

3 Longman Academic Writing Series

FOURTH EDITION

PARAGRAPHS TO ESSAYS



Alice Oshima • Ann Hogue

ALWAYS LEARNING

PEARSON

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FOURTH EDITION

PARAGRAPHS TO ESSAYS

Alice Oshima
Ann Hogue
with Jane Curtis

Longman Academic Writing Series 3: Paragraphs to Essays, Fourth Edition

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TO THE TEACHER

Welcome to the new edition of Level 3 in the *Longman Academic Writing Series*, a five-level series that prepares English language learners for academic coursework. This book, formerly called *Introduction to Academic Writing*, is intended for intermediate students in university, college, or secondary school programs. It offers a carefully structured approach that focuses on writing as a process. It teaches rhetoric and sentence structure in a straightforward manner, using a step-by-step approach, high-interest models, and varied practice types.

Like the previous editions, this book integrates instruction in paragraph and essay organization and sentence structure with the writing process. It carefully guides students through the steps of the writing process to produce the well-organized, clearly developed paragraphs that are essential to academic writing in English. You will find a wealth of realistic models to guide writers and clear explanations supported by examples that will help your students through typical rough spots. These explanations are followed by the extensive practice that learners need to assimilate writing skills and write with accuracy and confidence. There are interactive tasks throughout the text—pair work, small-group activities, and full-class discussions—that engage students in the learning process and complement the solitary work that writers must do. The tasks progress from recognition exercises to controlled production and culminate in communicative Try It Out activities.

The first part of this book presents comprehensive chapters on how to format and structure basic and specific types of academic paragraphs. Students will learn how to organize different paragraph types, including narrative, process, definition, cause/effect, and comparison/contrast paragraphs. In the second part, learners are introduced to the basic concepts of essay writing. Finally, the extensive appendices and a thorough index make the text a valuable and easy-to-use reference tool.

What's New in This Edition

Instructors familiar with the previous edition will find these new features:

- **Chapter objectives** provide clear goals for instruction;
- **Two new vocabulary sections**, Noticing Vocabulary and Applying Vocabulary, explain specific types of vocabulary from the writing models and support its use in the Writing Assignment;
- **Selected writing models** have been updated or replaced, while old favorites have been retained and improved;
- **Try It Out!** activities challenge students to be creative and apply the skills they have studied;
- **Writing Tips** contain strategies that experienced writers use;
- **Self-Assessments** ask students to evaluate their own progress;
- **Timed Writing** practice develops students' writing fluency.

The Online Teacher's Manual

The Teacher's Manual is available at www.pearsonELT.com/tmkeys. It includes general teaching notes, chapter teaching notes, answer keys, reproducible writing assignment scoring rubrics, and reproducible chapter quizzes.

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CHAPTER OVERVIEW

Longman Academic Writing Series, Level 3, Paragraphs to Essays offers a carefully structured approach to intermediate academic writing. It features instruction on paragraph and essay organization, grammar, sentence structure, mechanics, and the writing process.

NEW!

Four-color design makes the lessons even more engaging.

CHAPTER 3


BASIC PARAGRAPH STRUCTURE

OBJECTIVES

To write academic texts, you need to master certain skills.

In this chapter, you will learn to:

- Identify and write topic sentences
- Write supporting sentences to explain or prove the topic sentence
- Identify and write concluding sentences
- Use adjectives and adverbs in sentences and paragraphs
- Use detailed outlines to structure paragraphs
- Write, revise, and edit an academic paragraph about a hobby or sport



What are the benefits of leisure activities?

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NEW!

Chapter objectives provide clear goals for instruction.

Realistic writing models present the type of writing students will learn to produce in the end-of-chapter Writing Assignments.


INTRODUCTION

In Chapter 2, you learned about narrative paragraphs. Chapter 3 shows how to develop a topic by focusing on one main idea. In an academic paragraph, writers use a common style of organization. They write a general statement to express their main idea about a topic. They follow their topic sentence with supporting information. Then they conclude their paragraph with another general statement. At the end of Chapter 3, you will write a paragraph with this basic structure.

ANALYZING THE MODEL

The writing model discusses the advantages of leisure time.

Read the model. Then answer the questions.

 Writing Model

Take a Break!

1 In today's busy world, it is easy to forget about the importance of taking time off. 2 Whether it lasts for a couple of hours or a few days, leisure time has specific benefits. 3 First of all, relaxation reduces stress that can lead to serious health problems. 4 For example, some people spend a restful day watching movies or reading. 5 Others play sports. 6 Whatever the activity, they begin to feel physically and emotionally stronger. 7 The next benefit is creativity. 8 Individuals with hobbies such as photography, travel, and music develop new talents and get ideas that they can use at school or in the office. 9 Finally, interests outside of work can lead to a positive attitude. 10 For instance, when volunteers help children learn to read, they feel wonderful about what they have achieved. 11 Then they feel like working harder when they return to their regular responsibilities. 12 All in all, leisure time helps people stay healthy and has the additional benefit of allowing them to work more industriously and productively.

Questions about the Model

1. Look at the title. What is the topic of the paragraph?
2. Look at the second sentence. What does it say about the topic?
3. Now look at the last sentence. Does it summarize the main points or restate the topic sentence in different words?

NEW!

Noticing Vocabulary points out useful word parts, word types, and phrases from the writing models.

Noticing Vocabulary: Adjectives

Adjectives add color and detail to your writing. Notice the boldface words in this excerpt from the writing model. They are all adjectives.

In today's **busy** world, it is **easy** to forget about the importance of taking time off. Whether it lasts for a couple of hours or a few days, leisure time has **specific** benefits. First of all, relaxation reduces stress that can lead to **serious** health problems. For example, some people spend a **restful** day watching movies or reading.

In some cases, you will recognize adjectives by their endings, or suffixes. For example, the endings *-al*, *-able*, *-ful*, *-ic*, *-ive*, *-less*, *-ous*, and *-y* often indicate that the word is an adjective.

PRACTICE 1 Identifying and Forming Adjectives

A Work with a partner. Underline five more adjectives in Sentences 9–12 of the writing model. Circle any word endings that helped you identify the word as an adjective. Use your dictionary as needed.

B Work with a partner. Make the words adjectives. Use your dictionary to check the correct form and spelling. In some cases, there may be more than one possible correct answer.

1. achieve achievable _____
2. benefit _____
3. create _____
4. energize _____
5. function _____
6. help _____
7. produce _____
8. read _____
9. study _____
10. stress _____

Basic Paragraph Structure 53

Word family charts help students expand their vocabularies.

NEW!

Applying Vocabulary allows students to practice the new vocabulary and then use it in their Writing Assignments.

Applying Vocabulary: Using Adjectives

Before you begin your writing assignment, review what you learned about adjectives on page 53.

PRACTICE 14 Using Adjectives

A Complete the chart with adjectives. Use your dictionary as needed.

NOUNS	VERBS	ADJECTIVES	ADVERBS
comfort	comfort	<u>comfortable</u>	comfortably
enjoyment	enjoy	_____	enjoyably
reliability	rely	_____	reliably
analysis	analyze	_____	analytically
specificity	specify	_____	specifically
negation	negate	_____	negatively
use	use	_____	usefully
direction	direct	_____	directly
caution	caution	_____	cautiously

B Write a true sentence for each topic. In each sentence, include one of the adjectives from the chart.

1. My favorite hobby
I love to sit in a comfortable chair and play online video games with my friends.
2. My personality

3. My daily schedule

4. My biggest fear

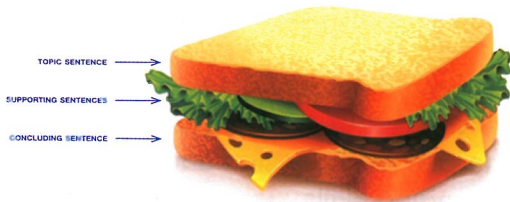
5. My feeling about technology

6. My way to solve a problem

Organization sections explore paragraph and essay structure in a variety of organizational patterns.

ORGANIZATION

A paragraph is like a sandwich. The topic sentence and concluding sentence are the two pieces of “bread” enclosing the “meat”—the supporting sentences.



The topic sentence presents the main idea of the paragraph. The supporting sentences give information to explain or prove the main idea. The concluding sentence summarizes the main idea or restates the topic sentence in different words.

THE TOPIC SENTENCE

The topic sentence is the most important sentence in a paragraph. It has two parts: a **topic** and a **controlling idea**. The topic names the subject of the paragraph. In the writing model on page 52, the topic is *leisure time*. The controlling idea tells the main idea about the topic. It is called the controlling idea because it controls, or limits, the topic to a very specific idea. In the model, the controlling idea is that leisure time is beneficial.

Here are examples of topic sentences with the same topic but different controlling ideas:

- 1a. Some hobbies are relaxing.
- 1b. Some hobbies are too expensive.
- 2a. Some jobs are dangerous.
- 2b. Some jobs are repetitive and boring.
- 2c. Some jobs are perfect for students.

Simple examples make the concepts and rules easy to see and remember.

PRACTICE 6 Writing Concluding Sentences

Read the paragraph. Then write an appropriate concluding sentence on the line.

Why Hybrids Are on the Rise

There are three important factors behind the increase in popularity of hybrid cars. A belief in environmental protection is perhaps the primary factor when people choose a hybrid. Hybrid cars use a combination of gas and other fuels such as electricity. Therefore, they consume less gas and release less carbon dioxide than cars with traditional gasoline engines. As a result, hybrids cause less air pollution and less harm to the environment. The second factor that drives consumers to buy hybrids is the desire to save money. With fuel prices on the increase, motorists are looking for cars with better mileage, and hybrids offer a good solution. For example, in city driving, a Toyota Prius can go 53 miles on one gallon of gas, but a Toyota Corolla with a traditional engine gets only 27 miles per gallon. Because hybrids use less gas, they are good not only for the environment but also for the wallet. The third factor that causes consumers to buy a hybrid is simply the cool factor. Certain car buyers like the idea of having an automobile with modern technology. They want to drive a vehicle that is new and different. Owning a hybrid makes these consumers feel special. _____

Writing Tip

Cause / effect paragraphs are very common but very difficult to write. Therefore, brainstorming is an essential step in the writing process. By using a cluster diagram, you will be able to have a more complete picture of causes and effects. Then you can focus on the important causes or effects in your paragraph.

Practice activities reinforce learning and lay the groundwork for the end-of-chapter Writing Assignments.

NEW!

Writing Tips provide useful strategies to help students produce better writing.

Sentence structure sections provide practice with the most challenging structures for intermediate students. This includes writing varied sentences and correcting run-ons and comma splices.

SENTENCE STRUCTURE

Good writers help their readers by clearly marking the beginning of each sentence with a capital letter and the ending of each sentence with a period. The capital letters and the periods that identify the sentences in a paragraph are important signals that allow the reader to stop and think for a moment before moving on.

RUN-ONS AND COMMA SPLICES

In Chapter 1, you learned about a sentence error called a *fragment*, or *incomplete sentence*. In this chapter, you will learn how to avoid a **run-on** and a **comma splice**, two mistakes that occur when a sentence should end but instead continues.

A run-on happens when you join two simple sentences without a comma and without a connecting word. A comma splice error happens when you join two simple sentences with a comma alone.

RUN-ON Men like to shop quickly women like to take their time.

COMMA SPICE Men like to shop quickly, women like to take their time.

CORRECTING RUN-ONS AND COMMA SPLICES

There are three easy ways to correct run-ons and comma splices.

1. Join the two sentences with a comma and a coordinating conjunction such as *and*, *but*, or *so*.
2. Make two sentences. Separate the two sentences with a period.
3. Add a sentence connector (and a comma) to the second sentence, if you want to show the relationships between the two sentences.

CORRECTIONS Men like to shop quickly, but women like to take their time.

Men like to shop quickly. Women like to take their time.

Men like to shop quickly. However, women like to take their time.

FINDING RUN-ONS AND COMMA SPLICES

Correcting run-ons and comma splices is relatively easy. Finding them is often the real challenge. Here are some tips to help you recognize run-ons and comma splices.

Check all sentences that have a comma in the middle. Ask yourself: What is the first subject in this sentence? What verb goes with it? Read further. Is there another subject with its own verb? If the answer is yes, look for a coordinating conjunction. If there is none, then this is a run-on sentence.

Editing practice allows students to sharpen their revision and proofreading skills.

PRACTICE 7 Editing a Paragraph for Consistency

Find seven more consistency errors in the use of nouns and pronouns. Make corrections.

Working as a Retail Buyer

Young people who are interested in the latest styles may want to consider ^{buyers} working as a ~~buyer~~ for retail stores. Retail buyers work for department stores and large chain stores. They look for and choose the merchandise to sell in the store. Retail buyers often specialize in one type of merchandise, such as men's casual clothing or women's shoes. You choose the merchandise that you think will sell well in your stores and appeal to your customers. Buyers also travel to trade shows to look at merchandise. He or she will purchase products about six months before the merchandise appears in the stores. You need to be able to predict the latest styles trends, understand retail sales, and work cooperatively with managers in sales, advertising, and marketing.

Placing and Punctuating Transition Signals Correctly

Transition signals are like traffic signals. They tell your reader when to slow down, turn around, and stop. You have already used several transition signals. The chart presents those you know and a few new ones.

SENTENCE CONNECTORS	COORDINATING CONJUNCTIONS	OTHERS
To present main points in time order		
First (second, etc.), First of all, Later, Meanwhile, Next, After that, Now Soon Then Finally,		To begin with,

(continued on next page)

Transition signal charts help students use connecting words and write more coherently.

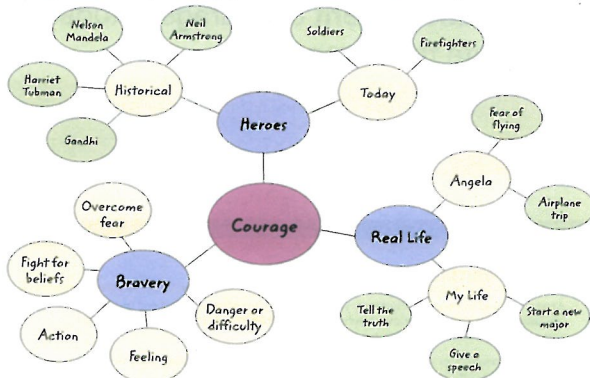
Preparation for Writing sections teach prewriting techniques for gathering and organizing information.

PREPARATION FOR WRITING

There are many ways to gather ideas and begin to organize them before you start writing an academic paragraph. In Chapters 1 and 2, you learned to use *listing* and *freewriting* as prewriting techniques to get ideas. In Chapter 3, you learned about *outlining* as a way of organizing a paragraph. Now you will learn another helpful prewriting technique.

CLUSTERING

Clustering is a way to come up with ideas in an organized way. It looks on the page a bit the way it feels when you are thinking of lots of ideas. When you use clustering, you start by writing your topic in a circle in the middle of your paper. As you think of related ideas, you write these ideas in smaller circles around the first circle. The related idea in each small circle may produce even more ideas and, therefore, more circles around it. When you have run out of ideas, your paper might look something like this diagram. The writing model on pages 122–123 came from ideas in this diagram.



You can see that the writer thought about what courage is. She thought of words and phrases that were linked in her mind with courage. She also thought of examples of people who had shown courage, including people from the past and present, well-known heroes, and someone from her own life. Therefore, she decided that the best way to organize and write her paragraph was to begin with a definition of courage and then to explain the definition with examples. She chose to put the examples of well-known people and heroes first. Then she presented a hero from her own life. The writer didn't include all of her prewriting ideas in the paragraph. She also added some information to her paragraph that was not part of the prewriting.

Definition Paragraphs 143

Step-by-step Writing Assignments make the writing process clear and easy to follow.

Try It Out! activities challenge students to apply what they have learned.

TRY IT OUT!

On a separate sheet of paper, practice the clustering technique to develop a topic for the writing assignment. Follow the instructions:

1. Choose one of the suggested topics. Write the topic in a large circle in the center.
2. Think about the topic for one or two minutes. Then write each new idea that comes into your mind in smaller circles around the large circle.
3. Think about the idea in each smaller circle for one or two minutes. Write any new ideas in even smaller circles.
4. Look over your groups of circles. Which groups have the largest number of ideas? These are probably the most productive ideas for your paragraph.

Topics

- a word that describes your home culture
- an important term from your major field of study
- a definition of what a good teacher is
- a definition of culture shock
- what the word *success* means to you
- a definition of what a leader is

WRITING ASSIGNMENT

You are going to write a definition paragraph about a word, concept, or custom. Follow the steps in the writing process.



Prewrite

STEP 1: Prewrite to get ideas.

Use the cluster diagram that you completed in the Try It Out! activity above. If you need to develop your topic further, continue working on your diagram until you are satisfied with it. Highlight the ideas on the diagram that you like the most.



Organize

STEP 2: Organize your ideas.

Use the information in your cluster diagram to make a detailed outline of your topic.

- Include the definition that you will use in your paragraph.
- Add your support. The support can give additional information by telling *who*, *what*, *where*, *when*, *how*, or *why* or by presenting a process, examples, or a description.
- Use your outline to guide you as you write.

**STEP 3: Write the first draft.**

- Write *FIRST DRAFT* at the top of your paper.
- Begin your paragraph with a topic sentence. Use the definition from your cluster diagram. As needed, modify the definition so that it is like the ones you wrote in Practice 4 on page 126.
- For unity, present your supporting information in a logical order.
- Use transition signals to make your paragraph coherent.
- Try to include a word origin and/or idiom that goes well with your topic.
- Pay attention to sentence structure. Include a variety of sentence patterns: simple, compound, and complex sentences. Use adjective clauses and appositives. Punctuate them correctly.
- Write a conclusion that tells why the topic is important, interesting, or unique.
- Write a title. It should clearly identify your topic. For examples, look at the titles of the models in this chapter

**STEP 4: Revise and edit the draft.**

- Exchange papers with a classmate and ask him or her to check your first draft using the Chapter 6 Peer Review on page 264. Then discuss the completed Peer Review and decide what changes you should make. Write a second draft.
- Use the Chapter 6 Writer's Self-Check on page 265 to check your second draft for format, organization, content, grammar, punctuation, capitalization, spelling, and sentence structure.

**STEP 5: Write a new draft.**

Write a new copy with your final revisions and edits. Proofread it, fix any errors, and hand it in along with your first and second drafts. Your teacher may also ask you to hand in your prewriting papers and the Peer Review and Writer's Self-Check.

SELF-ASSESSMENT

In this chapter, you learned to:

- Identify and produce clear definitions
- Use appositives correctly
- Identify and write complex sentences with adjective clauses
- Use commas around extra information
- Write, revise, and edit a paragraph that defines a word, concept, or custom

Which ones can you do well? Mark them

Which ones do you need to practice more? Mark them

Definition Paragraphs 145

Peer Review and Writer's Self-Check Worksheets at the back of the book help students collaborate and sharpen their revision skills.

NEW!

Self-Assessment encourages students to evaluate their progress.

NEW!

Timed Writing activities help prepare students to write well on tests.

NEW!

Additional writing tasks encourage students to further develop the writing skills in each chapter.

EXPANSION**TIMED WRITING**

As you learned in previous chapters, you need to write quickly to succeed in academic writing. For example, sometimes you must write a paragraph for a test in class, and you only have 30, 40, or 50 minutes.

In this expansion, you will write a well-organized paragraph in class. You will have 30 minutes. To complete the expansion in time, follow the directions.

1. Read the writing prompt (or the prompt your teacher assigns) carefully. Make sure you understand the question or task. Then begin to think about your response. (2 minutes)
2. Use clustering to develop the topic and to gather information about it. Then organize your information into a detailed outline. (9 minutes)
3. Write your paragraph. Be sure that it has a title, a topic sentence, support, and a conclusion. Use a variety of sentence patterns: simple, compound, and complex. Include adjective clauses and transition signals. (15 minutes)
4. Revise and edit your paragraph. Correct any mistakes. (4 minutes)
5. Give your paper to your teacher.

Prompt: What is the meaning of the word *family*? Write your definition. Then give details to explain.

PARAPHRASING

A **paraphrase** is a restatement or an explanation of another person's writing or speech. Unlike a summary, a paraphrase contains both the main ideas and the details from an original printed or spoken text. In some cases, a paraphrase may be longer than the original text. When you paraphrase writing or speech, you use your own words and sentence structure to present all of the original information.

The ability to paraphrase is a necessary academic skill. You will need to use it, for example, when you take exams or do research. Paraphrasing allows you to explain complicated information in an understandable way and make clear connections between your ideas and the ideas of others.

By paraphrasing, you can also avoid the serious problem of plagiarism, or copying work that is not your own. When you wrote definitions in this chapter, you may have looked at a dictionary or talked to native English speakers. Instead of simply repeating what you learned, you explained it in your own words. You paraphrased.

Look at this example of a paraphrase.

ORIGINAL We can all think of courageous people from history.

PARAPHRASE Everyone can give examples of historical figures who were brave.

CHAPTER 3

BASIC PARAGRAPH STRUCTURE

OBJECTIVES

To write academic texts, you need to master certain skills.

In this chapter, you will learn to:

- Identify and write topic sentences
- Write supporting sentences to explain or prove the topic sentence
- Identify and write concluding sentences
- Use adjectives and adverbs in sentences and paragraphs
- Use detailed outlines to structure paragraphs
- Write, revise, and edit an academic paragraph about a hobby or sport



What are the benefits of leisure activities?

In Chapter 2, you learned about narrative paragraphs. Chapter 3 shows how to develop a topic by focusing on one main idea. In an academic paragraph, writers use a common style of organization. They write a general statement to express their main idea about a topic. They follow their topic sentence with supporting information. Then they conclude their paragraph with another general statement. At the end of Chapter 3, you will write a paragraph with this basic structure.

ANALYZING THE MODEL

The writing model discusses the advantages of leisure time.

Read the model. Then answer the questions.

Writing Model



1

2

3

4

5

6

Take a Break!

1 In today's busy world, it is easy to forget about the importance of taking time off. **2** Whether it lasts for a couple of hours or a few days, leisure time has specific benefits. **3** First of all, relaxation reduces stress that can lead to serious health problems. **4** For example, some people spend a restful day watching movies or reading. **5** Others play sports. **6** Whatever the activity, they begin to feel physically and emotionally stronger. **7** The next benefit is creativity. **8** Individuals with hobbies such as photography, travel, and music develop new talents and get ideas that they can use at school or in the office. **9** Finally, interests outside of work can lead to a positive attitude. **10** For instance, when volunteers help children learn to read, they feel wonderful about what they have achieved. **11** Then they feel like working harder when they return to their regular responsibilities. **12** All in all, leisure time helps people stay healthy and has the additional benefit of allowing them to work more industriously and productively.

Questions about the Model

1. Look at the title. What is the topic of the paragraph?
2. Look at the second sentence. What does it say about the topic?
3. Now look at the last sentence. Does it summarize the main points or restate the topic sentence in different words?

Noticing Vocabulary: Adjectives

Adjectives add color and detail to your writing. Notice the boldface words in this excerpt from the writing model. They are all adjectives.

In today's **busy** world, it is **easy** to forget about the importance of taking time off. Whether it lasts for a couple of hours or a few days, leisure time has **specific** benefits. First of all, relaxation reduces stress that can lead to **serious** health problems. For example, some people spend a **restful** day watching movies or reading.

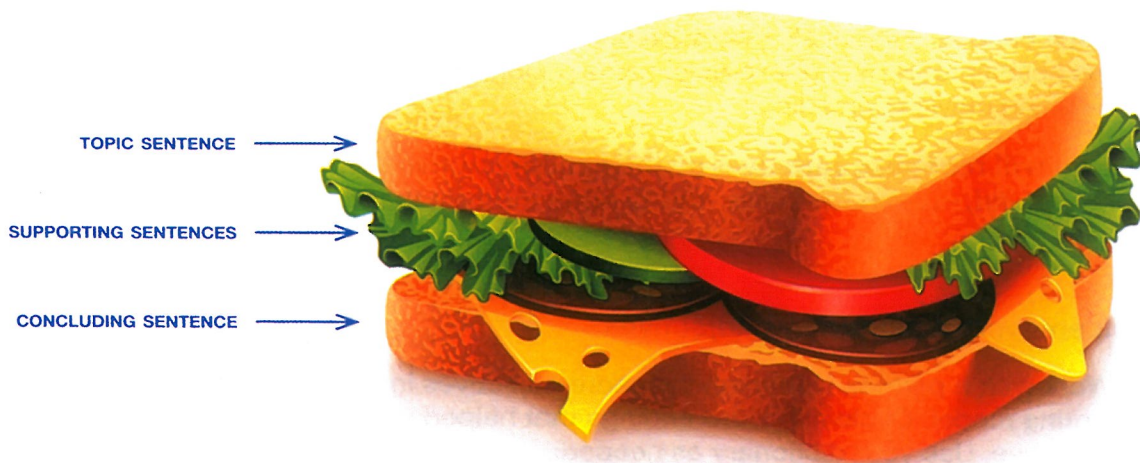
In some cases, you will recognize adjectives by their endings, or suffixes. For example, the endings *-al*, *-able*, *-ful*, *-ic*, *-ive*, *-less*, *-ous*, and *-y* often indicate that the word is an adjective.

PRACTICE 1 Identifying and Forming Adjectives

- A** Work with a partner. Underline five more adjectives in Sentences 9–12 of the writing model. Circle any word endings that helped you identify the word as an adjective. Use your dictionary as needed.
- B** Work with a partner. Make the words adjectives. Use your dictionary to check the correct form and spelling. In some cases, there may be more than one possible correct answer.

1. achieve achievable
2. benefit _____
3. create _____
4. energize _____
5. function _____
6. help _____
7. produce _____
8. read _____
9. study _____
10. stress _____

A paragraph is like a sandwich. The topic sentence and concluding sentence are the two pieces of “bread” enclosing the “meat”—the supporting sentences.



The topic sentence presents the main idea of the paragraph. The supporting sentences give information to explain or prove the main idea. The concluding sentence summarizes the main idea or restates the topic sentence in different words.

THE TOPIC SENTENCE

The topic sentence is the most important sentence in a paragraph. It has two parts: a **topic** and a **controlling idea**. The topic names the subject of the paragraph. In the writing model on page 52, the topic is *leisure time*. The controlling idea tells the main idea about the topic. It is called the controlling idea because it controls, or limits, the topic to a very specific idea. In the model, the controlling idea is that leisure time is beneficial.

Here are examples of topic sentences with the same topic but different controlling ideas:

1a. TOPIC CONTROLLING
IDEA
Some hobbies are relaxing.

1b. TOPIC CONTROLLING
IDEA
Some hobbies are too expensive.

2a. TOPIC CONTROLLING
IDEA
Some jobs are dangerous.

2b. TOPIC CONTROLLING
IDEA
Some jobs are repetitive and boring.

2c. TOPIC CONTROLLING
IDEA
Some jobs are perfect for students.

Predicting Content from the Controlling Idea

Work with a partner, a small group, or the whole class. For each topic sentence, discuss the type of supporting information a paragraph on the topic might contain.

1. Some jobs are dangerous.
2. Some jobs are repetitive and boring.
3. Some jobs are perfect for students.

Position of the Topic Sentence

The topic sentence is usually the first or second sentence in a paragraph. Experienced writers sometimes put topic sentences at the end, but the best place is usually at the beginning. A topic sentence at the beginning of a paragraph gives readers an idea of what they will be reading. This helps them understand the paragraph more easily.

Not Too General, Not Too Specific

A topic sentence is neither too general nor too specific.

TOO GENERAL A job is part of life.

This is too general because there is no specific controlling idea. The reader has no idea what the paragraph will say about jobs except that people have them.

TOO SPECIFIC An increasing number of people in the United States work 50 hours a week.

This is too specific. It gives a detail that should come later in the paragraph.

GOOD The number of hours that Americans work each week has changed in the past 30 years.

This is a good topic sentence because it gives the reader a hint that the paragraph will discuss changes to the number of hours that Americans work. A good topic sentence tells something about the contents of the paragraph but does not give the details.

Identifying Good Topic Sentences

- A** Check (✓) the good topic sentences. What is wrong with the others? Write *Too specific* or *Too general*.

- | | |
|---------------------|--|
| <u>Too specific</u> | 1. It is estimated that leisure travelers spend more than \$500 billion in the United States. |
| <u>✓</u> | 2. Research shows that there are three main purposes for leisure travel. |
| _____ | 3. Digital cameras have several advantages over film cameras. |
| _____ | 4. Digital cameras are a common form of technology these days. |
| _____ | 5. Digital photos are composed of small squares, just like a tiled kitchen floor or bathroom wall. |

(continued on next page)

- _____ 6. Learning the meanings of the abbreviations used in text messaging is like learning a new language.
- _____ 7. BRB, BTW, CU, and F2F are abbreviations.
- _____ 8. Smart phones can perform a variety of useful functions.
- _____ 9. Consider these four factors when buying your next phone.
- _____ 10. Cats have certain characteristics that make them good family animals.
- _____ 11. Animal shelters take care of homeless dogs and cats.
- _____ 12. It is a good idea to volunteer at an animal shelter.

B Read each paragraph. Circle the best topic sentence in the list. Then write it on the line.

PARAGRAPH 1

Mountain Climbing

There are three main types of mountain climbing.

Trail climbing is the easiest. Climbers just walk along trails to the top of a mountain. The trails are not very steep, and the mountains are small. The second type, rock climbing, takes place on steeper slopes and bigger mountains. Climbers generally have to use special equipment such as climbing shoes, ropes, and metal nails called pitons. The third type is ice climbing. Ice climbing takes place only on very high mountains and requires a lot of special equipment. Equipment used in ice climbing includes ice axes and crampons, which are spikes attached to a climber's boots for walking on ice and hard snow. In short, mountain climbing can range from an easy walk to a challenging trek.

- a.** There are three main types of mountain climbing.
- b.** Mountain climbing requires special skills and equipment.
- c.** The sport of mountain climbing is practiced worldwide.
- d.** Mountain climbing is one of the most difficult sports.

PARAGRAPH 2

Regional Foods in the United States

For example, Kansas City, in the very center of the United States, is known for its beef, and Kansas City barbecue is everyone's favorite way to enjoy it. In Boston, people love baked beans. In the Southwest, chili, a stew made of meat, beans, tomatoes, and hot peppers, is the regional dish. Wisconsin, a state with many dairy farms, is famous for its cheese. Go to Maryland and Virginia for egg cakes, which are fried egg and breadcrumb patties. In the Northeast, try fish chowder, a rich fish, potato, and onion soup. Indeed, many U.S. cities and regions have a special food for everyone to enjoy.

- a. There is a variety of food in the United States.
- b. Food in the United States varies from sweet desserts to spicy stews.
- c. Different regions of the United States have their own traditional foods.
- d. Food in the United States is quite delicious.

PARAGRAPH 3

Why Everyone Should Try Yoga

First, it is easy to get started. Unlike other forms of exercise, yoga does not require a lot of special equipment or clothing, and it can be done almost anywhere. Next, yoga is a good form of exercise regardless of people's age or physical condition when they start out. However, most important are the benefits of yoga. It improves body strength and flexibility and is an excellent way to relieve stress. It is clear that yoga is an easy-to-do and beneficial way to get exercise.

- a. Yoga is a way to strengthen the body and the mind.
- b. Yoga is becoming popular with people of all ages.
- c. Yoga is an excellent form of exercise for several reasons.
- d. Yoga is an example of how getting exercise reduces stress.

Read each paragraph. Identify the topic and the controlling idea. Then write an appropriate topic sentence on the line.

PARAGRAPH 1**A World of Flavors**

Foods from all over the world are popular in the United States.

Even small towns in the United States have at least one pizzeria and one Chinese restaurant. Every midsize town has at least one taqueria, where you can get a delicious Mexican taco or burrito. French food has always been popular, and hot dogs and hamburgers, German in origin, are found everywhere. More recently, Middle Eastern shish kebab, Japanese sushi, and English fish and chips are increasingly available in the United States. These examples show that American cuisine is actually quite international.

PARAGRAPH 2**Skipping Breakfast**

Some people say that they skip breakfast because they think it will help them lose weight. Another reason people give is that they simply don't like breakfast. Others say that the reason is cultural. People in their home culture usually consume only two meals a day, and breakfast isn't traditionally one of them. The most common reason people give is lack of time. They like to stay in bed until the last minute, and then they have to rush to get to work or to school on time. To sum up, there are a variety of explanations for not eating breakfast.

Grand Canyon, Grand Vacation

First of all, travelers should decide what time of year they would like to visit the Grand Canyon. It can be very cold in winter, and it sometimes snows throughout the month of May. However, summers are hot, and because the Grand Canyon is a popular tourist destination for families on vacation, it can be very crowded during the summer months. Another thing to think about is where to stay. There are hotels in and near the Grand Canyon, but they are not cheap. Some travelers prefer camping as a way of enjoying nature and saving money. Finally, visitors should consider the various ways to see the canyon.

Possibilities include the lookout points along the South Rim, the Skywalk on the West Rim, or a helicopter ride. In conclusion, any trip to the Grand Canyon is sure to be fantastic, and with a little planning it can be even better.

Developing Topic Sentences

You can develop topic sentences in various ways. Suppose that you were asked to write a paragraph about the topic *friends*. *Friends* is too large a topic for a paragraph, so your first step would be to narrow *friends* to a smaller topic. One way to do this would be to use the listing technique that you learned in Chapter 1. If you made a list of every word or phrase that comes into your mind about the word *friends*, it might look like this.

Friends	
Kinds of friends	Friends from school
New friends	Casual friends
Old friends	How to make friends
Best friend	What do friends do?
Childhood friends	Fast friends forever

Then you could choose one of the items from your list, such as "What do friends do?" and make a second list while narrowing the topic a bit more.

What Do Friends Do?	
Have fun together	Protect each other
Hang out together	Depend on each other
Play sports together	Ask advice
Share secrets	Help each other
Trust each other	Have similar hobbies
Share problems	Like the same movies

After narrowing your topic, you would decide which items on your list are most important to your idea of "what friends do." Then you would write a topic sentence based on your narrowed topic and your controlling idea about it. Remember, a controlling idea should not be too specific or too general.

My close friends and I support one another in various ways.
My best friend Joe and I enjoy the same activities and share our deepest thoughts.

TRY IT OUT!

On a separate sheet of paper, use the listing technique to think of an activity that you enjoy, such as a hobby or sport. Your list might look like this:

Favorite Hobbies or Sports	
Playing soccer	Bicycling
Taking photographs	Running track
Playing video games	Watching movies
Doing a martial art	Playing chess
Bird watching	Hiking and camping

Then write a topic sentence that includes some of the activities on your list.

Tai chi is a martial art that benefits both my mind and body.
Bird watching is my favorite hobby for three reasons.

SUPPORTING SENTENCES: MAIN POINTS

After you write a topic sentence, you must provide information to support it. In supporting sentences, you present main points about the topic (for example, reasons, advantages, categories, or events in a narration) and supporting details (examples, facts, description, explanations, and definitions).

Look at these main points from the writing model on page 52. They present three key benefits of leisure time, which are then followed by examples and explanations.

MAIN POINTS

First of all, relaxation reduces stress that can lead to serious health problems.

The next benefit is creativity.

Finally, interests outside of work can lead to a positive attitude.

PRACTICE 5 Writing Main Points

Work with a partner or in a small group. Read each topic sentence and the main point provided. Then add as many main points as you can.

1. Travel by plane has several disadvantages.

a. *Airplane travel is generally expensive.*

b. _____

c. _____

d. _____

2. Reading helps English language learners improve their English.

a. *Reading English texts helps learners expand their vocabulary.*

b. _____

c. _____

d. _____

3. Consider these important factors when planning a party.

a. *Think about the number of guests you want to invite.*

b. _____

c. _____

d. _____

(continued on next page)

4. A good friend must have two/three/four important qualities.

a. He or she must be able to keep secrets.

b. _____

c. _____

d. _____

5. Avoid stress when studying for a big test by taking the following actions.

a. Begin studying days ahead of time.

b. _____

c. _____

d. _____

SUPPORTING DETAILS: EXAMPLES

Examples and the explanations that accompany them are one of the easiest and most effective types of supporting details. You can use examples from your own knowledge and experience to illustrate a topic or main point. Examples are effective because they are specific and easy for readers to “see” (or visualize). They make your meaning clear and memorable.

Notice the **example signals** that are often used to introduce examples. At the beginning of a sentence, use *For example* or *For instance*, followed by a comma. In front of an example that is just a word or phrase (not an entire sentence), use the prepositional phrase *such as*.

EXAMPLE SIGNALS	EXAMPLES
Followed by a Comma	
For example,	For example, planting a community garden is a great way to meet people and relieve stress.
For instance,	For instance, when volunteers help children learn to read, they feel wonderful about what they have achieved.
Not Followed by a Comma	
Such as	Individuals with hobbies, such as photography, travel, and music, develop new talents.

PRACTICE 6

Using Example Signals

Complete the paragraph with example signals from the chart on page 62. Capitalize and punctuate them correctly. Use each signal once.

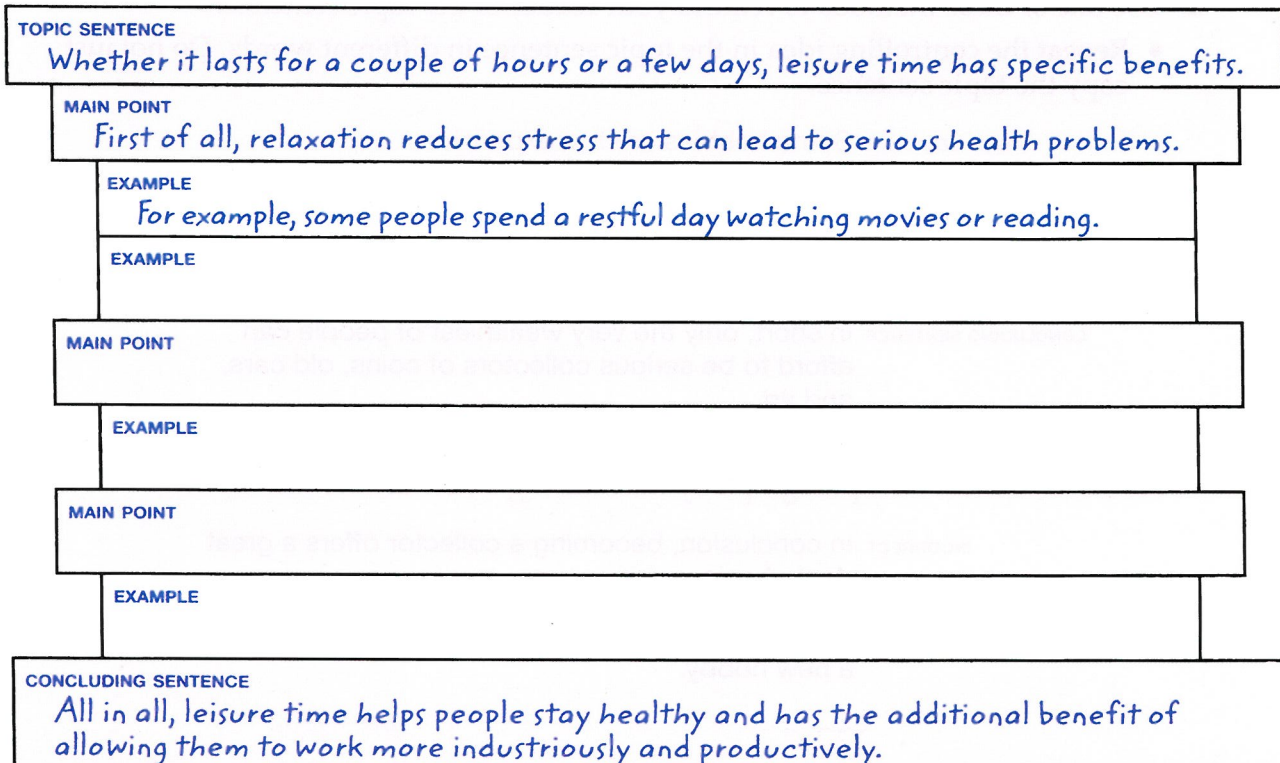
A Must-See City

London has many great tourist attractions. For example, ^{1.} most tourists stop at Westminster Abbey, a famous church, where English kings and queens are crowned and where Prince William married Catherine Middleton. Westminster Abbey is the burial place of famous people, _____ ^{2.} poet Geoffrey Chaucer, scientists Isaac Newton and Charles Darwin, and actor Laurence Olivier. Tourists also like to catch a glimpse of royal life while in London. _____ ^{3.} they can watch the changing of the guard at Buckingham Palace, or they can tour the Tower of London, where the British crown jewels are kept. Indeed, there are countless points of interest for travelers who visit London.

PRACTICE 7

Identifying Main Points and Examples

Reread the writing model on page 52. Find two more main points and three more examples. Copy them into the appropriate boxes on the diagram.



THE CONCLUDING SENTENCE

The concluding sentence signals the end of a paragraph and reminds the reader of the controlling idea. Here are three tips to help you write a good concluding sentence:

1. Begin with a conclusion signal. Most conclusion signals have commas after them; others do not.

CONCLUSION SIGNALS	EXAMPLES
Followed by a Comma	
All in all,	In short, mountain climbing can range from an easy walk to a challenging trek.
In summary,	Indeed, many U.S. cities and regions have a special food for everyone to enjoy.
In brief,	
To conclude,	
In conclusion,	
To summarize,	
Indeed,	
To sum up,	
In short,	
Not Followed by a Comma	
It is clear that . . .	It is clear that yoga is an easy-to-do, beneficial way to get exercise.
These examples show that . . .	
You can see that . . .	

2. Use one of these methods to remind your reader of the topic sentence.
 - Repeat the controlling idea in the topic sentence in different words. Do not just copy the topic sentence.

TOPIC SENTENCE Some hobbies are too expensive.

CONCLUDING SENTENCE Indeed, most people simply do not have enough money for certain pastimes.

- Summarize the main points of the paragraph.

CONCLUDING SENTENCE In short, only the very wealthiest of people can afford to be serious collectors of coins, old cars, and art.

3. You may give your final thoughts, a suggestion, or a prediction in your conclusion. However, never end a paragraph by introducing a new and unrelated idea!

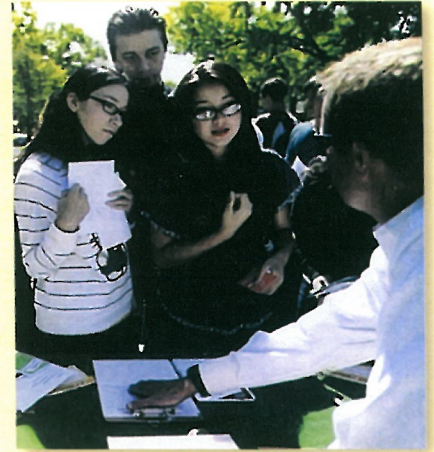
INCORRECT In conclusion, becoming a collector offers a great deal of enjoyment.

CORRECT In conclusion, consider the cost before beginning a new hobby.

Read the paragraph. Circle the best concluding sentence in the list. Then write it on the lines. Be prepared to explain your choice to the class.

Getting Involved in Campus Life

Students who participate in activities outside of class receive a number of advantages. To begin with, joining a club or attending a campus event can provide a much-needed break from studying. In addition, getting involved in student activities is a good way to make new friends. This is especially important for students who are feeling alone during their first days at a new school. Another advantage is learning new skills. For example, students who belong to a psychology club can learn more about their major and develop leadership skills that will be valuable later in life. _____



- a. In conclusion, students can have a lot of fun when they join campus activities.
- b. In conclusion, students who are involved in campus life get more out of school.
- c. In conclusion, students will not feel lonely if they join a club with other students.

Write an appropriate concluding sentence for each paragraph. Be sure to begin with a conclusion signal.

PARAGRAPH 1**Smart Choices in the Cafeteria**

The college cafeteria is full of food that can cause weight gain, but students have choices. For example, breakfast options include fruit and yogurt instead of pastries or bagels. At lunch, it is possible to have a green salad instead of a burger and fries or a slice of pizza. An excellent dinner choice is baked chicken with vegetables rather than a large serving of spaghetti or macaroni and cheese. _____

PARAGRAPH 2**Children's TV for Language Learning**

Watching children's programs on television is a good way to learn a foreign language. In fact, the spread of English has been helped by children's TV. First, the actors speak slowly and repeat often. Also, the vocabulary they use is not difficult. Finally, there is always a lot of action, so you know what is happening even if you don't fully understand the words. _____

- A** Read the sentences from a paragraph about games. Follow the instructions:
1. Find the topic sentence that has been identified with the number 1.
 2. Locate the concluding sentence, and write 10 next it.
 3. Locate three key points about the topic, and put them in order. Look for the signal words *first*, *next*, and *finally*.
 4. Decide which examples support which main points.
 5. Based on the order of the main points and examples, number the sentences 2 through 9 to show their logical order.

Games People Play

- _____ a. Finally, there are games for people who like the idea of being on a team and enjoy physical activity.
- _____ b. For example, sudoku mentally challenges players to look for patterns with numbers.
- _____ c. Indeed, the wide variety of games offers something to just about everyone.
- _____ d. The most obvious examples are sports such as basketball, baseball, and soccer, but party games such as charades can get quite physical as well.
- _____ e. The first type of game will allow you to relax quietly but will also keep your brain active.
- _____ f. For instance, when you play checkers or chess or when you play cards with a group of friends, you are also developing personal relationships.
- _____ g. Next, if you prefer spending time with others, there are games with a social element.
- _____ h. Other brain games such as crossword puzzles, word search puzzles, and word jumbles require language skills.
- 1 i. Playing games is a perfect leisure time activity because games meet many different needs.
- _____ j. The same is true of board games such as Monopoly and Settlers of Catan, which have been bringing people together for friendly competition for decades.

B Now copy the sentences from Part A on page 67 into the diagram in the correct order.

TOPIC SENTENCE <i>Playing games is a perfect leisure time activity because games meet many different needs.</i>	
MAIN POINT	
EXAMPLE	
EXAMPLE	
MAIN POINT	
EXAMPLE	
EXAMPLE	
MAIN POINT	
EXAMPLE	
CONCLUDING SENTENCE	

TRY IT OUT!

Choose one of the topic sentences that you wrote in the Try It Out! activity on page 60. Then use listing or freewriting to think of main points and examples. On a separate sheet of paper, make a diagram of boxes like the one in Part B and fill it in. Be sure to add a concluding sentence.



Good writers know how to build sentences by starting with subject-verb-object (S-V-O) combinations. They then add more information by including adjectives and adverbs within the basic S-V-O patterns.

ANALYZING THE MODEL

The model is a paragraph about adventure travel. As you read it, pay attention to the adjectives and adverbs.

Read the model. Then answer the questions.

Model

Adventure Travel

1 When it comes to vacations, do you prefer peaceful days on a sunny beach, or are you the adventurous type? 2 Adventure travel typically falls into two categories: hard and soft. 3 Hard travel is most often associated with adventure and risk. 4 This kind of trip is usually for individuals who want to challenge themselves physically. 5 Examples include scuba diving on Australia's Great Barrier Reef, cross-country skiing in Yellowstone National Park in winter, and exploring the incredible jungles of South America on a boat ride down the Amazon River. 6 Clearly, hard adventure trips are for anyone who enjoys high levels of excitement and does not mind living dangerously. 7 Soft adventure still gives travelers an opportunity to have new and exciting experiences in beautiful locations, but it is usually less risky and more comfortable. 8 For instance, studying a language during a homestay in a foreign country is typically not as dangerous as jumping from an airplane during a skydiving vacation. 9 However, it is thrilling in its own way. 10 Soft adventure travelers also participate in activities such as hot-air ballooning and bird watching, which let them see the world in a fresh way. 11 In short, both hard and soft adventure travel provide the chance to experience the unknown.



Questions about the Model

1. What are three adjectives in Sentence 1?
2. What is the adverb in Sentence 2?
3. According to the paragraph, why do people like adventure travel?

ADJECTIVES AND ADVERBS IN BASIC SENTENCES

You learned four basic sentence patterns in Chapter 1. In Chapter 3, you will review and expand the patterns.

EXAMPLES	PATTERNS
Hard adventure travel usually presents physical challenges (for active people).	S V
Scuba diving and skydiving have a dangerous element.	SS V
Soft adventure travelers enjoy incredible experiences but live comfortably.	S VV
Language courses and homestays (in foreign countries) teach new skills and affect travelers positively.	SS VV

Every sentence must have a subject and a verb. Some verbs also have an object.* In the examples above, the subjects are highlighted in yellow, the verbs are highlighted in green, and the objects of verbs are highlighted in pink. In Chapter 1, you also learned that sentences can have prepositional phrases. The prepositional phrases in the previous examples are in parentheses.

Subjects, objects of verbs, and objects of prepositions are often nouns, so they can be described by **adjectives**. Verbs can be described by **adverbs**. Look at the examples again.

- ADJECTIVE: Hard **adventure travel** ADVERB: usually **presents** ADJECTIVE: physical challenges ADJECTIVE: (for active people).
- ADJECTIVE: **Scuba diving** and **skydiving** **have** ADJECTIVE: a dangerous element.
- ADJECTIVE: Soft **adventure travelers** **enjoy** ADJECTIVE: incredible experiences but **live** ADVERB: comfortably.
- ADJECTIVE: **Language courses** and **homestays** (in foreign countries) **teach** ADJECTIVE: new skills and **affect** ADVERB: travelers positively.

PRACTICE 11 Identifying Adjectives and Adverbs

- A** Underline the subjects and double underline the verbs. Then circle the objects of verbs and put parentheses around the prepositional phrases.
- Adventure travelers constantly look for unusual destinations (for their vacations).
 - Backpackers and trekkers typically visit mountainous areas on a trip.
 - Smart travelers carefully research and plan the details of their departure and arrival.
 - Websites quickly provide helpful information for vacationers.
 - Active travelers may sit and relax quietly for part of their trip.

* Transitive verbs (v.t.) are verbs with an object. Intransitive verbs (v.i.) are verbs that do not require an object. Your English-English dictionary will indicate whether a verb is transitive or intransitive.

- B** Reread the sentences in Part A on page 70. There is one adjective and one adverb in each sentence. Write *adj.* above the adjective. Write *adv.* above the adverb, as shown in the example.

Adventure travelers ^{ADV.} constantly look for ^{ADJ.} unusual destinations
(for their vacations).

PRACTICE 12

Choosing between Adjectives and Adverbs

Read the paragraph. Then circle the correct word forms.

Savvy Travelers

(Creative) / *Creatively*) travelers know many (*economical* / *economically*) ways to take vacations. For example, they (*specific* / *specifically*) look for low-cost airfares. They fly (*cheap* / *cheaply*) by shopping online and comparing prices. In addition, they look (*close* / *closely*) at costs such as taxes, charges for checked luggage, and airport fees before the (*final* / *finally*) purchase of their tickets. Experienced budget travelers also make (*intelligent* / *intelligently*) decisions about where to stay. They consider all the (*possible* / *possibly*) choices, including everything from discount prices on rooms in (*beautiful* / *beautifully*) four-star hotels to camping. In short, (*wise* / *wisely*) travelers reduce the cost of their trips (*significant* / *significantly*) with several (*basic* / *basically*) strategies.

PRACTICE 13

Editing a Paragraph for Word Form Errors

Find six more errors in the use of adjectives and adverbs. Make corrections.

Foodies

Foodies love incredible meals, so they eat and drink adventurous^{ly} on their vacations. In their globally travels, they enthusiastically try the local cuisine. In addition to popular restaurants with professional chefs, they visit family restaurants and bravely eat unusually foods in open-air markets. Another typically activity for food lovers is taking cooking classes. With their instructor, they shop for specially ingredients and watch demonstrations. Then they skillfully use what they have learned. True foodies usually do one final thing before the end of a trip. They careful put all of their new recipes in a safe place so that they can quick use them when they get home. Clearly, these travelers want good food both at home and on the road.

Applying Vocabulary: Using Adjectives

Before you begin your writing assignment, review what you learned about adjectives on page 53.

PRACTICE 14 Using Adjectives

- A** Complete the chart with adjectives. Use your dictionary as needed.

NOUNS	VERBS	ADJECTIVES	ADVERBS
comfort	comfort	<u>comfortable</u>	comfortably
enjoyment	enjoy	_____	enjoyably
reliability	rely	_____	reliably
analysis	analyze	_____	analytically
specificity	specify	_____	specifically
negation	negate	_____	negatively
use	use	_____	usefully
direction	direct	_____	directly
caution	caution	_____	cautiously

- B** Write a true sentence for each topic. In each sentence, include one of the adjectives from the chart.

1. My favorite hobby

I love to sit in a comfortable chair and play online video games with my friends.

2. My personality

3. My daily schedule

4. My biggest fear

5. My feeling about technology

6. My way to solve a problem

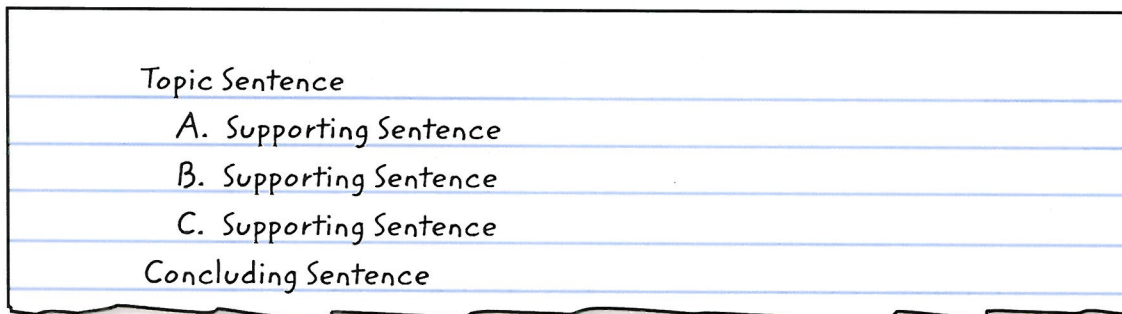
PREPARATION FOR WRITING

In Chapters 1 and 2, you focused on prewriting, the first step in the writing process. The next step is to organize your information and ideas.

OUTLINING

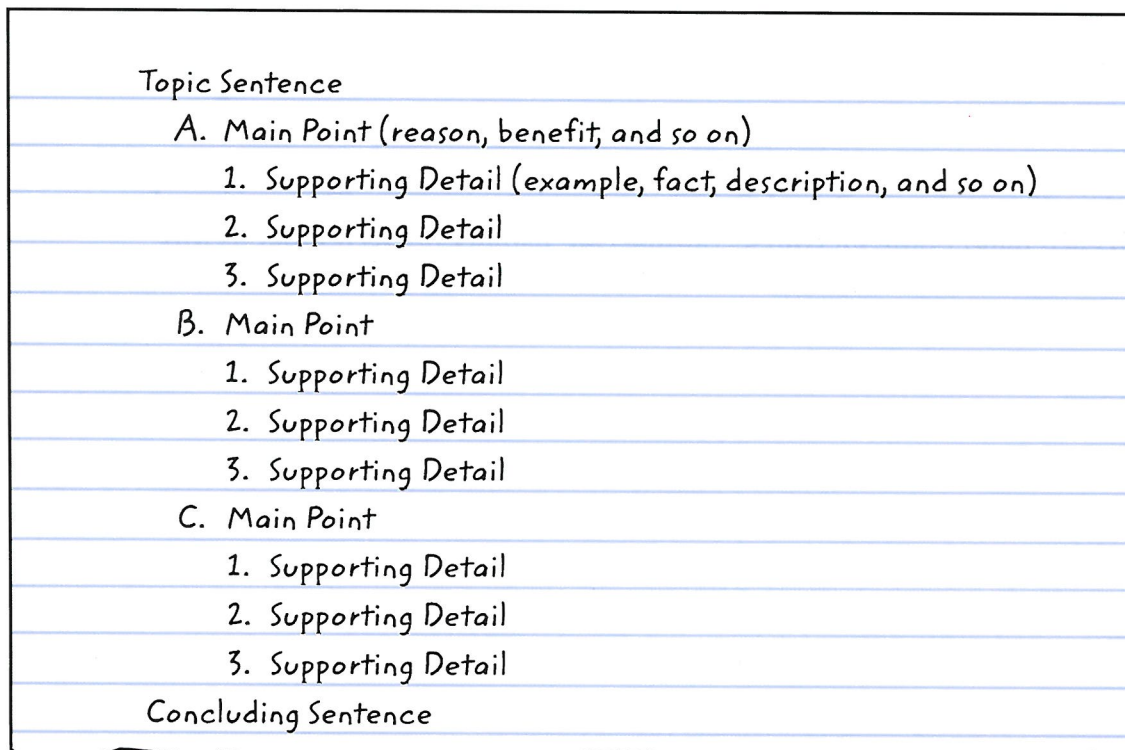
To organize ideas, make an outline before you begin to write. An outline is like an architect's plan for a house. Imagine building a house without a plan. The kitchen might be far away from the dining room, or the house might not have enough windows. Having a plan not only helps you, the writer, to organize your thoughts. It also ensures that you don't leave out anything important. In Chapter 1, you made simple outlines that looked like this one.

SIMPLE PARAGRAPH OUTLINE



The diagrams on pages 63 and 68 were also outlines. Now you will write a detailed outline using the system of letters and numbers in the example. Notice that each group of letters (A, B, C) and numbers (1, 2, 3) is indented.

DETAILED PARAGRAPH OUTLINE



A student is organizing a paragraph about the connection between music and style. Here is her detailed outline.

Music Styles

Topic Sentence: Different kinds of popular music affect how people.

- A. Punk is music of rebellion, and punk style is shocking.
 - 1. Spiked hair
 - 2. Theatrical makeup
 - 3. Safety-pin jewelry
 - 4. Ripped clothing
 - 5. Ear piercing
- B. With the success of music, clothing from African-American areas of large cities became popular.
 - 1. Baggy jeans, worn low
 - 2. Hooded sweatshirts
 - 3. Baseball caps worn backward or to the side
 - 4. Do-rags (scarves) around head
- C. The very casual clothing style of grunge musicians also influenced
 - 1. Stonewashed jeans
 - 2. Plaid flannel shirts
 - 3. Big, floppy hats or knit caps
 - 4. Long, straight hair
 - 5. Heavy boots

Concluding Sentence: You can sometimes identify musical taste by the clothes people wear.



In this detailed outline, points A, B, and C support the topic sentence. The numbered details explain each main point. Of course, outlines are usually not as regular as this model. Every outline will probably have a different number of main points and a different number of supporting details.

- A** Reread the model on page 69. Then outline its main points and supporting details. Use full sentences for main points and phrases for supporting details.

Adventure Travel	
Topic Sentence: Adventure travel typically falls into two categories: hard and soft.	
A. Main Point:	<i>Hard travel is most often associated with adventure and risk.</i>
1. Supporting Detail:	_____
2. Supporting Detail:	_____
B. Main Point:	_____
1. Supporting Detail:	_____
2. Supporting Detail:	_____
Concluding Sentence: <i>In short, both hard and soft travel provide the chance to experience the unknown.</i>	

- B** Read the paragraph. Then outline it on a separate sheet of paper.

Bad Drivers

There are three kinds of bad drivers you see on the streets and highways of almost any country. The first kind of bad driver has big dreams of being a Grand Prix racer. This person drives very aggressively. For example, he or she steps on the gas and roars away the second a traffic signal turns green. Driving in the passing lane and ignoring speed limits are normal for this kind of driver. The second kind of bad driver is the modern multitasker. Multitaskers include drivers such as working mothers and overworked businessmen and women. They eat a sandwich, drink a cup of coffee, talk on their cell phone, and discipline the children fighting in the back seat while speeding down the highway at 65 miles per hour. The last kind is the cautious driver. The cautious driver drives v-e-r-y slowly and carefully. For instance, he or she drives no faster than 40 miles per hour on highways and slows down to 30 on every curve. When making a turn, he or she almost comes to a full stop before inching around the corner. In conclusion, bad drivers can be speedsters, "slowsters," or just inattentive motorists, but you have to watch out for all of them!

You are going to write an academic paragraph about a hobby or sport that you enjoy. You will use what you have learned about the basic structure of academic paragraphs. Follow the steps in the writing process.



Prewrite

STEP 1: Prewrite to get ideas.

Use the topic that you selected for the Try It Out! activity on page 60. Reread your listing or freewriting. If you need to change your topic or develop it further, continue listing or freewriting. Gather ideas and details about your topic until you are satisfied with it. Underline or highlight the parts that you like the most.



Organize

STEP 2: Organize your ideas.

Make a detailed outline. Follow the example outline “Music Styles and Fashion” on page 74. Include your topic sentence, your supporting sentences, and your conclusion. Use your outline to guide you as you write.



Write

STEP 3: Write the first draft.

- Write *FIRST DRAFT* at the top of your paper.
- Begin with a topic sentence like the one you wrote for the Try It Out! activity on page 60. Be sure it states your controlling idea.
- Include a supporting sentence for each of your main points.
- Use examples and explanations to support your main points and controlling idea. Use example signals to introduce your examples.
- Write a concluding sentence. Use a transition signal.
- Pay attention to sentence structure. Include both simple and compound sentences, and punctuate them correctly. Use adjectives and adverbs to add color and detail to your paragraph.
- Write a title. It should clearly identify your topic. For examples, look at the titles of the models in this chapter.



Edit

STEP 4: Revise and edit the draft.

- Exchange papers with a classmate and ask him or her to check your first draft using the Chapter 3 Peer Review on page 258. Then discuss the completed Peer Review and decide what changes you should make. Write a second draft.
- Use the Chapter 3 Writer’s Self-Check on page 259 to check your second draft for format, content, organization, grammar, punctuation, capitalization, spelling, and sentence structure.

STEP 5: Write a new draft.

Write a new copy with your final revisions and edits. Proofread it, fix any errors, and hand it in along with your first and second drafts. Your teacher may also ask you to hand in your prewriting papers and the Peer Review and Writer's Self-Check.

SELF-ASSESSMENT

In this chapter, you learned to:

- Identify and write topic sentences
- Write supporting sentences to explain or prove the topic sentence
- Identify and write concluding sentences
- Use adjectives and adverbs in sentences and paragraphs
- Use detailed outlines to structure paragraphs
- Write, revise, and edit an academic paragraph about a hobby or sport

Which ones can you do well? Mark them

Which ones do you need to practice more? Mark them

EXPANSION**TIMED WRITING**

As you learned in previous chapters, you need to write quickly to succeed in academic writing. For example, sometimes you must write a paragraph for a test in class, and you only have 30, 40, or 50 minutes.

In this expansion, you will write a well-organized academic paragraph in class. You will have 30 minutes. To complete the expansion in time, follow the directions.

1. Read the writing prompt on page 78 (or the prompt your teacher assigns) carefully. Make sure you understand the question or task. Then choose a topic for your paragraph. (2 minutes)
2. Freewrite or use the listing technique to narrow your topic and gather information (main points and details) about it. Then organize your information into a detailed outline. (9 minutes)
3. Write your paragraph. Be sure that it has a title, a topic sentence, supporting sentences, and a concluding sentence. It must also have transition signals. (15 minutes)
4. Revise and edit your paragraph. Correct any mistakes. Check sentence structure, spelling, and punctuation. (4 minutes)
5. Give your paper to your teacher.

Prompt: What do you do when you want to relax? State what your favorite leisure time activity is. Why do you prefer this type of activity when you want to relax? Present main points and give details (such as examples) to explain your choice.

Writing Tip

If you're having trouble starting your answer to a test question or the question in a timed writing, try this strategy. Start with key words from the question. For example, for this prompt, you might start with the words *relax*, *enjoy*, and *leisure*. Then continue writing.



SUMMARY WRITING

A **summary** is a short statement that gives the main information without giving all the details. The ability to summarize is a useful academic writing skill. For example, in your college classes, you will need to summarize information from your textbooks. In some classes, you will also write original papers in which you summarize information from outside readings.

Reread the writing model on page 52. Then read the example of a summary.

SUMMARY

It is a good idea to have free time to do whatever we want. Time off lowers stress and helps us stay healthy. In addition, we can get new skills and a positive attitude from our hobbies and special projects. All of this helps us when we return to school or work.

As you can see, the summary (52 words) is much shorter than the original (166 words). When you do a summary, write the main points in as few words as possible.

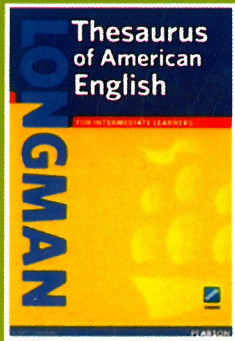
There are three keys to writing a summary:

1. Include the topic sentence and the main points. Leave out unimportant details.
2. Use your own words as much as possible. Do not copy sentences from the original.
3. Do not add any ideas that are not in the original. Do not give your opinion.

Reread the model on page 69. Then write a summary of it.

Writing Tip

When you write a summary, begin with a topic sentence. Use your own words to state the topic and what the writer says about the topic.



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