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Longman Academic Writing Series

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FOURTH EDITION

PARAGRAPHS TO ESSAYS



Alice Oshima • Ann Hogue

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3 Longman Academic Writing Series

FOURTH EDITION PARAGRAPHS TO ESSAYS

Alice Oshima
Ann Hogue
with Jane Curtis

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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.

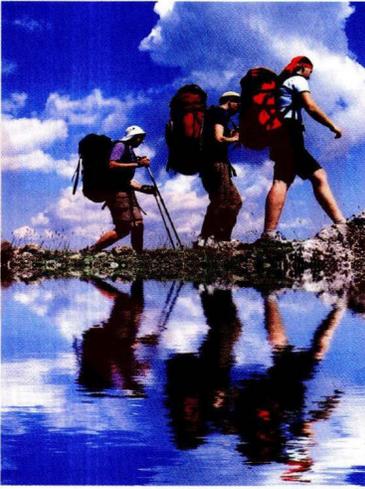
CHAPTER
3
**BASIC PARAGRAPH
STRUCTURE**

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?

51

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*, *-ite*, *-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 1.1 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 SPLICE 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 fashion may want to consider working as a ^{buyers} 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 and fashion 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 fashion 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.

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.

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.

CHAPTER 1

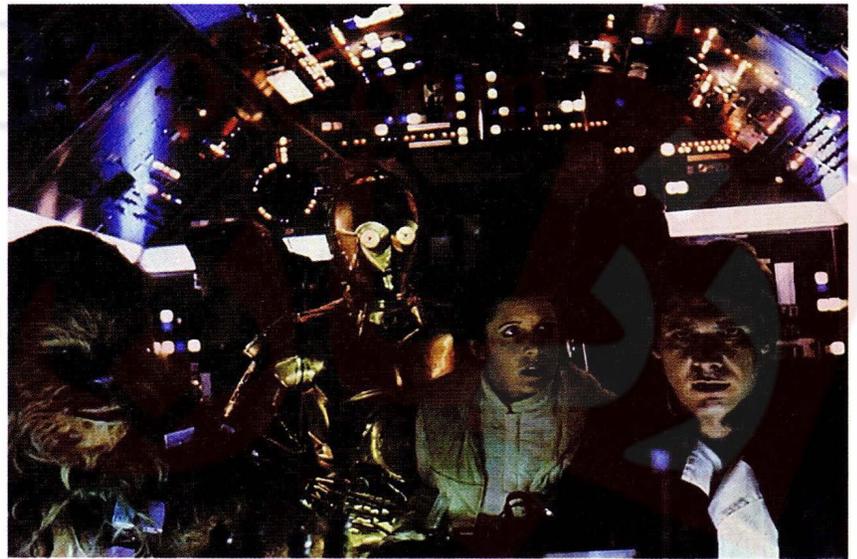
ACADEMIC PARAGRAPHS

OBJECTIVES

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

In this chapter, you will learn to:

- Identify and use correct page formats for academic paragraphs
- Use capitalization correctly
- Identify and write simple sentences
- Check for and correct errors in subject-verb agreement
- Check for and correct fragments
- Write, revise, and edit an academic paragraph about someone who has made a difference



How did George Lucas change moviemaking forever?

INTRODUCTION

Each day you probably do many kinds of informal writing. For example, you may make lists of things to buy at the supermarket or send text messages to your friends. Informal writing may contain slang, abbreviations, and incomplete sentences. In contrast, academic writing—the type of writing you have to do in school—is formal and has many rules. It is different from everyday English, and it may be different from the academic writing that you have done in your native language.

This book will help you learn and practice the format, sentence structure, and organization appropriate for academic writing. Chapter 1 presents the basic format and features of an academic paragraph. At the end of this chapter, you will write an academic paragraph of your own.

ANALYZING THE MODEL

The writing model is about a well-known person who has made a difference.

Read the model. Then answer the questions.

Writing Model



A Person Who Has Made a Difference: George Lucas

1 Filmmaker George Lucas has changed the film industry in many ways. 2 He has written, directed, and produced some of the best-loved movies of our time. 3 He has also made major contributions to modern film technology. 4 At first, Lucas did not plan to become a filmmaker. 5 His dream was to become a racecar driver. 6 After a bad accident, however, he had to modify his plans, and he decided to get an education. 7 In college, Lucas studied moviemaking and made a number of student films. 8 Lucas's third feature film, *Star Wars*, changed everything. 9 A seemingly simple story of good versus evil, *Star Wars* became a huge international hit. 10 The movie used new technologies that revolutionized the film industry. 11 One of these technologies was a special computer-assisted camera crane (a tall machine with a long metal arm for lifting heavy things). 12 Camera operators filmed most of the space fight scenes from the crane. 13 Lucas is also responsible for the modern THX audio system, which improves the way a movie sounds in theaters. 14 In addition, Lucas was one of the first people to use computer-generated images (CGI) in filmmaking. 15 In fact, Lucas's company Industrial Light and Magic has created special effects for hundreds of movies including *Harry Potter*, *Pirates of the Caribbean*, and *Star Trek* films. 16 To sum up, George Lucas's love of storytelling and his technological innovations have completely changed moviemaking forever.

Questions about the Model

1. Who is this paragraph about?
2. What is the writer's main point about this person?
3. What kinds of words are capitalized in the paragraph? Circle three examples of capitalization: a person's name, the title of a movie, and an abbreviation formed from the first letter of words.
4. In Sentence 1, filmmaker George Lucas is the subject. What is the verb?

Noticing Vocabulary: Word Families

Good writers make sure that the words they use have the right meaning and are in the correct form. They know that the members of a **word family** are related to each other and have a shared meaning. Learning more about word families will help you choose words carefully and improve your writing.

The chart has examples of the noun and verb members of some common word families. Notice the spelling patterns at the ends of the words, highlighted in yellow. Word endings (suffixes) can sometimes help you figure out whether a word is a noun or a verb.

NOUN	VERB
decision	decide
1. director 2. direction	direct
1. innovator 2. innovation	innovate
modification	modify

PRACTICE 1 Identifying Nouns and Verbs in Word Families

Work with a partner. Complete the chart with nouns and verbs from the writing model on page 3.

NOUN	VERB
writer	<i>write</i>
1. contributor 2. _____	contribute
1. educator 2. _____	educate
improvement	_____
1. revolution 2. revolutionary	_____

RULES	EXAMPLES
c. Names of specific groups of people (nationalities, races, and ethnic groups), languages, and religions	Asian Japanese Muslim Caucasian Indian Hispanic
d. Names of specific places on a map	New York City North Pole Indian Ocean Main Street
e. Names of specific geographic areas BUT NOT the names of compass directions	the Middle East Eastern Europe Drive east for two blocks, and then turn south
f. Names of days, months, and special days BUT NOT the names of the seasons	Monday Independence Day January Ramadan spring, summer, fall (autumn), winter
g. Names of specific structures such as buildings, bridges, dams, monuments	Golden Gate Bridge Aswan High Dam the White House Taj Mahal
h. Names of specific organizations (government agencies, businesses, schools, clubs, teams)	State Department Bank of Canada Harvard University New York Yankees French Students Club United Nations
i. Names of school subjects with course numbers BUT NOT names of classes without numbers, except languages	Business Administration 312 Chemistry 101 chemistry French literature
j. First, last, and all important words (nouns, pronouns, adjectives, and adverbs) in the titles of books, magazines, newspapers, plays, films, stories, songs, paintings, statues, television programs BUT NOT articles, conjunctions, and prepositions NOTE: Italicize (or underline) titles of books, magazines, newspapers, plays, and films. Use quotation marks for short stories and song titles.	<i>War and Peace</i> "The Three Little Pigs" <i>Toronto Star</i> <i>Paris Match</i> "Jingle Bells" <i>Indiana Jones and the Temple of Doom</i>

2. Read the interviews about some of the positive and negative effects of television.

DOES TV IMPROVE THE QUALITY OF LIFE?

Interviews with New Yorkers

Harry Wang, grocery store manager: With proper programming, TV can be good. Educational channels are excellent. You can learn about foreign cultures, wild animals, and all sorts of things from the comfort of your living room. Children's educational shows such as *Sesame Street* are good, too. My daughter learned her ABCs from watching *Big Bird* and his friends.

Jessica Wang, stay-at-home mom: No! TV is destroying family life. Now families just sit like robots in front of the idiot box (my favorite name for a TV) instead of talking or playing games together. Some families eat dinner every night in front of the TV screen. There's little communication between parents and their children or between parents except maybe an argument about whether to watch *Sunday Night Football* or *Once Upon a Time*.

Angela Russell, nurse: TV can be a great source of entertainment and companionship for elderly people. My 86-year-old mother is in a wheelchair and has difficulty going places and doing the things she used to do. She loves watching news programs in the morning and the talk shows in the afternoon. Without them, she would really be bored. I think these programs help to keep her mind alive.

Jacques Camembert, recent immigrant: TV is helping me and my family learn English more quickly. When we first came to the United States, we could not understand anything. We stayed in our apartment and watched TV all day. At first, we watched children's shows, which were easier to follow. Now we can understand a lot more. We are learning the way Americans really talk, not just "textbook" English.

George Russell, engineer: You bet! My kids have learned so much from watching educational programs on the Discovery Channel and National Geographic specials. My daughter became interested in science from watching the Science Channel, and my son wants to become a chef because of all the excellent cooking shows he watches.



SENTENCE CONNECTORS	COORDINATING CONJUNCTIONS	SUBORDINATING CONJUNCTIONS	OTHERS
To ADD AN OPPOSITE IDEA			
On the other hand, However,	but yet		
To MAKE A COMPARISON			
Also, Likewise, Similarly, too	and . . . (too) (paired conjunctions) both . . . and not only . . . but also	(just) as	equal (to) equally (just) like similar (to) the same (as)
To SHOW CONTRAST			
In contrast, However, On the other hand,	but yet	although even though though whereas while	different(ly) from differ (from) (in) unlike despite in spite of
To GIVE A REASON			
	for	as because since	as a result of because of due to
To GIVE A RESULT			
As a result, Consequently, Therefore, Thus,	so		
To ADD A CONCLUSION			
All in all, For these reasons Indeed, In brief, In conclusion, In short, In summary, To conclude, To summarize, To sum up,			It is clear that . . . These examples show that . . . You can see that . . . You can see from these examples that . . .

Punctuation

Correct punctuation helps the reader understand what the writer is trying to say. There are many rules for using commas and quotation marks. Some important ones are shown here.

HOW TO USE COMMAS	EXAMPLES
<p>1. After transition signals (except <i>then</i>) and prepositional phrases at the beginning of a sentence</p>	<p>First, carry out the empty bottles and cans. For example, some teachers give pop quizzes. From my window, I have a beautiful view.</p>
<p>2. Before coordinating conjunctions in a compound sentence</p>	<p>Cook the rice over low heat for twenty minutes, but don't let it burn. Many students work, so they don't have time to do homework.</p>
<p>3. In a complex sentence, when a dependent (time, reason, or condition) clause comes before an independent clause</p>	<p>Because Mexico City is surrounded by mountains, it has a lot of smog.</p>
<p>4. To separate items in a series</p>	<p>In our class there are students from Mexico, Korea, Vietnam, Saudi Arabia, and China. Turn left at the stoplight, go one block, and turn right.</p>
<p>5. To separate thousands, millions, billions, etc.</p> <p>Note 1: Do not use a comma in a number that expresses a year or is part of an address.</p> <p>Note 2: Do not use a comma to separate dollars from cents or whole numbers from decimals. Instead, use a decimal point.</p>	<p>The trip cost them over \$3,000. 2935 Main Street \$59.95 6% = 6.875 \$2,999.99 4.5%</p>
<p>6. To separate the parts of dates and after years in mid-sentence</p>	<p>The third millennium started on January 1, 2001, not on January 1, 2000.</p>
<p>7. To separate the parts of a U.S. address, except between the state and the zip code.</p> <p>Note: When you write an address in a letter or on an envelope, use a comma between the city and state, but do not use a comma at the end of each line.</p>	<p>The address of the Office of Admissions is: 1410 NE Campus Parkway, Seattle, WA 98195. Office of Admissions 1410 NE Campus Parkway Seattle, WA 98195</p>

HOW TO USE COMMAS	EXAMPLES
<p>8. After the greeting and closing in an email or a personal letter, and after the closing of an email, a personal letter, or a business letter.</p> <p>Note: In business letters, a colon (:) is typically used after the greeting.</p>	<p>Dear Michiko, Love,</p> <p>Dear Mom, Very truly yours,</p> <p>Dear Ms. Prescott:</p> <p>Dear Sir or Madam:</p> <p>To Whom It May Concern:</p>

Quotation Marks

HOW TO USE QUOTATION MARKS	EXAMPLES
<p>1. Put quotation marks before and after a quotation.</p> <p>Note: Begin each quotation with a capital letter.</p>	<p>Classmate Sabrina Reyes says, "Mothers of young children should not work because young children need their mothers at home."</p> <p>"It's not easy to be a single mother."</p>
<p>2. Use these rules to separate a reporting phrase from a quotation:</p> <ul style="list-style-type: none"> • When the reporting phrase comes before the quotation, follow the reporting phrase with a comma. • When the reporting phrase comes after the quotation, put a comma between the last word of the quotation and the quotation mark. • When the reporting phrase comes in the middle of a quotation, use two commas to set off the reporting phrase: one inside the quotation mark that ends the first part of the quotation and a second after the reporting phrase. Use a small letter to begin the second part of the quotation. 	<p>She stated, "It's not easy to be a single mother."</p> <p>"It's not easy to be a single mother," she stated.</p> <p>"It's not easy," she stated, "to be a single mother."</p>
<p>3. Place periods, commas, question marks, and exclamation points inside the end quotation mark.</p>	<p>She said, "Goodbye."</p> <p>"Don't leave so soon," he replied.</p> <p>"Why shouldn't I?" she asked.</p> <p>"Look over there!" he exclaimed.</p>

Reader: _____

Date: _____

1. Does the introduction explain the problem or issue? yes no
 If your answer is *no*, what would you like to know about the problem or issue?

2. Does the thesis statement mention the opposing view and then the writer's opinion? yes no

3. How many paragraphs are in the body? Number _____
 What is the reason given in each body paragraph?
 1. _____ 3. _____
 2. _____ 4. _____
 (If there are more or fewer paragraphs, add or delete lines.)

4. What kind of supporting details are in each body paragraph (examples, statistics, facts, etc.)?
 1. _____ 3. _____
 2. _____ 4. _____

5. How many quotations are included in the supporting details? Number _____
 Is there a clear connection between the quotations and the writer's ideas? yes no
 Do the quotations have correct punctuation? yes no

6. Does the concluding paragraph restate the writer's thesis in different words, or does it summarize the writer's reasons?

 What is the call for action at the end of the concluding paragraph?

7. Do you understand everything? yes no
 If your answer is *no*, what part(s) or sentence(s) don't you understand?

8. What do you like best about this essay? Write at least one positive comment.

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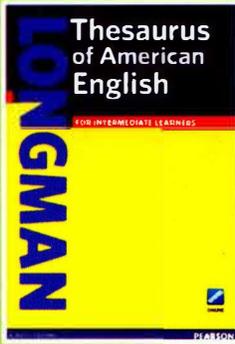
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