

Writing

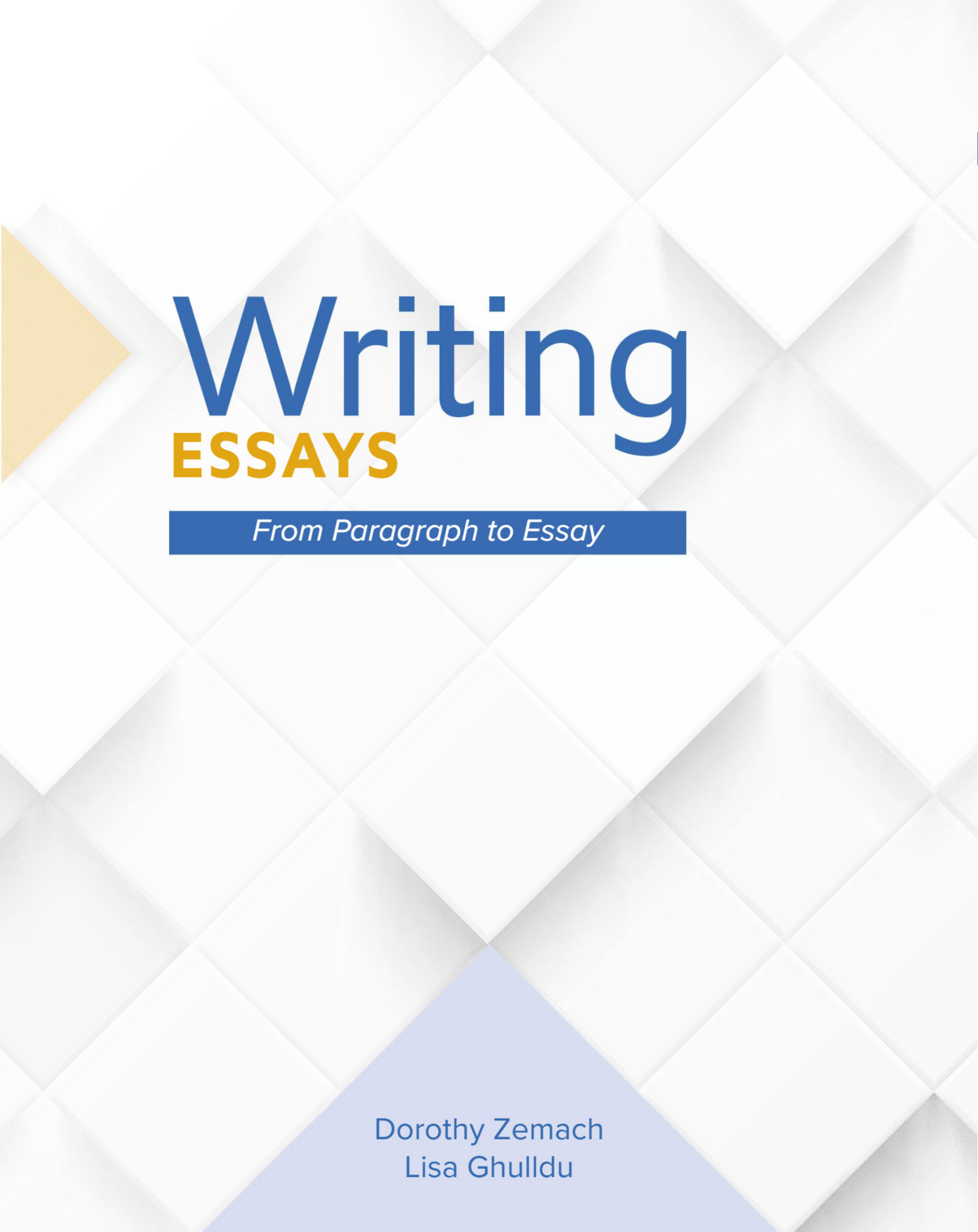
PARAGRAPHS

From Topic to Paragraph



2

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Writing

ESSAYS

From Paragraph to Essay

Dorothy Zemach
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To the Teacher

Non-native English speakers who enroll in a college or university want to develop writing skills that will lead to academic success. This book is a combination text and workbook. Its focused lessons, specific exercises, and ample opportunities for practice are designed to help your students gain confidence in writing academic prose.

This new edition of *Writing Essays* is designed to take university-level students with an intermediate ability in English as a second language from paragraph writing through essay writing. The course combines a process approach to writing (where students work on invention, peer response, editing, and writing multiple drafts) with a pragmatic approach to teaching the basics of writing (with direct instruction on such elements as topic sentences, thesis statements, and outlines).



The Introduction presents process writing to students. The tasks in the main units are graded. Students first work on recognizing and identifying key writing structures from model paragraphs and essays. Then they manipulate the structures in short, manageable tasks. Finally, they apply the structures to their own writing. There are opportunities for students to work independently, with a partner, and with a group. The exercises can be done either in class or as homework. Critical thinking is emphasized, so that students become aware of the impact of their choice of words, sentences, and organizational techniques on the effectiveness of their writing. The focus throughout is on academic writing—the type of writing used in university courses and exams in English-speaking institutions of higher learning.

In Units 1–6, students analyze and write the types of paragraphs that commonly occur in academic contexts. They practice writing topic sentences and concluding sentences, organizing the paragraph coherently, and using appropriate vocabulary, grammar, and transitional devices in the paragraph body. In Unit 7, students write two-paragraph papers, in preparation for longer assignments. In Units 8–11, students apply what they have learned about paragraphs to essay writing. They work on developing and supporting a central thesis, organizing an outline from which to write, and writing effective introductions and conclusions. Unit 12 discusses strategies for timed essay writing, including understanding standard instructions, time-management techniques, and methods for organizing information.

Included in the Student Book are samples of the development of an essay from brainstorming to the final draft. There is also a guide to punctuation and examples of a letter requesting information, a personal essay of the type commonly required in college applications, and a résumé.

The Teacher's Guide supports the instructor by offering teaching suggestions, a discussion of marking and grading writing, ideas for supplemental activities for each unit, and photocopiable exercises and activities.

To the Student

Writing is a very important part of your university study. You will write assignments that may range from one paragraph to several pages long, and will write answers on tests and exams that may be a few sentences long or a complete essay.

Academic writing in English may be different not only from academic writing in your own language, but even from other writing in English. The purpose of this new edition of *Writing Essays* is to help you recognize and produce the sort of writing that you will do for your university courses.

During this course, you will have many opportunities to study and discuss examples of English academic writing. Naturally, you will also have many opportunities to discuss your own academic writing and the writing of your classmates. You will learn how important the reader is to the writer, and how to express clearly and directly what you mean to communicate. We hope that what you learn in this course will help you throughout your academic studies and beyond.

You should come to your writing class every day with energy and a willingness to work and learn. Your instructor and your classmates have much to share with you, and you have much to share with them. By coming to class with your questions, taking chances and trying new ways, and expressing your ideas in another language, you will add not only to your own world but to the world of those around you.

Good luck!

Dorothy Zemach

Lisa Ghulldu

Introduction: Process Writing

In this unit, you will ...

- learn about process writing, the writing method used in most English-speaking university classes.
- learn how to peer edit a classmate's paper.



The writing process

1 These words are important for understanding the writing process. Match each word with the correct definition.

- | | |
|--------------|---|
| a. step | 1. to check a piece of writing for errors |
| b. topic | 2. a group of related sentences |
| c. gather | 3. one thing in a series of things you do |
| d. organize | 4. subject; what the piece of writing is about |
| e. paragraph | 5. to change or correct a piece of writing |
| f. essay | 6. a short piece of writing, at least three paragraphs long |
| g. proofread | 7. to arrange in a clear, logical way |
| h. edit | 8. to find and collect together |

2 Read about the writing process. These are the steps you will practice in this book.

➔ Process writing

When we write, we do more than just put words together to make sentences. Good writers go through several steps to produce a piece of writing.

Pre-writing

STEP ONE: Choose a topic. Before you write, your teacher gives you a specific assignment or some ideas of what to write about. If not, choose your topic yourself.

STEP TWO: Gather ideas. When you have a topic, think about what you will write about that topic.

STEP THREE: Organize. Decide which of the ideas you want to use and where you want to use them. Choose which idea to talk about first, which to talk about next, and which to talk about last.



Drafting

STEP FOUR: Write. Write your paragraph or essay from start to finish. Use your notes about your ideas and organization.



Reviewing and revising

STEP FIVE: Review structure and content. Check what you have written. Read your writing silently to yourself or aloud, perhaps to a friend. Look for places where you can add more information, and check to see if you have any unnecessary information. Ask a classmate to exchange papers with you. Your classmate reads your paper, and you read his or hers. Getting a reader's opinion is a good way to know if your writing is clear and effective. Learning to give opinions about other people's writing also helps you to improve your own.



Rewriting

STEP SIX: Revise structure and content. Use your ideas from step five to re-write your text, making improvements to the structure and content. You might need to explain something more clearly, or add more details. You may even need to change your organization so that your paper is more logical. Together, steps five and six can be called *editing*.

Proofread. Read your paper again. This time, check your spelling and grammar and think about the words you have chosen to use.

Make final corrections. Check that you have corrected the errors you discovered in steps five and six and make any other changes you want to make. Now your text is finished!

Steps five and six can be repeated many times.

Peer editing

➔ What is peer editing?

Showing your work to another student is a very useful way to improve your writing. This is called peer editing. You read your partner's writing and your partner reads yours. You comment on your partner's writing and your partner comments on yours. You might talk together, write comments on a sheet that your instructor gives you, or write directly on your partner's paper.

Here is the first draft of a paragraph from Unit 3 about the writer and his friend. The writer has shown the paragraph to another student, who wrote some comments.

Topic sentence	<i>I don't know the meaning of this idiom.</i> Even when two people <u>get off on the wrong foot</u> , they can still
Developed by example	become good friends. When I was a university student, I lived in the <i>What was his name?</i> dormitory for the first year, with a <u>roommate</u> . I arrived a few days before <i>Did you meet him then?</i> he did. When he first came, <u>he woke me up at 3:00</u> in the morning making <i>How did you know he was cooking?</i> a lot of noise. <u>He was cooking dinner! When I</u> got up in the morning to <i>How did you feel about that?</i> make myself breakfast, <u>I found his dirty dishes</u> left on the counters and in <i>Explain how you noticed this</i> the sink. However, <u>later</u> , he was very nice. He apologized for leaving a <i>but why did he arrive so late?</i> mess, and explained that he <u>was hungry when he arrived and very sleepy</u> .
Conclusion	After that, he was always good about washing his dishes. He was in two <i>good example</i> of my classes, and we often studied together. We're not roommates anymore, but we are still friends.

3

Look at the handwritten comments on the paragraph above, and answer these questions with a partner.

- Why do you think the peer editor sometimes wrote questions instead of statements? For example, why did she write "What was his name?" instead of "Tell me his name"?
- Why do you think the peer editor marked the topic sentence and the concluding sentence?
- The peer editor didn't understand a phrase in the topic sentence. Do you think the writer should change that sentence? Why or why not?

➡ Why do writers use peer editing?

There are two reasons for peer editing. The first is to get a reader's opinion about your writing. A reader can tell you that ...

- you should add more details or explanation.
- something is not organized clearly.
- you have some information that is not relevant.
- there is something that is hard to understand.

These comments will help you write your next draft. Remember that suggestions from a peer editor are just suggestions. You don't have to make every change that is suggested. However, you should think about all of the comments that you receive.

The second reason to share writing with others is for you to read more examples of writing. Other people will have had experiences that you haven't. They may show you fresh ways of writing about experiences. Reading their paragraphs and essays can give you good ideas to use yourself in the future.

➡ How do I peer edit?

- Read your partner's paper several times. The first time, just read from the beginning through to the end. Ask yourself, "What is it about? What is the writer's purpose?"
- On your second reading, go more slowly and look at specific parts of the writing and make notes.
- Look for topic sentences and concluding sentences.
- Note places where you have trouble understanding something, where there seems to be unnecessary information, or where there is not enough information.
- Let the writer know which parts of the paper are especially strong or interesting.
- Ask questions. This is a good way to let the writer know where he or she could add more information.
- Circle or underline words, phrases, and sentences that you wish to comment on.
- Don't look for grammar or spelling mistakes. Pay attention just to the content and organization of the paper.

Giving constructive suggestions

- 4** For each pair of sentences, check (✓) the one that you feel would be most helpful to the writer. Share your answers with a partner, and explain your choices.

- a. ☐ This is a weak topic sentence.
☐ Can you make this topic sentence stronger?
- b. ☐ Did you remember a concluding sentence?
☐ Why didn't you write a concluding sentence?
- c. ☐ You didn't write enough.
☐ Please explain more about your vacation. Where did you stay?
What did you do during the day?
- d. ☐ I'm not sure what this part means.
☐ This must be wrong. I can't understand it.
- e. ☐ I think this sentence should come before the next one.
☐ Your organization is pretty bad. You'd better change it.
- f. ☐ Why do you keep saying the same thing over and over again?
☐ I think these two sentences are really saying the same thing.
- g. ☐ I can't understand why you're talking about your sister.
☐ Your paragraph is about your brother, but this sentence is about your sister.
Are you sure it's relevant?
- h. ☐ This is a good paragraph. Nice job! I wish I could write as well as you.
☐ I like your topic sentence because it has a strong main idea. Your example is funny.
I wish I could meet your brother!

Put it together

A Complete this chart, summarizing the steps of the writing process.

Pre-writing

STEP ONE: Choose a _____

STEP TWO: Gather _____

STEP THREE: Decide _____

Drafting

STEP FOUR: Write _____

Reviewing and revising

STEP FIVE: Check _____

Rewriting

STEP SIX:
May need to ... ■ explain _____

■ add _____

■ change _____

Steps _____ and _____ may be _____ many times.

1 Pre-Writing: Getting Ready to Write

In this unit, you will learn how to ...

- choose and narrow a topic.
- gather ideas.
- edit ideas.

➡ What is pre-writing?

Before you begin writing, you decide what you are going to write about. Then you plan what you are going to write. This process is called *pre-writing*.



Choosing and narrowing a topic

➡ How to choose a topic for a paragraph

A paragraph is a group of five to ten sentences that give information about a topic. Before you write, you must choose a topic for your paragraph.

- Choose a topic that isn't too narrow (limited, brief). A narrow topic will not have enough ideas to write about. The ages of my brothers and sisters is too narrow. You can't write very much about it.
- Choose a topic that isn't too broad (general). A broad topic will have too many ideas for just one paragraph. Most paragraphs are five to ten sentences long. Schools is too general. There are thousands of things you could say about it.

A student could narrow this topic by choosing one aspect of schools to discuss.

schools ➡ high schools in my country
popular school clubs
university entrance exams

1 Choose three topics from this list. Narrow each of the three down to a paragraph topic. Then compare with a partner.

- a. holidays
- b. friends
- c. my country
- d. exercise
- e. cars

Brainstorming

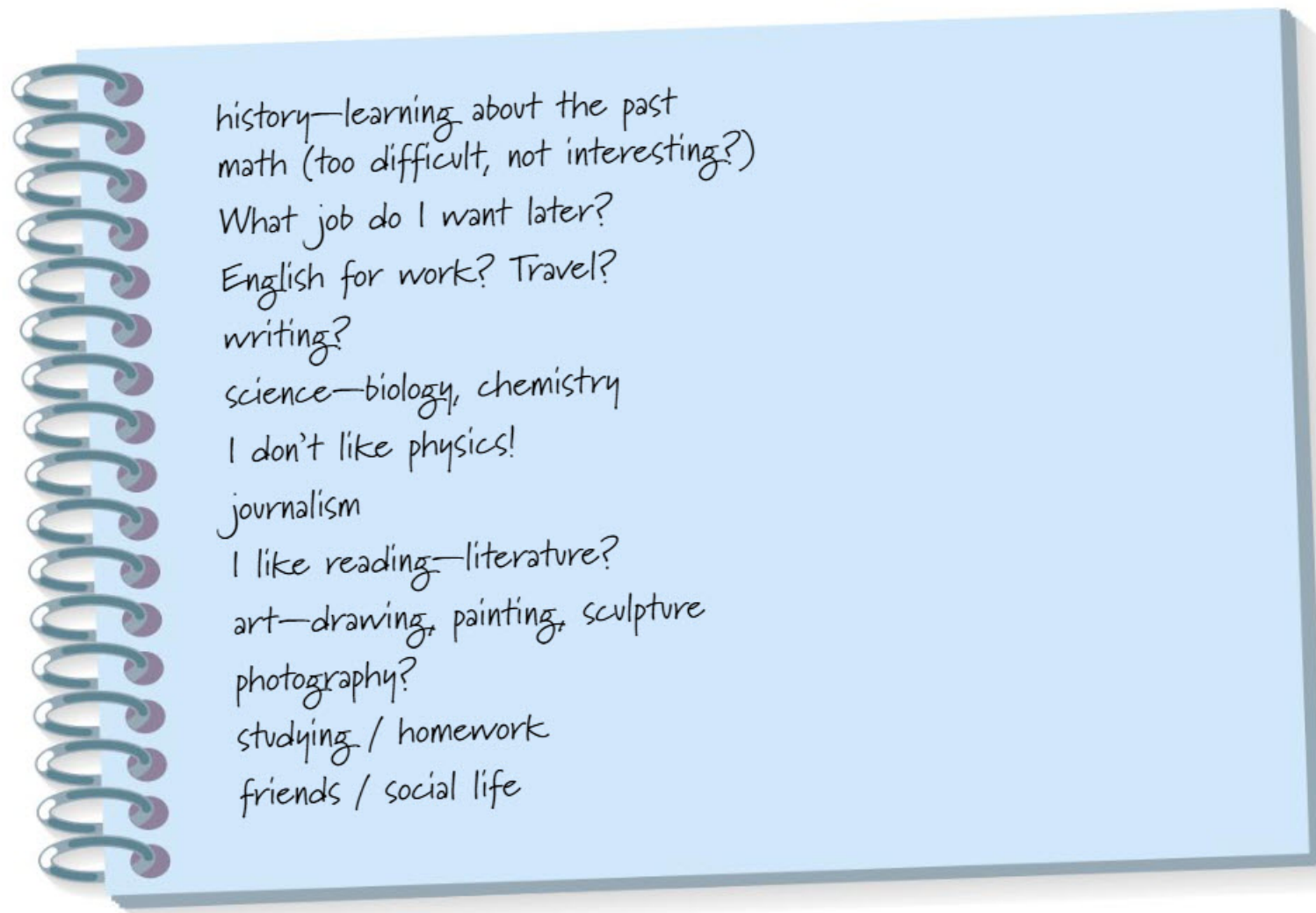
➔ What is brainstorming?

Brainstorming is a way of gathering ideas about a topic. Think of a storm: thousands of drops of rain, all coming down together. Now, imagine thousands of ideas “raining” down onto your paper! When you brainstorm, write down every idea that comes to you. Don’t worry now about whether the ideas are good or silly, useful or not. You can decide that later. Right now, you are gathering as many ideas as you can.

You will learn three types of brainstorming in this unit: *making a list*, *freewriting*, and *mapping*.

➔ Making a list

Write single words, phrases, or sentences that are connected to your topic. Look at this list a student made when brainstorming ideas to write about her topic, “What should I study at university?”



2 Work with a partner or small group. Choose one of these topics. List as many ideas as you can in five minutes.

- a. teenage fashions
- b. social networking
- c. video games

3 Work alone. Choose a topic from exercise 1 on page 8, and list as many ideas as you can in five minutes.

➔ Freewriting

When you freewrite, you write whatever comes into your head about your topic, without stopping. Most freewriting exercises are short—just five or ten minutes.

Freewriting helps you practice *fluency* (writing quickly and easily). When you freewrite, you do not need to worry about *accuracy* (having correct grammar and spelling). Don't check your dictionary when you freewrite. Don't stop if you make a mistake. Just keep writing!

Here is an example of a student's freewriting:

There are too so many subjects to study at university, it is difficult to choose one for my major. I've always made good grades in math, but I don't like it very much. I don't like ~~physical~~ physics or any science very much. Writing—I've always liked writing. Would journalism be a good course to take? Newspapers have pictures, too, so maybe photography would be good. I'm ~~maybe~~ definitely looking forward to meeting new friends at university. And what about reading? Reading is a part of any course, but literature includes a lot of reading and it probably includes a lot of writing, too.

Notice how the writer's ideas jump around. When she makes a mistake, she just crosses it out and continues writing. One thought (*writing*) leads to another (*journalism*), and then to another (*photography*). There are some details that are not exactly about her topic (*looking forward to meeting new friends*), but that's OK in freewriting. You want to get as many ideas on paper as you can. You can take out unnecessary words and sentences later.

4

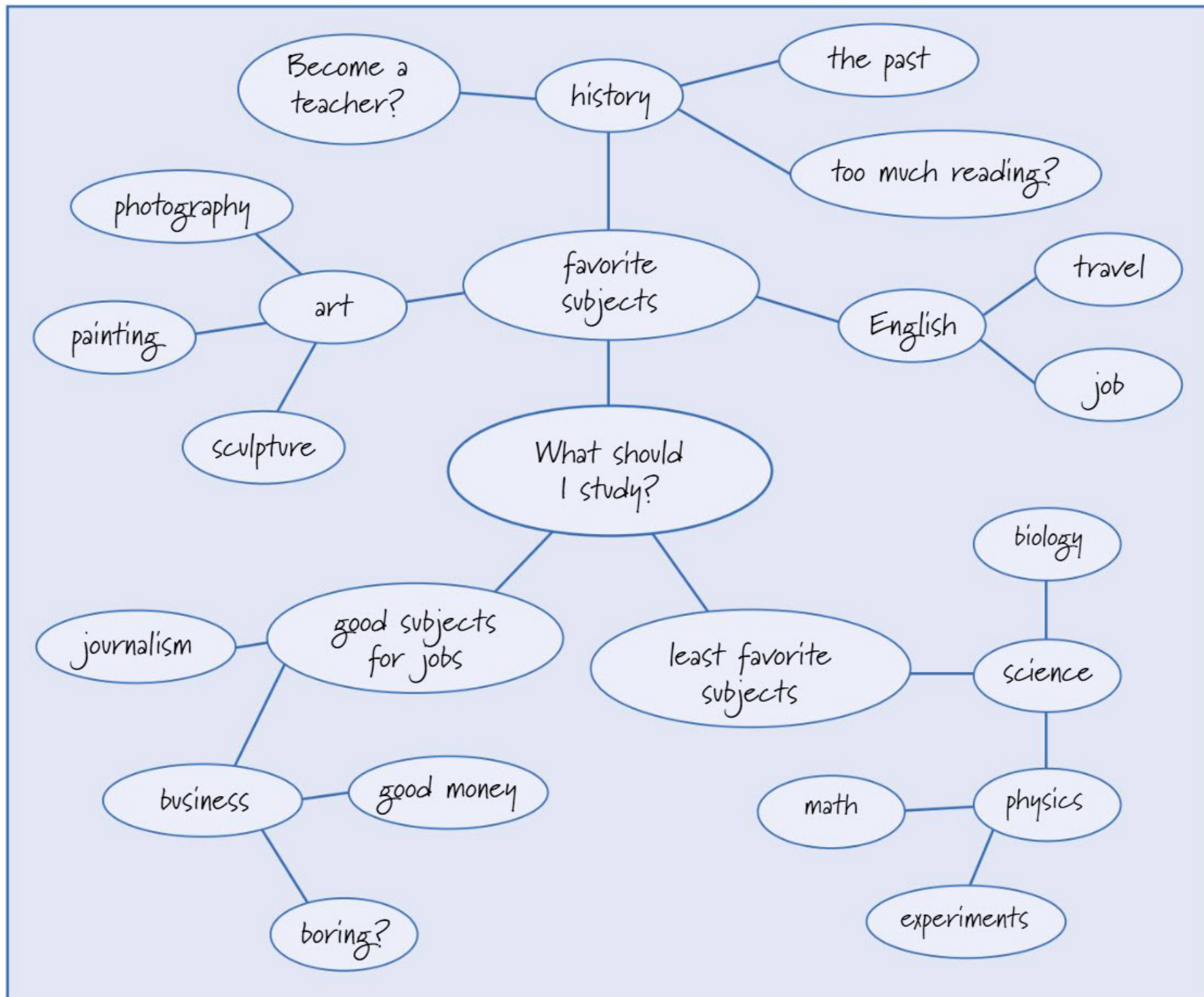
Choose one of the narrowed topics you thought of for exercise 1 on page 8. Practice freewriting for five minutes. Remember, do not stop, erase, or go back. Just write as much as you can.



➔ Mapping

To make a map, use a whole sheet of paper, and write your topic in the middle, with a circle around it. Then put the next idea in a circle above or below your topic, and connect the circles with lines. The lines show that the two ideas are related.

The example below shows a map of “What should I study at university?” The writer connected *favorite subjects* to the main idea. *Art* and *English* are connected to *favorite subjects* to show that they are related.



- 5** Choose another narrowed topic you thought of for exercise 1 on page 8. Make a map in five minutes. Share your map with a partner. Explain how the circles are related to each other.

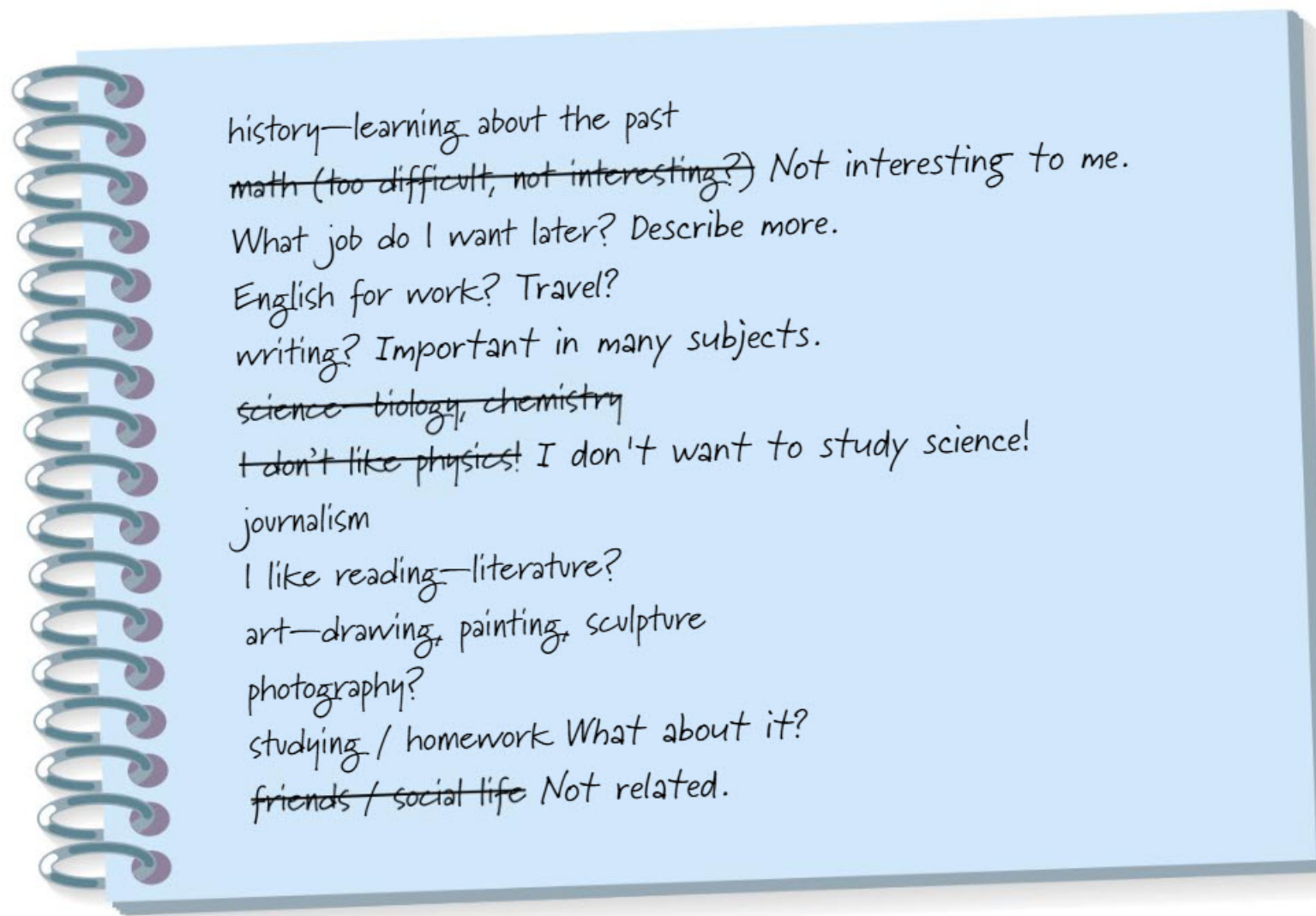
➔ What's the best way to brainstorm?

There is no best method of brainstorming. Some writers like to use lists because they don't have to write complete sentences. Some writers like freewriting because they can write quickly and ideas come easily. Some writers prefer mapping because they can easily see the relationship between ideas. Experiment with all three methods, and then choose the one that works best for you.

Editing

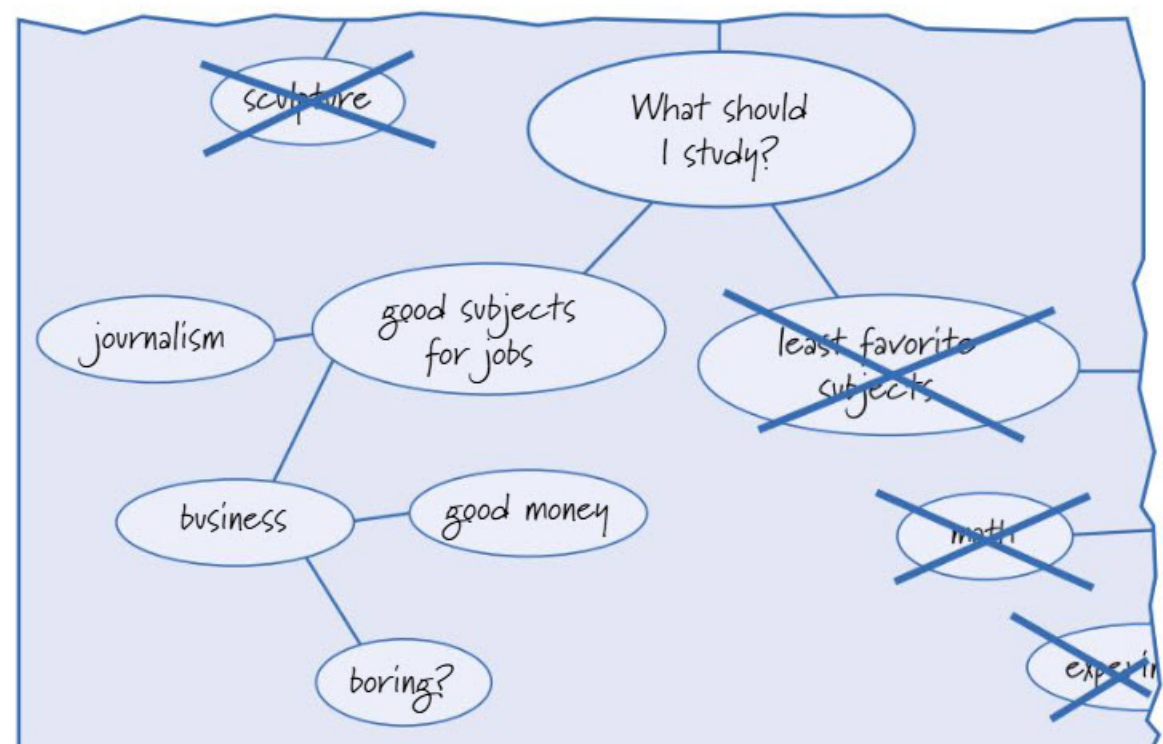
➔ How to edit

After you have gathered plenty of ideas, you will need to go back and edit them. This is the time to choose which ideas are the most interesting, and which are the most *relevant to* (important or necessary for) your topic. Of course, you can still add new ideas if you think of something else while you are re-reading your list. For example, the student writing “What should I study at university?” edited her list like this:



To edit freewriting, cross out sentences or parts of sentences that aren't related. You can add more ideas in the margin or add more sentences at the bottom.

To edit a map, cross out circles that don't belong, and add new ones if you get more ideas. You might also change the lines you have drawn.

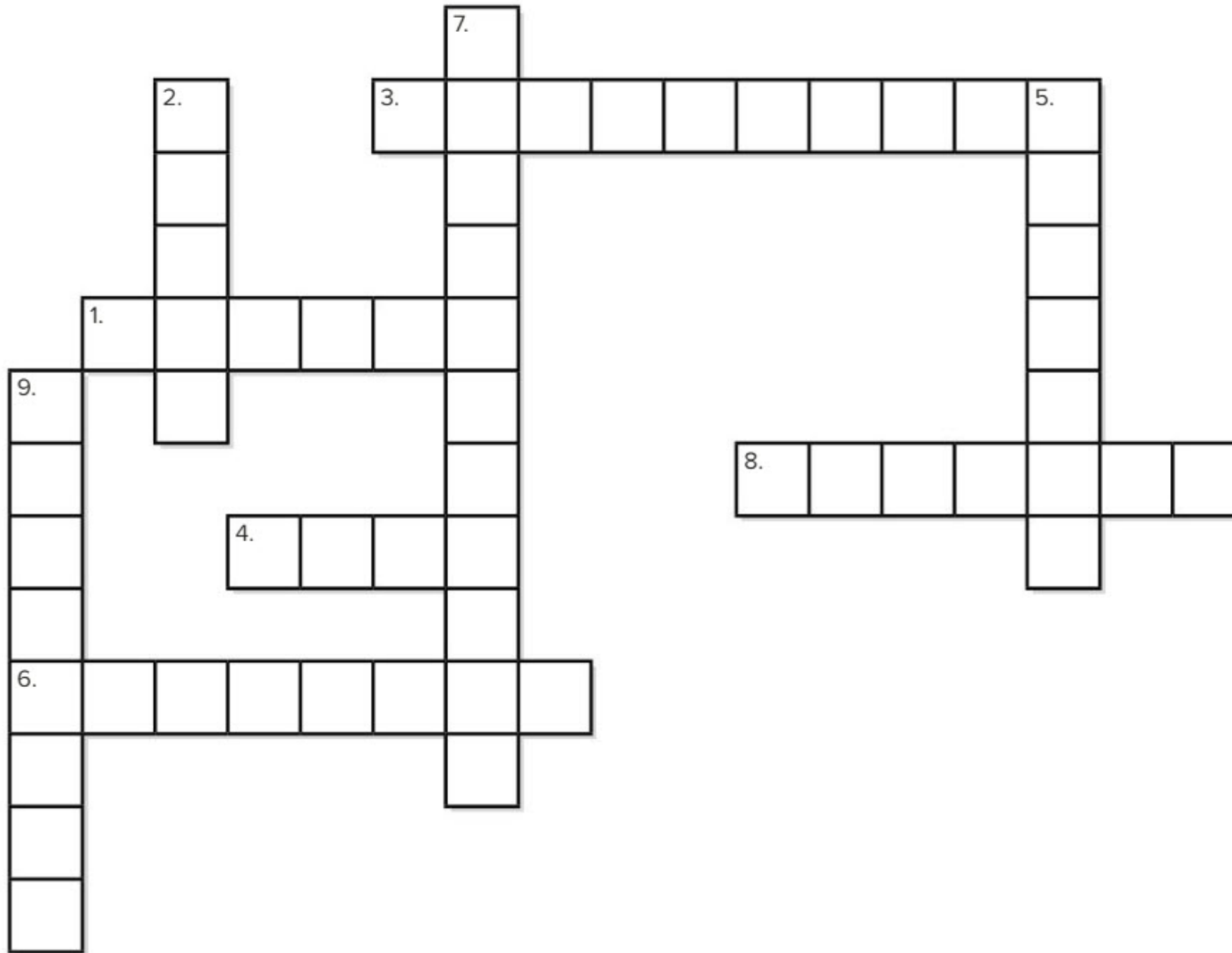


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Look at the list you made in exercise 3 on page 9, the freewriting you did in exercise 4 on page 10, or the map you made in exercise 5 on page 11. Edit your brainstorming. Show your work to a partner. Explain how you edited your brainstorming.

Put it together

A Complete the crossword puzzle.



Each paragraph has only one topic. If the topic is too ¹. n____, you will not be able to write enough about it. On the other hand, if the topic is too ². b____, you will have too many ideas for just one paragraph.

After you choose a topic, you will need to ³. b____ some ideas to write about in your paragraph. One way to do this is to make a ⁴. l____. Another way of brainstorming is ⁵. m____. After you have written down many ideas, you can go back and decide which ones are the most interesting and the most ⁶. r____ to your topic.

⁷. F____ is a useful way to help you write more easily and naturally. In this kind of writing, you are working on ⁸. f____, and not ⁹. a____.

B Look again at the note about brainstorming at the top of page 9. Brainstorm a list of pros (good things) and cons (bad things) about each of the three methods of brainstorming.

2 The Structure of a Paragraph

In this unit, you will learn ...

- the definition of a paragraph.
- the parts of a paragraph.
- how to identify and write topic sentences.

➔ What is a paragraph?

As you learned in Unit 1, a paragraph is a group of sentences about a single *topic*. Together, the sentences of the paragraph explain the writer's *main idea* (most important idea) about the topic. In academic writing, a paragraph is often between five and ten sentences long, but it can be longer or shorter, depending on the topic. The first sentence of a paragraph is usually indented (moved in) a few spaces.

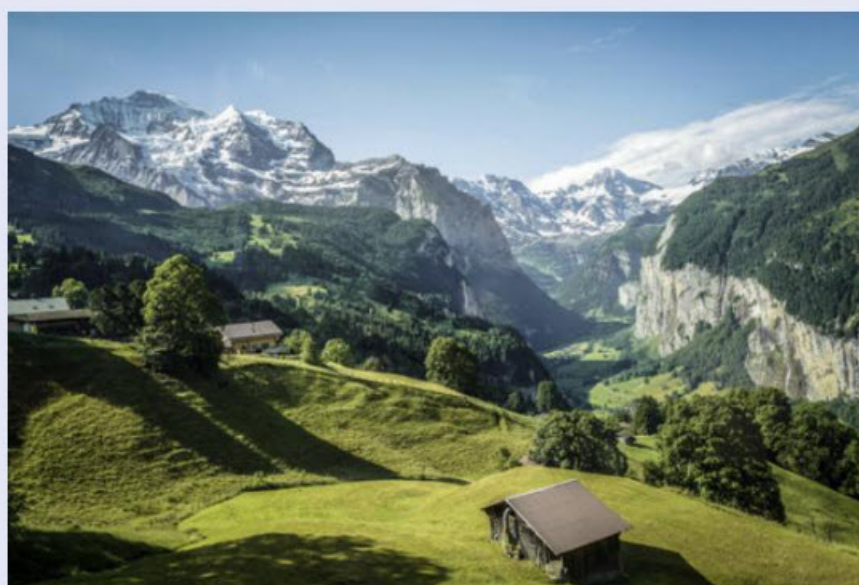
Understanding a paragraph

- 1 Read this paragraph. It is the beginning of an article about Switzerland in a student newspaper. Then answer the questions.

Switzerland—Something Interesting at Every Turn

By Ken Jones

If you dream of traveling to a country with beautiful mountains, delicious food, wonderful places to go sight-seeing, and polite people, you should visit Switzerland. If you look at the map, the first thing you notice is that Switzerland has many mountains, including some of the highest in Europe. Climbing or skiing down the mountains is great fun. Another thing you will notice is that Switzerland shares its borders with five different countries: France, Germany, Italy, Austria, and Lichtenstein. In fact, there are four official languages in Switzerland: German, French, Italian, and Romansch. All these groups of people make Swiss culture very interesting. Finally, Switzerland has many cities and interesting places to visit. Cities such as Bern have modern buildings like the Paul Klee Zentrum, yet the traditional alpine refuges in the mountains show that the country's old traditions are still alive. All the people, places, and things to see make Switzerland a great place for a holiday.



a. What is the topic of the paragraph?

b. What is the main idea about the topic?

c. What ideas help explain the main idea?

Paragraph organization

➔ What makes a paragraph?

A paragraph has three basic parts:

1. The topic sentence. This is the main idea of the paragraph. It is usually the first sentence of the paragraph, and it is the most general sentence of the paragraph.

2. The supporting sentences.

These are sentences that talk about or explain the topic sentence. They are more detailed ideas that follow the topic sentence.

3. The concluding sentence. This may be found as the last sentence of a paragraph. It can finish a paragraph by repeating the main idea or just giving a final comment about the topic.



- 2 Read the paragraph about Switzerland in exercise 1 on page 14 again. Circle the topic sentence, put one line under the supporting sentences, and put two lines under the concluding sentence.

- 3 Put a check (✓) next to the group of sentences that makes a good paragraph. Why are the other groups of sentences not good paragraphs?

a. ☐

Many people suffer from insomnia, which is the inability to fall asleep or stay asleep. There are several causes of insomnia. One of the main causes is stress. When people feel stressed or nervous about their work, for example, they may not be able to fall asleep for many hours or they may wake up during the night and not be able to fall asleep again. When people do not have enough sleep, it can affect their mood, making them irritable or depressed. Insomnia can also have a negative effect on concentration and job performance. Therefore, finding help for insomnia is very important for people who suffer from it.

b. ☐

Classes in literature are useful no matter what job you intend to have when you finish university. Books are about life. People who study literature learn the skill of reading carefully and understanding characters, situations, and relationships. This kind of understanding can be useful to teachers and business people alike. Literature classes also require a lot of writing, so they help students develop the skill of clear communication. Of course, a professional writer needs to have this skill, but it is an equally important skill for an engineer. Finally, reading literature helps develop an understanding of many different points of view. Reading a novel by a Russian author, for example, will help a reader learn more about Russian culture. For anyone whose job may bring them into contact with Russian colleagues, this insight can help encourage better cross-cultural understanding. Studying literature is studying life, so it is relevant to almost any job you can think of.

c. ☐

One good way to learn another language is to live in a country where that language is used. When you live in another country, the language is around you all the time, so you can learn to listen to and speak it more easily.

The topic and the main idea

➔ The topic sentence ...

- usually comes first in a paragraph.
- gives the writer's main idea or opinion about the topic and helps the reader understand what the paragraph is going to talk about.

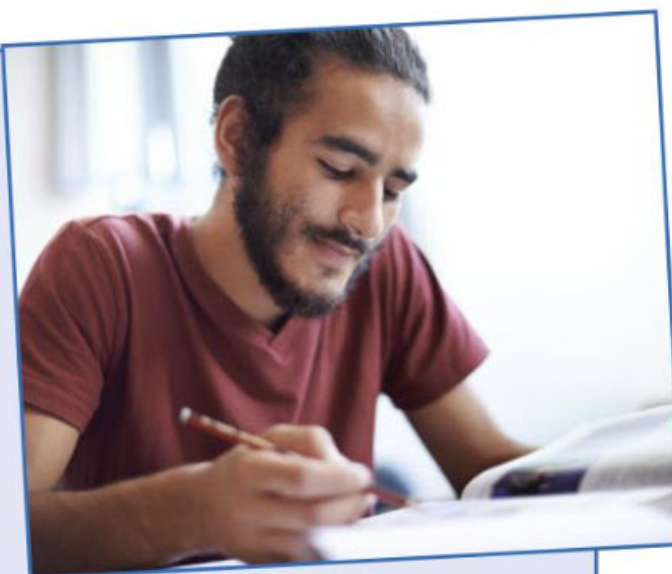
4 Circle the topic of the sentence. Underline the main idea about the topic.

- (Switzerland) is a very interesting country to visit.
- One cause of insomnia is stress.
- A reference librarian is a great help to university students.
- Learning a second language creates job opportunities.
- Watching and playing sports can both be good forms of relaxation.
- One of the most valuable skills for high school students to learn is computer coding.
- People with different personalities may find it difficult to live together.
- The summer season is a good time for travel.
- There are several advantages to living in a larger city.

5 For each of these paragraphs, choose the sentence from the list below that would make the best topic sentence.

a.

_____ When Ken wanted to enter a good university, he studied hard to pass the examination. The first time he took the exam, he did not do well, and he felt very discouraged. But he knew he wanted to study at that university, so he studied more. The next year, he tried taking the exam again. The second time, he did very well, and now he is studying engineering. I believe Ken is a good role model for me, and he has taught me that never giving up is the best way to succeed.



1. One of my closest friends, named Ken, is a person I can trust.
2. My friend Ken is a very successful student.
3. I admire my friend Ken because he doesn't give up.

b.

Many children begin learning to play soccer when they are very young. You often can see them playing at school or in the streets around their houses. In high school, students may play soccer on a team and compete in tournaments. If a player is very good, he might go on to play for a professional team. People in my country love to watch soccer on television and also go to the games whenever they can. Many people have a favorite team or player, and everyone loves to talk about matches and competitions. Soccer is really like a national sport in my country.



1. I love to play soccer, and I hope I can become a professional player one day.
2. There are many popular sports in my country, but the most popular sport is soccer.
3. Soccer is a difficult sport to learn to play well.

6 Write a topic sentence for three of these topics.

- a. A benefit of doing physical exercise
- b. A popular holiday or celebration
- c. A healthy food to eat
- d. The importance of good communication skills
- e. Playing a musical instrument

topic: _____

topic: _____

topic: _____

Put it together

- A** These sentences are mixed up parts of one paragraph. Number the parts in order: 1. topic sentence, 2. supporting sentences, and 3. concluding sentence.

What should I study at university?

- a. _____ *It wasn't an easy decision, but for the reasons listed above, I have decided to study journalism.*
- b. _____ *It can be difficult to choose a subject to study in college because there are so many choices, but by considering my skills and interests, I have decided to study journalism.*
- c. _____ *I have always enjoyed writing, so it is sensible to choose a major that involves writing. When I begin working, I would like to have the opportunity to travel, and travel is often an important part of a journalist's job. Finally, I am also interested in photography, and pictures are very important in journalism.*

concluding sentence
supporting sentences

indented
topic

main idea
topic sentence

paragraph

- B** Use words or phrases in the box to complete the sentences.

- a. The is usually the first sentence in a It gives the and the
- b. The first sentence of a paragraph should be
- c. The come after the topic sentence, and they explain the topic sentence.
- d. The comes at the end of a paragraph.

3 The Development of a Paragraph

In this unit, you will learn ...

- methods of paragraph support and development.
- how to write concluding sentences.

➔ Paragraph development

After you have chosen a topic and written a topic sentence, you develop your main idea by adding more information to explain what you mean. This unit will explain three common ways to develop a paragraph: giving details, giving an explanation, and giving an example.

Details

- 1 Details are specific points that tell more about a general statement. Read this article from a sports website. Notice the details that help develop the paragraph.



Ultramarathons

What do you know about one of the fastest growing extreme sports? Ultramarathons are a type of race that are longer than a marathon (26.2 miles, or about 42.2 kilometers) and often involve extreme conditions. There are two main types of ultramarathons: those that are certain distance, and those that take up a certain amount of time. The distance ultramarathons can cover 50 miles (80.2 km), 100 miles (161 km), 200 miles (322 km)... even 1000 (1600 km)! Races by time can last for many hours, anywhere from 3 to 24, or for 3, 5, or 10 days. That's a lot of running! In addition, many ultramarathons are run at high altitudes, over rough trails, or in very hot or very cold weather. They are popular with both male and female athletes from all around the world.

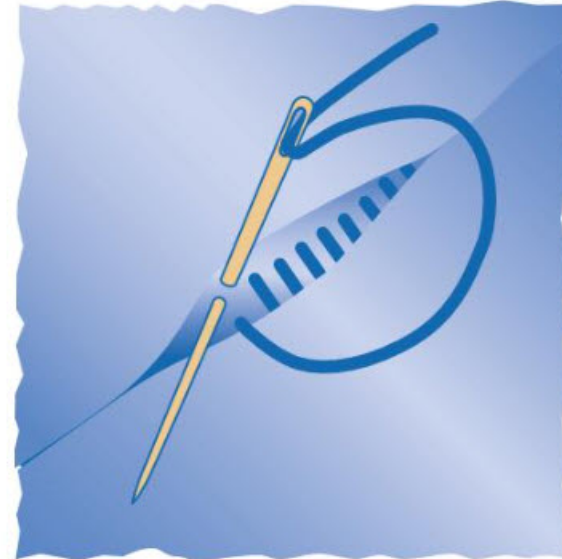
- 2 In the paragraph above, underline the topic sentence. Below, list the details used to support the topic sentence. Compare your answers with a partner.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

Explanation

- 3** An explanation tells what something means or how something works. In this paragraph, underline the topic sentence. Then answer the questions.

"A stitch in time saves nine." My mother, who likes to sew, used this simple saying to teach me the value of working on problems when they are still small. Originally, the saying referred to sewing—if you have a small hole in a shirt, you can repair it with one stitch. But if you wait, the hole will get larger, and it will take you nine stitches. This simple sentence reminds me to take care of small problems before they become big problems.



- a. What is the writer trying to explain? _____
- b. Is she successful? Do you understand the explanation? yes / no

Example

- 4** An example is a specific person, place, thing, or event that supports an idea or statement. This paragraph includes an example from the writer's own experience. Underline the topic sentence.

Even when two people get off on the wrong foot, they can become good friends. When I was a university student, I lived in the dormitory for the first year, with a roommate. I arrived a few days before he did. When he first came, he woke me up at 3:00 in the morning making a lot of noise. He was cooking dinner! When I got up in the morning to make myself breakfast, I found his dirty dishes left on the counters and in the sink. I was very annoyed. However, when I met him later that afternoon, he was very nice. He apologized for leaving a mess, and explained that he had had some trouble with his airplane flights and had been traveling for a long time. He was hungry when he arrived and very sleepy. After that, he was always good about washing his dishes. He was in two of my classes, and we often studied together. We're not roommates anymore, but we are still friends.

- 5** Why do you think the writer chose to use an example to develop the paragraph in exercise 4 above? Write your reason here, and then compare with a partner.

- 6** Check the peer editing comments for this paragraph on page 4. Which comments did the writer accept?

Describing a process

7

A process paragraph is a description of how something works or how something is done. It explains the steps you need to follow to complete an activity. Read the following science experiment and do the exercises below.

Evaporation is the process of changing from a liquid to a vapor. A simple experiment can be done to learn more about how evaporation works. First, collect the necessary supplies to complete the experiment: one sheet of black construction paper, a small paint brush, a small cup of water, and a watch with a second hand. Next, place the paper on a dry, flat surface in the shade. Now wet the paint brush in the water and dab a drop of water onto the black paper. Immediately after wetting the paper, begin timing how long it takes for the water stain to dry up, or evaporate. When the water has dried, write the time down. At this point, begin the same experiment again by completing all of the steps, except that the paper should be placed under direct sunlight, or some type of heat source. Time how long the water takes to evaporate again. Finally, compare the two times, and answer the following questions: Where did the water go? Did a heat source, such as sunlight, make the water evaporate more slowly or more quickly? Why? By completing this simple experiment, it is possible to easily learn about the process of evaporation.

- a. Underline the topic sentence and the concluding sentence of the paragraph.
- b. List the steps for completing the experiment in the order you find them.
 1. Collect the necessary supplies to complete the experiment.
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____
 7. _____
- c. How are the steps in the paragraph connected together? What words do you see that help show the sequence to follow? Underline them.

Connectors

➔ What are connectors?

Connectors are words and phrases that help tie sentences together in a paragraph. They show the relationships between the ideas in a paragraph. They are not used between every sentence, but are used often enough to make the order clear. Here are some common connectors that show time order or the order of steps:

first, second, third, etc.	finally, at last	until
next	the last step	as
then	before, prior to	
after, after that	while	
now, at this point	when	

- 8** Choose appropriate connectors to connect the steps in this paragraph about preparing for a trip.

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Planning a vacation abroad? Here are some suggestions to make your trip successful.

a. _____, find out if you need a visa for the country that you want to visit. Make sure you have enough time to apply for it b. _____ you buy your ticket. c. _____ you've found out about visas, you should research airfares and schedules. d. _____, look for the best flight for you. Remember, the cheapest flight may stop over in several cities and reduce the amount of time you have to spend at your destination. You might want to fly direct. e. _____ you're researching flights, you can also ask your travel agent about getting a good deal on a hotel. It's a good idea to book your flight and hotel early if you're sure of your destination. If you haven't already done it, the f. _____ step is to learn about places to visit, the weather, the food, and other details about the country. The Internet can be a very useful source of information. g. _____, on the day of your flight, make sure you go to the airport at least two hours before your flight. Now you are ready to start enjoying your vacation!



Ordering sentences

9

Order the steps to form a process paragraph. Write 1 next to the first step, 2 for the second step, and so on.

Introduction to linguistics: language-learning research project

Conduct an experiment to find out whether learners of English use English more correctly on a written test or in informal conversation.

- a. _____ Next, make a written test that checks the grammar point you are researching. This could be a fill-in-the-blanks test, a correct-the-errors test, or another style. It should have at least ten questions, but it should not be too long.
- b. _____ After giving the written test, interview each learner individually for about ten minutes. Try to make the interviews informal and friendly. Be sure to ask questions that will encourage learners to use the grammar point you are researching. Record the interviews. (Ask for learners' permission first!)
- c. _____ After you have counted the errors, calculate the score as a percentage. Do this for the written test and the spoken interview.
- d. _____ Next, read the tests and listen to the recordings. Make a note of how many times your chosen grammar point was used, and how many times it was used incorrectly. Do this for both the written test and the recorded conversation.
- e. _____ Third, find about ten intermediate-level English learners who will agree to take your test. Arrange a time to give the test to each learner.
- f. _____ Finally, prepare two graphs to compare your results. Did learners make more mistakes on the written test or while they were speaking?
- g. _____ First, choose a common English grammar point you would like to use in your research. Ask your teacher for a suggestion if you need help

Choosing a means of support

- 10** Would you develop each of these topics with details, an explanation, an example, or a process? Explain your choices to a partner. (More than one answer is possible.)
- what loyalty means to me
 - an unusual vacation
 - weddings in my country
 - why I don't like to swim
 - how to ace a job interview
- 11** Develop your own paragraph. Look back at the topic sentences you wrote in Unit 2, exercise 6 on page 18. Follow these steps.
- Step one:** Choose one that you would like to develop into a paragraph.
- Step two:** Brainstorm some ideas using any method you like.
- Step three:** Develop your paragraph with supporting sentences.
- Step four:** Exchange paragraphs with a partner. Say what kind of support your partner used. Could your partner tell what kind of support you used?

Concluding sentences

➔ How to end a paragraph

The final sentence of a paragraph is called the concluding sentence. It sums up the main points or restates the main idea in a different way. A sentence that sums up the paragraph reminds the reader of what the writer's main idea and supporting points were. A sentence that restates the main idea should give the same information in a slightly different way, perhaps by using different words or by using different word order. A concluding sentence should not introduce a new point.

- 12** Read the example paragraphs in exercises 3 and 4 on page 21 again. Underline the concluding sentences. Do the concluding sentences sum up the information in the paragraph or restate the main idea?
- 13** Work with a partner. Take turns reading these paragraphs aloud. Is the main idea developed by details, an explanation, or an example? Is there a concluding sentence? Circle yes or no. If there is no concluding sentence, write one with your partner.

Even simple study habits can improve your grades. In college, I learned how important it is to get enough sleep. When you are well-rested, it is easier to learn. Research shows that when people don't get enough sleep, their memories aren't as effective. If students are really tired, they might even fall asleep in class! It's easy to see how getting enough sleep can improve your performance in school.

- a. means of support: _____
- concluding sentence? yes / no _____