

2

Longman Academic Writing Series

www.ZabanBook.com
زبان بوک

THIRD EDITION

PARAGRAPHS



Ann Hogue

ALWAYS LEARNING

PEARSON

2 Longman Academic Writing Series

THIRD EDITION PARAGRAPHS

Ann Hogue
with Jennifer Bixby

CONTENTS

<i>To the Teacher</i>	ix
<i>Acknowledgments</i>	x
<i>Chapter Overview</i>	xi

Chapter 1 Describing People	1
Introduction	2
Prewriting	2
Asking Questions and Taking Notes.....	2
Organization	4
Looking at the Models.....	5
Looking at Vocabulary: Descriptive Adjectives	6
Formatting the Page	8
Grammar and Mechanics	14
Sentences.....	14
Capitalization	18
Sentence Structure	20
Simple Sentences	20
Sentence Combining	24
Applying Vocabulary: Using Descriptive Adjectives	26
The Writing Process	27
Writing Assignment: A Paragraph about a Family Member	31
Self-Assessment	32
Expansion	33
Timed Writing: A Paragraph about Someone You Admire	33
Your Journal	33

Chapter 2 Listing-Order Paragraphs	34
Introduction	35
Prewriting	35
Clustering	35
Listing-Order Paragraphs	37
Looking at the Model	38
Looking at Vocabulary: Intensifiers	38
Organization	40
The Topic Sentence	40
Supporting Sentences	47
Listing-Order Transition Signals	49
The Concluding Sentence.....	52
Outlining: Creating an Outline from a Cluster	56
Sentence Structure	58
Compound Sentences.....	58
Coordinating Conjunctions: <i>And, But, Or, and So</i>	61
Common Sentence Errors: Run-ons and Comma Splices	64
Applying Vocabulary: Using Intensifiers	66
Writing Assignment: A Paragraph about a Career	67
Self-Assessment	68
Expansion	69
Timed Writing: A Paragraph about a Boss	69
Your Journal	69
Chapter 3 Giving Instructions	70
Introduction	71
Prewriting	71
Listing	71
“How-To” Paragraphs	73
Looking at the Model	74
Looking at Vocabulary: Descriptive Adverbs	75

CHAPTER OVERVIEW

Longman Academic Writing Series, Level 2, Paragraphs offers a carefully structured approach to high-beginning academic writing. It features instruction on paragraph organization, sentence structure, grammar, mechanics, and the writing process.

NEW!

Four-color design makes the lessons even more engaging.

CHAPTER 5 **STATING REASONS AND USING EXAMPLES**

OBJECTIVES

Writers need certain skills. In this chapter, you will learn to:

- Use listing and outlining to brainstorm and organize ideas
- Develop a paragraph with reasons and examples
- Write effective conclusion sentences
- Use complex sentences with reason and condition clauses
- Apply more rules of capitalization and comma usage
- Write, revise, and edit a paragraph with reasons and examples



Costa Rica is a great place to spend a semester doing research for a number of reasons. Can you think of some?

136

NEW!

Chapter objectives provide clear goals for instruction.

Prewriting sections introduce students to such techniques as clustering, freewriting, listing, and outlining.

INTRODUCTION

You learned in Chapter 1 that a paragraph is a group of sentences about one topic. A paragraph should have three main parts: a topic sentence, supporting sentences (the body), and a concluding sentence.

In this chapter, you will study each of these parts in more detail. You will also work with and then write paragraphs that use an organization pattern known as listing order. Then you will learn about compound sentences to help you combine your ideas more effectively.

To help you get ideas for your paragraphs, you will first do some prewriting.

PRE-WRITING

There are many different prewriting techniques that you can use to get ideas to write about. In this chapter you will use clustering.

CLUSTERING

Clustering is a prewriting technique that allows you to brainstorm and develop your ideas with the help of a diagram called a cluster. Here is how to do it.

Begin by writing your topic in the middle of your paper. Draw a circle around it. Then think of ideas related to the topic. Write words or short phrases in circles around the topic and connect them with lines to the main circle. Write down every idea that comes into your mind. Don't stop to worry if an idea is a good one or not.

CLUSTER 1



Listing-Order Paragraphs 35

LOOKING AT THE MODEL

The writing model describes a lecture hall at a community college. As you read, notice how the writer carefully moves his focus from one location to another around the room.

Work with a partner or in a small group. Read the model. Then answer the questions.

Writing Model

The New Lecture Hall

Our community college's beautiful new lecture hall is spacious, modern, and comfortable. On the front wall, there is a large white screen. Instructors can use this for projecting overhead transparencies, slide shows, and audiovisual presentations. Behind the screen, there is a huge whiteboard. To the left of the screen is a clock, and underneath the clock are the light switches. There are two black leather armchairs against the wall. At the front of the lecture hall is the instructor's desk. It's very modern and curved, and it's made of beautiful wood. It looks elegant, in fact. In the center of the desk, there is an overhead projector, and next to it is a computer. To the right of the desk is a lectern. Some instructors like to stand at the lectern and talk. In the main part of the lecture hall, in front of the teacher's desk, there are about 30 rows of seats for students. The black seats are cushioned, so they are comfortable to sit on during long lectures. On the left of each seat, there is a small folding tabletop. Students can use these when they want something to write on. There's also 3 feet of space between the rows, so students have room to stretch their legs. To sum up, our new lecture hall is a pleasing and comfortable place to learn.

Questions about the Model

1. Does the topic sentence create a positive or negative impression of the lecture hall?
2. Which space order does the writer use to describe the lecture hall: clockwise, front to back, back to front, or top to bottom?
3. The writer describes three main areas of the lecture hall. What are they?

Describing with Space Order 111

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

NEW!

Looking at Vocabulary points out useful words and phrases from the writing models. Applying Vocabulary allows students to practice the new vocabulary and then use it in their writing assignments.

Looking at Vocabulary: Prepositions of Place

When you write a description of a place, you will often use words and phrases starting with prepositions to describe where things are.

In the back of the room is a large white cabinet. There's a clock above the cabinet.

You may already know the meaning of many prepositions, but a challenge that all learners face is to use them accurately. For example, it's easy to confuse *in*, *on*, and *at*. It's also common for learners to have trouble knowing whether to use *in front of* or *at the front of*. Noticing the details of these phrases will allow you to use them more accurately.

PRACTICE 2 Looking at Prepositions of Place

1. Look at objects 1–10. Circle the first mention of each of these in the writing model on page 111, and underline the phrase that describes where it is. Then use the underlined words to complete phrases in the second column.

OBJECTS	LOCATION
1. large white screen	_____ <u>on</u> _____ the front wall
2. huge whiteboard	_____ the screen
3. clock	_____ the screen
4. light switches	_____ the clock
5. armchairs	_____ the wall
6. instructor's desk	_____ the lecture hall
7. lectern	_____ the desk
8. 30 rows of seats	_____ the teacher's desk
9. small folding tabletop	_____ each seat
10. 3 feet of space	_____ the rows

2. Think about the location of five things in your classroom. On a separate sheet of paper, write a clue to describe where each thing is. Use five different prepositions from Part A. Begin each sentence with *It's* or *They're*.
1. *It's under Mr. Brown's desk.*
 2. *They're on the wall.*

Then read your clues to a partner and ask him or her to guess what you are describing.

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

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

ORGANIZATION

In Chapter 1, you learned that a paragraph has three parts: a topic sentence, supporting sentences, and a concluding sentence. Now you will study each part of a paragraph in more detail.

THE TOPIC SENTENCE

The most important sentence in a paragraph is the **topic sentence**. It is called the topic sentence because it tells readers what the main idea of the paragraph is. In other words, it tells readers what they are going to read about. The topic sentence is usually the first sentence in a paragraph. It is the top piece of bread in our paragraph “sandwich.”



A topic sentence has two parts: 1) a **topic**, which tells what the paragraph will be about, and 2) a **controlling idea**, which tells what the paragraph will say about the topic. It tells the reader: This paragraph will discuss these things—and only these things—about this topic.

For example, the topic of the writing model on page 38 is *good flight attendants*. What will the paragraph say about good flight attendants? The controlling idea tells us: *They have three important characteristics*. The paragraph will not talk about their uniforms, their training, or their duties. It will only discuss three important characteristics that good flight attendants have.

Here are examples of topic sentences about English:

English is constantly adding new words.

English borrows words from other languages.

English is necessary for many different jobs.

Note that the topic in each of these examples is the same (*English*), but the controlling ideas are different. That means that each paragraph will discuss something very different about English.

40 CHAPTER 2

Simple explanations and clear examples enable students to improve their grasp of paragraph structure and organization.

CONCLUSION SIGNALS

In addition to the conclusion signals such as *Indeed* and *To sum up* that you have already learned (see Chapter 2, page 53), you can begin a concluding sentence with *For these (two/three/four) reasons* and *Because of* _____. Notice these two patterns:

PATTERN 1: For these _____ reasons, (+ sentence).

For these **two reasons**, Costa Rica is a wonderful place to study if you love wildlife.

PATTERN 2: Because of (noun phrase), (+ sentence).

Because of **its diverse habitats and many animal species**, Costa Rica is a wonderful place to study if you love wildlife.

PRACTICE 8 Using Conclusion Signals

A Look back at the outline in Part A of Practice 5, page 145. Use *Indeed* or *To sum up*, *For these* _____ reasons, and *Because of* _____ to rewrite the concluding sentence in three different ways.

- Indeed, if you're looking for great food, amazing service, and reasonable prices, Joe's Diner is the place to go.*
- _____
- _____

B Look back at the outline in Part B of Practice 5, page 146. Write three different conclusions, using *Indeed* or *To sum up*, *For these* _____ reasons, and *Because of* _____.

- _____
- _____
- _____

TRY IT OUT!

Write a paragraph recommending a place to study English using the outline you created in Practice 1 (page 139). Follow these directions.

- Follow your outline as you write your draft.
- Use transition signals to introduce your reasons and examples. Try to use *for example*, *for instance*, and *such as* at least once.
- Add a concluding sentence. Remember to use an appropriate conclusion signal, such as *Indeed*, *To sum up*, *For* _____ reasons, or *Because of* _____.
- Proofread your paragraph, and correct any mistakes.

150 CHAPTER 5

NEW!

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

Sentence Structure, Grammar, and Mechanics sections help students understand the building blocks of sentences and accurately construct different types of sentences.

SENTENCE STRUCTURE

There are four basic sentence structures in English: (1) simple, (2) compound, (3) complex, and (4) compound-complex. In this chapter, you will learn about simple sentences.

SIMPLE SENTENCES

A simple sentence is a sentence that has one subject-verb pair.

The subject (S) in a simple sentence may be a single subject (consisting of a word, noun phrase, or subject pronoun) or it may be compound. That is, it may consist of two or more subjects (nouns, noun phrases, or pronouns) joined by connecting words like *and* or *or*.

^S My brother ^S and I are completely different.

^S Mary or ^S Rita will meet you at the airport.

The verb (V) in a simple sentence may also be compound. It may consist of two or more verb forms joined by connecting words such as *and* or *or*. However, these are simple sentences because they have only one subject-verb pair.

^V They laughed and ^V cried at the same time.

^V He walks or ^V cycles to work.

Study the simple sentences in the left column and their patterns in the right column. There are many variations, but each sentence has only one S V pair.

Simple Sentences	Patterns
1. ^S My younger sister ^V speaks English well.	S V
2. ^S My mother and father ^S speak English well.	SS V
3. ^S My mother and father ^S speak and ^V write English well.	SS VV
4. ^S My brother ^V doesn't speak or ^V write English well.	S VV

Simple charts with clear examples make the rules easy to see and remember.

CAPITALIZE THE FIRST LETTER OF	EXAMPLES
5. names of languages or nationalities that are the name or part of the name of a school subject	English Russian English history Russian art
AND	
names of school courses with numbers	English History 201 Physics 352
6. specific places you can find on a map	England South America First Street the Amazon River New York City Times Square

PRACTICE 7 Editing Capitalization Errors

Work alone or with a partner. Read the paragraph. Change the small letters to capital letters where needed.

^M ^Z
mark zuckerberg



One of the most famous young entrepreneurs¹ in the united states is mark zuckerberg. he is the creator of a company called Facebook. zuckerberg was born in 1984 and grew up in dobbs ferry, new york. his father was a dentist, and his mother was a doctor. Zuckerberg was always interested in computers. as a young student, he attended public schools. however, after his second year of high school, he transferred to a private school. he was an excellent student in physics, astronomy, math, latin, and ancient greek. In september 2002, he entered harvard university. he created the computer software for facebook in 2004. he started the website when he was 19 and didn't know much about business. Today, facebook is one of the most popular social networking websites in the world, and zuckerberg is a billionaire. his imagination and hard work helped to change how we communicate.

¹ entrepreneurs: people who start companies, arrange business deals, and take risks in order to make a profit

Editing skills are sharpened as students find and correct errors in sentences and paragraphs.

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

WRITING ASSIGNMENT

Your writing assignment for this chapter is to write a paragraph about your family or about one person in your family. Use the writing models on pages 5 and 6 and the final draft of "My Grandmother" to help you. To complete the assignment, you will follow the steps in the writing process:



STEP 1: Prewrite to get ideas.

- Make a list of questions and then use the questions to interview one or more family members. Take notes during the interview.
- Review your notes and think about your topic.
- Freewrite about your topic for about ten minutes.
- Reread your freewriting and mark it up. Circle ideas that you will use in your paragraph. Cross out ideas that you won't use.
- Review the words in Looking at Vocabulary and Applying Vocabulary on pages 6–7 and 26. Look at your freewriting again and, if possible, add in some of these words.



STEP 2: Write the first draft.

- Write *FIRST DRAFT* at the top of your paper.
- Write the paragraph. Begin with a topic sentence that generally describes your family or family member.

My family is small and close.

My grandfather is old in years but young in spirit.

My brother is the irresponsible one in our family.

- Write about eight to ten more supporting sentences about your family or family member. In these sentences, explain what you wrote in your first sentence. How does your family show that it is close? How does your grandfather show that he is young in spirit? In what ways is your brother irresponsible? Give examples.
- End your paragraph with a concluding sentence that relates back to your topic sentence and tells how you feel about your family or family member.

Now we live far from each other, but we will always feel close in our hearts.

My grandfather will always seem young to me.

My brother will never grow up.

Describing People 31

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



STEP 3: Revise and edit the draft.

- Exchange papers with a partner and give each other feedback on your paragraphs. Use Chapter 1 Peer Review on page 206.
- Consider your partner's feedback and revise and edit your paragraph. Mark changes on your first draft.
- Check your paragraph carefully against Chapter 1 Writer's Self-Check on page 207, and make more changes as needed.



STEP 4: Write a new draft.

- Refer to the changes you made on your first draft and write a neat final copy of your paragraph.
- Proofread it carefully.
- Hand it in to your teacher. Your teacher may also ask you to hand in your prewriting and your first draft.

SELF-ASSESSMENT

In this chapter, you learned to:

- Use questions and note taking to get ideas for writing
- Identify the three parts of a paragraph
- Use correct paragraph format
- Recognize subjects, verbs, and objects in complete sentences
- Use six rules of capitalization
- Work with simple sentences
- Write, revise, and edit a paragraph describing a person

Which ones can you do well? Mark them ✓

Which ones do you need to practice more? Mark them ?

NEW!

Self-Assessment encourages students to evaluate their progress.

NEW!

Expansion sections challenge students to build on the writing skills they have practiced in each chapter.

EXPANSION

TIMED WRITING

To succeed in academic writing you need to be able to write quickly and fluently. For example, you might have to write a paragraph for a test in class, and you only have 30 minutes. In this activity, you will write a paragraph in class. You will have 30 minutes. To complete the activity in time, follow the directions.

1. Read the writing prompt below (or the prompt your teacher assigns) carefully. Make sure you understand the question or task. Then decide on the topic of your paragraph. (3 minutes)
2. Use clustering to get ideas. Decide which ideas you will write about and then make an outline to organize your ideas. (5 minutes)
3. Write your paragraph. Be sure to include a title, a topic sentence, listing-order transition signals, supporting ideas, and a concluding sentence. (15 minutes)
4. Proofread your paragraph. Correct any mistakes. (7 minutes)
5. Give your paper to your teacher.

Prompt: Write a listing-order paragraph about a teacher or a boss. What characteristics and abilities made the person memorable? Include examples to support your main ideas.

YOUR JOURNAL

Continue making entries in your journal. If you cannot think of a topic for a journal entry, try one of these ideas:

- What career or profession are you interested in? Discuss two or three reasons for your interest. Support each reason with examples or explanations.
- Overall, was your high school experience positive or negative? Include three main reasons and support each one with examples or explanations.
- What are the most important characteristics for a friend to have? Write about two or three characteristics and say why they are important.

For more ideas for journal entries, see Appendix A on page 193.

Listing-Order Paragraphs 69

NEW!

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

NEW!

Your Journal encourages students to develop and increase written fluency.

CHAPTER 1

DESCRIBING PEOPLE

OBJECTIVES

Writers need certain skills.

In this chapter, you will learn to:

- Use questions and note taking to get ideas for writing
- Identify the three parts of a paragraph
- Use correct paragraph format
- Recognize subjects, verbs, and objects in complete sentences
- Use six rules of capitalization
- Work with simple sentences
- Write, revise, and edit a paragraph describing a person



Each person in a family is unique. Can you think of a different word to describe each person in this family?

INTRODUCTION

Academic writing is the kind of writing you do in high school and college. Its purpose is to explain something or to give information about something. Academic writing requires a number of skills. For example, you must be able to express an idea by arranging words in a correctly formed sentence (**sentence structure**). You must also be able to arrange your ideas in a well-organized paragraph (**organization**). And, of course, you must be able to write using correct **grammar** and **punctuation**.

In this chapter, you will learn how to write a well-organized paragraph about a person. You will learn about the parts of a paragraph and correct paragraph format. Then you will learn about the parts of a sentence and the structure of simple sentences.

To help you get ideas for writing, you will first do some prewriting.

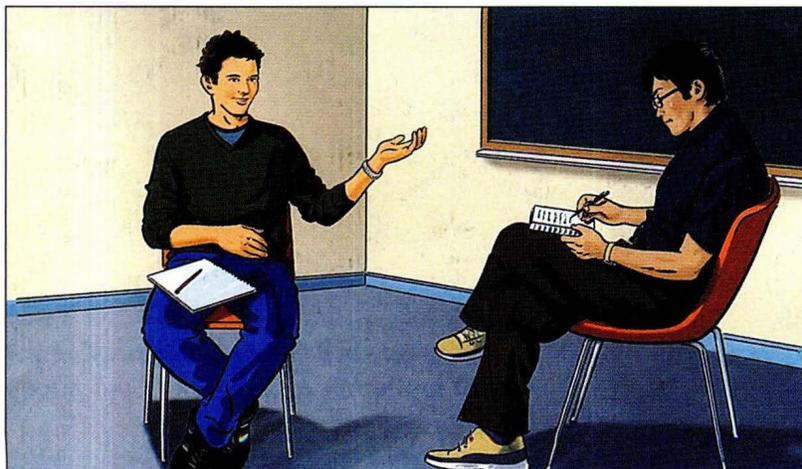
PREWRITING

Before you write, you need ideas to help you get started. In academic writing, it is often useful to write down your ideas so that you can begin to organize them into paragraphs. This is known as **prewriting**.

There are many different prewriting techniques. In this chapter, you will use two techniques: asking questions and taking notes. You will use these techniques to get ideas for a paragraph about one of your classmates. Later in the chapter, you will look at another prewriting technique known as freewriting (see page 27).

ASKING QUESTIONS AND TAKING NOTES

Asking questions and taking notes are prewriting techniques that help you gather information and get ideas. When you take notes, you do not have to write complete sentences. Just write down the important information.



PRACTICE 1**Interviewing a Classmate**

- A** Look at the topics. Which topics are OK to ask about? Check (✓) Yes or No. Then add two more topics that you can ask about.

TOPICS	OK TO ASK ABOUT?	
	Yes	No
1. First and last name	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Age	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. City and country	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Family status (married, single)	<input type="checkbox"/>	<input type="checkbox"/>
5. Religion	<input type="checkbox"/>	<input type="checkbox"/>
6. Address in this country	<input type="checkbox"/>	<input type="checkbox"/>
7. Length of time in this country	<input type="checkbox"/>	<input type="checkbox"/>
8. Length of time studying English	<input type="checkbox"/>	<input type="checkbox"/>
9. Reasons for studying English	<input type="checkbox"/>	<input type="checkbox"/>
10. Job or occupation	<input type="checkbox"/>	<input type="checkbox"/>
11. Salary	<input type="checkbox"/>	<input type="checkbox"/>
12. Hobbies or sports	<input type="checkbox"/>	<input type="checkbox"/>
13. Weekend activities	<input type="checkbox"/>	<input type="checkbox"/>
14. Plans for the future	<input type="checkbox"/>	<input type="checkbox"/>
15. _____	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16. _____	<input checked="" type="checkbox"/>	<input type="checkbox"/>

- B** On a separate sheet of paper, write a question for each Yes topic in Part A. Then compare questions with a partner. Make sure your question forms are correct.

1. *What is your name?*
3. *Where are you from?*

- Ⓒ Use your questions from Part B to interview a classmate. Take notes. Ask more questions to clarify spelling and other information. You will use this information in the Try It Out! activity on page 13.

What is your name?	Santy Valverde
Where are you from?	Michoacán, Mexico

ORGANIZATION

A **paragraph** is a group of related sentences about a single topic. The topic of a paragraph contains one, and only one, idea. A paragraph has three main parts and they appear in this order:

- The **topic sentence** names the topic and tells what the paragraph will say about it. This sentence is usually the first sentence in a paragraph.
- The middle sentences in a paragraph are called the **supporting sentences** or **the body**. Supporting sentences give examples or other details about the topic. In some cases, they might even tell a story to illustrate the topic sentence.
- The last sentence in a paragraph is usually the **concluding sentence**. The concluding sentence often restates the topic sentence in different words or summarizes the main points.

A paragraph is like a sandwich: two pieces of bread (the topic and concluding sentences) holding the key ingredients (the supporting sentences).



Complex Sentences with Time Clauses

TIME SUBORDINATORS	EXAMPLES
after	He goes to school after he finishes work.
as soon as	She felt better as soon as she took the medicine.
before	Before you apply to college, you have to take an entrance exam.
since	It has been a year since I left home.
until	We can't leave the room until everyone finishes the test.
when	When you start college, you usually have to take placement tests in math and English.
whenever	Whenever I don't sleep well, I feel sick the next day.
while	Several overcrowded buses passed while they were waiting.

Complex Sentences with Clauses of Reason and Condition

REASON SUBORDINATORS	EXAMPLES
because	Jack excels at sports because he trains hard.
since	Since she works out daily, Jill is in great condition.

CONDITION SUBORDINATOR	EXAMPLES
if	John is unhappy if he doesn't get an A in every class. If John doesn't get an A in every class, he's unhappy.

Complex Sentences with Adjective Clauses

RELATIVE PRONOUNS	EXAMPLES
who (people)	People who speak several languages are valuable employees. Alfredo, who is from Switzerland, speaks three languages.
that (animals, things, and, in informal English, people)	Yesterday I received an email that I did not understand. Tom is the one that ran in the marathon.
which (animals, things)	My new cell phone, which I just got yesterday, stopped working today.

SYMBOL	MEANING	EXAMPLE OF ERROR	CORRECTED SENTENCE
ref	pronoun reference error	The restaurant's specialty is fish. ^{ref} They are always fresh.	The restaurant's specialty is fish. It is always fresh.
		The food is delicious. ^{ref} Therefore, it is always crowded.	The food is delicious. Therefore, the restaurant is always crowded.
wo OR	wrong word order	Friday always is our busiest night.	Friday is always our busiest night.
ro	run-on sentence	[Lily was fired ^{ro} she is upset.]	Lily was fired, so she is upset.
cs	comma splice	[Lily was fired, ^{cs} she is upset.]	Lily was fired because she was always late.
frag	fragment	She was fired. [^{frag} Because she was always late.]	She was fired because she was always late.
frag	fragment	[^{frag} Is open from 6:00 P.M. until the last customer leaves.]	The restaurant is open from 6:00 P.M. until the last customer leaves.
		[^{frag} The employees on time and work hard.]	The employees are on time and work hard.
prep	preposition	We start serving dinner ^{prep} 6:00 P.M.	We start serving dinner at 6:00 P.M.
conj	conjunction	Garlic shrimp, fried clams, ^{conj} broiled lobster are the most popular dishes.	Garlic shrimp, fried clams, and broiled lobster are the most popular dishes.
art	article	Diners in the United States ^{art} expect glass of water when they first sit down.	Diners in the United States expect a glass of water when they first sit down.

Writer: _____

Date: _____

Paragraph Format

My paragraph looks like the model on page 168. yes no

Organization

My paragraph begins with a clear opinion topic sentence. yes no

I used transition signals to introduce each reason. yes no

I used one or two supporting details for each reason. yes no

I used at least one quotation. yes no

Punctuation, Capitalization, and Spelling

I checked punctuation, capitalization, and spelling. yes no

Sentence Structure

I checked that each sentence has at least one subject-verb pair and expresses a complete thought. yes no

I used a mix of simple, compound, and complex sentences. yes no

I wrote at least two sentences with adjective clauses. yes no

I checked for run-ons, comma splices, and fragments. yes no

Personal Grammar Trouble Spots

Number found and corrected

(verb tense, articles, word order, etc.)

I checked my paragraph for:

- _____
- _____
- _____

listing-order, 49–50, 53, 73, 78–82, 99, 146–147
 opinion, 173, 174
 source, 173
 time-order, 73, 78–82, 87–88, 99
 Simple sentences, 20–23, 58–61
 contrasted with compound sentences, 58–59
 explanation of, 20, 92
since, 151–152
so, 61–64
 Space-order descriptions
 examples of, 111, 114
 explanation of, 110–112
 planning for, 118–120
 prepositional phrases in, 127, 128
 Spacing, 8, 10
 Specific details, 115–117
 Specific examples, 142, 145
 Subject, of sentences, 15, 17, 129
 compound, 20
 Subject pronouns, 14, 15
 Subject-verb pairs, 20
 Subordinators
 condition, 151, 152
 explanation of, 86
 to introduce dependent clauses, 86–87
 reason, 151, 152
 time, 87–88
such as, 148, 149
 Supporting sentences, 47–48
 explanation of, 4, 47
 rules for writing, 51–52
 with specific details, 115–117
 Synonyms, 6, 26–27

T

Taking notes, 2–4
that, 178–181, 185
then, 79, 99
 Time clauses, 87
 commas with, 99
 complex sentences with, 87–90
 Timed writing, 33, 69, 104, 135, 162–163, 191
 Time order, 73
 Time-order transition signals, 73, 78–82
 commas with, 99
 examples of, 78
 explanation of, 78–79
 Time subordinators, 87–88
 Titles, capitalization of, 18
 Topics
 freewriting about, 27–28

for journal writing, 33, 69, 105, 135, 163, 192
 in topic sentences, 40–43
 Topic sentences, 13, 40–47
 controlling ideas in, 40–43
 for descriptive paragraphs, 113–114
 examples of, 40–41
 explanation of, 4, 40–41
 for “how-to” paragraphs, 76–78
 parts of, 40
 reasons supporting, 142–145
 topics in, 40–43
 Transition signals
 commas with, 49, 79, 99, 173
 at end of paragraphs, 53
 with examples, 148–149
 explanation of, 49
 listing-order, 49–50, 53, 73, 78–82, 99, 146–147
 for opinion paragraphs, 173–177
 with reasons, 146–147, 150
 time-order, 73, 78–82, 87–88, 99
 Transitive verbs, 16

U

Unity, in paragraphs, 51–52

V

Verbs
 action, 16
 command form of, 74
 explanation of, 16
 linking, 16
 in sentences, 14, 16–17, 20–21
 transitive, 16
 Vocabulary
 descriptive adverbs (adverbs of manner), 75–76, 102
 geographical terms, 141–142, 160
 intensifiers, 38–39, 66–67
 prepositions of place, 112, 132–133
 synonyms, 6, 26–27
 word forms, 169–170, 189

W

what, 16
when, 14
which, 178–181, 185, 187
who, 178–181, 185
who(m), 16
 Word forms, 169–170, 189
 Writing, steps for good, 27

Writing process

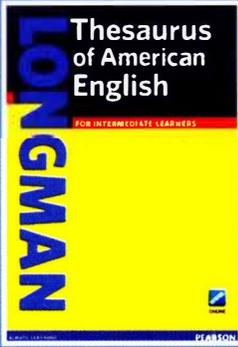
draft writing as step in, 29, 31, 67, 103, 134, 161, 190
 editing and revising as step in, 29–30, 32, 68, 103, 134, 161, 190
 prewriting as step in, 27–28, 31, 67, 103, 133, 161, 190
 writing final copy as step in, 30, 32, 68, 103, 134, 162, 190

Photo credits:

Page 1 Chris Curtis/Shutterstock; **p. 4** LoopAll/Fotolia; **p. 17** Continua/Shutterstock; **p. 19** Allstar Picture Library/Alamy; **p. 21** Creator: BlueMoon Stock/Alamy; **p. 25** Josh Thompson/Cal Sport Media/ Newscom; **p. 34** Robert Matton AB/Alamy; **p. 40** LoopAll/Fotolia; **p. 42** Monkey Business Images/Shutterstock; **p. 47** LoopAll/Fotolia; **p. 52** LoopAll/Fotolia; **p. 59** Anita P Peppers/Fotolia; **p. 60** Gary Conner/Getty Images; **p. 65** Alexander Raths/Shutterstock; **p. 70** nyul/Fotolia; **p. 72** haveeseen/Fotolia; **p. 73** The Dealers/Shutterstock; **p. 80** Ivelin Ivanov/Fotolia; **p. 81** (top) Radosław Brzozo/Fotolia, (bottom) Agencja FREE/Alamy; **p. 82** paylessimages/Fotolia; **p. 94** (1) Malyshev Maksim/Shutterstock, (2) AVD/Fotolia, (3) oksana2010/Shutterstock, (4) HelleM/Shutterstock; **p. 106** Denis Kuvaev/Shutterstock; **p. 122** maxik/Shutterstock; **p. 136** (top) Erkki & Hanna/Shutterstock, (bottom) Eduardo Rivero/Fotolia; **p. 138** Andres Rodriguez/Fotolia; **p. 145** Tetra Images/Alamy; **p. 152** OLIVER KILLIG/EPA/Newscom; **p. 155** michaeljung/Shutterstock; **p. 164** The Bridgeman Art Library/Getty Images; **p. 166** Simone van den Berg/Fotolia; **p. 186** pryzmat/Shutterstock; **p. 187** Jim West/Alamy

Illustration credits:

Steve Attoe: p. 100; **Greg Rebis:** pp. 108, 109, 116; **Steve Schulman:** p. 2



Looking for a resource to help improve your academic writing?

Buy your print or digital copy today at pearsoneltusa.com/thesaurus



2 Longman Academic Writing Series

THIRD EDITION

PARAGRAPHS

The *Longman Academic Writing Series* helps students master the academic writing skills needed to succeed in their academic careers. The five-level series spans writing topics from composing sentences to writing research papers. Each level covers the complete writing process from prewriting to revision.

Level 2 teaches high-beginning to low-intermediate students to write varied academic paragraphs. The text's proven approach integrates training in grammar, mechanics, vocabulary, sentence structure, and paragraph organization along with the writing process.

Features

- **Realistic writing models** and **systematic practice** empower students to write effectively in different genres.
- **Clear explanations** help students grasp and apply key concepts.
- **Sentence structure, grammar, and mechanics instruction** helps students develop key writing skills.
- **Writing Tips** provide useful strategies to enhance students' writing experience.

New to This Edition

- **New vocabulary** sections help students develop language awareness and improve the quality of their writing.
- A **step-by-step approach** guides students seamlessly through the writing process.
- **Writing Expansions**, including journals and timed writing, build written fluency and test-taking skills.
- A **Teacher's Manual** at www.pearsonelt.com/tmkeys provides teaching suggestions, answer keys, rubrics, and quizzes.

www.ZabanBook.com
زبان بک

ISBN-13: 978-0-13-291271-6
ISBN-10: 0-13-291271-6

