steam out the wrinkles somehow. The Chalet also requires reservations. Since it is downtown, I have to leave an hour early to give myself time to find a parking space within six blocks of the restaurant. The Chalet cancels reservations if a party is more than ten minutes late. Going to McDonald's, on the other hand, is easy. I can feel comfortable

wearing my jeans or warm-up suit. I don't have to do any advance planning. I can leave my house whenever I'm ready and pull into a doorside parking space within fifteen minutes.

The Chalet is a dimly lit, formal place. While I'm struggling to see what's on my plate, I worry that I'll knock one of the fragile glasses off the table. The waiters at the Chalet can be uncomfortably formal, too. As I awkwardly pronounce the French words on the menu, I get the feeling that I don't quite live up to their standards. Even the other diners can make me feel uncomfortable. And though the food at the Chalet is gourmet, I prefer simpler meals. I don't like unfamiliar food swimming in a pasty white sauce. Eating at the Chalet is, to me, less enjoyable than eating at McDonald's. McDonald's is a pleasant place where I feel at ease. It is well lit, and the bright-colored decor is informal. The employees serve with a smile, and the food is easy to pronounce and identify. I know what I'm going to get when I order a certain type of sandwich.

The most important difference between the Chalet and McDonald's, though, is price. Dinner for two at the Chalet, even without appetizers or desserts, would easily cost \$100. And the \$100 doesn't include the cost of parking the car and tipping the waiter, which can come to an additional \$20. Once, I forgot to bring enough money. At McDonald's, a filling meal for two will cost around \$10. With the extra \$110, my wife and I can eat at McDonald's eleven more times, or go to the movies five times, or buy tickets to a football game.

So, for my birthday dinner, or any other time, I prefer to eat at McDonald's. It is convenient, friendly, and cheap. And with the money my wife saves by taking me to McDonald's, she can buy me what I really want for my birthday—a new Sears power saw.

### **Studying: Then and Now**

One June day, I staggered into a high school classroom to take my final exam in United States History IV. I had made my usual desperate effort to cram the night before, with the usual dismal results—I had gotten only to page 75 of a four-hundred-page textbook. My study habits in high school, obviously, were a mess. But in college, I've made an attempt to reform my note-taking, studying, and test-taking skills.

As I took notes in high school classes, I often lost interest and began doodling, drawing Martians, or seeing what my signature would look like if I married the cute guy in the second row. Now, however, I try not to let my mind wander, and I pull my thoughts back into focus when they begin to go fuzzy. In high school, my notes often looked like something written in another language. In college, I've learned to use a semiprint writing style that makes my notes understandable. When I would look over my high school notes, I couldn't understand them. There would be a word like "Reconstruction," then a big blank, then the word "important." Weeks later, I had no idea what Reconstruction was or why it was important. I've since learned to write down connecting ideas, even if I have to take the time to do it after class. Taking notes is one thing I've really learned to do better since high school days.

Ordinary studying during the term is another area where I've made changes. In high school, I let reading assignments go. I told myself that I'd have no trouble catching up on two hundred pages during a fifteen-minute ride to school. College courses have taught me to keep pace with the work.

Otherwise, I feel as though I'm sinking into a quicksand of unread material. When I finally read the high school assignment, my eyes would run over the words but my brain would be plotting how to get the car for Saturday night. Now, I use several techniques that force me to really concentrate on my reading.

In addition to learning how to cope with daily work, I've also learned to handle study sessions for big tests. My all-night study sessions in high school were experiments in selftorture. Around 2:00 a.m., my mind, like a soaked sponge, simply stopped absorbing things. Now, I space out exam study sessions over several days. That way, the night before can be devoted to an overall review rather than raw memorizing. Most important, though, I've changed my attitude toward tests. In high school, I thought tests were mysterious things with completely unpredictable questions. Now, I ask instructors about the kinds of questions that will be on the exam, and I try to "psych out" which areas or facts instructors are likely to ask about. These practices really work, and for me they've taken much of the fear and mystery out of tests.

Since I've reformed, note-taking and studying are not as tough as they once were. And I am beginning to reap the benefits. As time goes on, my college test sheets are going to look much different from the red-marked tests of my high school days.

### **Model thesis statements for compare and contrast essays.**

#### **Structure:**

1. \_\_\_\_\_ and \_\_\_\_\_ have \_\_\_\_\_ in common but differences are \_\_\_\_\_

**Christianity and Islam have many clear things in common but differences are vital/hidden regarding monotheism, afterlife and divine book.**

#### **Structure:**

2. A comparison between \_\_\_\_\_ and \_\_\_\_\_ similarities (differences)...

**A comparison between hotels and motels reveals many similarities and difference in management, guest dealing and accommodation.**

3. Although they bear some superficial similarities, the differences between Athens and Sparta are clear....
  - a. Shakespeare's A Midsummer Night's Dream contrasts the fairies and the mortals' perception of, and boundaries of, reality, which is furthered by the play within a play.
  - b. Egyptian and South American pyramids differed greatly in many respects. As with their exterior and interior construction techniques, they also had many striking similarities. Most obviously, they were made by two geographically different peoples who had no contact with one another according to official history.

- c. When comparing and contrasting the Republicans and Democrats, it seems as though they have so much more in common than not.
- d. With Richard Dawkins and others promoting atheism these days, there are many atheists who have uncanny similarities with religious preachers.

**ASSIGNMENT 3:**

Write a comparison and contrast essay on “**STUDY STRATEGIES IN COLLEGE AND UNIVERSITY**”

**INSTRUCTIONS:**

1. Use the 5 paragraph essay structure.
  2. Maximum word limit is 400 words, and minimum is 350 words.
  3. Submit the planning and rough writing drafts as well.
  4. Submit a typed-written final draft. Font type must be TIMES NEW ROMAN, and font size must be 12.
  5. Negative marking will be done for violating the rules.
  6. Plagiarized essays will not be accepted.
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## **Cause and Effect Essay**

### ***The Purpose of Cause and Effect in Writing***

It is often considered human nature to ask, “why?” and “how?” We want to know how our child got sick so we can better prevent it from happening in the future, or why a colleague received a pay raise because we want one as well. We want to know how much money we will save over the long term if we buy a hybrid car, or how long we will live if we exercise daily. These examples identify only a few of the relationships we think about in our lives, but each shows the importance of understanding cause and effect.

A cause is something that produces an event or condition; an effect is what results from an event or condition.

**The purpose** of the cause-and-effect essay is to determine how various phenomena relate in terms of origins and results. Sometimes the connection between cause and effect is clear, but often determining the exact relationship between the two is very difficult. For example, the following effects of a cold may be easily identifiable: a sore throat, runny nose, and a cough. But determining the cause of the sickness can be far more difficult. A number of causes are possible, and to complicate matters, these possible causes could have combined to cause the sickness. That is, more than one cause may be responsible for any given effect. Therefore, cause-and-effect discussions are often complicated and frequently lead to debates and arguments.

Use the complex nature of cause and effect to your advantage. Often it is not necessary, or even possible, to find the exact cause of an event or to name the exact effect. So, when formulating a thesis, you can claim one of a number of causes or effects to be the primary, or main, cause or effect. As soon as you claim that one cause or one effect is more crucial than the others, you have developed a thesis.

### ***The Structure of a Cause and Effect Essay***

The cause-and-effect essay opens with a general introduction to the topic, which then leads to a thesis that states the main cause, main effect, or various causes and effects of a condition or event.

The cause-and-effect essay can be organized in one of the following two primary ways:

- Start with the cause and then talk about the effects.
- Start with the effect and then talk about the causes.

For example, if your essay were on childhood obesity, you could start by talking about the effect of childhood obesity and then discuss the cause or you could start the same essay by talking about the cause of childhood obesity and then move to the effect.

Regardless of which structure you choose, be sure to explain each element of the essay fully and completely. Explaining complex relationships requires the full use of evidence, such as scientific studies, expert testimony, statistics, and anecdotes.

## ***Cause and Effect Structure Words***

Cause and effect structure words are **transition signals** which show the cause and effect relationships. It is important to be clear which is the cause (or reason) and which is the effect (or result), and to use the correct transition word or phrase. Remember that a cause happens *first*, and the effect happens *later*.

Below are some common cause and effect structure words. X is used to indicate a cause, while Y is used to indicate the effect.

### ***Cause***

- The first cause of (Y) is (X)
- The next reason is (X)
- Because of (X), (Y)
- As a result of (X), (Y)
- As a consequence of (X), (Y)
- because/since/as (X)
- to result from (X)
- (X) results in (Y)
- to be the result of (X)
- (Y) is due to (X)
- Owing to (X), (Y)
- (Y) is because of (X)
- (Y) is the effect of (X)
- (Y) is the consequence of (X)

### ***Effect***

- The first effect of (X) is (Y)
- Another result of (X) is (Y)
- As a result, (Y)
- As a consequence, (Y)
- Consequently (Y)
- Therefore, (Y)
- Thus (Y)
- Hence (Y)
- (X) results in (Y)
- (X) causes (Y)
- (X) has an effect on (Y)
- (X) affects (Y)
- (X) is one of the causes of (Y)
- (X) is the reason for (Y)

### ***Examples of Cause***

- Worsening pollution levels in cities are **due to** the increased use of cars.
- **Because of** the increased use of cars, pollution levels in cities are worsening.
- **As a result of** the increased use of cars, pollution levels in cities are worsening.
- **The effect of** the increased use of cars is a worsening of pollution levels in cities.

## ***Examples of Effect***

- Cars are used increasingly for urban transport. **As a consequence**, pollution levels in cities are worsening.
- Increased use of cars for urban transport adversely **affects** pollution levels in cities.
- Increased use of cars for urban transport **is one of the causes of** worsening pollution levels in cities
  - The conclusion should wrap up the discussion and reinforce the thesis, leaving the reader with a clear understanding of the relationship that was analyzed.
  - Be careful of resorting to empty speculation. In writing, speculation

amounts to unsubstantiated guessing. Writers are particularly prone to such trappings in cause-and-effect arguments due to the complex nature of finding links between phenomena. Be sure to have clear evidence to support the claims that you make.

## ***Writing a Cause and Effect Essay***

Choose an event or condition that you think has an interesting cause-and-effect relationship. Introduce your topic in an engaging way. End your introduction with a thesis that states the main cause, the main effect, or both.

Organize your essay by starting with either the cause-then-effect structure or the effect-then-cause structure. Within each section, you should clearly explain and support the causes and effects using a full range of evidence. If you are writing about multiple causes or multiple effects, you may choose to sequence either in terms of order of importance. In other words, order the causes from least to most important (or vice versa), or order the effects from least important to most important (or vice versa).

Use the phrases of causation when trying to forge connections between various events or conditions. This will help organize your ideas and orient the reader. End your essay with a conclusion that summarizes your main points and reinforces your thesis.

## ***Cause and Effect Essay Example***

### **Effects of Video Game Addiction**

By Scott McLean

*Video game addition is a serious problem in many parts of the world today and deserves more attention. It is no secret that children and adults in many countries throughout the world, including Japan, China, and the United States, play video games every day. Most players are able to limit their usage in ways that do not interfere with their daily lives, but many others have developed an addiction to playing video games and suffer detrimental effects.*

*An addiction can be described in several ways, but generally speaking, addictions involve unhealthy attractions to substances or activities that ultimately disrupt the ability of a person to keep up with regular daily responsibilities. Video game addiction typically involves playing games uncontrollably for many hours at a time—some people will play only four hours at a time while others cannot stop for over twenty-four hours. Regardless of the severity of the addiction, many of the same effects will be experienced by all.*

*One common effect of video game addiction is isolation and withdrawal from social experiences. Video game players often hide in their homes or in Internet cafés for days at a time—only reemerging for the most pressing tasks and necessities. The effect of this isolation can lead to a*

*breakdown of communication skills and often a loss in socialization. While it is true that many games, especially massive multiplayer online games, involve a very real form of e-based communication and coordination with others, and these virtual interactions often result in real communities that can be healthy for the players, these communities and forms of communication rarely translate to the types of valuable social interaction that humans need to maintain typical social functioning. As a result, the social networking in these online games often gives the users the impression that they are interacting socially, while their true social lives and personal relations may suffer.*

*Another unfortunate product of the isolation that often accompanies video game addiction is the disruption of the user's career. While many players manage to enjoy video games and still hold their jobs without problems, others experience challenges at their workplace. Some may only experience warnings or demerits as a result of poorer performance, or others may end up losing their jobs altogether. Playing video games for extended periods of time often involves sleep deprivation, and this tends to carry over to the workplace, reducing production and causing habitual tardiness.*

*Video game addiction may result in a decline in overall health and hygiene. Players who interact with video games for such significant amounts of time can go an entire day without eating and even longer without basic hygiene tasks, such as using the restroom or bathing. The effects of this behavior pose significant danger to their overall health.*

*The causes of video game addiction are complex and can vary greatly, but the effects have the potential to be severe. Playing video games can and should be a fun activity for all to enjoy. But just like everything else, the amount of time one spends playing video games needs to be balanced with personal and social responsibilities.*

## **Key Takeaways**

- The purpose of the cause-and-effect essay is to determine how various phenomena are related.
- The thesis states what the writer sees as the main cause, main effect, or various causes and effects of a condition or event.
- The cause-and-effect essay can be organized in one of these two primary ways:
- Start with the cause and then talk about the effect.
- Start with the effect and then talk about the cause.
- Strong evidence is particularly important in the cause-and-effect essay due to the complexity of determining connections between phenomena.
- Phrases of causation are helpful in signaling links between various elements in the essay.

## **Problem/ Solution**

A Problem/Solution paper requires you to investigate a problem, examine alternative solutions, and propose the most effective solution using supporting evidence.

You'll first describe the problem and persuade your reader that the problem needs to be addressed. Then, explain a possible solution(s) and provide support to show why the solution is a good choice.

Problem-solution essays consider the problems of a particular situation, and give solutions to those problems. They are in some ways similar to cause and effect essays, especially in terms of structure. Problem-solution essays have the following four components:

- Situation
- Problem
- Solution
- Evaluation

The 'situation' may be included in the essay prompt, in which case it will not be needed in the main body. If it is needed, it can often be included in the introduction, especially for short essays. The 'evaluation' may be included as part of the conclusion (also as in the example below), or omitted altogether, especially for short essays. For these reasons, problem-solution essays are more common than situation-problem-solution-evaluation essays (or SPSE essays).

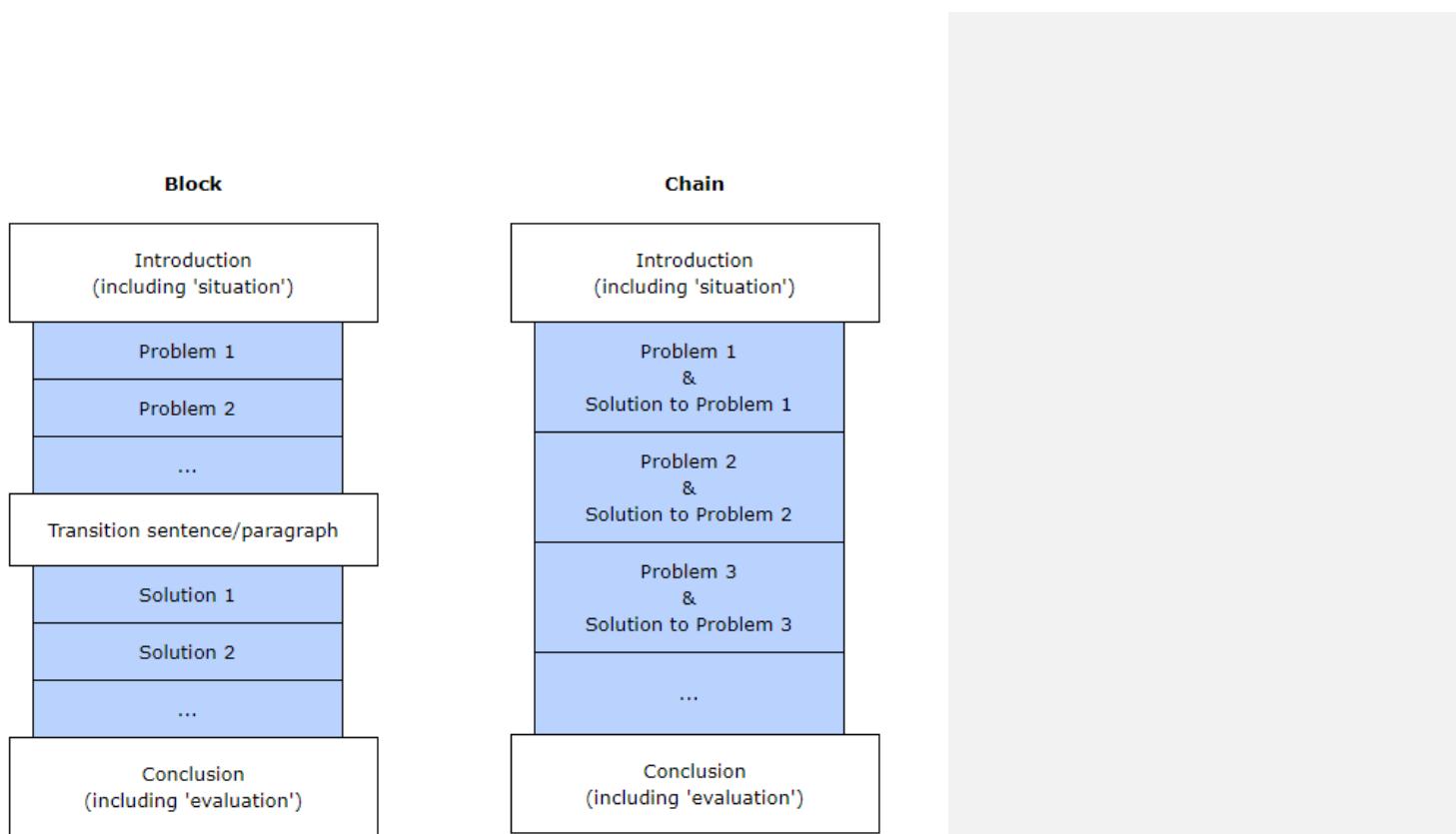
### ***Structure***

There are two main ways to structure a problem-solution essay. These are similar to the ways to structure cause and effect essays, namely using a *block* or a *chain* structure. For the *block* structure, all of the problems are listed first, and all of the solutions are listed afterwards.

For the *chain* structure, each problem is followed immediately by the solution to that problem.

Both types of structure have their merits. The former is generally clearer, especially for shorter essays, while the latter ensures that any solutions you present relate directly to the problems you have given.

The two types of structure, *block* and *chain*, are shown in the diagram below. This is for a short essay, which includes the 'situation' in the introduction and 'evaluation' in the conclusion. A longer essay, for example one of around 1,000 words, with citations, would probably have these two sections as separate paragraphs in the main body.



### Example essay

Below is a problem-solution essay on the topic of *obesity and poor fitness*. It uses the block structure.

*Consumption of processed and convenience foods and our dependence on the car have led to an increase in obesity and reduction in the fitness level of the adult population. In some countries, especially industrialized ones, the number of obese people can amount to one third of the population. This is significant as obesity and poor fitness lead to a decrease in life expectancy, and it is therefore important for individuals and governments to work together to tackle this issue and improve their citizens' diet and fitness.*

**Commented [Ma1]: Situation**

**Commented [Ma2]: Problem**

*Obesity and poor fitness decrease life expectancy. Overweight people are more likely to have serious illnesses such as diabetes and heart disease, which can result in premature death. It is well known that regular exercise can reduce the risk of heart disease and stroke, which means that those with poor fitness levels are at*

**Commented [Ma3]: Problem**

an increased risk of suffering from those problems.

*Changes by individuals to their diet and their physical activity can increase life expectancy. There is a reliance today on the consumption of processed foods, which have a high fat and sugar content. By preparing their own foods, and consuming more fruit and vegetables, people could ensure that their diets are healthier and more balanced, which could lead to a reduction in obesity levels. In order to improve fitness levels, people could choose to walk or cycle to work or to the shops rather than taking the car. They could also choose to walk up stairs instead of taking the lift. These simple changes could lead to a significant improvement in fitness levels.*

Commented [Ma4]: Solution 1

*Governments could also implement initiatives to improve their citizens' eating and exercise habits. This could be done through education, for example by adding classes to the curriculum about healthy diet and lifestyles. Governments could also do more to encourage their citizens to walk or cycle instead of taking the car, for instance by building more cycle lanes or increasing vehicle taxes. While some might argue that increased taxes are a negative way to solve the problem, it is no different from the high taxes imposed on cigarettes to reduce cigarette consumption.*

Commented [Ma5]: Solution 2

*In short, obesity and poor fitness are a significant problem in modern life, leading to lower life expectancy. Individuals and governments can work together to tackle this problem and so improve diet and fitness. Of the solutions suggested, those made by individuals themselves are likely to have more impact, though it is clear that a concerted effort with the government is essential for success. With obesity levels in industrialized and industrializing countries continuing to rise, it is essential that we take action now to deal with this problem.*

Commented [Ma6]: Evaluation

### No More Traffic Jams

There is nothing worse than being trapped in your car, waiting in the middle of a traffic jam. It is frustrating, knowing that there is nothing you can do and that you are going to be late to work. Traffic jams often occur during rush hour or right after a large event because there are more cars on the road than normal. Traffic jams can also be caused by car accidents or road construction. They usually occur on major roads that many people use to travel to work or school. Traffic jams are a problem because they make people late for work or school, they can cause car accidents, and they are frustrating. How can we reduce the number of traffic jams? Possible solutions include carpooling or using public transportation. The best way to solve traffic jams is by using public transportation because it will be efficient, economical, and reliable.

First, using public transportation is efficient. A bus is a very efficient way to move lots of people from one place to another using only one vehicle. Instead of having one vehicle for each person on the road, busses take many cars off the road as people ride together. Trains are even more efficient at reducing the number of cars on the road. Because trains have their own dedicated rail system to get people around, all of the cars are eliminated without adding any more traffic to the roads. Not only are busses and trains more efficient at carrying passengers, but time spent on a bus or a train is more efficient for the passenger. This encourages more people to use public transportation. It is easy to see how efficient public transportation is and the impact that it has on reducing traffic.

Another reason that public transportation is the best solution to traffic jams is because it is so economical. People want to use public transportation instead of driving their own car because they can save money. Public transportation usually does not cost very much, especially for people who use it often. There are discounts for seniors and students, which makes it an even more economical way for these groups to travel around town. Using public transportation also eliminates the need to pay for parking, car insurance, and car maintenance, not to mention gasoline. All of the expenses related to owning a car are replaced with one simple fare. Because it is so economical, public transportation is a good solution to traffic jams by encouraging more people to travel together and reduce the number of cars on the road.

Finally, public transportation is the best solution because it is reliable. Many people set up carpools to reduce traffic, but this is only a temporary solution. Every time someone has a change in their schedule, the carpool needs to be adjusted. For example, if someone has to go to the doctor or sleeps in, the carpool will not work that day. If someone changes jobs or transfers to a new school, the carpool will need to be adjusted again. Public transportation, on the other hand, is more reliable. The bus and train schedules don't change every time that one rider needs to go to the doctor. The schedules are set and people can plan on them. People who use public transportation will find that it is reliable and can help limit the number of cars on the road.

Because it is efficient, economical, and reliable, public transportation is the best way to reduce the number of traffic jams. There are other possible ways to address this problem, but using public transportation is clearly the best. Traffic jams during very busy hours on the road can be reduced and more people can get to work on time and avoid the frustration caused by sitting in the middle of a long line of cars. Cities and governments should consider ways to improve their public transportation system and encourage more people to use it. If they do, they will surely see fewer traffic jams on their roads and much happier drivers.

**Assignment:**

1. Overpopulation of urban areas has led to numerous problems. Identify one or two serious ones and suggest ways that governments and individuals can tackle these problems.
2. The internet has transformed the way information is shared and consumed, but it has also created problems that did not exist before. What are the most serious problems associated with the internet and what solutions can you suggest?
3. In the developed world, average life expectancy is increasing. What problems will this cause for individuals and society? Suggest some measures that could be taken to reduce the impact of ageing populations.