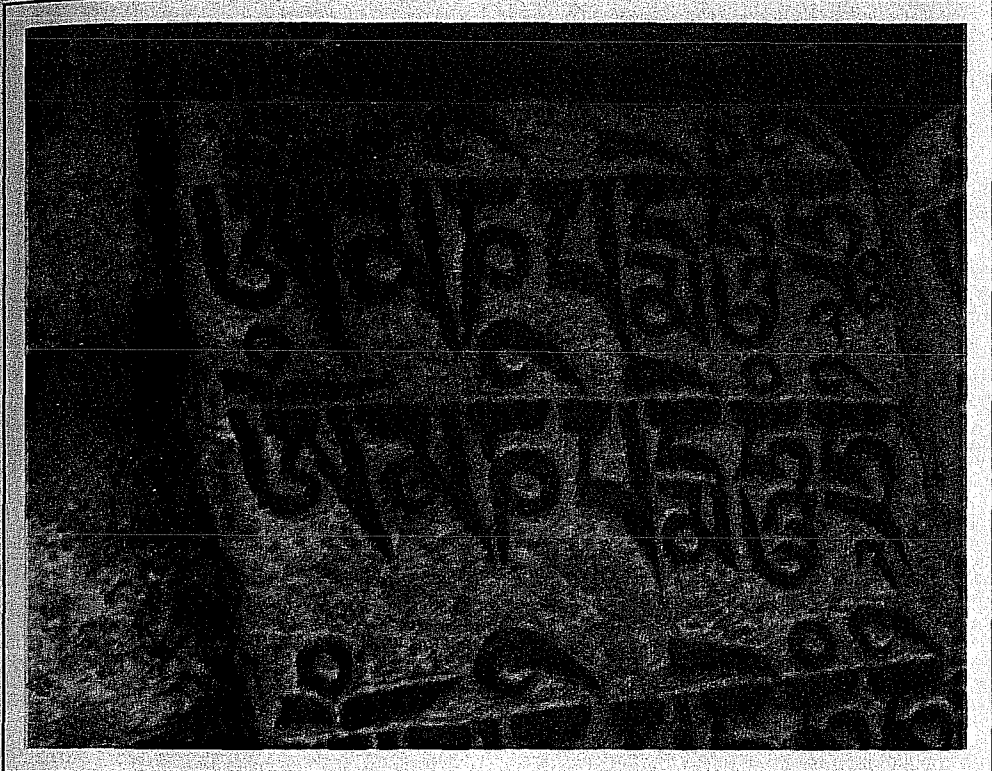


PART

II

*Writing  
an Essay*



# From Paragraph to Essay



Egyptian hieroglyphs

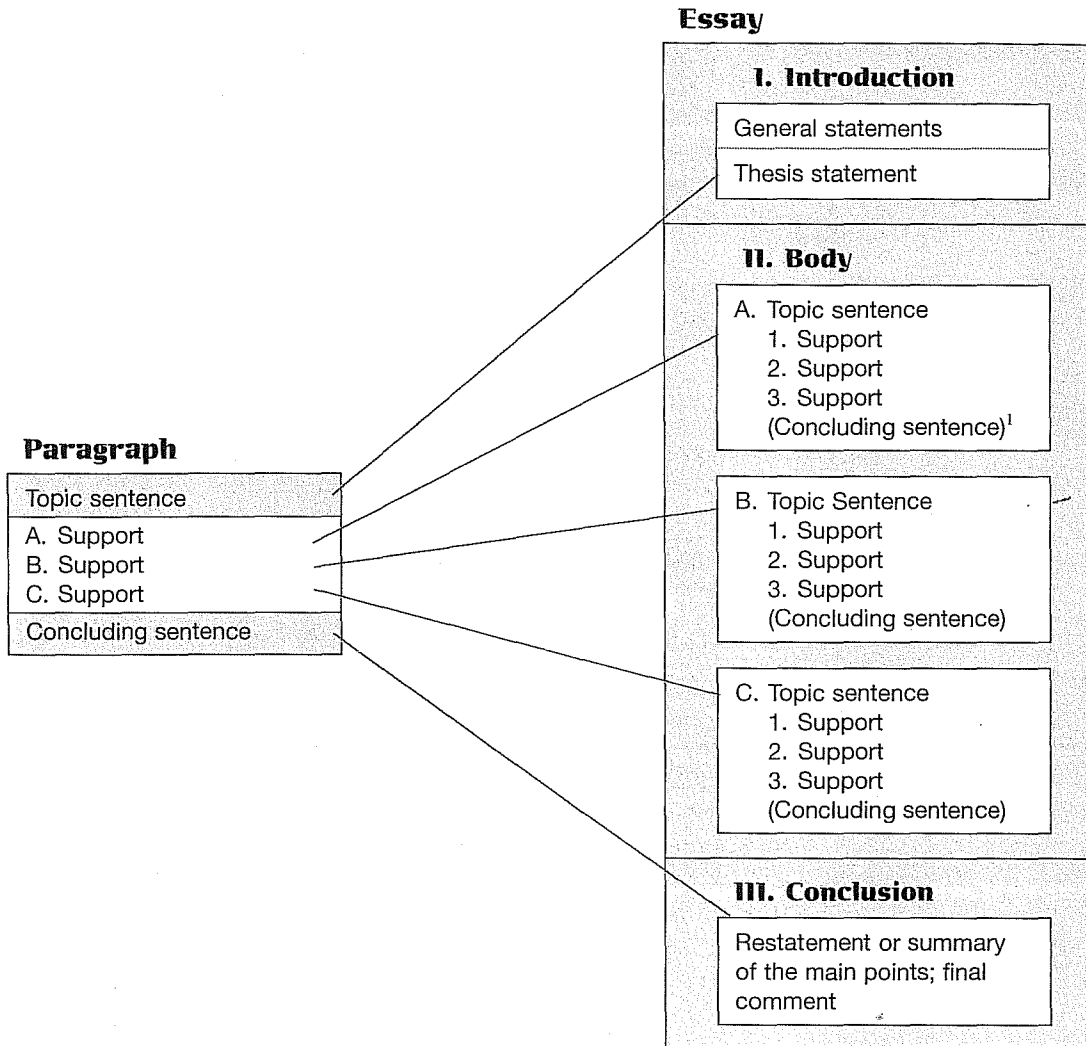
An **essay** is a piece of writing several paragraphs long. It is about one topic, just as a paragraph is. However, because the topic of an essay is too complex to discuss in one paragraph, you need to divide it into several paragraphs, one for each major point. Then you need to tie the paragraphs together by adding an introduction and a conclusion.

Writing an essay is no more difficult than writing a paragraph except that an essay is longer. The principles of organization are the same for both, so if you can write a good paragraph, you can write a good essay.

## The Three Parts of an Essay

An essay has three main parts: an **introduction** (introductory paragraph), a **body** (at least one, but usually two or more paragraphs), and a **conclusion** (concluding paragraph).

The following chart shows you how the parts of a paragraph correspond to the parts of an essay.



An essay **introduction** consists of two parts: a few general statements to attract your reader's attention and a **thesis statement** to state the main idea of the essay. A thesis statement for an essay is like a topic sentence for a paragraph: It names the specific topic and gives the reader a general idea of the contents of the essay. The **body** consists of one or more paragraphs. Each paragraph develops a subdivision of the topic, so the number of paragraphs in the body will vary with the number of subdivisions or subtopics. The **conclusion**, like the concluding sentence in a paragraph, is a summary or review of the main points discussed in the body.

An essay has **unity** and **coherence**, just as a paragraph does. **Transition signals** and the **repetition of key nouns** link the paragraphs into a cohesive whole.

<sup>1</sup>Concluding sentences for body paragraphs in an essay are not always necessary, especially when the ideas in consecutive paragraphs are closely related.

Study the model essay about the influence of Native Americans<sup>1</sup> on modern U.S. culture and notice its structure.

**MODEL****Essay Structure**

## INTRODUCTORY PARAGRAPH

## THESIS STATEMENT

## BODY PARAGRAPH 1

## BODY PARAGRAPH 2

## BODY PARAGRAPH 3

## BODY PARAGRAPH 4

**Native American Influences on Modern U.S. Culture**

When the first Europeans came to the North American continent, they encountered the completely new cultures of the Native American peoples of North America. Native Americans, who had highly developed cultures in many respects, must have been as curious about the strange European manners and customs as the Europeans were curious about them. As always happens when two or more cultures come into contact, there was a cultural exchange. Native Americans adopted some of the Europeans' ways, and the Europeans adopted some of their ways. As a result, Native Americans have made many valuable contributions to modern U.S. culture, particularly in the areas of language, art, food, and government.

First of all, Native Americans left a permanent mark on the English language. The early English-speaking settlers borrowed from several different Native American languages words for places in this new land. All across the country are cities, towns, rivers, and states with Native American names. For example, the states of Delaware, Iowa, Illinois, and Alabama are named after Native American tribes,<sup>2</sup> as are the cities of Chicago, Miami, and Spokane. In addition to place names, English adopted from various Native American languages the words for animals and plants found in the Americas. *Chipmunk*, *moose*, *raccoon*, *skunk*, *tobacco*, and *squash* are just a few examples.

Although the vocabulary of English is the area that shows the most Native American influence, it is not the only area of U.S. culture that has been shaped by contact with Native Americans. Art is another area of important Native American contributions. Wool rugs woven by women of the Navajo tribe in Arizona and New Mexico are highly valued works of art in the United States. Native American jewelry made from silver and turquoise is also very popular and very expensive. Especially in the western and southwestern regions of the United States, native crafts such as pottery, leather products, and beadwork can be found in many homes. Indeed, native art and handicrafts are a treasured part of U.S. culture.

In addition to language and art, agriculture is another area in which Native Americans had a great and lasting influence on the peoples who arrived here from Europe, Africa, and Asia. Being skilled farmers, the Native Americans of North America taught the newcomers many things about farming techniques and crops. Every U.S. schoolchild has heard the story of how Native Americans taught the first settlers to place a dead fish in a planting hole to provide fertilizer for the growing plant. Furthermore, they taught the settlers irrigation methods and crop rotation. Many of the foods people in the United States eat today were introduced to the Europeans by Native Americans. For example, corn and chocolate were unknown in Europe. Now they are staples in the U.S. diet.

Finally, it may surprise some people to learn that citizens of the United States are also indebted<sup>3</sup> to the native people for our form of government. The Iroquois, who were an extremely large tribe with many branches called "nations," had

<sup>1</sup>**Native Americans:** American Indians

<sup>2</sup>**tribes:** groups of native people

<sup>3</sup>**indebted:** owing gratitude

developed a highly sophisticated system of government to settle disputes that arose between the various branches. Five of the nations had joined together in a confederation called “The League of the Iroquois.” Under the league, each nation was autonomous<sup>4</sup> in running its own internal affairs, but the nations acted as a unit when dealing with outsiders. The league kept the Iroquois from fighting among themselves and was also valuable in diplomatic relations with other tribes. When the 13 colonies were considering what kind of government to establish after they had won their independence from Britain, someone suggested that they use a system similar to that of the League of the Iroquois. Under this system, each colony or future state would be autonomous in managing its own affairs but would join forces with the other states to deal with matters that concerned them all. This is exactly what happened. As a result, the present form of government of the United States can be traced directly back to a Native American model.

CONCLUDING PARAGRAPH

In conclusion, we can easily see from these few examples the extent of Native American influence on our language, our art forms, our eating habits, and our government. The people of the United States are deeply indebted to Native Americans for their contributions to U.S. culture.

#### Writing Technique Questions

1. How many paragraphs does this essay contain? How many paragraphs are in the body?
2. Underline the topic sentence of each body paragraph, and double underline the topic. (*Note:* The topic sentence is not necessarily the first sentence in every paragraph.)
3. Notice which noun phrase appears four times in the introduction. Circle each repetition of this key noun in the other paragraphs of the essay.

Now let’s examine the parts of an essay in more detail.

## The Introductory Paragraph

An introductory paragraph has two parts, general statements and the thesis statement. **General statements**

- introduce the general topic of the essay.
- capture the reader’s interest.

#### The thesis statement

- states the specific topic.
- may list subtopics or subdivisions of the main topic or subtopics.
- may indicate the pattern of organization of the essay.
- is normally the last sentence in the introductory paragraph.

<sup>4</sup>**autonomous:** independent, self-governing

Notice how the general statements in the introductory paragraph of the model essay introduce the topic. The first sentence is about the arrival of Europeans and their encounter with new cultures. The next sentence points out that there were large differences between European and Native Americans. The next two sentences say that two-way cultural exchange happened, but the direction of the exchange and the specific items are not identified.

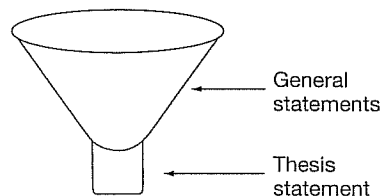
When the first Europeans came to the North American continent, they encountered the completely new cultures of the Native American peoples of North America. Native Americans, who had highly developed cultures in many respects, must have been as curious about the strange European manners and customs as the Europeans were curious about them. As always happens when two or more cultures come into contact, there was a cultural exchange. Native Americans adopted some of the Europeans' ways, and the Europeans adopted some of their ways.

The thesis statement is specific; it gives the direction of the exchange (Native American influences on modern U.S. culture) and lists the subtopics (language, art, food, and government).

As a result, Native Americans have made many valuable contributions to modern U.S. culture, particularly in the areas of language, art, food, and government.

## Funnel Introduction

The introductory paragraph of the model essay is a funnel introduction. This introduction is so called because it is shaped like a funnel—wide at the top and narrow at the bottom. It begins with one or two very general sentences about the topic. Each subsequent sentence becomes increasingly focused on the topic until the last sentence, which states very specifically what the essay will be about. Writing a funnel introduction is like focusing a camera with a telephoto lens. You start with a wide picture and gradually narrow the focus so that just one object appears in the camera's viewfinder: your thesis statement.



## MODEL

### Funnel Introduction

Moving to a new country can be an exciting, even exhilarating experience. In a new environment, you somehow feel more alive. Seeing new sights, eating new food, hearing the foreign sounds of a new language, and feeling a different climate against your skin stimulate your senses as never before. Soon, however, this sensory bombardment becomes sensory overload. Suddenly, new experiences seem stressful rather than stimulating, and delight turns into discomfort. This is the phenomenon known as culture shock. Culture shock is more than jet lag or homesickness, and it affects nearly everyone who enters a new culture—tourists, business travelers, diplomats, and students alike. Although not everyone experiences culture shock in exactly the same way, many experts agree that it has roughly five stages.

## Attention-Getting Introduction

Other kinds of introductions are good for capturing your reader's attention.

### MODEL

*Dramatic, Interesting, or Funny Story*

On November 14, 1963, a few miles off the southern coast of Iceland, the crew of a fishing boat noticed smoke on the horizon. Thinking that another fishing boat was on fire, they went to investigate. When they got closer, they discovered that the smoke was not from a boat on fire; rather, it was from an undersea volcano about to erupt. The next day, ash, cinders, and pumice were blown 1,000 feet into the air. The fishermen had witnessed a rare event—the violent birth of an island. The volcano continued to erupt for about four years, eventually creating an island about 1 square mile in area and 560 feet in height. The birth of Surtsey, as the island is named, offered scientists an extraordinary opportunity to learn how life takes hold on a sterile landmass.

### MODEL

*Surprising Statistics or Facts*

Got high blood pressure? Try a truffle. Worried about heart disease? Buy a bon-bon. It's the best news in years! Studies in two prestigious scientific journals say dark chocolate is good for you. It seems that eating a small piece of dark chocolate regularly can reduce the risk of heart disease because dark chocolate—but not milk chocolate or white chocolate—contains high amounts of flavonoids, powerful cholesterol-fighting compounds. What is the next health food going to be? Ice cream? Sugar cookies? There are so many conflicting news stories about which foods are good for you that it is often difficult to make the right choices at the supermarket.

### MODEL

*Historical Background*

The Pilgrims who arrived in Massachusetts in 1620 came to find religious freedom. In the seventeenth and eighteenth centuries, large numbers of African men and women were brought as slaves to work on large plantations in the South. Immigrants from northern and southern Europe came in the early nineteenth century to escape poor economic conditions at home. Later in the nineteenth century, the first immigrants from China came as contract laborers to build the railroads connecting East and West. In the twentieth century, political and economic refugees arrived from Asia, Eastern Europe, and Latin America. Indeed, the United States has seen immigrants come from many different parts of the world, and they have come for many different reasons. Their ability to adjust to life in their adopted land has depended on several factors.

### Writing Technique Questions

1. Underline the thesis statement in each example introductory paragraph.
2. In your opinion, which introduction captures the reader's interest the best? Why?

**PRACTICE 1***Introductory Paragraphs*

- Step 1** Read each of the following sets of sentences. When put in the correct order, they will form introductory paragraphs.
- Step 2** Write each paragraph, beginning with the most general statement first. Then add each sentence in the correct order until the introduction becomes more specific. Write the thesis statement last.
- Step 3** Identify the type of introduction (funnel, dramatic/interesting/funny story, surprising statistics, historical).

**Paragraph 1**

1. If done properly, a handshake gives the impression of strength and honesty, and if done improperly, it conveys weakness and dishonesty.
2. In some cultures, people bow, and in others, they shake hands.
3. In English-speaking countries, shaking hands is the custom.
4. A proper handshake has four ingredients: pressure, pumps,<sup>1</sup> eye contact, and verbal message.
5. The way people greet each other when they meet for the first time varies from culture to culture.
6. How one shakes hands sends an important message about one's character.

Type of introduction: \_\_\_\_\_

**Paragraph 2**

1. To celebrate the occasion, Mr. X decided to throw a big party at the plant.
2. Mr. X went to Mexico from England to manage a milk pasteurization plant.
3. Then one day an impressive new pasteurization unit arrived and was installed.
4. The employees did most of the planning and draped the new unit with garlands.
5. During the party one of Mr. X's supervisors took him aside and said, "Now we see that you are *buena gente*<sup>2</sup>; from now on I am sure everyone will really try to do their best for you."
6. And so it was—neither punctuality nor quality checks were any longer needed.
7. This story illustrates the need to understand that doing business in a different culture demands an understanding of the culture.
8. The party was a great success, and everybody had a good time.
9. For eight months, he tried every way possible to convince his workers of the importance of punctuality and of checking every detail of their work.
10. The response was always, "Yes, yes, we will do our best," but nothing ever changed.

Type of introduction: \_\_\_\_\_

<sup>1</sup>pumps: movements up and down

<sup>2</sup>*buena gente*: Spanish for "a good person"—someone you can trust and have as a friend

**Paragraph 3**

*Note:* The order of sentences 2, 3, and 4 can vary.

1. Currently under study are four main methods for predicting when and where the next Big One will occur.
2. In 1976, an earthquake in Tangshan, China, killed over 250,000 people.
3. In an average year, earthquakes kill 10,000 people worldwide and cause millions of dollars worth of property damage.
4. Iran suffered more than 80,000 deaths in two massive quakes in 1990 and 2003.
5. Scientists keep trying to find ways to predict earthquakes—so far without much success.

Type of introduction: \_\_\_\_\_

**Thesis Statement**

The thesis statement is the most important sentence in the introduction. It states the specific topic of the essay.

Native Americans have made many valuable contributions to modern U.S. culture.

Young people in my culture have less freedom than young people in the United States.

The large movement of people from rural to urban areas has major effects on cities.

Sometimes a thesis statement lists the subtopics that will be discussed in the body.

Native Americans have made many valuable contributions to modern U.S. culture, particularly in the areas of language, art, food, and government.

Young people in my culture have less freedom than young people in the United States in their choice of where they live, whom they marry, and what their job is.

The large movement of people from rural to urban areas has major effects on a city's ability to provide housing, employment, and adequate sanitation services.

Sometimes a thesis statement also indicates the pattern of organization that the essay will follow. Which of the following thesis statements indicates chronological order? Logical division of ideas? Comparison/contrast?

When buying a used car, use these four strategies to get the best price.

There are several differences between a nurse practitioner and a physician's assistant.

My best friend and I spent an entire summer constructing a tree house in my grandmother's old apple tree.

**PRACTICE 2***Thesis  
Statements*

- A. Study these thesis statements from two different essays on the topic of the status of women in Xanadu, an imaginary country. One of the essays uses a comparison/contrast pattern, the other a time sequence (chronological order) pattern. Which statement indicates which pattern?
- Beginning in World War II and continuing through the period of economic boom, the status of women in Xanadu has changed remarkably.  
Pattern of organization: \_\_\_\_\_
  - Although the status of women in Xanadu has improved remarkably in recent years, it is still very low when compared to the status of women in the countries of the industrial world.  
Pattern of organization: \_\_\_\_\_
- B. In each of the following two thesis statements, both the method of organization and the major subdivisions of the topic are indicated. Each subdivision will itself become the topic of a separate paragraph in the body of the essay. Underline the topics of each paragraph. How many paragraphs will the body of each essay probably contain?
- The status of women in Xanadu has changed remarkably in recent years due to increased educational opportunities and changes in the country's laws.  
Probable number of body paragraphs: \_\_\_\_\_
  - The status of women in Xanadu has improved remarkably in recent years in the areas of economic independence, political rights, educational opportunities, and social status.  
Probable number of body paragraphs: \_\_\_\_\_

## Body Paragraphs

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The body paragraphs in an essay are like the supporting sentences in a paragraph. They are the place to develop your topic and prove your points. You should organize body paragraphs according to some sort of pattern, such as chronological order or comparison/contrast. Sometimes, depending on your topic, you will need to use a combination of patterns.

### Logical Division of Ideas

A basic pattern for essays is logical division of ideas. In this pattern, you divide your topic into subtopics and then discuss each subtopic in a separate paragraph. Logical division is an appropriate pattern for explaining causes, reasons, types, kinds, qualities, methods, advantages, and disadvantages, as these typical college exam questions ask you to do.

ECONOMICS	Explain the three causes of inflation.
AGRICULTURE/LANDSCAPE DESIGN	Describe the basic types of soils and the additives needed to prepare each type for planting.
U.S. HISTORY	Discuss the causes of the U.S. Civil War.
BUSINESS	Explain the three main forms of business organization.
HEALTH SCIENCES	Describe the various classes of drugs used to treat depression.

### Three Keys

Here are three keys to organizing a logical division essay.

1. Divide your topic into subtopics, and then discuss each subtopic in a separate paragraph.
2. Write a thesis statement that indicates logical division.
3. Use transitions between paragraphs to guide your reader from one subtopic to the next.

### Thesis Statements for Logical Division of Ideas

The thesis statement of a logical division essay often indicates the number of subtopics:

Native Americans have made valuable contributions to modern U.S. culture in four main areas.

Inflation has three causes.

The thesis statement may even name the specific subtopics:

- a. Native Americans have made many valuable contributions to modern U.S. culture, particularly in the areas of language, art, food, and government.
- b. Inflation has three causes: excessive government spending, unrestrained consumer borrowing, and an increase in the supply of paper money.

Paired conjunctions (*both . . . and*, *not only . . . but also*) are an especially effective way to list two subtopics:

- c. Young people in my culture have less freedom than young people in the United States **not only** in their choice of lifestyle **but also** in their choice of careers.
- d. Puppies, like children, need **both** love **and** discipline to become responsible members of society.

A colon (:) is often useful before lists of two, three, or more subtopics in a thesis statement:

- e. Young people in my culture have less freedom than young people in the United States in three areas: where they live, whom they marry, and what their job is.
- f. The Father of Psychoanalysis, Sigmund Freud, believed that the human mind had three separate parts: the id, the ego, and the superego.

Notice that subtopics are in parallel form, which means that they have the same grammatical form: In examples *a*, *d*, and *f*, all are nouns; in example *b*, all are adjective + noun phrases; in example *c*, all are prepositional phrases; in example *e*, all are dependent noun clauses.

See the section Parallelism on pages 179–180 for information about parallel form. For colons, see pages 285–287, and for paired conjunctions, see page 181.

### PRACTICE 3

#### Thesis Statements for Logical Division of Ideas

A. Check (✓) the thesis statements that suggest logical division as a method of organization.

- \_\_\_\_\_ 1. Teenagers demonstrate their independence in several ways.
- \_\_\_\_\_ 2. My eighteenth birthday was the most memorable day in my life so far.
- \_\_\_\_\_ 3. On their eighteenth birthdays, U.S. citizens receive two important rights/responsibilities: They can vote, and they can sign legal contracts.
- \_\_\_\_\_ 4. In most occupations, women are still unequal to men in three areas: salary, power, and status.
- \_\_\_\_\_ 5. Living in a dormitory offers several advantages to first-year students.
- \_\_\_\_\_ 6. Photosynthesis is the process by which plants manufacture their own food.
- \_\_\_\_\_ 7. A college degree in international business requires (1) a knowledge of business procedures and (2) a knowledge of cultural differences.
- \_\_\_\_\_ 8. A computer is both faster and more accurate than a human.
- \_\_\_\_\_ 9. Giving a surprise birthday party requires careful planning.
- \_\_\_\_\_ 10. Being an only child has both advantages and disadvantages.

B. Analyze the following thesis statements.

*Note:* You may want to use one of the topics in this practice or the next for your own essay at the end of the chapter.

**Step 1** Locate the main topic and the subtopics in each of the following thesis statements.

**Step 2** Draw a box around the topic.

**Step 3** Underline the subtopics.

**Step 4** Draw a circle around the words or punctuation marks that introduce the subtopics.

The first one has been done for you as an example.

1. Capital punishment should be abolished (not only) because it deprives another person of life (but also) because it does not stop crime.
2. Women generally live longer than men for two main reasons: They tend to take better care of their health, and they have better resistance to stress.
3. Teenagers declare their separateness from their parents by the way they dress and by the way they talk.
4. In choosing a major, a student has to consider various factors, such as personal interest, job opportunities, and the availability of training institutions.

5. An architect should be both an artist and an engineer.
6. A healthy lifestyle involves eating a nutritious diet, exercising regularly, and getting enough sleep at night.

C. Complete the following thesis statements by adding subtopics to them. Be sure to check your sentences for parallel form.

1. A computer is necessary for college students for three reasons: \_\_\_\_\_  
\_\_\_\_\_
2. Students have a difficult time taking notes in class due to \_\_\_\_\_  
\_\_\_\_\_
3. Successful politicians have the following qualities: \_\_\_\_\_  
\_\_\_\_\_
4. A generation gap<sup>1</sup> exists in my home because of \_\_\_\_\_  
\_\_\_\_\_
5. To survive a major disaster such as an earthquake requires \_\_\_\_\_  
\_\_\_\_\_
6. My two sisters are as different as day and night not only in \_\_\_\_\_  
\_\_\_\_\_ but also in \_\_\_\_\_
7. Living in a large city has certain advantages over living in a small town:  
\_\_\_\_\_  
\_\_\_\_\_
8. Latino culture has enriched North American culture in several areas:  
\_\_\_\_\_  
\_\_\_\_\_

### Thesis Statement Pitfalls

A thesis is the most important sentence in your essay, so write it with special thought and care. Avoid these common problems:

Problem 1: The thesis is too general.

TOO GENERAL	A college education is a good investment.
IMPROVED	A college education is a good investment for four reasons.
TOO GENERAL	Lasers are very useful.
IMPROVED	Lasers have several applications in industry and medicine.

Problem 2: The thesis makes a simple announcement.

ANNOUNCEMENT	I am going to write about sports injuries.
IMPROVED	Avoid sports injuries by taking a few simple precautions.

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<sup>1</sup>generation gap: difference in attitudes and values between generations, especially between parents and children

Problem 3: The thesis states an obvious fact.

OBVIOUS FACT  
IMPROVED

The Internet is a communication superhighway.

The explosion of the Internet has had both positive and negative consequences.

#### PRACTICE 4

#### Writing Logical Division Thesis Statements

Write a thesis statement for a logical division essay on each of the following topics. For items 1–3, suggestions for subtopics are given in parentheses, which you do not have to use if you have ideas of your own. For items 4 and 5, use your own ideas. *Note:* You may want to use one of these topics for your essay at the end of the chapter.

1. Clothing, hair, or shoe styles in your school (three styles)
2. Dangerous automobile drivers (speeders, cell-phone users, teens)
3. Disneyland's or Disney World's appeal (children and adults)
4. The advantages (or the disadvantages) of living in a large city/a small town
5. Kinds of appeals television advertisers use to sell automobiles/beer/any product or service

#### Transition Signals for Logical Division of Ideas

Transition signals for logical division essays include many that you may already know.

<b>Transition Words and Phrases</b>	
<b>first, first of all, second, third, etc.</b> <b>next, last, finally</b> <b>also, in addition, moreover, furthermore</b>	<b>First</b> , excessive government spending can lead to inflation.  <b>In addition</b> , unrestrained consumer borrowing can cause inflationary tendencies.  <b>Finally</b> , an increase in the supply of paper money gives rise to inflation.
<b>Coordinators</b>	
<b>and</b> <b>both . . . and</b> <b>not only . . . but also</b>	<b>Both</b> an increase in the supply of paper money <b>and</b> unrestrained consumer borrowing can cause inflationary tendencies.  To lose weight, one must <b>not only</b> exercise regularly <b>but also</b> eat wisely.
<b>Others</b>	
<b>the first cause, reason, factor, etc.</b> <b>the/a second problem, result, advantage, etc.</b> <b>one problem, reason, important factor, etc.</b> <b>another way, reason, disadvantage, etc.</b> <b>an additional problem, result, etc.</b> <b>in addition to math and science, . . .</b>	<b>A second</b> cause is an increase in the supply of paper money.  Regular exercise is <b>one</b> way to get fit and lose weight.  <b>In addition to</b> government spending, unrestrained consumer borrowing can cause inflationary tendencies.

## Transition Signals between Paragraphs

Linking paragraphs with transitions helps your reader see how the subtopics are related. Link one paragraph to the next by adding a transition to the topic sentence of the second paragraph. This transition may be a single word, a phrase, or a dependent clause that repeats or summarizes the main idea in the preceding paragraph.

Study the following model, and notice how the paragraphs are linked.

### MODEL

#### Paragraph Transitions

INTRODUCTORY  
PARAGRAPH

#### Aggressive Drivers

The number of vehicles on freeways and streets is growing at an alarming rate. This increase of motor vehicles is creating hazardous conditions. Moreover, drivers are in such a rush to get to their destinations that many become angry or impatient with other motorists who are too slow or who are in their way. Aggressive drivers react foolishly toward others in several dangerous ways.

BODY PARAGRAPH 1

TRANSITION WORDS

**One way** an angry driver may react is to cut off<sup>1</sup> another motorist.  
(+ supporting sentences)

BODY PARAGRAPH 2

TRANSITION WORDS

**Another way** is to tailgate<sup>2</sup> the other car. (+ supporting sentences)

BODY PARAGRAPH 3

TRANSITION PHRASE

**In addition to cutting off and tailgating other cars,** aggressive drivers often use rude language or gestures to show their anger. (+ supporting sentences)

BODY PARAGRAPH 4

TRANSITION CLAUSE

**Although law enforcement authorities warn motorists against aggressive driving,** the number who act out their angry impulses has not declined. (+ supporting sentences)

CONCLUDING PARAGRAPH

**To conclude,** aggressive drivers are endangering everyone because they create hazardous conditions by acting and driving foolishly. They should control their anger and learn to drive safely. After all, the lives they save could be their own.

<sup>1</sup>cut off: drive in front of

<sup>2</sup>tailgate: drive closely behind or on the tail of another car

**PRACTICE 5***Transitions  
between  
Paragraphs*

- A. Circle the transition expressions that link paragraphs in the model essay on pages 58–59.
- B. Connect the ideas in the following paragraphs by adding a transition word, phrase, or clause to the topic sentences of the third, fourth, and fifth paragraphs. Try to vary the transitional linking expressions you use. You may rewrite the topic sentences if necessary. The first one has been done for you as an example.

**Icebergs: A Potential Source of Water**

1 In countries where rainfall is very sparse,<sup>1</sup> scientists must constantly seek ways to increase supplies of water. One method being considered is the use of desalination plants, which would remove salt from seawater. Another method being considered is the towing of icebergs. According to this method, large icebergs from Antarctica would be wrapped in cloth or plastic, tied to powerful tugboats by strong ropes, and towed to the countries needing freshwater. While this plan may have some potential, there are certain practical problems that must be solved.

2 The first problem \_\_\_\_\_ is the expense. According to estimates, it would cost between \$50 million and \$100 million to tow a single 100-million-ton iceberg from Antarctica to, for example, the coast of Saudi Arabia.

3 \_\_\_\_\_ is the possibility that the iceberg would melt en route.<sup>2</sup> No one knows if an iceberg could be effectively insulated for such a long journey. At the very least, there is the possibility that it would break up into smaller pieces, which would create still other problems.

4 \_\_\_\_\_ there is the danger that a huge block of ice floating off an arid<sup>3</sup> coast could have unexpected environmental effects. The ice could drastically<sup>4</sup> change the weather along the coast, and it would probably affect the fish population.

5 \_\_\_\_\_ the cost of providing freshwater from icebergs would be less than the cost of providing water by desalination, according to most estimates. It would cost between 50 and 60 cents per cubic meter to get water from an iceberg, as opposed to the 80 cents per cubic meter it would cost to get the same amount by desalination.

6 In conclusion, before icebergs can become a source of freshwater in the future, problems involving cost, overall practicality, and most important, environmental impact<sup>5</sup> must be solved.

<sup>1</sup>**sparse:** small in amount

<sup>2</sup>**en route:** during the journey

<sup>3</sup>**arid:** dry

<sup>4</sup>**drastically:** in an extreme way

<sup>5</sup>**impact:** effect

- C. Add transition words, phrases, or clauses to the topic sentences of the paragraphs in this essay. Rewrite the topic sentences if necessary.

### Medicine and Ethics<sup>6</sup>

1 Recent advances in the fields of medicine and biotechnology have brought about situations that could scarcely be imagined only a generation ago. Battery-operated plastic hearts can be implanted into<sup>7</sup> people. People can be kept alive indefinitely by machines. Exact duplicates of animals can be made. While such scientific achievements may ultimately benefit humankind, they have also created complex legal and ethical issues.

2 \_\_\_\_\_ involves doctors' ability to intervene in human reproduction. A well-known example is the case of Baby M. A man paid a woman to bear a child for him and his wife, who could not have children. They signed a contract, but after the baby was born, the woman wanted to keep the baby. The father said the baby was his, but the woman said it was hers. It took the courts many months to decide who was right.

3 \_\_\_\_\_ another ethical dilemma<sup>8</sup> has arisen because doctors are now able to keep people who are in comas<sup>9</sup> alive for years by attaching their bodies to machines. This gives great power and great responsibility to the people who control the machines. As a result of this power, society has had to develop a new definition of death. How does a person decide whether another person whose heart cannot beat on its own and whose lungs are pumped by a machine is still alive or not?

4 \_\_\_\_\_ the ability of biotechnologists to produce new forms of life in their laboratories is another area with profound<sup>10</sup> ethical consequences. Isn't a scientist who creates, for example, a new bacterium "playing God"? Furthermore, is it even safe to introduce new life forms into Earth's atmosphere? Is there a risk that such life forms could get out of control? Some people fear so.

5 \_\_\_\_\_ scientists are now able to duplicate living organisms, cell by cell, through a process called cloning. Recently, the world was stunned by the successful cloning of a human embryo. Should biotechnologists be allowed to clone people? Who should control human cloning?

6 \_\_\_\_\_ revolutions—political or technological—cause upheaval<sup>11</sup> and force change. Our new ability to create and prolong life is raising questions and forcing changes in our very concept of life, an issue involving not only legal but also profound moral considerations.

<sup>6</sup>ethics: the study of right and wrong

<sup>7</sup>implanted into: put into

<sup>8</sup>dilemma: difficult problem

<sup>9</sup>comas: states of unconsciousness (being unable to see, hear, or speak)

<sup>10</sup>profound: important; serious

<sup>11</sup>upheaval: social disturbance

## The Concluding Paragraph

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The conclusion is the final paragraph in an essay. It has three purposes.

1. It signals the end of the essay. To do so, begin your conclusion with a transition signal. See Transition Signals in Appendix C, pages 297–299.
2. It reminds your reader of your main points, which you can do in one of two ways: You can
  - summarize your subtopics.
  - paraphrase your thesis.
3. It leaves your reader with your final thoughts on the topic. This is your opportunity to convey a strong, effective message that your reader will remember.

Here are techniques that you can use to write a memorable conclusion.

### Make a prediction.

We have seen how the costs of attending college have been rising while, at the same time, sources of financial aid for students have been disappearing. If this trend continues, fewer and fewer families will be able to send their children through four years of college.

### Suggest results or consequences.

To sum up, the costs of attending college are up and financial aid for students is down. Fewer and fewer future members of the workforce are able to educate themselves beyond high school. As a result, the nation will waste the intelligence, imagination, and energy of a large segment of the present college-age generation.

### Suggest a solution, make a recommendation, or call for action.

It is clear that the U.S. system of higher education is in trouble. For many students, four years of college is no longer possible because of increasing costs and decreasing financial aid. To reverse this trend, we must demand that government increase its financial support of colleges and universities and restore financial aid programs. Our future depends on it.

### Quote an authority on the topic.

In conclusion, costs are rising and financial aid is declining, with the result that many can no longer afford to go to college. If our nation is to prosper, increased government funding for education is essential, even if it requires higher taxes. As Horace Mann<sup>1</sup> argued in his *Fifth Annual Report*, a nation's economic wealth will increase through an educated public. It is therefore in the self-interest of business to pay the taxation for public education.

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<sup>1</sup>Horace Mann (1796–1859) is considered the father of public education in the United States.

**PRACTICE 6****Concluding Paragraphs**

**Step 1** Read the following essay and the two possible concluding paragraphs.

**Step 2** Then answer the questions.

**Culture Shock**

Moving to a new country can be an exciting, even exhilarating experience. In a new environment, you somehow feel more alive: seeing new sights, eating new food, hearing the foreign sounds of a new language, and feeling a different climate against your skin stimulate your senses as never before. Soon, however, this sensory bombardment becomes sensory overload. Suddenly, new experiences seem stressful rather than stimulating, and delight turns into discomfort. This is the phenomenon known as culture shock. Culture shock is more than jet lag or homesickness, and it affects nearly everyone who enters a new culture—tourists, business travelers, diplomats, and students alike. Although not everyone experiences culture shock in exactly the same way, many experts agree that it has roughly five stages.

In the first stage, you are excited by your new environment. You experience some simple difficulties such as trying to use the telephone or public transportation, but you consider these small challenges that you can quickly overcome. Your feelings about the new culture are positive, so you are eager to make contact with people and to try new foods.

Sooner or later, differences in behavior and customs become more noticeable to you. This is the second stage of culture shock. Because you do not know the social customs of the new culture, you may find it difficult to make friends. For instance, you do not understand how to make “small talk,” so it is hard to carry on a casual, get-acquainted conversation. One day in the school cafeteria, you overhear a conversation. You understand all the words, but you do not understand the meaning. Why is everyone laughing? Are they laughing at you or at some joke that you did not understand? Also, you aren’t always sure how to act while shopping. Is this store self-service, or should you wait for a clerk to assist you? If you buy a sweater in the wrong size, can you exchange it? These are not minor challenges; they are major frustrations.

In the third stage, you no longer have positive feelings about the new culture. You feel that you have made a mistake in coming here. Making friends hasn’t been easy, so you begin to feel lonely and isolated. Now you want to be with familiar people and eat familiar food. You begin to spend most of your free time with students from your home country, and you eat in restaurants that serve your native food. In fact, food becomes an obsession, and you spend a lot of time planning, shopping for, and cooking food from home.

You know that you are in the fourth stage of culture shock when you have negative feelings about almost everything. In this stage, you actively reject the new culture. You become critical, suspicious, and irritable. You believe that people are unfriendly, that your landlord is trying to cheat you, that your teachers do not like you, and that the food is making you sick. In fact, you may actually develop stomachaches, headaches, sleeplessness, lethargy, or other physical symptoms.

Finally, you reach the fifth stage. As your language skills improve, you begin to have some success in meeting people and in negotiating situations. You are able to exchange the sweater that was too small, and you can successfully chat about the weather with a stranger on the bus. Your self-confidence grows. After realizing that you cannot change your surroundings, you begin to accept the differences and

tolerate them. For instance, the food will never be as tasty as the food in your home country, but you are now able to eat and sometimes even enjoy many dishes. You may not like the way some people in your host country dress or behave in public, but you do not regard their clothes and behavior as wrong—just different.

### Concluding Paragraph A

To sum up, culture shock is a very real phenomenon that has been studied for more than 30 years by psychologists and anthropologists. Its five phases are (1) positive feelings toward the new culture, (2) awareness of small differences, (3) growing discomfort and need for contact with home culture, (4) negative feelings, and (5) acceptance and adjustment. Symptoms may vary, and not all people experience all five phases. In the end, however, people who suffer culture shock are stronger from having overcome the difficulties and frustrations of adapting to life in a new land.

### Concluding Paragraph B

In conclusion, nearly everyone moving to a new country feels some degree of culture shock. Symptoms may vary, and not all people experience all five stages. Newcomers with a strong support group may feel at home immediately in the new culture, while others may take months to feel comfortable. Staying in touch with friends and family, keeping a positive attitude, and, above all, learning the language as soon as possible are ways to overcome the difficulties and frustrations of adapting to life in a new land.

1. Which concluding paragraph is a summary of the subtopics? Which one paraphrases the thesis statement?
2. Which concluding paragraph gives suggestions? Which one makes a prediction?

## PRACTICE 7

### Writing Concluding Paragraphs

**Step 1** Read the following “skeleton” essays. Only the introductory paragraph and topic sentences for the body paragraphs are given.

**Step 2** Write a concluding paragraph for each essay.

#### Essay 1

### Controlling Stress

#### Introductory Paragraph

The busy schedules that most adults face every day have created a growing health problem in the modern world. Stress affects almost everyone, from the highly pressured executive to the busy homemaker or student. It can cause a variety of physical disorders ranging from headaches to stomach ulcers and even alcoholism. Stress, like the common cold, is a problem that cannot be cured; however, it can be controlled. A person can learn to control stress in four ways.

#### Topic Sentences for Body Paragraphs

- A. Set realistic goals.
- B. Take up a hobby.
- C. Exercise regularly.
- D. Maintain close relationships with family and friends.

Concluding Paragraph

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Essay 2

Studying in Great Britain

Introductory Paragraph

People come from all over the world to the United Kingdom to pursue education. Some come for a year, while others may stay four years or longer to complete a program or earn a degree. Of course, the first few weeks in a new country are always a little stressful, but knowledge of a few British characteristics and customs can smooth the path for new arrivals.

Topic Sentences for Body Paragraphs

- A. British people are usually reserved.<sup>1</sup>
- B. British people are very orderly, so waiting in a queue<sup>2</sup> for a bus or in a shop is a must.
- C. The weather is no joke—it rains a lot.
- D. Cars drive on the left side of the road, and stepping off a curb can be dangerous if you are not used to looking to the right instead of to the left.

Concluding Paragraph

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## Essay Outlining

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Because an essay is long, it is important to organize and plan before you begin to write. The best way to do this is to make an outline. An outline not only organizes your thoughts, but it also keeps you on track once you begin to write.

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<sup>1</sup>**reserved:** quiet, restrained, undemonstrative in words and actions

<sup>2</sup>**queue:** British English word for American English *line*. People in the United Kingdom stand in a *queue*; people in the United States stand in a *line* to get service at a counter in a shop, to buy tickets, to wait for a bus, to board an airplane, and so on.

A formal outline has a system of numbers and letters such as the following. In other fields of study, different systems are used.

Roman numerals I, II, and III number the major sections of an essay (introduction, body, conclusion)

Capital letters A, B, C, D, and so on label the body paragraphs.

Arabic numerals 1, 2, 3, 4, and so on number the subpoints in each paragraph.

Small letters a, b, c, d, and so on label the specific supporting details.

To see an example of a complete essay outline, turn to pages 271–272 of Appendix A.

**PRACTICE 8**

*Essay Outlining*

- A. Below is an incomplete outline of the model essay “Native American Influences on Modern U.S. Culture” on pages 58–59. Complete the outline by filling in the missing parts.

**Native American Influences on Modern U.S. Culture**

**I. Introduction**

Thesis statement: Native Americans have made many valuable contributions to modern U.S. culture, particularly in the areas of language, art, food, and government.

**II. Body**

- A. Native Americans left a permanent mark on the English language.

1. Names of places—cities, towns, rivers, and states
  - a. States: Delaware, Iowa, Illinois, Alabama
  - b. Cities: Chicago, Miami, Spokane
2. Names of animals and plants
  - a. Animals: chipmunk, moose, raccoon, skunk
  - b. Plants: tobacco, squash

**B.** \_\_\_\_\_

1. Navajo rugs
2. Silver and turquoise jewelry
3. \_\_\_\_\_
  - a. Pottery
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_

**C.** \_\_\_\_\_

1. Farming techniques
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
2. \_\_\_\_\_
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_

- D. \_\_\_\_\_
1. Iroquois—large tribe with many branches (“nations”)  
    Needed to settle disputes among various branches
  2. Five nations formed League of Iroquois
    - a. \_\_\_\_\_
    - b. Acted together when dealing with outsiders
  3. After independence, 13 colonies adopted similar system.
    - a. Each colony (future state) was autonomous in managing own affairs.
    - b. \_\_\_\_\_

### III. Conclusion

We can easily see from these few examples the extent of Native American influence on our language, our art forms, our eating habits, and our government.

- B. Choose one thesis statement from Practices 3B, 3C, or 4 on pages 66–68. Follow the steps in the writing process, which you will find in Appendix A at the back of the book. Brainstorm for ideas, and then organize your ideas into a formal outline like the model.

## Review

These are the important points covered in this chapter.

### Main Parts of an Essay

1. An essay has three main parts: an introduction, a body, and a conclusion.
  - The introductory paragraph consists of two parts: a few general statements to attract your reader’s attention and a thesis statement to state your main idea. A thesis statement may also name the major subdivisions of the topic, and it may indicate how you will organize the essay.
  - The body of an essay discusses the subtopics, one by one. It contains as many paragraphs as necessary to explain all subtopics.
  - The concluding paragraph reminds your reader of what you have said. In it, you summarize your main ideas or paraphrase your thesis. You may also make a final comment on the topic for your reader to remember.
2. Use the logical division of ideas pattern to divide a topic into separate paragraphs.
3. Link paragraphs with transitions; that is, show how one paragraph is related to the next by using appropriate transition words, phrases, or clauses.
4. Prepare an outline to organize your ideas before you begin to write.

## Writing Practice

### PRACTICE 9

#### Writing an Essay

- Step 1** Write an essay from the outline you prepared in Practice 8B on page 76. Follow the steps in the writing process. (See Appendix A.)
- Step 2** After you have completed your first draft, use Self-Editing Worksheet 4 on page 321. Revise your essay and write a second draft if necessary.
- Step 3** Exchange papers with a classmate and check each other's essays using Peer-Editing Worksheet 4 on page 322. After your classmate has completed the checklist, discuss it and decide what changes you should make.
- Step 4** Revise your essay and write a final copy to hand in, making any improvements you discussed with your peer editor.
- Step 5** Hand in your first draft, your second draft, and the page containing the two editing worksheets. Your instructor may also ask you to hand in any prewriting (brainstorming and/or outline) that you did for this assignment.

### PRACTICE 10

#### Writing under Pressure

*Note:* These topics are intended to elicit a single paragraph, not an essay.

Choose one of the topics suggested and write a well-organized paragraph. Be sure to use specific examples to support your ideas. Your instructor will give you a time limit.

- Spend 1 or 2 minutes at the beginning thinking of ideas and organizing them.
- Spend 1 minute at the end checking your work for errors.
- Spend the remaining time writing.

#### Topic Suggestions

One area of influence from one culture on another (examples: food, language, music, art, political system, educational system)

Define one of the following. Use examples to support your definition.

friendship	an optimist
success	a pessimist
addiction	a good teacher
sports fanaticism	a good parent

## Applying What You Have Learned

### Logical Division of Ideas

Chapters 4–7 and 9 end with authentic readings that illustrate the rhetorical mode just studied. The writer of the following newspaper article, for example, uses logical division of ideas. As you read the article, notice the organization. Also look for words and phrases that the writer uses to introduce his examples.

### At the Movies

#### You Are Where You Sit: Seating Choice Can Tell a Lot about a Person<sup>1</sup>

1 When he goes to the movies, Ravel Centeno likes to sit on the aisle and stretch his feet out—a fact that by itself speaks volumes about his personality, according to a new study. The study, commissioned by the British movie theater company Odeon, examined how theater seating habits reflect personality. And as the summer movie season reaches its zenith, the research says you are where you sit. Psychologist Donna Dawson divided moviegoers into four different personality types based on their seating preferences and cited examples of movie characters who fit those types.

2 Those who sit on the aisle, like Centeno, are “detached observers”—people who like to have their own space, who are observers and tend to be quieter. “That’s funny, because I’m a writer,” Centeno said Thursday as he waited to see *A.I.* at the Cineplex Odeon at Universal CityWalk. “So that’s what I do (observe people).” One celluloid example of a detached observer, said Dawson, is Jack Nicholson’s Melvin Udall character in *As Good as It Gets*.

3 Other personality types, according to Dawson:

4 The “front row film fanatic”: Extroverted, assertive, and competitive, these are people who like to see movies with others, not on their own. An example from the movies might be Mike Meyers’s Austin Powers or Julia Roberts’s Erin Brockovich.

5 The “middle-of-the-roaders”: These are the people who like to sit in the middle, fittingly. They are people who are flexible and try to get along with others, such as Gwyneth Paltrow’s *Emma*. Gloria and Tom Candelaria of Redlands say that seems to fit them. “We like the middle because it’s not too far back and not too close to the front,” Gloria Candelaria said as she scanned the marquee at CityWalk. Tom Candelaria said the “middle-of-the-roader” label seems to fit them because “we’re easygoing.”

6 The “invisible rebels”: Those who sit far in the back are people who are rebellious and like excitement but don’t necessary seek the limelight, the study said. A typical example is Clint Eastwood’s *Man with No Name* and Sigourney Weaver’s Lt. Ripley in the *Alien* films. “The back row is where things happen; it’s an exciting area of danger and lots of passionate smooching,” Dawson said in the Odeon report. “It tends to attract people who are rebellious.”

7 For some people, though, sometimes a chair is just a chair. “I don’t know—wherever there’s an empty seat,” said filmgoer Chris Marshall of Lake Hollywood, when asked where he likes to sit. “That works for me.”

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<sup>1</sup>Sheppard, Harrison. “At the Movies. You Are Where You Sit: Seating Choice Can Tell a Lot about a Person.” *Los Angeles Daily News* 10 July 2001: N1.

**Questions****About the Organization**

1. What kind of introduction does this newspaper article have?
  - a. It is a funnel introduction—it begins with a general statement and narrows down to the thesis statement.
  - b. It begins with an example and ends with the thesis statement.
  - c. It explains the reasons for the study and ends with the thesis statement.
2. What kind of conclusion does it have?
  - a. It summarizes the four main personality types.
  - b. It gives the writer's opinion on the study.
  - c. It gives an example that contrasts with the main points.
3. What words in the thesis statement indicate that the article uses logical division of ideas as a pattern of organization?  
\_\_\_\_\_

**About the Support**

4. What two kinds of supporting details are used in this article?  
\_\_\_\_\_ and \_\_\_\_\_
5. The psychologist who made the study used one kind of support, and the writer of the article reporting the results of the study used another kind. Which person used which kind?
  - a. The psychologist used \_\_\_\_\_.
  - b. The writer used \_\_\_\_\_.

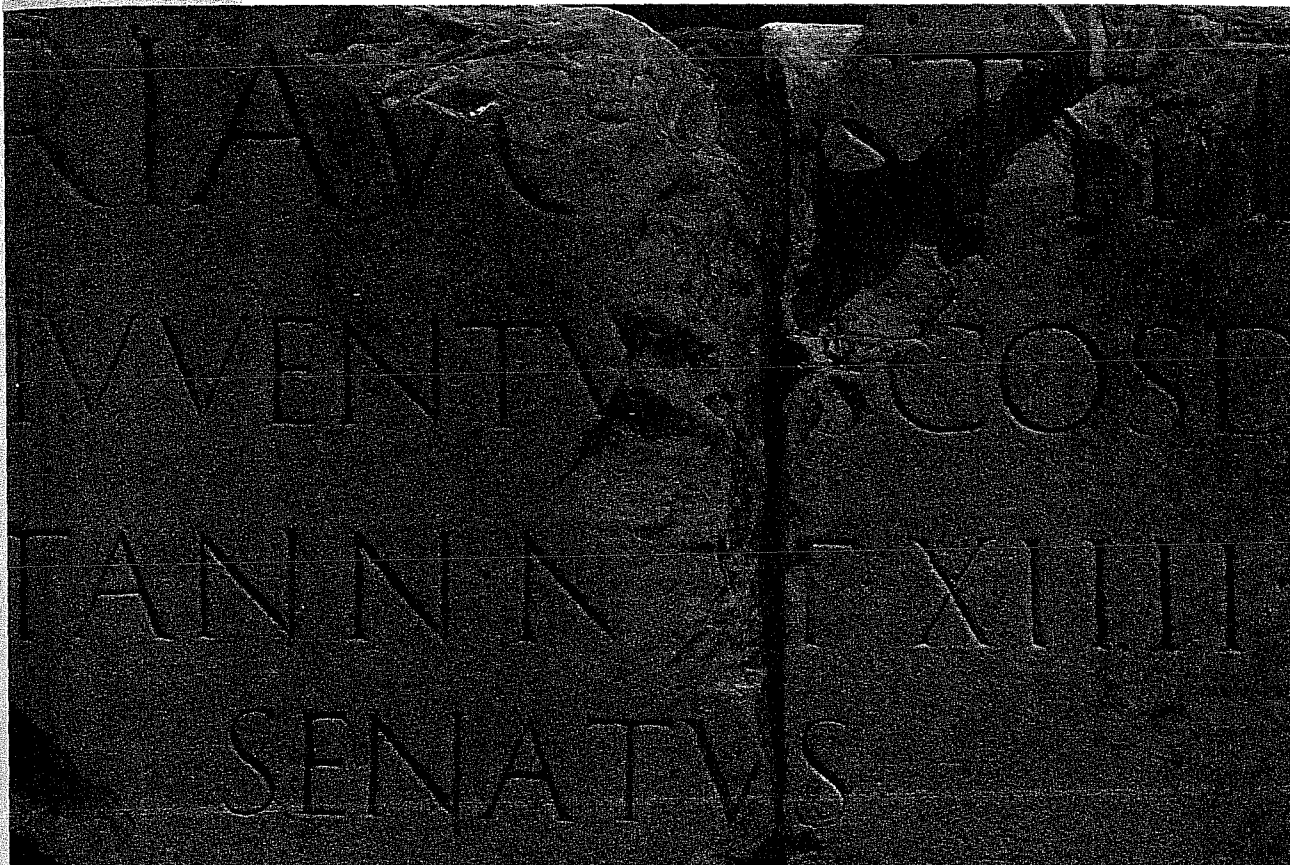
**About the Content**

6. How do we know if the psychologist is correct? Does the article mention the methods she used in her study to match seating preference and personality type, or does it report only the results?

**Suggestions  
for  
Discussion  
or Writing**

1. Do you agree or disagree with the author? Is there a connection between a person's choice of seats in a movie theater (or anywhere else) and his or her personality type? Think of other places where people choose a seat—a bus, a classroom, an airplane. Is there a connection between personality type and seat choice in these locations?
2. Brainstorm ideas and examples for an essay on one of the following topics.
  - You Are Where You Sit (in the classroom)
  - You Are What You Wear (fashion styles)
  - You Are What You Drive (automobiles)

## Chronological Order: Process Essays



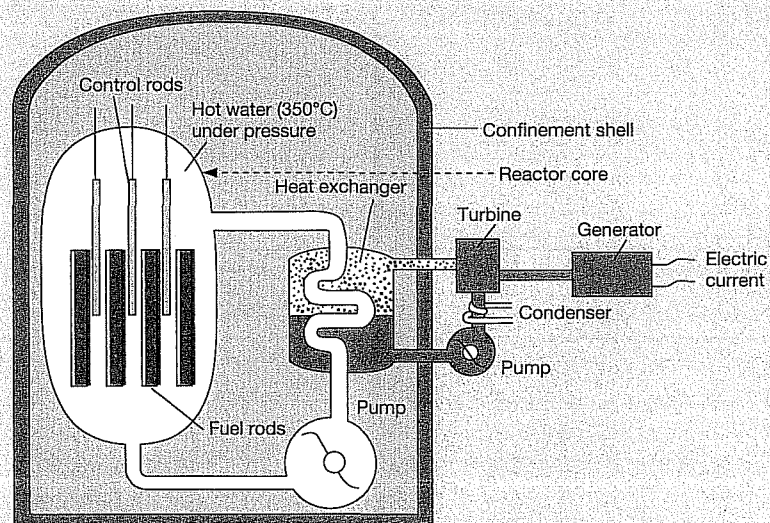
Ancient writing on Roman Forum, Italy

*Chronos* is a Greek word meaning time. **Chronological order** is a way of organizing ideas in the order of their occurrence in time. Chronological order has all sorts of uses. We use it to tell stories, to relate historical events, and to write biographies and autobiographies. We also use it to explain processes and procedures. For example, we would use chronological order to explain how to take a photograph, how to make a piece of pottery, how to perform a chemistry experiment, or how to set up an accounting system. Such essays are called “how to” essays, or **process essays**.

The model essay on pages 82–83 is a process essay. It explains two scientific processes involving nuclear energy. As you read the model, look for the two processes.

**MODEL****Chronological  
Order Essay  
(Process)**INTRODUCTORY  
PARAGRAPH**Understanding Chernobyl**

Clouds of radioactive steam shoot into the sky. Fires burn unstoppably, sending radioactive smoke and particles into the atmosphere. Men dressed in protective clothing work feverishly<sup>1</sup> to extinguish the fires and contain the contamination.<sup>2</sup> Hundreds of residents hastily grab their possessions and flee their homes. Roadblocks are erected to keep strangers away. This was the scene at the Chernobyl nuclear power plant in the former USSR in April 1986. The plant's nuclear reactor had exploded, spreading radioactive contamination over an area that stretched as far away as Norway and Sweden. This catastrophic<sup>3</sup> accident renewed fears about the safety of nuclear reactors around the world. Are such fears justified<sup>4</sup>? To understand how the accident at Chernobyl happened, it is necessary to understand how a nuclear power plant is constructed and how one operates.



A nuclear power plant

BODY PARAGRAPH 1

A nuclear power plant contains a nuclear reactor that uses controlled nuclear fission<sup>5</sup> to produce electricity. The reactor consists of fuel rods alternating with control rods inside a very large container called the reactor core. The fuel rods contain radioactive fuel such as uranium-235, and the control rods contain neutron<sup>6</sup>-absorbing<sup>7</sup> substances such as boron and cadmium. By varying the depth of the control rods within the core, one can increase or decrease the absorption of neutrons, thereby speeding up or slowing down the fission process. If necessary, the rods can be dropped all the way into the core to stop the

<sup>1</sup>feverishly: very quickly<sup>2</sup>contamination: pollution<sup>3</sup>catastrophic: terrible, disastrous<sup>4</sup>justified: appropriate, right<sup>5</sup>nuclear fission: nuclear reaction resulting from splitting a nucleus<sup>6</sup>neutron: electrically neutral particle inside an atom<sup>7</sup>absorbing: taking inside itself, as a sponge absorbs water

reaction completely. A high-pressure water bath surrounds the rods. The water acts as a coolant by slowing down the neutrons. In some reactors, graphite<sup>8</sup> is added to the water because graphite also slows down neutrons. A confinement shell usually surrounds the parts containing radioactive material so that radioactivity cannot escape.

BODY PARAGRAPH 2

How do nuclear reactors produce electricity? First, a series of nuclear fissions are produced by bombarding the nuclei<sup>9</sup> of uranium-235 with neutrons. When a neutron strikes a nucleus, the nucleus splits, releasing energy. The released energy then heats the water surrounding the rods, whose outer shells are made of zirconium. The hot water is pumped to a heat exchanger, where steam is produced. Finally, the steam passes to a turbine that drives a generator to produce electricity.

BODY PARAGRAPH 3

How did the accident at Chernobyl happen? It happened because on the day of the accident, the safety system on the reactor had been disabled while operators performed an experimental test. During the test, the reactor cooled excessively and threatened to shut down. If this had happened, the operators would not have been able to restart the reactor for a long period of time. To avoid this situation, they removed most of the control rods, which was against all safety rules. Soon, the reactor began to overheat. When the reactor overheated, the fuel rods melted and spilled their radioactive contents into the superheated water, which then flashed into steam. Next, the increased pressure from the steam blew the top off the reactor, and because there was no confinement shell around the reactor, radioactive material shot into the sky. At the same time, hot steam reacted with the zirconium shells of the fuel rods and with the graphite in the coolant water to produce hydrogen gas, which then ignited.<sup>10</sup> The graphite burned for a long time, spreading even more radioactivity into the atmosphere.

CONCLUDING PARAGRAPH

In the end, the cost of the Chernobyl accident was enormous. Thirty-one people died, and several hundred were hospitalized. Thousands had to be evacuated and resettled. The soil around Chernobyl will remain contaminated for years. The lesson from Chernobyl is this: A well-designed nuclear power plant using normal fuel is not dangerous as long as proper safety procedures are followed. However, poor design and/or disregard for safety regulations can lead to catastrophe.

#### Writing Technique Questions

1. What is the thesis statement? How does it indicate that at least part of this essay will use chronological organization?
2. Which two paragraphs explain processes (how something works or how something happens)? What two processes are explained?
3. Which paragraph describes the design of a nuclear power plant?
4. What kind of introduction does this essay have—"funnel" or attention-getting?
5. What kind of conclusion does it have? Does it summarize the main points or paraphrase the thesis, or is it a different kind? Does it give a final comment? In your opinion, is this kind of conclusion appropriate for this essay?

<sup>8</sup> **graphite:** gray substance used in lead pencils

<sup>9</sup> **nuclei:** plural of *nucleus*, the central part of an atom

<sup>10</sup> **ignited:** began to burn

### Three Keys

Here are three keys to organizing a process essay.

1. Discuss the steps in your process in the order in which they occur. Divide the steps into separate paragraphs where natural breaks or groups of steps occur. For example, to write about how to make a ceramic vase, you might divide the body into four paragraphs:
  - I. Introductory paragraph
  - II. Body
    - A. Shaping the vase
    - B. First (bisque) firing
    - C. Glazing
    - D. Second firing
  - III. Concluding paragraph
2. Write a thesis statement that names the process and indicates time order.
3. Use chronological order signal words and phrases to indicate the time sequence.

## Thesis Statements for a Process Essay

A thesis statement for a process essay in some way indicates the time order. Expressions such as *the process of*, *the procedure for*, *plan*, *develop*, *evolve*, *five stages*, and *several phases* indicate that time order will be used. Here are some examples:

Follow these steps to make a beautiful ceramic vase for your home.

The field of genetic engineering has developed rapidly in the past 10 years.

A child learns to share over a period of time.

Heating water by solar radiation is a simple process.

Sometimes the thesis statement tells the number of steps in the process.

The process of heating water by solar radiation involves three main steps.

The thesis statement may even name the steps.

The main steps in the process of heating water by solar radiation are (1) trapping the sun's energy, (2) heating and storing the hot water, and (3) distributing the hot water to its points of use.

**PRACTICE 1****Thesis  
Statements for  
Chronological  
Order**

**A. Step 1** Check (✓) the thesis statements that suggest a chronological order. Put a double check (✓✓) next to the thesis statements that suggest the essay will describe a process or procedure.

**Step 2** In the sentences you have checked, circle the word or words that indicate chronological order.

The first one has been done for you as an example.

- ✓✓ 1. A child learns to handle responsibility in a series of small (steps).
- \_\_\_ 2. A person's intelligence is the product of both heredity<sup>1</sup> and environment.
- \_\_\_ 3. There are two main reasons I believe women in the army should not be allowed in a war zone along with men.
- \_\_\_ 4. The procedure for submitting expense reports has recently changed.
- \_\_\_ 5. The tensions that led to last year's student riots had been developing for several years.
- \_\_\_ 6. North American directness often conflicts with Asian modesty.
- \_\_\_ 7. The two busiest travel days in the United States are the Wednesday before and the Sunday after Thanksgiving.
- \_\_\_ 8. Cultures celebrate the end of winter and the arrival of spring in different ways.
- \_\_\_ 9. The preparation of the poisonous puffer fish for eating is a delicate process that is not for amateur chefs.
- \_\_\_ 10. The life cycle of the monarch butterfly is an interesting phenomenon.

**B.** Write a thesis statement for a process essay on five of the following topics.  
*Note:* You may want to use one of these topics for your own essay at the end of the chapter.

1. How to take a good photograph

\_\_\_\_\_

2. How to research a topic for an essay

\_\_\_\_\_

3. How diamonds are processed from a diamond mine to a diamond ring

\_\_\_\_\_

4. How to perform a particular chemistry or physics experiment

\_\_\_\_\_

5. How to transplant a tree

\_\_\_\_\_

6. How a hybrid automobile works

\_\_\_\_\_

<sup>1</sup>heredity: characteristics received from one's parents (hair color, height, and so on)

7. How to overcome a fear

---

8. How GPS receivers work

---

9. How to celebrate \_\_\_\_\_ (any special occasion, such as a favorite holiday, a special birthday, a wedding, an anniversary)

---

10. How to detail a car<sup>1</sup>

---

**Topics on the Lighter Side**

11. How to shop successfully on eBay

---

12. How to flirt

---

13. How to mend a broken heart

---

14. How to get an A (or an F) in a class

---

15. How to raise a spoiled (or a perfect) child

---

## Transition Signals for Chronological Order

---

Chronological order signal words are especially important in a process essay. You have to be very clear about the sequence of steps: Does one step happen before, after, or at the same time as another step? Chronological order signals include all time expressions.

---

<sup>1</sup>**detail a car:** clean a car thoroughly inside and out

Chronological Order Signal Words and Phrases		
first, first of all, second, third, etc. then, next, after that, soon, later, later on finally, last, last of all meanwhile, at the same time, now gradually, eventually		<p><b>First</b>, choose a destination for your camping trip.</p> <p><b>Then</b> make a list of supplies and equipment.</p> <p><b>Last of all</b>, have a good time.</p> <p><b>Meanwhile</b>, have a supply of clean rags ready.</p> <p><b>Gradually</b> increase your child's allowance.</p>
Subordinators		
after                      since as                              until as soon as                  when before                        while		<p><b>After</b> you have chosen a destination, make a list of equipment and supplies that you will need.</p> <p>Praise your child <b>when</b> he or she does something well.</p>
Others		
the first (second, last, final) step on the third day after leaving home later that morning for five minutes in 2004 several years ago a few weeks later in the next (past, last) 15 years		<p><b>The last step</b> is to decorate the cake.</p> <p>Continue stirring the soup <b>for five minutes</b>.</p> <p><b>In 2004</b>, scientists announced a major discovery.</p> <p><b>After leaving home</b>, I began to appreciate my parents.</p> <p>My parents emigrated to the United States <b>several years ago</b>.</p> <p>The court announced the decision <b>a few weeks later</b>.</p>

Time subordinators such as *after*, *before*, and *as soon as* are useful as chronological order signals. To review them, turn to Time Clauses, pages 211–212.

**PRACTICE 2**

*Transition Signals for Chronological Order*

- A. Reread the model essay on pages 82–83. Find and circle all chronological order signals, including time words, time phrases, and time clauses.
- B. Fill in each blank with an appropriate chronological order signal from the list provided. Use each signal only once. Change small letters to capital letters and add commas where necessary.

as soon as the lesson begins	when you return	when he or she asks you
in conclusion	first	to speak up
in the next few minutes	finally	second
then	a third time	before you sit down
		next

### How to Annoy a Teacher

It is quite easy to annoy a teacher—even the most patient, kind-hearted teacher in the world—if you follow these simple steps.

- (1) \_\_\_\_\_ always come to class just a little late.
- (2) \_\_\_\_\_ make as much noise as possible as you enter the room. (3) \_\_\_\_\_ greet all your friends with a cheerful wave—or even better, with a shouted greeting. (4) \_\_\_\_\_ slam your heavy backpack down on the floor next to your desk and do a few stretching exercises. (After all, you will be sitting still for the next 40 minutes or so!)
- (5) \_\_\_\_\_ make a big, gaping<sup>1</sup> yawn and take your seat.
- (6) \_\_\_\_\_ raise your hand and ask to be excused to go to the restroom. (7) \_\_\_\_\_ be sure to slam the door, and again, make as much noise as possible while taking your seat.
- (8) \_\_\_\_\_ turn the pages of your book noisily, search in your backpack for a pencil, ask your neighbor if you can borrow an eraser, and announce in a loud voice that you cannot find your homework. (9) \_\_\_\_\_ raise your hand and ask to be excused to look for it in your locker.

If the teacher should happen to call on you during the class, mumble<sup>2</sup> an answer. (10) \_\_\_\_\_ mumble again—maybe a little louder this time, but still not loudly enough to be heard. If the teacher dares to ask you (11) \_\_\_\_\_ give a loud and clear answer to the previous question—the one your classmate answered a minute ago—and smile smugly<sup>3</sup> as you do so.

(12) \_\_\_\_\_ if these techniques do not achieve the desired results, you can always fold your arms across your desk, put your head down, and take a nap. Just do not forget to snore!

## Review

These are the important points covered in this chapter.

1. Using chronological order to organize an essay means putting the ideas in order or sequence by occurrence in time.
2. Use chronological order for narrative essays (stories, history, biography, and autobiography) and for process essays (how to do or make something).
3. Following are the three keys to success in writing a chronological order essay:
  - Group the steps or events into paragraphs where natural breaks occur.
  - Write a thesis statement that indicates chronological order.
  - Use chronological order signal words and phrases to show the sequence of steps (in a process) or events (in a narration).

<sup>1</sup>gaping: wide open

<sup>2</sup>mumble: speak unclearly

<sup>3</sup>smugly: with a self-satisfied look

## Writing Practice

### PRACTICE 3

#### Writing an Essay in Chronological Order

Choose one of the process thesis statements from Practice 1B on pages 85–86 and write an essay using chronological order as a method of organization. Follow the steps in the writing process described in Appendix A. When you have finished, use the Self-Editing and Peer-Editing Worksheets on pages 323 and 324.

### PRACTICE 4

#### Writing under Pressure

*Note:* These topics are intended to elicit a single paragraph, not an essay.

Choose one of the topics suggested and write a well-organized paragraph. Focus on using chronological order. Your instructor will give you a time limit.

- Spend 1 or 2 minutes at the beginning thinking of ideas and organizing them.
- Spend 1 minute at the end checking your work for errors.
- Spend the remaining time writing.

#### Topic Suggestions

What to do before, during, and after an earthquake

How to have a successful camping trip

How to build a good relationship with your boss

How to spend a perfect day in \_\_\_\_\_ (a city or town you know well)

## Applying What You Have Learned

### Chronological Order

In this magazine article, the author tells us how to keep our computers operating efficiently by performing regular maintenance chores. Even though his purpose is instructional, his tone is informal. By using humor (*Your PC is basically your backup brain*) and slang (*crud, guts, dust bunnies*), he makes the process entertaining to read.

#### Reading 1

#### Spring Cleaning, No Mops

***The messiest place in your house may be your hard drive.***

***You don't do Windows? It's time to fix that.*<sup>4</sup>**

1 April is upon us, and it's time to do some serious spring cleaning. I'm not talking about the fridge, the attic and the shoe closet. If you're like me, your PC is basically your backup brain, and if you really want that warm feeling of renewal that comes but once a year, you've got to clean up your computer.

2 The most visible messes are the easiest to deal with. A moist paper towel will freshen up your monitor; a cotton swab can scrape the crud off the rollers in your mouse; a good burst from a can of compressed air will get the dust out of your keyboard. If your computer desktop is as messy as your real one, that's easily corrected, too. You just have to be merciless. Dump those obsolete documents.

<sup>4</sup>Pellegrini, Frank. "Spring Cleaning, No Mops." *Time* 8 Apr. 2002: 85.

Delete old e-mails without looking back. Trash any program you haven't used since the last millennium.

3 Unfortunately, out of sight is not necessarily out of mind. Operating systems have a way of surreptitiously backing up everything you do, and some programs tend to grow roots. Just because you put something in the recycling bin or ran an uninstall program doesn't mean you got rid of it. On Windows machines there are several different files associated with each program, and to do a thorough cleaning job, you have to root out every one.

4 The problem is that deleting the wrong files can give your computer serious fits, so tread lightly. There are several popular utilities that will do the work safely for you. As a rule, you should stay out of the real guts of the machine—the files and settings that run your operating system—unless you really know your stuff.

5 You may still have to get rid of the temporary backup files that your computer made when you didn't hit Save often enough. Windows users can try to find and delete all files that end in .tmp. You'll be surprised how many hundreds have piled up; just don't delete any that the system says it still needs. After that, run your built-in mop-up programs—in Windows, look in System Tools for Disk Cleanup; with Macs, it's Disk First Aid in Utilities—and let the computer check itself for errors.

6 Now it's time to deal with everything your Internet browser brought home from its travels on the World Wide Web. Use Options or Preferences to get rid of unwanted cookies and clean out your cache files. Give your computer a blood test by going on the Web and downloading the latest in antivirus software. Then run a disk defragmenter to straighten out the tangle of files stored on your hard drive. This can speed up your computer's performance. But as with any major renovation, you should back up important documents beforehand, just to be safe.

7 The last step for desktop-computer owners is often the most satisfying. Grab your can of compressed air, unplug and open up your computer's box and behold—without touching anything—the dust bunnies that have been breeding in there ever since you brought it home. Eek!

## Questions

### About the Organization

1. Which sentence is true about the thesis statement of this magazine article?
  - a. The thesis statement announces the topic and indicates that this is going to be a “how to” essay.
  - b. The thesis statement announces the topic without indicating what pattern of organization it will use.
  - c. There is no clear thesis statement.
2. Which sentence best describes the conclusion?
  - a. The conclusion restates the thesis in different words.
  - b. There is no formal conclusion; the conclusion is actually a final step.
3. What pattern of organization does the article use?
  - a. Chronological order: process
  - b. Logical division of ideas
  - c. A combination of chronological process and logical division of ideas

## About the Support

4. Which sentence would best serve as a topic sentence for paragraph 2?
  - a. The first step is to clean the exterior of your computer.
  - b. The first step is to clean up what you can easily see.
5. Paragraphs 3, 4, and 5 all discuss the same general topic, but only one paragraph has a topic sentence.
  - a. Which paragraph has a topic sentence? \_\_\_\_\_  
Write the topic sentence here:  
\_\_\_\_\_
  - b. Consider combining the other two paragraphs. Which of the following sentences best serves as a topic sentence for the combined paragraph?
    - (1) Next, delete your old files safely by using a built-in program.
    - (2) The next step, getting rid of old files and programs, is more difficult.
    - (3) Next, empty your recycle bin.

## About Coherence

6. Look for chronological order signal words and phrases.
  - a. Which paragraphs begin with chronological order signals? \_\_\_\_\_ and \_\_\_\_\_  
Write the signals here:  
\_\_\_\_\_  
\_\_\_\_\_
  - b. What other chronological order signals can you find in paragraphs 5 and 6? List them here:  
\_\_\_\_\_  
\_\_\_\_\_

**Suggestions  
for  
Discussion  
or Writing**

1. Explain another procedure or process that involves recent technology. For example, explain how to e-mail photos that you have taken with a digital camera, or how to program a TiVo.
2. Would you like to live in a “smart” house of the future? Describe what a typical day in such a house might be like.
3. Does technology simplify or complicate our lives? Studies have shown that despite having vacuum cleaners, washing machines, microwave ovens, and dishwashers, women spend as much time on household tasks as their grandmothers did without these time-saving machines.

The next reading is from Senator Daniel Inouye’s autobiography, *Journey to Washington*. Senator Inouye is a United States Senator from the State of Hawaii. He is of Japanese ancestry and served in the U.S. Army’s 442nd Regimental Combat Team during World War II. This group of soldiers was composed of *nisei* (second-generation Japanese Americans) from Hawaii and were famous for their extreme courage. Senator Inouye lost an arm in battle and returned to Hawaii a hero.

In this passage, Inouye describes what he did after he returned home to Hawaii and how he became engaged to his wife.

## Reading 2

A Japanese Betrothal<sup>1</sup>

1 For a while there was a great, wild spree of homecoming celebrations. Two 442nd vets meeting on the street was reason enough for a party. But finally it was time to get back to normal living. The first thing I did was to register at the university. Doctoring was out, but I didn't care. I wanted now to become a lawyer, in the hope of entering public life. The prelaw courses required a lot of work, and they were harnessed to my extracurricular activities in student government and veterans' organizations. Then one unforgettable autumn day I met Margaret Awamura. Marriage had never occurred to me before that moment, but afterward, it never left my mind. I proposed on our second date. It was December 6, 1947. I know because we have celebrated the occasion together ever since.

2 Of course, because we were *nisei*, it wasn't as simple as all that. As soon as I informed my parents, they began to arrange things in the Japanese way. Tradition calls for a ceremonial event involving *nakoudos*—go-betweens—who represent the families of the prospective bride and groom and settle the terms of the marriage. By prearrangement the Inouye team (my parents, our *nakoudos*, and I) arrived at the Awamuras' one evening bearing gifts of rice, sake, and fish and took places on the floor. Our *nakoudos* faced their *nakoudos* across a low table. Behind them sat the respective families, the parents first and, farthest away from the action, Maggie and me, as though we were only incidental onlookers. Now and then I caught her eye and we smiled secretly. Only the *nakoudos* spoke.

3 First, gifts were exchanged. Then one of our representatives began to extol the virtues of Daniel Ken Inouye, a fine upstanding man, a war hero, and so forth. Next, our side listened to a recitation of Maggie's qualities: she had earned a master's degree, she was an accomplished seamstress, and her family's reputation for honor was unimpeachable. (I would have liked to add that she was beautiful, too.)

4 The *nakoudos* consulted briefly with their clients and recommended that the marriage be approved. Then at last glasses were filled, and a toast was drunk. Maggie and I were engaged—officially!

## Questions

## About the Organization

1. This reading could be divided into two parts.
  - a. What is the topic of the first part?
  - b. What is the topic of the second part?
  - c. Which sentence serves as a transition between the two parts?
  - d. Which part explains a process?
2. Circle all the chronological order signals in the excerpt.

<sup>1</sup>Inouye, Daniel. "A Japanese Betrothal." [Go for Broke](http://inouye.senate.gov/gfb/text.html#betrothal): Condensed from [Journey to Washington](#). 25 Aug. 2003 <<http://inouye.senate.gov/gfb/text.html#betrothal>>.

**About the Supporting Details**

3. This reading tells about courtship customs in two different cultures.
  - a. Which sentence tells about courtship customs in U.S. culture? Write the opening words of this sentence.  
\_\_\_\_\_
  - b. Write the opening words of the part that tells about Japanese customs.  
\_\_\_\_\_

**About Unity**

4. In the first paragraph, look for one sentence that breaks the unity of the paragraph. Write the opening words of this sentence.  
\_\_\_\_\_

**Suggestions  
for  
Discussion  
or Writing**

1. Senator Inouye describes the process of a traditional Japanese betrothal. Describe a betrothal process that you are familiar with.
2. In some cultures, marriages are arranged by parents or other relatives or with the help of a matchmaker. In the United States, most people marry for love. What are the advantages of each system? What are the disadvantages?
3. The Inouyes were both of Japanese ancestry, so they shared a common culture. However, there are many intercultural marriages in Hawaii and in other parts of the world. If someone marries a person from a different culture, how should they learn to share each other's customs? Recommend a process.
4. Have you ever had the experience of getting used to new customs? If so, explain the process by which you began to share others' customs.

## Cause/Effect Essays



Athenian silver tetra drachma, 4th century B.C.E.

Another common pattern of essay organization is called cause and effect. In a **cause/effect essay**, you discuss the causes (reasons) for something, the effects (results), or both causes and effects. You might use cause/effect organization to answer typical test questions such as these:

EDUCATION

Explain the decline in reading ability among schoolchildren.

ENVIRONMENTAL STUDIES

Discuss the effects of global warming on the environment.

BUSINESS, ECONOMICS

Discuss NAFTA<sup>1</sup> and its effects on the U.S. economy.

HISTORY

Discuss the causes of the U.S. Civil War.

PSYCHOLOGY

Explain the causes and effects of the "Stockholm syndrome."

<sup>1</sup>NAFTA: North American Free Trade Agreement, a trade agreement among Canada, Mexico, and the United States

## Organization for Cause/Effect Order

You can organize a cause/effect essay in two main ways: “block” organization and “chain” organization. In block organization, you first discuss all the causes as a block (in one, two, three, or more paragraphs, depending on the number of causes). Then you discuss all the effects together as a block. You can discuss either causes or effects first. Of course, you can also discuss *only* causes or *only* effects.

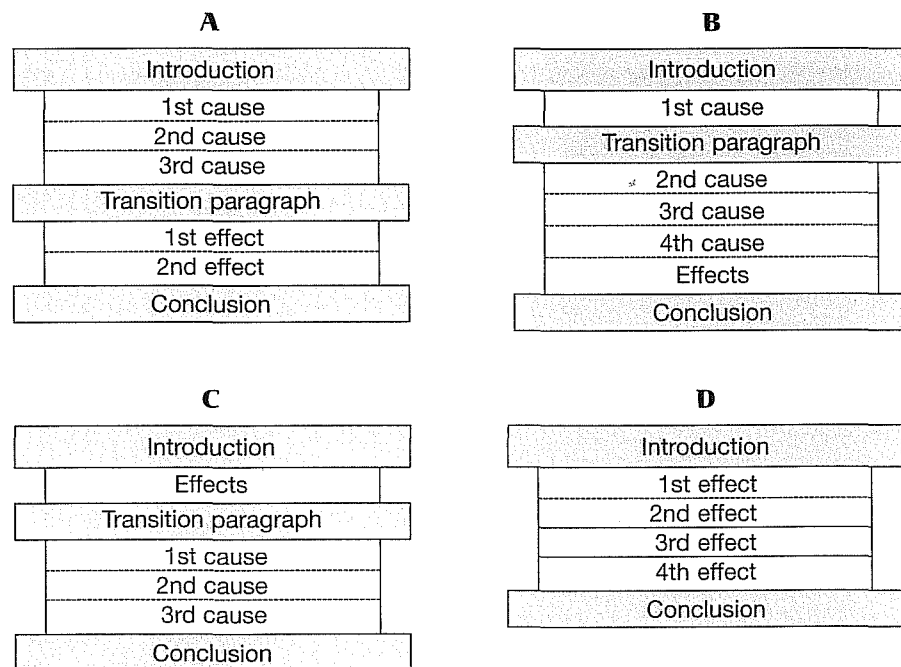
### Block Organization

In block organization, a short paragraph often separates one major section from another major section. This paragraph is called a transition paragraph. Its purpose is to conclude one section and introduce another section. You do not always have to write a transition paragraph, but it is helpful when your topic is long and complex. For example, an essay about global warming might include several paragraphs about the causes and several paragraphs about the effects, with a transition paragraph between the two blocks.

Essays that discuss mainly (or only) causes or mainly (or only) effects might have a transition paragraph between blocks of different kinds of causes or between blocks of different kinds of effects. For example, you might use a transition paragraph to separate the personal effects of our increased life expectancy from its many effects on the economy.

In short, a block-style cause/effect essay could have many different patterns. Some possibilities are shown below.

### Block Organization



As you read the following model essay, try to determine which of the patterns the model essay follows: A, B, C, or D.

**MODEL****Cause/Effect  
Essay (Block  
Organization)****Shyness**

1 If you suffer from shyness, you are not alone, for shyness is a universal phenomenon.<sup>1</sup> According to recent research, “close to 50 percent of the general population report that they currently experience some degree of shyness in their lives. In addition, close to 80 percent of people report having felt shy at some point in their lives” (Payne, par. 3).<sup>2</sup> As shyness is so prevalent in the world, it is not surprising that social scientists are learning more about its causes. They have found that shyness in an individual can result from both biological and environmental factors.

2 Recent research reveals that some individuals are genetically predisposed to<sup>3</sup> shyness. In other words, some people are born shy. Researchers say that between 15 and 20 percent of newborn babies show signs of shyness: they are quieter and more vigilant. Researchers have identified physiological differences between sociable and shy babies that show up as early as two months. In one study, two-month-olds who were later identified as shy children reacted with signs of stress to stimuli such as moving mobiles<sup>4</sup> and tape recordings of human voices: increased heart rates, jerky movements of arms and legs, and excessive crying. Further evidence of the genetic basis of shyness is the fact that parents and grandparents of shy children more often say that they were shy as children than parents and grandparents of non-shy children (Henderson and Zimbardo 6).<sup>5</sup>

3 However, environment can, at least in some cases, triumph over biology. A shy child may lose much of his or her shyness. On the other hand, many people who were not shy as children become shy as adults, a fact that points to environmental or experiential causes.

4 The first environmental cause of shyness may be a child’s home and family life. Children who grew up with a difficult relationship with parents or a dominating older sibling are more likely to be inhibited<sup>6</sup> in social interactions. Another factor is the fact that today’s children are growing up in smaller and smaller families, with fewer and fewer relatives living nearby. Growing up in single-parent homes or in homes in which both parents work full time, children may not have the socializing experience of frequent visits by neighbors and friends. Because of their lack of social skills, they may begin to feel socially inhibited, or shy, when they start school (7).

5 A second environmental cause of shyness in an individual may be one’s culture. In a large study conducted in several nations, 40 percent of participants in the United States rated themselves as shy, compared to 57 percent in Japan and 55 percent in Taiwan. Of the countries participating in the study, the lowest percentage of shyness was found in Israel, where the rate was 31 percent.

<sup>1</sup>**phenomenon:** occurrence or fact (plural: *phenomena*)

<sup>2</sup>Payne, Karen S. “Understanding and Overcoming Shyness.” California Institute of Technology Counseling Center. 7 Nov. 2004 <<http://www.counseling.caltech.edu/articles/shyness.html>>.

<sup>3</sup>**predisposed to:** likely to get

<sup>4</sup>**mobiles:** a toy that hangs over a baby’s bed with moving shapes

<sup>5</sup>Henderson, Lynne, and Philip Zimbardo. “Shyness.” *Encyclopedia of Mental Health*. 8 Oct. 2004 <<http://www.shyness.com/encyclopedia.html>>.

<sup>6</sup>**inhibited:** self-conscious, shy

Researchers Henderson and Zimbardo say, "One explanation of the cultural difference between Japanese and Israelis lies in the way each culture deals with attributing credit for success and blame for failure. In Japan, an individual's performance success is credited externally to parents, grandparents, teachers, coaches, and others, while failure is entirely blamed on the person." Therefore, Japanese learn not to take risks in public and rely instead on group-shared decisions. "In Israel, the situation is entirely reversed," according to Henderson and Zimbardo. "Failure is externally attributed to parents, teachers, coaches, friends, anti-Semitism, and other sources, while all performance success is credited to the individual's enterprise." The consequence is that Israelis are free to take risks since there is nothing to lose by trying and everything to gain (10).

<sup>6</sup> In addition to family and culture, technology may play a role as well. In the United States, the number of young people who report being shy has risen from 40 percent to 50 percent in recent years (10). The rising numbers of shy young people may be "due in part to the growing dependence on non-human forms of communication, coming about as a result of our huge advances in technology" (Payne, par. 4). Watching television, playing video games, and surfing the Web have displaced recreational activities that involve social interaction for many young people. Adults, too, are becoming more isolated as a result of technology. Face-to-face interactions with bank tellers, gas station attendants, and store clerks are no longer necessary because people can use machines to do their banking, fill their gas tanks, and order merchandise. College students take online telecourses. Telecommuters work at home, giving up daily contact with coworkers. Everyone texts, e-mails, and converses anonymously<sup>7</sup> in online chat rooms. As a result, people have less opportunity to socialize in person, become increasingly awkward at it, and eventually start avoiding it altogether. In short, they become shy.

<sup>7</sup> While being shy has some negative consequences, it has positive aspects, too. For one thing, it has been mentioned that shy people are good listeners ("Shyness").<sup>8</sup> Furthermore, a university professor writing about his own shyness says, "Because of their tendency toward self-criticism, shy people are often high achievers, and not just in solitary activities like research and writing. Perhaps even more than the drive toward independent achievement, shy people long to make connections to others, often through altruistic<sup>9</sup> behavior" (Benton).<sup>10</sup>

<sup>8</sup> To sum up, shyness has both genetic and environmental causes. Some people come into the world shy, while others become shy as a result of their experiences in life. It appears that most people have experienced shyness at some time in their lives, and recent research indicates that the number of shy people is increasing. Therefore, if you are shy, you have lots of company.

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<sup>7</sup>**anonymously:** without telling one's name

<sup>8</sup>"Shyness." [Wikipedia, the Free Encyclopedia](http://en.wikipedia.org/wiki/Shyness). 7 Nov. 2004 <<http://en.wikipedia.org/wiki/Shyness>>.

<sup>9</sup>**altruistic:** unselfish, benevolent

<sup>10</sup>Benton, Thomas H. "Shyness and Academe." [San Francisco Chronicle](http://chronicle.com/jobs/2004/05/2004052401c.htm): Chronicle of Higher Education Careers Section 24 May 2004. 7 Nov. 2004 <<http://chronicle.com/jobs/2004/05/2004052401c.htm>>.

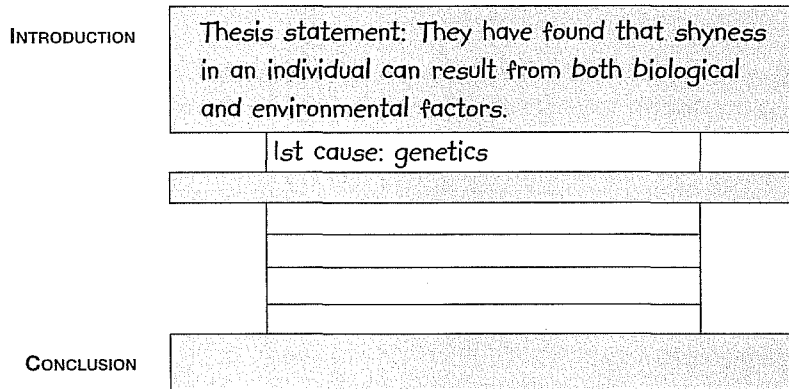
**Writing Technique Questions**

1. Is the topic of this essay primarily the causes or the effects of shyness?
2. Which paragraph(s) discuss(es) the causes?
3. Which paragraph(s) discuss(es) the effects?
4. What two subtopics are named in the thesis statement?
5. Which paragraph(s) discuss(es) the first subtopic?
6. Which paragraph(s) discuss(es) the second subtopic?
7. What is the function of paragraph 3?
8. Which pattern (A, B, C, or D) does the model follow?

**PRACTICE 1**

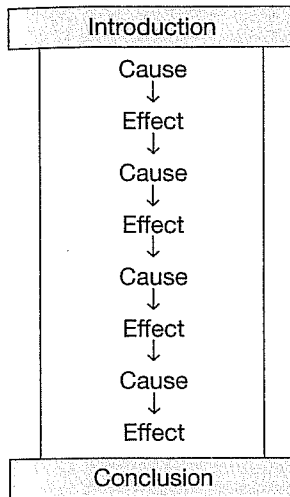
**Block Organization**

Fill in the boxes to show the block organizational pattern of the essay. Write in the topic of each paragraph and tell whether it is a cause or an effect. The first two boxes have been filled in for you.



**Chain Organization**

The other organizational pattern you can use to write about causes and effects is chain organization. In this pattern, causes and effects are linked to each other in a chain. One event causes a second event, which in turn causes a third event, which in turn causes a fourth event, and so on. Each new cause and its effect are links in a chain. Depending on the complexity of the ideas in each link, you can devote an entire paragraph to one link, or you may include several links in one paragraph, or you may describe the entire chain in one paragraph. Chain organization usually works better than block organization when the causes and effects are too closely linked to be separated. Notice the chain pattern in the following diagram.



### How Fertile Land Becomes Desert

People move into new areas and clear land for agriculture by cutting down trees.

The tree roots no longer hold the soil in place.

The tree roots do not hold the soil in place.

The topsoil washes away during heavy rains.

The topsoil washes away during heavy rains.

There is no good soil to grow crops in.

There is no good soil to grow crops in.

People move to new areas and clear land for agriculture by cutting down trees.

The following short essay describes a simple chain reaction.

#### MODEL

#### *Cause/Effect Essay (Chain Organization)*

#### SAD

1 Years ago, medical researchers identified a psychological disorder that they appropriately named **Seasonal Affective Disorder**, or SAD. People who suffer from SAD become very depressed during the winter months. Doctors now understand the causes of this condition, which affects millions of people, particularly in areas of the far north where winter nights are long and the hours of daylight are few.

2 SAD results from a decrease in the amount of sunlight sufferers receive. Doctors know that decreased sunlight increases the production of melatonin, a sleep-related hormone that is produced at increased levels in the dark. Therefore, when the days are shorter and darker, the production of this hormone increases. Shorter, darker days also decrease production of serotonin, a chemical that helps transmit nerve impulses. Lack of serotonin is known to be a cause of depression (“Seasonal” HH, par. 1).<sup>1</sup> Depression may result from the resulting imbalance of these two substances in the body. Also, doctors believe that a decrease in the amount of sunlight the body receives may cause a disturbance in the body’s natural clock (“Seasonal” NMHA, par. 2).<sup>2</sup> Doctors believe that the combination of chemical imbalance and biological clock disturbance results in symptoms such as lethargy,<sup>3</sup> oversleeping, weight gain, anxiety, and irritability—all signs of depression.

3 Since absence of light seems to be the cause of this disorder, a daily dose of light appears to be the cure. Doctors advise patients to sit in front

<sup>1</sup>“Seasonal Affective Disorder.” The Healthy House Ltd. 30 Nov. 2004 <[http://www.healthy-house.co.uk/allergy/information.php?allergy\\_id=11](http://www.healthy-house.co.uk/allergy/information.php?allergy_id=11)>.

<sup>2</sup>“Seasonal Affective Disorder.” National Mental Health Association. 30 Nov. 2004 <<http://www.nmha.org/infoctr/factsheets/27.cfm>>.

<sup>3</sup>**lethargy**: inactivity; tiredness

of a special light box that simulates<sup>1</sup> natural light for a few hours every day. An hour's walk outside in winter sunlight may also help (par. 4).

4 In conclusion, the depressive effect of low sunlight levels may help explain the high suicide rate in the Scandinavian countries; more important, it may suggest a remedy: When the days grow short, turn on the lights.

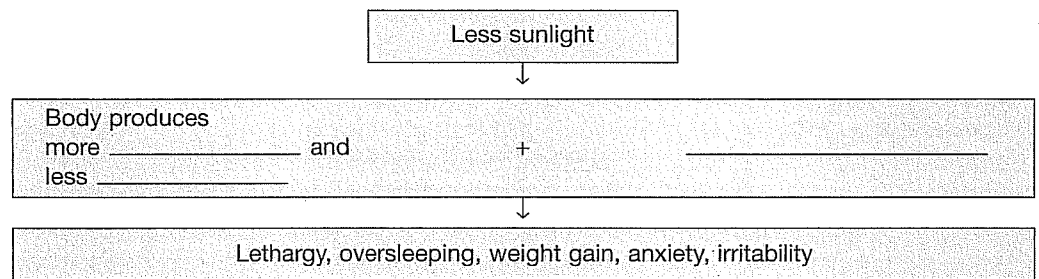
**Writing Technique Questions**

1. Which paragraph contains the chain of causes and effects?
2. What is the effect of decreased sunlight in winter?
3. What other change results from a decrease in the amount of sunlight?
4. What is the final result?

**PRACTICE 2**

**Chain Organization**

Fill in the boxes to complete the flowchart, which illustrates the cause/effect chain described in the model essay "SAD."



The type of cause/effect organization you choose depends on your topic.

- A chain pattern is usually easier if the causes and effects are very closely interrelated. You might use a chain pattern to write about the causes of a particular disease or phenomenon in nature such as a thunderstorm or a rainbow.
- The block pattern is usually easier with larger, complex topics such as global warming or homelessness.
- Sometimes you will want to use a combination of block and chain organization. The model essay on pages 96–97 uses block organization, but in paragraphs 4, 5, and 6, you will find chain organization.

<sup>1</sup>simulates: imitates

## Cause/Effect Signal Words and Phrases

Just as certain transition signals show time order and logical division, certain words and phrases signal cause/effect relationships. You probably know many of them already.

### Cause Signal Words

Coordinators	
for	Bison were indispensable to the Native American tribes, <b>for</b> this one animal provided them with nearly everything they needed for survival: meat, clothing, shelter, tools, and weapons. <i>Note:</i> When used in this way, <i>for</i> has the same meaning as <i>because</i> . However, you <b>MUST</b> use a comma in front of <i>for</i> , and you <b>MUST NOT</b> use a comma in front of <i>because</i> .
Subordinators	
because since as	Bison were indispensable to the Native American tribes <b>because/since/as</b> this one animal provided them with nearly everything they needed for survival: meat, clothing, shelter, tools, and weapons.
Others	
to result from to be the result of	The bison's near extinction <b>resulted from/was the result of</b> loss of habitat and overhunting.
due to because of	Bison nearly became extinct <b>due to/because of</b> loss of habitat and overhunting.
the effect of the consequence of	One <b>effect of/consequence of</b> westward expansion was the destruction of habitat for the bison.
as a result of as a consequence of	The areas in which bison could roam freely shrank <b>as a result of/as a consequence of</b> the westward expansion of the 1800s.

### PRACTICE 3

#### Recognizing Cause Signal Words

**Step 1** Underline the part of the sentence that states a cause.

**Step 2** Circle the word or words that introduce the cause.

**Step 3** Be able to discuss the use of each word or phrase you have circled.

What kind of grammatical structure follows each one? Notice especially the difference between the use of *because* and *because of*.

The first one has been done for you as an example.

- The computer is a learning tool (since) it helps children to master math and language skills. (After *since*, we must use a clause with a subject and a verb.)
- Due to the ability of computers to keep records of sales and inventory, many big department stores rely on them.
- A medical computer system is an aid to physicians because of its ability to interpret data from a patient's history and provide a diagnosis. (How would you rewrite this sentence using *because* instead of *because of*?)
- War, famine, and ethnic violence have caused a flood of refugees in the past 50 years.

5. Hollywood movies are known for their special effects because U.S. audiences seem to demand them.
6. Since European audiences seem to prefer movies that explore psychological or philosophical issues, European movies are generally quieter and more thought-provoking.
7. Smog results from chemical air pollutants being trapped under a layer of warm air.
8. John's promotion is the result of his brilliant management skills and company loyalty.
9. Little is known about life on the ocean floor, for scientists have only recently developed the technology to explore it.
10. Holes are created in the protective ozone layer of the stratosphere as a result of the burning of fossil fuels.

### Effect Signal Words

Transition Words and Phrases	
<p><b>as a result</b>  <b>as a consequence</b>  <b>therefore</b>  <b>thus</b>  <b>consequently</b>  <b>hence</b></p>	<p>Workers building the new transcontinental railroad needed meat; <b>as a result/as a consequence/therefore/thus/consequently/hence</b>, hunters killed bison by the thousands.</p> <p><i>Note:</i> Notice the difference between <i>as a result</i> and <i>as a result of</i>. <i>As a result</i> is followed by a full sentence (independent clause) and introduces an effect. <i>As a result of</i> is followed by a noun phrase and introduces a clause.</p>
Coordinators	
<p><b>so</b></p>	<p>Native Americans began trading bison skins to the settlers for steel knives and guns, <b>so</b> they began killing bison in larger numbers.</p>
Others	
<p><b>to result in</b>  <b>to cause</b></p> <p><b>to have an effect on</b>  <b>to affect</b></p> <p><b>the cause of</b>  <b>the reason for</b></p> <p><b>thereby</b></p>	<p>Loss of habitat and overhunting <b>resulted in/caused</b> the near extinction of bison.</p> <p>The reduced numbers of bison <b>had a terrible effect on/affected</b> the lives of the Native Americans who had depended on them for survival.</p> <p>The rescue of the bison from near extinction is <b>a cause of/a reason for</b> celebration.</p> <p>The 85 bison that survived were given refuge in Yellowstone National Park in 1892, <b>thereby</b> saving this species from total extinction.</p> <p><i>Note:</i> <i>Thereby</i> is most frequently used in front of <i>-ing</i> phrases.</p>

#### PRACTICE 4

#### Recognizing Effect Signal Words

- Step 1** Underline the part of the sentence that states an effect.
- Step 2** Circle the word or words that introduce the effect.
- Step 3** Be able to discuss the use of each word or phrase that you have circled. What kind of grammatical structure follows each one? How is the sentence punctuated?

1. The performance of electric cars is inferior to the performance of cars with conventional internal combustion engines; consequently, some improvements must be made in them if they are to become popular.
2. However, electric cars are reliable, economical, and nonpolluting; therefore, the government is spending millions of dollars to improve their technology.
3. Electric cars use relatively inexpensive electricity for power; thus, they cost less to operate than cars that use gasoline.
4. The cost of gasoline is rising; as a result, some automobile manufacturers have begun to produce electric models.
5. His patient diplomacy resulted in the successful negotiation of a peace treaty.
6. It has been documented that lack of sleep affects a person's ability to think clearly.
7. Cold water is denser than warm water and will therefore sink.
8. Freshwater is less dense than salt water, so it tends to float on the surface of a body of salt water.
9. Air pollution creates holes in the protective ozone layer of the stratosphere, thereby allowing harmful ultraviolet radiation to reach Earth's surface.
10. The cause of the patient's rapid recovery was the excellent care he received from his doctor.

**PRACTICE 5**

**Using Cause/  
Effect Signal  
Words**

**Step 1** Decide which sentence in each item is a cause and which is an effect. Write *C* for cause or *E* for effect next to each sentence.

**Step 2** Combine the sentences in each item into a new sentence that shows a cause/effect relationship. Use the cause or effect signal word or phrase given to form your new sentence, and circle the word. You will have to add, delete, or change words in most sentences.

The first one has been done for you as an example.

1. E There are fewer hours of daylight.  
C In winter, the sun is lower in the sky.  
 (thus) In winter, the sun is lower in the sky; (thus) there are fewer hours of daylight.

2. \_\_\_\_\_ Some breeds of dogs have a stronger desire to perform a service than other breeds.  
 \_\_\_\_\_ They are more suitable as search-and-rescue animals.  
 (since) \_\_\_\_\_

3. \_\_\_\_\_ Seals and other aquatic mammals can see when they are hunting for food in the dark ocean depths at night.  
 \_\_\_\_\_ They have very large eyes.  
 (due to) \_\_\_\_\_

4. \_\_\_\_ Metals have many free-moving electrons.  
\_\_\_\_ Metals are good conductors of heat.  
(consequently) \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_ My company began offering employees flexible working hours.  
\_\_\_\_ Productivity has increased.  
\_\_\_\_ Absenteeism has declined.  
(as a result) \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_ Radiation could escape into the atmosphere.  
\_\_\_\_ The Chernobyl nuclear power plant had no confinement shell.  
(hence) \_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_ Operators had disregarded safety rules.  
\_\_\_\_ The nuclear reactor at Chernobyl underwent a meltdown.  
(because of) \_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_ During a weather phenomenon known as El Niño, a mass of warm water flows eastward across the Pacific Ocean toward South America.  
\_\_\_\_ The temperature of the water off the coast of Peru rises as much as 10°F.  
(thereby) *Note: You must change the verb rise to raise.* \_\_\_\_\_  
\_\_\_\_\_
9. \_\_\_\_ Weather around the world changes.  
\_\_\_\_ During an El Niño, the jet stream blows in a different pattern.  
(therefore) \_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_ In some areas of the world, heavy rains fall.  
\_\_\_\_ Devastating floods and mudslides happen.  
(cause—*verb*) \_\_\_\_\_  
\_\_\_\_\_
11. \_\_\_\_ In other parts of the world thousands of people suffer starvation.  
\_\_\_\_ Drought happens.  
(as a result of) \_\_\_\_\_  
\_\_\_\_\_

## Review

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These are the important points you should have learned from this chapter.

1. Cause/effect organization is a common pattern in academic writing to write about causes (or reasons) and effects (or results).
2. There are two common cause/effect patterns of organization.
  - In block organization, the causes (or reasons) are grouped together in one block, and the effects (or results) are grouped together in another block. There may be a transition paragraph between blocks.
  - In chain organization, the causes and effects are too closely linked to be separated. One cause leads to an effect, which is the cause of the next effect.
3. Use a variety of cause/effect signal words to help your reader follow your ideas.

## Writing Practice

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### **PRACTICE 6**

#### *Writing a Cause-and-Effect Essay*

Choose one of the suggested topics and write an essay that discusses it in terms of cause and effect. Use either block or chain organization or a combination of both.

Choose a topic that interests you or that is related to your major field of study. For example, if you plan to study medicine or nursing, write on a topic related to those subjects. If you are interested in the environment, write about El Niño or global warming. Follow the steps in the writing process described in Appendix A. When you have finished, use the Self-Editing and Peer-Editing Worksheets on pages 325 and 326.

#### Topic Suggestions

##### Education

- Effects of reducing class size
- Head Start programs
- Tutoring programs for college students
- Falling reading scores among schoolchildren
- High school dropouts

##### Environmental issues

- El Niño *or* La Niña
- Global warming
- Benefits of recycling
- Neighborhood cleanup days

##### Health sciences

- Increased life expectancy
- Eradication of a particular disease or health problem (*Examples:* polio, malnutrition)
- Eating disorders
- Benefits of health education programs (*Examples:* dental hygiene, nutrition, infectious disease immunization)

## Social issues

Homelessness

Rising divorce rate

Americans with Disabilities Act

Family and Medical Leave Act

## Political/economic issues

Globalization

Refugees

Inflation

## Topics on the Lighter Side

- What if your school decided not to give any more quizzes, tests, or grades to students? What could be the reasons for such a decision? What would be the effects?
- What would be the effects if children and parents in a family reversed roles, that is, if the children took on the role of parents, and the parents took on the role of children?

**PRACTICE 7****Writing under  
Pressure**

*Note:* These topics are intended to elicit a single paragraph, not an essay.

Choose one of the topics suggested and write a well-organized paragraph. Your instructor will give you a time limit.

- Spend 1 or 2 minutes at the beginning brainstorming and organizing your ideas.
- Spend 1 minute at the end checking your work.
- Spend the remaining time writing.

Causes of stress

Effects of stress

Effects of cell phones on society

Reasons for the popularity of television

game shows/reality shows/soap operas

Effects of an unreasonable fear

(for example, fear of flying)

Benefits of daily exercise

Consequences of eating an

unbalanced diet

## Applying What You Have Learned

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### Cause/Effect Order

*Background:* Wolves are predators. They kill cattle, sheep, chickens, and other animals that are farmers' and ranchers' source of income. In 1914, the United States Congress provided money to eradicate wolves. The government paid hunters to help ranchers protect their livestock by killing the wolves. Sixty years later, wolves had disappeared from the western United States. Then in 1973, Congress enacted the Endangered Species Act, and the Wolf Recovery Program was started to reintroduce wolves in some areas. Currently about 160 wolves have been reintroduced to central Idaho and Yellowstone National Park. Farmers and ranchers are strongly opposed to this program and have filed lawsuits to stop it.

The author of the following essay favors the program. As you read, look for the reasons she gives for supporting the wolves' return. The model essay at the beginning of this chapter focused on causes, but this essay focuses on effects: What were the effects of the wolves' absence? What are the effects of the wolves' return?

### Welcoming Back the Top Dog<sup>1</sup>

1 In our homes, on our beds, and deep within our hearts lie creatures for whom the wild is more than a whisper—domesticated versions of animals long reviled by humankind. Forebears of our beloved dogs and cats, wolves and mountain lions have shared a fate far removed from that of their tamer cousins. Feared for their intelligence and physical prowess, wolves and mountain lions were nearly eradicated. It is only recently that we have begun to understand the vital role these predators play in keeping nature in balance. Only recently have we stopped persecuting and started appreciating the wonders of these wild beings.

2 Just in the nick of time. Luckily, when given political protection from trigger-happy humans and habitat with sufficient prey, wolves and mountain lions thrive and their populations quickly revive. While mountain lions have always eked out an existence in California, wolves were exterminated decades ago. But now, the potential exists for wolves to move naturally into the far reaches of northern California and Oregon from the northern Rockies.

3 Wolves were extinct in the lower 48 states for more than half a century. Their restoration to the wildlands of Montana, Idaho, and Yellowstone National Park in the mid-1990s created virtual laboratories for wildlife biologists—and people like you and me—to observe the species in its natural element. We began to see almost immediately that wolves generate a ripple effect throughout the ecosystem for which many other species, some endangered themselves, benefit.

4 Making a living in the wild is hard. As a top predator, wolves make life easier by putting food on the ground for scavengers. Grizzly bears, bald eagles, gold eagles, ravens, coyotes, mountain lions, magpies, wolverines, and beetles all enjoy feasting on wolf kills. Thanks to the wolves, the endangered grizzly bear is enjoying a renaissance and its numbers have taken a turn for the better in parts of the West. In Yellowstone, individual grizzly bears are taking advantage of a good thing: They've been seen following wolf packs, waiting for them to make a kill and then stealing the carcass before the hard-working wolves have had a chance to take even a bite! Ninety-pound wolves are no match for one-thousand-pound grizzlies.

5 The dance of life and death between predator and prey makes many of us uncomfortable, yet prey species are also benefiting from the return of the wolf. Unlike human hunters, who target healthy adult animals, wolves cull the sick and elderly from elk, deer, moose, and bison herds, reducing the spread of disease and keeping the prey population healthier.

6 "It's important to remember that predators and prey evolved in lockstep together over millions of years," says Amaroq Weiss, BS, MS, JD, western director of species conservation for Defenders of Wildlife. "They make each other work."

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<sup>1</sup>Cardo, Sheri. "Welcoming Back the Top Dog." *Animal Chronicles* 15.1 (Spring 2004): 1+. A Marin Humane Society Publication.

7 “As an example of how a keystone predator like the wolf keeps a prey population healthier, we have only to look at what’s happening in Wisconsin,” says Weiss. “Chronic wasting disease (CWD) in deer is an enormous problem in the southern part of the state, where there are no wolves. However, in northern Wisconsin, to which wolves have returned in recent years, CWD in deer is unknown. While no studies have been completed to confirm this relationship, the evidence on the ground is extremely compelling.

8 Plant life also gains where this high-ranking carnivore is around. Prior to wolves being reintroduced into Yellowstone, the ungulates (hooved mammals) had it easy. With no hunters or predators around, they could do as they pleased—and what pleased them was hanging out on river banks, browsing on the young willow and aspen. But with wolves back in the picture, the elk and moose have had to move around a lot more; as a result, the compromised vegetation is flourishing once again.

9 The beneficial impacts of this change are numerous. The willow and aspen can now mature, thereby creating habitat for migratory songbirds. The increased vegetation reduces erosion and cools the rivers and ponds, thus making them more hospitable to fish. Beavers are back building dams.

10 Environmentalism is all about relationships, and the trickle-down effects . . . that wolves have on other species, and the ecosystem in general, is significant. It is easy to see why wolves are called an umbrella species: An entire web of life is protected by the existence of this top carnivore. Imagine what the ecological impact would be if wolves were allowed to return to more of their historical homeland.

## Questions

### About the Introduction and Conclusion

1. The thesis statement for this essay is the last sentence of paragraph
  - a. 1.
  - b. 2.
  - c. 3.
  - d. There is no thesis statement.

*Hint:* Rereading the conclusion will help you answer this question.

2. The conclusion of this essay
  - a. summarizes the main ideas.
  - b. repeats the thesis statement in different words.

### About the Organization

3. This essay is a cause/effect essay that discusses mainly
  - a. the causes of the wolves’ return to certain areas of the United States.
  - b. effects of the return of wolves to certain areas of the United States.
  - c. both the causes and the effects.
4. This essay uses block organization to make three main points about the return of wolves.

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_

5. Two paragraphs, when added together, use the chain pattern. These two paragraphs are
  - a. 5 and 6.
  - b. 8 and 9.

**About the Support**

6. The topic sentence for paragraph 4 is the
  - a. first sentence.
  - b. second sentence.
  - c. There is no topic sentence.
7. The topic sentence for paragraph 5 is the
  - a. first half of the first sentence (up to the word *yet*).
  - b. second half of the first sentence (after the word *yet*).
8. Which two paragraphs do not have topic sentences?
  - a. 4 and 5
  - b. 6 and 7
  - c. 7 and 8
  - d. 8 and 9
  - e. 9 and 10
9. Paragraph 7 supports the point made in paragraph
  - a. 4.
  - b. 5.

**About Coherence**

10. What cause/effect signal word is used in the
  - a. last sentence of paragraph 3? \_\_\_\_\_
  - b. last sentence of paragraph 8? \_\_\_\_\_
  - c. second sentence of paragraph 9? \_\_\_\_\_
  - d. third sentence of paragraph 9? \_\_\_\_\_
11. What key noun appears in every paragraph except paragraphs 6 and 9?  
\_\_\_\_\_
12. What two synonyms in the first paragraph substitute for the key noun?  
\_\_\_\_\_ and \_\_\_\_\_
13. What transition signal in the topic sentence of paragraph 8 tells the reader that an additional main point will be discussed? \_\_\_\_\_

**Suggestions  
for  
Discussion  
or Writing**

1. The author says that wolves are necessary to keep nature in balance. Why are they necessary? In other words, what positive effects do wolves have on the ecosystem?
2. Take the side of the farmers and ranchers. Why should wolves not be reintroduced into the environment? What effects will their reintroduction have?
3. As a class, choose another endangered species or a different environmental issue. Form groups to research your chosen topic. Gather the following information:

three interesting facts about the species  
two statistics  
two quotations

Share your information in a group or class discussion.

**Topic Suggestions**

California condors	blue whales
American bald eagles	American bison
manatees	African elephants
giant pandas	tigers

# Comparison/Contrast Essays



Pre-Columbian hieroglyphs, Mexico

In a **comparison/contrast essay**, you explain the similarities and the differences between two items. Comparison and contrast is a very common pattern in most academic fields. It is also a common type of essay test question. You might encounter questions such as these:

POLITICAL SCIENCE

Compare the forms of government of Great Britain and the United States.

AMERICAN LITERATURE

Compare the characters of Uncle Melik and his nephew in William Saroyan's short story "The Pomegranate Trees."

BUSINESS

Compare and contrast methods for promoting a new business, product, or service.

As you read the following model essay, study its organization.

**MODEL****Comparison/  
Contrast Essay****Japan and the United States: Different but Alike<sup>1</sup>**

1 The culture of a place is an integral<sup>2</sup> part of its society whether that place is a remote Indian village in Brazil or a highly industrialized city in Western Europe. The culture of Japan fascinates people in the United States because, at first glance, it seems so different. Everything that characterizes the United States—newness, racial heterogeneity,<sup>3</sup> vast territory, informality, and an ethic of individualism<sup>4</sup>—is absent in Japan. There, one finds an ancient and homogeneous<sup>5</sup> society, an ethic that emphasizes the importance of groups, and a tradition of formal behavior governing every aspect of daily living, from drinking tea to saying hello. On the surface at least, U.S. and Japanese societies seem totally opposite.

2 One obvious difference is the people. Japan is a homogenous society of one nationality and a few underrepresented minority groups, such as the ethnic Chinese and Koreans. All areas of government and society are controlled by the Japanese majority. In contrast, although the United States is a country with originally European roots, its liberal immigration policies have resulted in its becoming a heterogeneous society of many ethnicities—Europeans, Africans, Asians, and Latinos. All are represented in all areas of U.S. society, including business, education, and politics.

3 Other areas of difference between Japan and the United States involve issues of group interaction and sense of space. Whereas people in the United States pride themselves on individualism and informality, Japanese value groups and formality. People in the United States admire and reward a person who rises above the crowd; in contrast, a Japanese proverb says, “The nail that sticks up gets hammered down.” In addition, while North Americans’ sense of size and scale developed out of the vastness of the continent, Japanese genius lies in the diminutive and miniature.<sup>6</sup> For example, the United States builds airplanes, while Japan produces transistors.

4 In spite of these differences, these two apparently opposite cultures share several important experiences.

5 Both, for example, have transplanted cultures. Each nation has a “mother” society—China for Japan and Great Britain for the United States—that has influenced the daughter in countless ways: in language, religion, art, literature, social customs, and ways of thinking. Japan, of course, has had more time than the United States to work out its unique interpretation of the older Chinese culture, but both countries reflect their cultural ancestry.

<sup>1</sup>Adapted from Harris, Neil. “We’re Different but Alike.” *Japan Salutes America on Its Bicentennial*. Tokyo: America-Japan Society, 1976.

<sup>2</sup>**integral**: necessary for completeness

<sup>3</sup>**heterogeneity**: variety

<sup>4</sup>**ethic of individualism**: belief in the value of the individual person over the group

<sup>5</sup>**homogeneous**: characterized by sameness, consistency

<sup>6</sup>**diminutive and miniature**: very small

6 Both societies, moreover, have developed the art of business and commerce, of buying and selling, of advertising and mass producing, to the highest levels. Few sights are more reassuring to people from the United States than the tens of thousands of busy stores in Japan, especially the beautiful, well-stocked department stores. To U.S. eyes, they seem just like Macy's or Neiman Marcus at home. In addition, both Japan and the United States are consumer societies. The people of both countries love to shop and are enthusiastic consumers of convenience products and fast foods. Vending machines selling everything from fresh flowers to hot coffee are as popular in Japan as they are in the United States, and fast-food noodle shops are as common in Japan as McDonald's restaurants are in the United States.

7 A final similarity is that both Japanese and people in the United States have always emphasized the importance of work, and both are paying penalties for their commitment to it: increasing stress and weakening family bonds. People in the United States, especially those in business and in the professions, regularly put in twelve or more hours a day at their jobs, just as many Japanese executives do. Also, while the normal Japanese workweek is six days, many people in the United States who want to get ahead voluntarily work on Saturday and/or Sunday in addition to their normal five-day workweek.

8 Japan and the United States: different, yet alike. Although the two societies differ in many areas such as racial heterogeneity versus racial homogeneity, individualism versus group cooperation, and informal versus formal forms of behavior, they share more than one common experience. Furthermore, their differences probably contribute as much as their similarities toward the mutual interest the two countries have in each other. It will be interesting to see where this reciprocal fascination leads in the future.

#### Writing Technique Questions

1. In which paragraph(s) are the similarities discussed? In which paragraph(s) are the differences discussed?
2. What is the function of paragraph 4?

## Organization of Comparison/Contrast Essays

The first key to writing a successful comparison/contrast essay is to organize it carefully.

### Point-by-Point Organization

One way to organize a comparison/contrast essay is to use point-by-point organization, which is similar to the logical division pattern studied in Chapter 4.

Suppose, for example, that you want to compare two jobs. First, make a list of factors that are important to you: salary, benefits, opportunities for advancement, workplace atmosphere, commuting distance from your home, and so on. Each factor, or point of comparison, is like a subtopic in a logical division essay.

Point of Comparison	Job X	Job Y	Same or Different?
Salary frequency of raises	\$30/hour annual evaluation	\$25/hour semi- annual evaluation	different
Benefits <sup>1</sup> vacation health insurance pension plan sick leave	good	good	same
Advancement opportunities	not good	good	different
Workplace atmosphere	high pressure, competitive	friendly, supportive	different
Commuting distance	30 minutes	32 minutes	same

In your essay, each point of comparison becomes the topic of a paragraph. You can put the paragraphs in any order you wish—perhaps in the order of their importance to you personally.

### MODEL

#### Point-by-Point Organization

#### I. Introduction

**Thesis statement:** One way to decide between two job offers is to compare them on important points.

#### II. Body

- A. Salary
- B. Benefits
- C. Opportunities for advancement
- D. Workplace atmosphere
- E. Commuting distance from home

#### III. Conclusion

### Block Organization

The other way to organize a comparison/contrast essay is to arrange all the similarities together in a block and all the differences together in a block. You could discuss either the similarities first or the differences first. You often insert a transition paragraph or transition sentence between the two blocks. The model essay comparing Japan and the United States uses block organization.

<sup>1</sup>You should evaluate each benefit item separately. They are grouped together here for convenience.

**MODEL****Block  
Organization****I. Introduction**

**Thesis statement:** One way to decide between two job offers is to compare them on important points.

**II. Body****A. Similarities**

1. Benefits
2. Commute distance from home

**B. Differences**

1. Salary
2. Opportunities for advancement
3. Workplace atmosphere

**III. Conclusion**

The number of paragraphs in each block depends on the topic. For some topics, you may write about all the similarities in a single paragraph; for other topics, you may need to discuss each similarity in a separate paragraph. The same is true for differences. Of course, some topics may have one paragraph of similarities and several paragraphs of differences, or vice versa.

**PRACTICE 1****Outlining  
a Comparison/  
Contrast Essay**

Complete the outline of the model essay “Japan and the United States: Different but Alike.”

**I. Introduction**

**Thesis statement:** On the surface at least, U.S. and Japanese societies seem totally opposite.

**II. Body****A.** \_\_\_\_\_

1. Japan is a homogeneous society.
2. \_\_\_\_\_

**B.** \_\_\_\_\_

1. Individualism versus groups
2. \_\_\_\_\_
3. Rising above the crowd, admired, and rewarded versus  
\_\_\_\_\_
4. \_\_\_\_\_
  - a. The United States builds airplanes.
  - b. \_\_\_\_\_

In spite of these differences, these two apparently opposite cultures share several important experiences.

**C. Both have transplanted cultures.**

1. \_\_\_\_\_
2. \_\_\_\_\_

- D. \_\_\_\_\_
1. Department stores
  2. \_\_\_\_\_
    - a. \_\_\_\_\_
    - b. Fast foods
      - (1) \_\_\_\_\_
      - (2) McDonald's restaurants
- E. \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
1. \_\_\_\_\_
  2. \_\_\_\_\_

III. Conclusion

## Comparison and Contrast Signal Words

The second key to writing successful comparison/contrast essays is the appropriate use of comparison and contrast signal words. These are words that introduce points of comparison and points of contrast. It is not sufficient simply to describe each item that you are comparing. You must refer back and forth to, for example, Job X and Job Y and use comparison and contrast signal words to show what is the same and what is different about them. Of course, you should also use transition signals such as *first*, *second*, *one . . .*, *another . . .*, *the final . . .*, *for example*, and *in conclusion* in addition to these special ones.

The following chart lists some of the words and phrases used to discuss similarities.

### Comparison Signal Words

<b>Transition Words and Phrases</b>	
<b>similarly</b> <b>likewise</b>	Human workers can detect malfunctions in machinery; <b>similarly/likewise</b> , a robot can be programmed to detect equipment malfunctions.
<b>also</b>	Human workers can detect malfunctions in machinery; a robot can <b>also</b> .
<b>too</b>	Human workers can detect malfunctions in machinery; a robot can <b>too</b> .
<b>Subordinators</b>	
<b>as</b> <b>just as</b>	Robots can detect malfunctions in machinery, <b>as/just as</b> human workers can.  <i>Note:</i> Use a comma when <i>as</i> and <i>just as</i> show comparison even when the dependent clause follows the independent clause as in the above example.

## Comparison Signal Words (continued)

Coordinators	
and	Robots <b>and</b> human workers can detect malfunctions in machinery.
both . . . and	<b>Both</b> robots <b>and</b> human workers can detect malfunctions in machinery.
not only . . . but also	<b>Not only</b> robots <b>but also</b> human workers can detect malfunctions in machinery.
neither . . . nor	<b>Neither</b> robots <b>nor</b> human workers are infallible. <sup>1</sup>
Others	
like (+ noun) just like (+ noun) similar to (+ noun)	Robots, <b>like/just like/similar to</b> human workers, can detect malfunctions in machinery.
(be) like (be) similar (to) (be) the same as	Robots <b>are like/are similar to/are the same as</b> human workers in their ability to detect malfunctions in machinery.
(be) the same	In their ability to detect malfunctions in machinery, robots and human workers <b>are the same</b> .
(be) alike (be) similar	Robots and human workers <b>are alike/are similar</b> in their ability to detect malfunctions in machinery.
to compare (to/with)	Robots can <b>be compared to/be compared with</b> human workers in their ability to detect malfunctions in machinery.

**PRACTICE 2****Using  
Comparison  
Signal Words**

A. Add comparison signal words to connect the following comparisons. The items contain both sentences and short phrases. You should write one complete new sentence for each item and use different comparison signal words in each. The first one has been done for you as an example.

1. The United States has a democratic form of government. Great Britain has a democratic form of government.

The United States has a democratic form of government, just as Great Britain does.

2. The United States operates under a two-party system. Great Britain operates under a two-party system.

3. The British Parliament has two separate houses, the House of Commons and the House of Lords. The United States Congress has two separate houses, the Senate and the House of Representatives.

<sup>1</sup>infallible: perfect, without errors

4. The U.S. House of Representatives = the British House of Commons.  
The U.S. Senate = the British House of Lords.

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5. The members of the U.S. House of Representatives are elected by district.  
The members of the British House of Commons are elected by district.

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---

6. The method of choosing cabinet members in the United States. The method  
of choosing cabinet members in Great Britain. (Use the comparison signal  
*the same.*)

---

---

7. In Great Britain, the prime minister appoints the cabinet. The U.S.  
president appoints the cabinet.

---

---

8. The British monarch has the right to veto<sup>1</sup> any law passed by Parliament.  
The U.S. president has the right to veto any law passed by Congress.

---

---

**B.** Write five sentences of your own, comparing two things with which you are familiar. Use a different comparison signal in each sentence. *Note:* You may want to use one of the topics given at the top of page 119 for your essay at the end of the chapter.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

---

<sup>1</sup>veto: cancel

**Topic Suggestions**

- |                 |                                 |
|-----------------|---------------------------------|
| Two cities      | Two sports stars                |
| Two siblings    | Two diets                       |
| Two friends     | Two types of teachers or bosses |
| Two restaurants | Two classes                     |
| Two cars        | Two airlines                    |
| Two sports      | Two movies                      |

**Contrast Signal Words**

Contrast signal words fall into two main groups according to their meaning. The words in the first group show a relationship that is called *concession*. The words in the second group show an opposition relationship.

**Contrast Signal Words: Concession (Unexpected Result)**

Concession signal words indicate that the information in one clause is not the result you expect from the information given in the other clause.

Although I studied all night, UNEXPECTED RESULT I failed the exam.

My failing the exam is not the result you might expect from the information in the first clause: *I studied all night*.

Look at both Contrast Clauses and Concession Clauses on pages 222–223 for additional examples of contrast subordinators.

<b>Transition Words and Phrases</b>	
however nevertheless nonetheless still	Millions of people go on diets every year; <b>however/nevertheless/nonetheless/still</b> , very few succeed in losing weight.
<b>Subordinators</b>	
although even though though	<b>Although/Even though/Though</b> most dieters initially lose a few pounds, most gain them back again within a few weeks.
<b>Coordinators</b>	
but yet	Doctors say that “fad” diets do not work, <b>but/yet</b> many people still try them.
<b>Others</b>	
despite (+ noun) in spite of (+ noun)	<b>Despite/In spite of</b> 10 years of dieting, I am still fat.

**Contrast Signal Words: Direct Opposition**

The second group of contrast signal words shows that two things are direct opposites. With direct opposites, the signal word can introduce either piece of information.

I am short, whereas my brother is tall. OR My brother is tall, whereas I am short.

<b>Transition Words and Phrases</b>	
<p><b>however in contrast in (by) comparison on the other hand</b></p>	<p>Rock music is primarily the music of white performers; <b>however/ in contrast/in comparison/by comparison/on the other hand</b>, jazz is performed by both white and black musicians.</p>
<p><b>on the contrary</b></p>	<p>Jazz is not just one style of music; <b>on the contrary</b>, jazz has many styles such as Chicago jazz, Dixieland, ragtime, swing, bebop, and cool jazz, to name just a few. <i>Note: On the contrary</i> contrasts a truth and an untruth.</p>
<b>Subordinators</b>	
<p><b>while whereas</b></p>	<p>New Orleans-style jazz features brass marching-band instruments, <b>while/whereas</b> ragtime is played on a piano. <i>Note: Use a comma with while and whereas even when the dependent clause follows the independent clause.</i></p>
<b>Coordinators</b>	
<p><b>but</b></p>	<p>Jazz music was born in the southern part of the United States, <b>but</b> it now enjoys a worldwide audience.</p>
<b>Others</b>	
<p><b>differ (from) compared (to/with) (be) different (from) (be) dissimilar to (be) unlike</b></p>	<p>Present-day rock music <b>differs from</b> early rock music in several ways. Present-day rock music has a harder sound <b>compared to/compared with</b> early rock. The punk, rap, grunge, and techno styles of today are very <b>different from/ dissimilar to/unlike</b> the rock music performed by Elvis Presley 50 years ago, but they have the same roots. <b>Unlike</b> rock, a music style started by white musicians, rhythm-and-blues styles were influenced primarily by black musicians.</p>

**PRACTICE 3****Using Contrast  
Signal Words**

- A. Add contrast signal words to connect the following items. The items contain both complete sentences and short phrases. You should write one complete new sentence for each item, and use a different contrast signal in each. The first one has been done for you as an example.
- The government of the United States/the government of Great Britain/  
dissimilar in several aspects  
The governments of the United States and Great Britain are dissimilar in several aspects.
  - The chief executive in Great Britain is called the prime minister. The chief executive in the United States is called the president.  
\_\_\_\_\_  
\_\_\_\_\_
  - In the United States, the president fulfills the functions of both political leader and head of state. These two functions are separate in Great Britain.  
\_\_\_\_\_  
\_\_\_\_\_
  - In other words, Great Britain has both a monarch and a prime minister. The United States has only a president.  
\_\_\_\_\_  
\_\_\_\_\_
  - The president of the United States may be of a different political party than the majority of Congress. The British prime minister is the head of the political party that has the most seats in Parliament.  
\_\_\_\_\_  
\_\_\_\_\_
  - The United States has a written constitution. Great Britain has no written constitution.  
\_\_\_\_\_  
\_\_\_\_\_
  - In the United States, elections are held on a regular schedule, no matter how popular or unpopular the government is. In Great Britain, elections are held whenever the prime minister loses a vote of confidence.  
\_\_\_\_\_  
\_\_\_\_\_
  - The members of the U.S. Senate are elected. The members of the British House of Lords are appointed or inherit their positions.  
\_\_\_\_\_  
\_\_\_\_\_
  - As you can see, the two systems of government differ in several major aspects. They are both democracies.  
\_\_\_\_\_  
\_\_\_\_\_

B. Write five sentences of your own, contrasting two things with which you are familiar. Use a different contrast signal in each sentence.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

**Topic Suggestions**

Digital cameras/film cameras  
Computers/humans  
City life/country life  
The cost of living in two places  
Family life in two cultures

Living in a small town/living in a large city  
Taking public transportation/driving your own car  
Any topic from Practice 2B on pages 118–119

## Review

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These are the important points covered in this chapter.

1. Comparison/contrast is a common pattern for writing about similarities and differences. It is used in all academic fields.
2. There are two common ways to organize a comparison/contrast essay.
  - In point-by-point organization, you discuss each similarity and each difference in some other order—usually order of their importance—without grouping them into blocks. In this type of organization, you may discuss a similarity and then a difference, and then a similarity and then a difference.
  - In block organization, you first discuss all the similarities in a block and then all the differences in another block. (You may, of course, begin with the block of differences.)
3. Use comparison and contrast signal words to help your reader understand your points of comparison and contrast.

## Writing Practice

### **PRACTICE 4**

#### **Writing an Essay Using Comparison/ Contrast Organization**

Choose one of the suggested topics and write an essay using comparison/contrast organization. Use either point-by-point or block organization.

Follow the steps in the writing process described in Appendix A. When you have finished, use the Self-Editing and Peer-Editing Worksheets on pages 327 and 328.

#### **Topic Suggestions**

Two cultures or one aspect of two cultures, such as family life, schools, child-raising practices, courtship and marriage customs.

Living at home and living away from home

High school and college or university

Two authors whose books you have read

Two products (for example, digital/film cameras, gasoline-powered/hybrid automobiles, Apple computers/PCs)

#### **Topics on the Lighter Side**

Any of the topics from Practice 2B on pages 118–119

Morning people/night people

Optimists/pessimists

Spenders/savers

### **PRACTICE 5**

#### **Writing under Pressure**

*Note:* These topics are intended to elicit a single paragraph, not an essay.

Choose one of the topics suggested and write a well-organized paragraph. Focus on using the techniques of comparison/contrast.

- Spend 1 or 2 minutes at the beginning thinking of ideas and organizing them.
- Spend 1 minute at the end checking your work for errors.
- Spend the remaining time writing.

#### **Topic Suggestions**

Shopping at two kinds of stores (for example, small family-owned stores and megastores)

Two jobs you have had

“A” students and “F” students, or “A” students and “C” students

Two pets you have owned

Two times of day (for example, early morning and late at night, or early morning and early evening)

## Applying What You Have Learned

### Comparison/ Contrast

The following reading is from a chapter of a college textbook in cultural anthropology. It discusses cultural differences in the custom of exchanging gifts at a marriage.

#### Marital Exchanges<sup>1</sup>

1 In most cultures, the marriage of a man and a woman is accompanied by some kind of transfer of goods or services. These marital exchanges are used to create in-law relationships, compensate a family for the loss of one of its members, provide for the new couple's support, or provide a daughter with an inheritance that helps attract a desirable husband.

2 Marital exchanges take numerous forms, including the North American custom of wedding showers and wedding gifts. In these, the presents given by relatives and friends supposedly help the newlyweds establish an independent household. We give things that are useful to the couple jointly, with food-preparation and other household utensils easily the most common type of gift. Many couples even register at stores so that their relatives and friends will provide the items they want.

3 From a cross-cultural perspective, the most unusual feature of North American marital exchange is that nothing is transferred between the relatives of the groom and bride: The couple treat the gifts as their private property. Like most of our other customs, this seems natural to us. Of course the gifts go to the couple—what else could happen to them?

4 Plenty else, as we shall see in a moment. For now, notice that the fact that the couple receives the gifts fits with several other features of Euro-American marriage.

5 First, in addition to creating new nuclear families, marriage is the bond through which new independent households are started. So the husband and wife "need their own stuff." If, in contrast, the newlyweds moved in with one of their relatives, they would not have as great a need for their own pots and pans, wine glasses, silver candlesticks, and other "stuff."

6 Second, our marriage-gift customs fit with the value our culture places on the privacy of the marital relationship: It is a personal matter between the husband and wife, and their relatives should keep their noses out. If the in-laws get along and socialize, that's great, but our marriages generally do not create strong bonds between families of the bride and groom. (In fact, the two families often compete for the visits and attention of the couple and their offspring.) . . . The fact that the in-laws do not exchange gifts with each other is a manifestation of the absence of a necessary relation between them after the wedding. If, in contrast, the marriage created an alliance between the two sets of relatives, some kind of an exchange would probably occur between them to symbolize and cement their new relations.

7 Third, gifts are presented to the couple, not to the husband or wife as individuals, and are considered to belong equally and jointly to both partners. But there are marriage systems in which the property of the wife is separate from that of her husband; if divorce should occur, there is no squabbling over who gets what and no need for prenuptials.

<sup>1</sup>Peoples, James, and Garrick Bailey. "Marriage, Family, and Residence." *Humanity: An Introduction to Cultural Anthropology*, 6th ed. Belmont, CA: Wadsworth, 2003: 177–178.

8 With this background in mind, what kinds of marital exchanges occur in other cultures?

9 **Bridewealth** *Bridewealth* is the widespread custom that requires a man and his relatives to transfer wealth to the relatives of his bride. It is easily the most common of all marital exchanges, found in more than half the world's cultures. The term *bridewealth* is well chosen because the goods transferred usually are among the most valuable symbols of wealth in the local culture. In sub-Saharan Africa, cattle and sometimes other livestock are the most common goods used for bridewealth. Peoples of the Pacific Islands and Southeast Asia usually give their bridewealth in pigs or shell money and ornaments. . . .

10 **Brideservice** As the term implies, *brideservice* is the custom whereby a husband is required to spend a period of time working for the family of his bride. A Yanomamo [a native tribe living in the rain forests of the Amazon] son-in-law is expected to live with his wife's parents, hunting and gardening for them until they finally release control over their daughter. Among some !Kung [a tribe living in the Kalahari desert of Africa] bands, a man proves his ability as a provider by living with and hunting for his wife's parents for three to ten years, after which the couple is free to camp elsewhere.

11 Brideservice is the second most common form of marital exchange; it is the usual compensation given to the family of a bride in roughly one-eighth of the world's cultures. However, sometimes it occurs alongside other forms of marital exchange and occasionally is used to reduce the amount of bridewealth owed.

12 **Dowry** A marital exchange is called *dowry* when the family of a woman transfers a portion of their own wealth or other property to their daughter and her husband. The main thing to understand about dowry is that it is *not* simply the opposite of bridewealth; that is, it is not "groomwealth." It is, rather, ordinarily the share of a woman's inheritance that she is allowed to take into her marriage for the use of her new family, although her parents are still alive. The woman and her family do not acquire marital rights over her husband when they provide a dowry, as they would if dowry were the opposite of bridewealth; rather, the bride and her husband receive property when they marry, rather than when the bride's parents die. By doing so, parents give their female children extra years of use of the property and also publicly demonstrate their wealth.

13 . . . Dowry is a relatively rare form of marital exchange, occurring in only about 5 percent of the societies recorded by anthropology. Dowry today is common in parts of India, where it includes jewelry, household utensils, women's clothing, and money. Much of the dowry is presented to the bride on her wedding day, but her parents and maternal uncle often provide gifts periodically throughout the marriage. Dowry, then, is not always a one-time expense for a family but may represent a continual drain on their resources.

14 There are other forms of exchanges that occur at marriages, including some in which both sets of relatives exchange gifts as a material symbol of the new basis of their relationship. And the three forms discussed above are not mutually exclusive. For example, in most of traditional China, both bridewealth and dowry occurred at most marriages. The groom's family would make a payment to the bride's family and the bride's family would purchase some furniture and other household goods for their daughter to take with her when she moved into her husband's household. For wealthier families dowry was usually displayed by being transported ostentatiously over the streets between the households of the bride and groom. Dowry thus became a Chinese "status symbol." Sometimes, if the bride's family

was substantially poorer than the groom's, part of the bridewealth payment would be spent on purchasing goods for the woman's dowry. This was legal and common until after the Communist Revolution in 1949, when the leaders outlawed both bridewealth and dowry, though both continue in some places to this day.

## Questions

### About the Organization

1. In which paragraphs do the authors describe the North American form of marital exchange?
  - a. 1–7
  - b. 2–7
  - c. 1–4
  - d. 2–4
2. Excluding the North American form of marital transfer, what other forms do the authors discuss? List them in order:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_

Why are they discussed in this particular order? In other words, what pattern did the authors use to organize this part of the reading?

\_\_\_\_\_

3. Which two paragraphs contain the phrase *in contrast*?  
Paragraphs \_\_\_\_\_ and \_\_\_\_\_
  - a. In the first paragraph containing the phrase *in contrast*, what is contrasted?  
\_\_\_\_\_
  - b. What is contrasted in the second paragraph containing *in contrast*?  
\_\_\_\_\_
4. What is contrasted in paragraph 7?  
\_\_\_\_\_
 

Is there a contrast signal word in this paragraph? If so, what is it?  
\_\_\_\_\_
5. In which paragraphs do the authors contrast the customs of *bridewealth* and *dowry*?
  - a. 9, 10, 12, 14
  - b. 9 and 12
  - c. 12 only

## Suggestions for Discussion or Writing

1. Which type of marital exchange is followed in the culture you are the most familiar with?
2. Tell about other wedding customs (besides gift-giving) that may differ from North American customs.
3. At North American weddings, most of the attention is focused on the bride. It is her "big day." The groom plays an almost secondary role. Why do you think this is so? Is this the case in other cultures?

# Paraphrase and Summary



Sumerian cuneiform

Academic writing normally requires that you support your ideas and opinions with facts, statistics, quotations, and similar kinds of information. There are four ways to use information from outside sources. You can quote it directly or indirectly, skills that you practiced in Chapter 3. You can also **paraphrase** or **summarize** it, skills that you will practice in this chapter. Writing paraphrases and summaries are important tools in academic writing.

## Paraphrasing

When you paraphrase, you rewrite information from an outside source in your own words without changing the meaning. Because you include in your rewriting all or nearly all of the content of the original passage, a paraphrase is almost as long as the original. (A summary, by contrast, is much shorter than the original.)

**MODEL****Paraphrase****Original Passage**

Language is the main means of communication between peoples. But so many different languages have developed that language has often been a barrier rather than an aid to understanding among peoples. For many years, people have dreamed of setting up an international universal language which all people could speak and understand. The arguments in favor of a universal language are simple and obvious. If all peoples spoke the same tongue, cultural and economic ties might be much closer, and good will might increase between countries (Kispert).<sup>1</sup>

**Paraphrase**

Humans communicate through language. Because there are so many different languages, however, people around the world have a difficult time understanding one another. Some people have wished for a universal international language that speakers all over the world could understand. Their reasons are straightforward and clear. A universal language would build cultural and economic bonds. It would also create better feelings among countries (Kispert).

**Writing Technique Questions**

1. How many sentences are there in the original passage? In the paraphrase?
2. Compare the original passage and the paraphrase sentence by sentence. Analyze how the sentence structure and words differ by answering the following questions.
  - a. What is the first word of the first sentence in the original passage? Where does this word appear in first sentence of the paraphrase?
  - b. What is the first word of the second sentence in the original passage? What word replaces it in the second sentence of the paraphrase?
  - c. What words replace *have dreamed of* in the third sentence? What word replaces *arguments in favor of* in the fourth sentence?
  - d. Which sentence in the original becomes two sentences in the paraphrase?

**Plagiarism**

It is important to learn how to use information from outside sources without committing plagiarism. *Plagiarism* is wrongly using someone else's words or ideas, and it is a serious offense. Students who plagiarize may fail a class or even be expelled from school.

There are two kinds of plagiarism.

1. When you use information from an outside source *without citing the source* (telling where you got the information), you are guilty of plagiarism.
2. Even when you cite your source, *if your paraphrase is too similar to the original*, you are guilty of plagiarism.

<sup>1</sup>Kispert, Robert J. "Universal language." World Book Online Reference Center. 2004. World Book, Inc. 13 Nov. 2004 <<http://www.worldbookonline.com/wb/Article?id=ar576960>>.

Read the following paraphrases and decide which kind of plagiarism each example is guilty of.

**MODEL****Plagiarism****Unacceptable Paraphrase 1**

Humans communicate through language. However, because there are so many languages in the world, language acts as an obstacle instead of as an aid to understanding. People have long wished for a universal international language that speakers all over the world could understand. A universal language would certainly build cultural and economic bonds. It would also create better feelings among countries.

**Unacceptable Paraphrase 2**

Language is the principal means of communication between peoples. However, because there are numerous languages, language itself has frequently been a barrier rather than an aid to understanding among the world population. For many years, people have envisioned a common universal language that everyone in the world could communicate in. The reasons for having a universal language are clearly understandable. If the same tongue were spoken by all countries, they would undoubtedly become closer culturally and economically. It would probably also create good will among nations (Kispert).

Paraphrase 1 is plagiarism because the source is not cited. Paraphrase 2 is plagiarism because it is too similar to the original passage. For example, in the first sentence, only one word has been changed: *main* replaces *principal*. In the second sentence, only a few words have been changed. You can avoid the first kind of plagiarism by always citing your sources. You can avoid the second kind of plagiarism by learning to paraphrase correctly.

See Appendix E: Research and Documentation of Sources, pages 303–311, for information on how to cite sources.

***How to Write a Good Paraphrase***

There are three keys to writing a good paraphrase:

1. Use your own words and your own sentence structure.
2. Make your paraphrase approximately the same length as the original.
3. Do not change the meaning of the original.

You can write a good paraphrase if you follow these steps.

- Step 1** Read the original passage several times until you understand it fully. Look up unfamiliar words, and find synonyms for them. It may not be possible to find synonyms for every word, especially technical vocabulary. In this case, use the original word.
- Step 2** It helps to take notes. Write down only a few words for each idea—not complete sentences. Here are one writer’s notes on the original passage about universal language:

*language—people use to communicate—but so many—difficult to understand one another—people wish—universal international language—reasons: cultural, economic bonds, better feelings between countries*

It may be helpful to make a brief outline such as the following:

- A.** Language—people use to communicate
1. So many languages make it difficult to understand one another.
  2. People wish for one universal international language.
- B.** Reasons
1. Cultural, economic bonds
  2. Better feelings between countries
- Step 3** Write your paraphrase from your notes. Don’t look at the original while you are writing.
- Step 4** Check your paraphrase against the original to make sure you have not copied vocabulary or the sentence structure too closely. Above all, make sure that you have not changed the meaning of the original or given any wrong information.
- Step 5** Add an in-text citation at the end.

### **PRACTICE 1**

#### **Choosing the Best Paraphrase**

- Step 1** Read the original passages.
- Step 2** Choose the best paraphrase from the choices given and mark it “Best.”
- Step 3** Mark the others “Too sim.” for too similar, “No cit.” if there is no in-text citation, or “Inc./Inacc.” for incomplete and/or inaccurate information.

The first one has been done for you as an example.

#### **Original Passage 1**

Source: Page 16 of a three-page article in the October 15, 2003, issue of *Space Science* magazine. The title of the article is “Manned Mars Flight: Impossible Dream?” The author is Patrick Clinton, a NASA (National Aeronautics and Space Administration) physician.

Living aboard a space station in orbit around Earth for months at a time poses problems for astronauts’ bodies as well as for their minds.

- Best \_\_\_\_\_ A. An article in *Space Science* magazine reports that lengthy space station duty may lead to physical and mental problems for astronauts (Clinton 16).
- No cit. \_\_\_\_\_ B. An article in *Space Science* magazine reports that astronauts who live aboard space stations for long periods of time may experience physical as well as mental problems.
- Too sim. \_\_\_\_\_ C. An article in *Space Science* reports that living in a space station orbiting Earth for a long time can cause difficulties for astronauts' bodies and minds (Clinton 16).
- Inc./Inacc. \_\_\_\_\_ D. An article in *Space Science* reports that astronauts will become physically sick and have mental problems if they visit a space station (Clinton 16).

**Original Passage 2**

Source: Page 16 of the same article in passage 1.

One major problem is maintaining astronauts' physical health. Medical treatment may be days or even weeks away, as there may not be a doctor on board. Illnesses such as appendicitis or ulcers, routinely treated on Earth, could be fatal in space because of the delay in getting to a doctor.

- \_\_\_\_\_ A. NASA physician Patrick Clinton states that one problem is astronauts' physical health. With no doctor on board, common illnesses like appendicitis and ulcers could be fatal to astronauts because it would take too long to get them back to Earth.
- \_\_\_\_\_ B. NASA physician Patrick Clinton states that keeping the astronauts physically healthy is one problem. If the crew does not include a doctor, the delay in getting treatment for an ordinary illness, such as appendicitis or ulcers, could mean death (16).
- \_\_\_\_\_ C. NASA physician Patrick Clinton states that the physical health of astronauts is a huge problem. Spaceships do not usually have medical doctors among the crew, so astronauts who get appendicitis on a long space journey will die (16).
- \_\_\_\_\_ D. NASA physician Patrick Clinton states that one big problem is keeping astronauts in good physical health. Medical treatment might take days or weeks to get because there may not be a doctor on the spaceship. Ordinary illnesses such as appendicitis and ulcers could be deadly because it would take too long to get to a doctor (16).

**Original Passage 3**

Source: Page 17 of the same article as in passages 1 and 2.

Another health problem is the potential for bone deterioration. In a weightless environment, the body produces less calcium. Astronauts must exercise at least three hours a day to prevent bone loss.

- \_\_\_\_\_ A. Another problem is the possibility of bone loss, according to NASA physician Patrick Clinton. In weightless space, the body makes less calcium. Astronauts have to exercise a minimum of three hours a day to avoid losing bone (17).
- \_\_\_\_\_ B. According to NASA physician Patrick Clinton, weight can be a problem. Astronauts must take extra calcium and exercise at least three hours a day to keep from gaining weight and to prevent bone damage (17).
- \_\_\_\_\_ C. According to NASA physician Patrick Clinton, astronauts could suffer bone loss. Being weightless causes the body to lose calcium, which is important for strength, so exercising at least three hours daily is necessary to keep their bones strong.
- \_\_\_\_\_ D. According to NASA physician Patrick Clinton, astronauts also face possible bone loss. Because weightlessness causes the body to lose calcium, exercising at least three hours daily is necessary to keep their bones strong (17).

**PRACTICE 2****Writing  
Paraphrases**

Write a paraphrase of each of the passages that follow.

- Step 1** Read the original passage several times until you understand it well. You may find it helpful to underline the main points.
- Step 2** Make notes in the space provided, changing vocabulary words wherever possible.
- Step 3** Write your paraphrase in your own words. Remember to change both vocabulary and sentence structure.
- Step 4** Check your paraphrase to make sure you have not changed the meaning of the original passage.
- Step 5** Add an in-text citation in the proper form at the end of each paraphrase.
- Step 6** If your instructor requests, prepare an entry for a works-cited list for each source.

**Original Passage 1**

Source: Page 18 of a three-page article in the October 15, 2003, issue of *Space Science* magazine. The title of the article is “Manned Mars Flight: Impossible Dream?” The author is Patrick Clinton, a NASA physician.

A second major problem is maintaining astronauts’ mental health. Being confined for long periods of time in dark and hostile space undoubtedly produces anxiety. Loneliness and boredom are other psychological concerns.

Notes

Your Paraphrase

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**Original Passage 2**

Source: Page 18 of the same article as in passage 1.

Finally, how can astronauts “let off steam” when interpersonal conflicts develop? Even best friends can irritate each other when forced to spend weeks together in isolation. Space stations are small, cramped, busy workplaces, and there is little privacy. Also, space exploration is dangerous, which adds to the stress aboard a spaceship.

Notes

Your Paraphrase

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**Original Passage 3**

Source: A Letter to the Editor written by Cory Brunish, which appeared on page 9 of the February 16, 2004, issue of *Time* magazine.

Why should we spend vast amounts to reach Mars when there is a very high chance of its not providing anything that would improve our lot here on Earth? Why not allocate those billions for “home improvement”? Think of the progress that could be made in curing cancer, AIDS, and other diseases; in cleaning our water, air, and soil; and in feeding hungry nations. Why confront the hazards of outer space when we should be fighting homelessness, poverty, and unemployment on Earth?

Notes

Your Paraphrase

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**Original Passage 4**

Source: Page 48 of a nine-page magazine article written by Jeffrey Kluger. The article appeared on pages 42–50 in the January 26, 2004, issue of *Time* magazine. The title of the article is “Mission to Mars: First the Rover Lands, and Now Bush Wants to Send People. We Can Do It Even Faster Than Planned, but Here Is What It Will Take.”

Speed is everything on the way to Mars and not only because a seven-month trip in a confined space can be torturous. The bigger problem is that it can be lethal because of radiation exposure in deep space, where the absence of Earth’s magnetic field leaves astronauts far more exposed to deadly cosmic energy than they are in orbit or on the way to the moon.

Notes

Your Paraphrase

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## Using Paraphrases as Support

The purpose of learning to paraphrase is to be able to use paraphrases as supporting material in your writing. As you read the following model, notice how a student in a media studies class used a paraphrase of a passage from an online news article to support her idea.

### MODEL

#### Using Paraphrases as Support

#### Original Passage

Source: Paragraph 2 of an article written by Kivi Leroux in the online magazine *E Magazine* titled “Subliminal Messages: Primetime TV Programs Educate Viewers on the Environment.” It appeared in the “Currents” section of the July–August 1999 edition.

For 10 years, the Environmental Media Association (EMA) has been working to weave the environment into prime-time television programming. Created by and for professionals in the entertainment industry, EMA works with the stars in front of the cameras as well as the creative staff behind them to include environmental themes in scripts, show environmental products on sets, and make environmentally sound decisions in the studios.

#### Paraphrase

According to an article in *E Magazine*, environmental messages have been deliberately put into prime-time television shows for the past decade. Environmental Media Association, an organization of professionals in the entertainment business, encourages television actors, writers, directors, and producers to promote environmentalism in three ways: by using environmental issues in scripts, by using environmental products as props, and by making environmentally conscious choices in studios (Leroux, par. 2).

#### Writing Topic

Television programming in the United States is often criticized for promoting the wrong values. Do you agree or disagree with this criticism?

#### Completed Paragraph

Although it is sometimes true that television programming in the United States promotes the wrong values, I do not entirely agree. Many educational television channels promote good values. For example, the Discovery Channel, the History Channel, National Geographic, and other similar channels educate the public about science, history, nature, and the environment. Also, even prime-time television programming often provides a public service by spreading public service messages. In fact, environmental messages have been deliberately put into prime-time television shows for the past decade. Environmental Media Association, an organization of professionals in the entertainment business, encourages television actors, writers, directors, and producers to promote environmentalism in three ways: by using environmental issues in scripts, by using environmental products as props, and by making environmentally conscious choices in studios (Leroux, par. 2). Seeing the star of a prime-time television show recycling plastic bottles or using an environmentally friendly product is more persuasive than almost any other type of public service message. In short, television programs promote positive values in both direct and indirect ways.

**PRACTICE 3***Using  
Paraphrases  
as Support*

Some people feel that we should not send a manned spacecraft to Mars. Write a paragraph in which you agree with this statement.

- Step 1** Write a topic sentence that states your opinion.
- Step 2** Write several supporting sentences, using paraphrases that you wrote in Practice 2 (pages 132–134) to support your points. Include some additional supporting sentences and transition signals to connect the ideas and make your paragraph flow smoothly.
- Step 3** Add an in-text citation at the end of each paraphrase you use.

## Summarizing

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Another way to use borrowed information from an outside source is to summarize it. What is the difference between a paraphrase and a summary? When you retell a story that someone has told you, you repeat the story in your own words. If your retelling is about the same length as the original, it is a paraphrase. If you shorten the story—retelling only the most important points and leaving out the details—it is a summary.

**MODEL***Paraphrase and  
Summary***Original Passage (85 words)**

Language is the main means of communication between peoples. But so many different languages have developed that language has often been a barrier rather than an aid to understanding among peoples. For many years, people have dreamed of setting up an international universal language which all people could speak and understand. The arguments in favor of a universal language are simple and obvious. If all peoples spoke the same tongue, cultural and economic ties might be much closer, and good will might increase between countries (Kispert).

**Paraphrase (63 words, about the same length as the original)**

Humans communicate through language. Because there are so many different languages, however, people around the world have a difficult time understanding one another. Some people have wished for a universal international language that speakers all over the world could understand. Their reasons are straightforward and clear. A universal language would build cultural and economic bonds. It would also create better feelings among countries (Kispert).

**Summary (28 words, much shorter)**

People communicate through language; however, having different languages creates communication barriers. A universal language could bring countries together culturally and economically as well as increase good feelings among them (Kispert).

**Writing Technique Questions**

1. How many sentences are there in the original passage? In the paraphrase? In the summary?
2. Compare the paraphrase and the summary. What two details were left out of the summary?

***How to Write a Good Summary***

There are three keys to writing a good summary:

1. Use your own words and your own sentence structure.
2. Remember that a summary is much shorter than a paraphrase. Include only the main points and main supporting points, leaving out most details.
3. Do not change the meaning of the original.

**PRACTICE 4****Choosing the Best Summary**

Read the original passage and the two summaries that follow it. Then answer these questions.

1. Which of the two is the better summary? Why?
2. Which summary contains an idea that was not in the original? Which sentence expresses this added idea?

**Original Passage**

Source: The following passage is excerpted from a newspaper article written by Marc Lacey. It appeared on page A3 of the *New York Times* on November 12, 2004. The title of the article is “Using a New Language in Africa to Save Dying Ones.”

Swahili speakers wishing to use a “compyuta”—as *computer* is rendered in Swahili—have been out of luck when it comes to communicating in their tongue. Computers, no matter how bulky their hard drives or sophisticated their software packages, have not yet mastered Swahili or hundreds of other indigenous African languages.

But that may soon change. Across the continent, linguists are working with experts in information technology to make computers more accessible to Africans who happen not to know English, French, or the other major languages that have been programmed into the world’s desktops.

There are economic reasons for the outreach. Microsoft, which is working to incorporate Swahili into Microsoft Windows, Microsoft Office, and other popular programs, sees a market for its software among the roughly 100 million Swahili speakers in East Africa. The same goes for Google, which last month launched [www.google.co.ke](http://www.google.co.ke), offering a Kenyan version in Swahili of the popular search engine.

But the campaign to Africanize cyberspace is not all about the bottom line. There are hundreds of languages in Africa—some spoken only by a few dozen elders—and they are dying out at an alarming rate. The continent’s linguists see the computers as one important way of saving them. UNESCO estimates that 90 percent of the world’s 6,000 languages are not represented on the Internet and that one language disappears somewhere around the world every two weeks.

**Summary A**

People who speak Swahili who want to communicate using a “compyuta,” which is the Swahili word for computer, are unable to do so in their own language. It makes no difference that computers have huge hard drives and sophisticated software. They cannot operate in Swahili or other African languages, of which there are hundreds. Soon, however, they may be able to. Linguists in Africa are working with information technology specialists to make computers operable to Africans who do not know any of the languages currently used on the Internet. Economics is bringing about this change. Microsoft sees a market for its software among Swahili speakers in East Africa. Google now has a search engine for speakers of Swahili in Kenya. Other software companies will probably soon develop products for African consumers. In addition to economics, there is another reason for making the computer accessible to Africans. Hundreds of African languages are dying out, and linguists view the computer as a way to save them. According to UNESCO estimates, 90 percent of the world’s 6,000 languages are not on the Internet, and one language becomes extinct every day somewhere in the world. The hope is that computers can help save them (Lacey).

**Summary B**

Many Africans who do not speak any of the major languages on the Internet have been unable to use computers in their native languages. Computers cannot yet accommodate languages such as Swahili. However, that situation may soon change. Linguists and computer experts are working to develop computers that work in Swahili and other African languages. Economics is one reason for doing so. Computer companies such as Microsoft and Google see a potentially huge market for its products in Africa. Another important reason is to save languages that are in danger of becoming extinct (Lacey).

The steps for writing a summary are similar to those for writing a paraphrase.

- Step 1** Read the original passage several times until you understand it fully. Look up any words that you don’t understand.
- Step 2** Decide what the important ideas are. It helps to underline important ideas. It also helps to take notes. Write down only a few words for each idea—not complete sentences.
- Step 3** Write your summary from your notes. Don’t look at the original while you are writing.
- Step 4** Check your summary against the original to make sure you have not changed the meaning.
- Step 5** Add an in-text citation at the end of the summary.

**PRACTICE 5****Writing  
Summaries**

Write a one-paragraph summary of each of the following passages.

- Step 1** Read the original passage several times until you understand it well. You may find it helpful to underline the main points.
- Step 2** Make notes in the space provided, changing vocabulary words wherever possible.
- Step 3** Write a summary of each passage in your own words.
- Step 4** Add an in-text citation at the end of each summary.

**Original Passage 1**

Source: Various paragraphs of a news article written by Randolph E. Schmid. It was published online by the Associated Press on February 26, 2004. The title of the article is “Share of people who are native English speakers declining.” The article is 25 paragraphs long. The Web site address is <<http://pqasb.pqarchiver.com/ap/571281251.html?did=571281251&FMT=ABS&FMTS=FT&date=Feb+26%2C+2004&author=RANDOLPH+E.+SCHMID&desc=Share+of+people+who+are+native+English+speakers+declining>>.

The world faces a future of people speaking more than one language, with English no longer seen as likely to become dominant, a British language expert says in a new analysis. “English is likely to remain one of the world’s most important languages for the foreseeable future, but its future is more problematic—and complex—than most people appreciate,” said language researcher David Graddol (Schmid, pars. 1–2).

He sees English as likely to become the “first among equals” rather than having the global field to itself (par. 3). . . . The share of the world’s population that speaks English as a native language is falling, Graddol reports in a paper in Friday’s issue of the journal *Science* (par. 5).

“There is a distinct consciousness in many countries, both developed and developing, about this dominance of English. There is some evidence of resistance to it, a desire to change it” said [Scott] Montgomery [the author of another article published in the same issue of *Science*]. For example, he said, in the early years of the Internet it was dominated by sites in English, but in recent years there has been a proliferation of non-English sites, especially Spanish, German, French, Japanese, and others (pars. 19–20).

Nonetheless, English is strong as a second language, and teaching it has become a growth industry, said Montgomery, a Seattle-based geologist and energy consultant (par. 21).

Graddol noted, though, that employers in parts of Asia are already looking beyond English. “In the next decade the new ‘must learn’ language is likely to be Mandarin” (par. 22).

**Notes****Summary**

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**Original Passage 2**

Source: Paragraphs 1 and 2 from a December 20, 2001, online article entitled “A world empire by other means.” The author’s name is not given. It was published on Economist.com, the Web site of a British magazine. The Web site address is <[http://www.economist.com/displaystory.cfm?story\\_id=S%26%2BXL%2FRA%5F%24%0A](http://www.economist.com/displaystory.cfm?story_id=S%26%2BXL%2FRA%5F%24%0A)>

It [English] is everywhere. Some 380 million people speak it as their first language and perhaps two-thirds as many again as their second. A billion are learning it, about a third of the world’s population are in some sense exposed to it, and by 2050, it is predicted, half the world will be more or less proficient in it. It is the language of globalization—of international business, politics, and diplomacy. It is the language of computers and the Internet. You’ll see it on posters in Côte d’Ivoire, you’ll hear it in pop songs in Tokyo, you’ll read it in official documents in Phnom Penh. Deutsche Welle broadcasts in it. Bjork, an Icelander, sings in it. French business schools teach in it. It is the medium of expression in cabinet meetings in Bolivia. Truly, the tongue spoken back in the 1300s only by the “low people” of England, as Robert of Gloucester put it at the time, has come a long way. It is now the global language.

How come? Not because English is easy. True, genders are simple, since English relies on “it” as the pronoun for all inanimate nouns, reserving masculine for bona fide males and feminine for females (and countries and ships). But the verbs tend to be irregular, the grammar bizarre, and the match between spelling and pronunciation a nightmare. English is now so widely spoken in so many places that umpteen versions have evolved, some so peculiar that even “native” speakers may have trouble understanding each other. But if only one version existed, that would present difficulties enough. Even everyday English is a language of subtlety, nuance, and complexity. John Simmons, a language consultant for Interbrand, likes to cite the word “set,” an apparently simple word that takes on different meanings in a sporting, cooking, social, or mathematical context—and that is before any little words are combined with it. Then, as a verb, it becomes “set aside,” “set up,” “set down,” “set in,” “set on,” “set about,” “set against,” and so on, terms that “leave even native speakers bewildered about [its] core meaning.”

**Notes**

**Summary**

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**PRACTICE 6***Using Summaries  
as Support*

Some people say that English is easy to learn, but difficult to master. Write a paragraph in which you agree with this statement.

**Step 1** Begin with a clear topic sentence.

**Step 2** Support your topic sentence with a summary—or a part of a summary—that you wrote in Practice 5. If you wish, include examples from your own knowledge and experience.

**Step 3** Add an in-text citation at the end of each piece of summarized information you use.

## Review

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These are the important points you should have learned from this chapter.

1. In academic writing, you are expected to use information from outside sources to support your ideas. In addition to using quotations, you may also use paraphrases and summaries.
  - Paraphrase: Rewrite the author's meaning in your own words. Include all or almost all of the ideas that are in the original. Change the sentence structure and substitute synonyms where possible to avoid plagiarizing.
  - Summary: Condense a writer's words and summarize the main ideas in as few of your own words as possible.
2. Keep in mind that the U.S. system of education values students' original thinking and writing. Use outside sources *to support your own ideas*. Don't write a paper that contains only the ideas of others.
3. Don't just drop a paraphrase or summary into your paper. Make the connection between the borrowed information and your idea clear.
4. Document your sources to avoid plagiarizing and to help the reader find the sources of your information.

# Argumentative Essays



Mani stones, Nepal

An **argumentative essay** is an essay in which you agree or disagree with an issue, using reasons to support your opinion. Your goal is to convince your reader that your opinion is right. Argumentation is a popular kind of essay question because it forces students to think on their own: They have to take a stand on an issue, support their stand with solid reasons, and support their reasons with solid evidence.

In a general writing test such as the TOEFL exam, you might encounter questions such as these:

The U.S. Declaration of Independence states that “all men are created equal.” Agree or disagree with this statement. Support your opinion with reasons and examples.

The most important element in a friendship is trust. Agree or disagree with this statement. Support your opinion with reasons and examples.

In an academic class, your instructor might ask questions such as these:

<b>CRIMINAL JUSTICE</b>	Some cities in the United States and the United Kingdom have passed laws establishing curfews for young people. Young people (usually age 17 and younger) may not be out on the streets after 9 or 10 P.M. Do you agree or disagree with such curfews?
<b>HEALTH SCIENCES</b>	Stem cell research offers a potential cure for many fatal diseases. Many people oppose stem cell research because it involves using cells from human embryos. Do you agree or disagree that stem cell research should be prohibited?
<b>BUSINESS ETHICS</b>	Companies that do business abroad sometimes find that local business practices include activities considered unethical at home—offering gifts of money or awarding contracts to family members, for example. Should companies go along with local business practices in order to become successful, or should they refuse to do so and risk failure as a result?

What is unique about an argumentative essay is that you do not just give reasons to support your point of view. You must also discuss the other side's reasons and then rebut them. (*Rebut* means to point out problems with the other side's reasons to prove that they are not good reasons.) We do this because we want readers to know that we have considered all sides of the issue. When we show that we are reasonable and open-minded, readers are more likely to listen to our point of view.

## Organization of Argumentative Essays

There are several ways to organize an argumentative essay. You can use a block pattern or a point-by-point pattern. The outlines in the following chart show these two possible patterns.

Block Pattern	Point-by-Point Pattern
<p><b>I. Introduction</b> Explanation of the issue Thesis statement</p> <p><b>II. Body</b></p> <p style="text-align: center;"><b>Block 1</b></p> <p><b>A.</b> Summary of other side's arguments <b>B.</b> Rebuttal to the first argument <b>C.</b> Rebuttal to the second argument <b>D.</b> Rebuttal to the third argument</p> <p style="text-align: center;"><b>Block 2</b></p> <p><b>E.</b> Your first argument <b>F.</b> Your second argument <b>G.</b> Your third argument</p> <p><b>III. Conclusion</b>—may include a summary of your point of view</p>	<p><b>I. Introduction</b> Explanation of the issue, including a summary of the other side's arguments Thesis statement</p> <p><b>II. Body</b></p> <p><b>A.</b> Statement of the other side's first argument and rebuttal with your own counterargument <b>B.</b> Statement of the other side's second argument and rebuttal with your own counterargument <b>C.</b> Statement of the other side's third argument and rebuttal with your own counterargument</p> <p><b>III. Conclusion</b>—may include a summary of your point of view</p>

There are many variations on these two patterns. Which pattern you use will depend on your topic. With some topics, one pattern works better than others. The important thing is to present your side and rebut the other side in a logical and organized way.

As you read the following model essay, study its organization.

## MODEL

### Argumentation

#### Separating the Sexes, Just for the Tough Years

1 The middle school years (grades 7 and 8) are known to be the “tough years.” These are the years when the uneven pace of girls’ and boys’ physical, emotional, and cognitive development is most noticeable. Girls are ahead of boys on all counts, and both suffer. Educators debate whether separating boys and girls during these difficult years might improve students’ academic performance. Separate classes are now prohibited in public schools that receive federal funds, but a change in the federal law that prohibits them is under consideration. Although some parents and educators oppose same-sex classes, there is some evidence that separating boys and girls in middle school yields positive results.

2 Opponents of single-sex education claim that test scores of students in all-girl or all-boy classes are no higher than those of students in mixed classes (“Study”).<sup>1</sup> However, the research is inconclusive. Despite the fact that some research shows no improvement in test scores, other research shows exactly opposite results (Blum).<sup>2</sup> More important, many psychologists believe that test scores are the wrong measuring sticks. They believe that self-confidence and self-esteem issues are more important than test scores. In same-sex classes, girls report increased confidence and improved attitudes toward math and science, for example (“Study”). These are results that cannot be calculated by a test but that will help adolescents become successful adults long after the difficult years of middle school are past. New York University professor Carol Gilligan is certain that girls are more likely to be “creative thinkers and risk-takers as adults if educated apart from boys in middle school” (Gross).<sup>3</sup> Boys, too, gain confidence when they do not have to compete with girls. Boys at this age become angry and fight back in middle school because they feel inferior when compared to girls, who literally “out-think” them. With no girls in the classroom, they are more at ease with themselves and more receptive to learning (Gross).

3 Opponents also maintain that separate classes (or separate schools) send the message that males and females cannot work together. They say that when students go into the work force, they will have to work side-by-side with the opposite sex, and attending all-girl or all-boy schools denies them the opportunity to learn how to do so (“North”).<sup>4</sup> However, such an argument completely ignores the fact that children constantly interact with members of the

<sup>1</sup>“Study: All-Girls Schools Don’t Improve Test Scores.” [CNNinteractive](http://www.cnn.com/US/9803/same.sex.classes/) 12 Mar. 1998. 2 June 2004 <<http://www.cnn.com/US/9803/same.sex.classes/>>.

<sup>2</sup>Blum, Justin. “Scores Soar at D.C. School with Same-Sex Classes.” [washingtonpost.com](http://www.washingtonpost.com/ac2/wp-dyn/A52023-2002Jun26/?language=printer) 27 June 2002. 2 June 2004 <<http://www.washingtonpost.com/ac2/wp-dyn/A52023-2002Jun26/?language=printer>>.

<sup>3</sup>Gross, Jane. “Splitting Up Boys and Girls, Just for the Tough Years.” [The New York Times](http://www.nytimes.com) 31 May 2004: A16.

<sup>4</sup>“North Carolina School Stops Same-Sex Classes.” [American Civil Liberties Union News](http://www.aclu.org/news/2000/w040500d.html) 5 Apr. 2000. 2 June 2004 <<http://archive.aclu.org/news/2000/w040500d.html>>.

opposite sex outside school. From playing and squabbling with siblings to negotiating allowances, chores, and privileges with their opposite-sex parent, children learn and practice on a daily basis the skills they will need in their future workplaces.

4 The final argument advanced by opponents of same-sex education is that it is discriminatory and, therefore, unconstitutional. However, research supports exactly the opposite conclusion: that discrimination is widespread in mixed classes. Several studies have shown that boys dominate discussions and receive more attention than girls and that teachers call on boys more often than they call on girls, even when girls raise their hands (“North”). Clearly, this is discriminatory.

5 It should be evident that the arguments against same-sex classes are not valid. On the contrary, many people involved in middle-school education say that same-sex classes provide a better learning environment. Boys and girls pay less attention to each other and more attention to their schoolwork (Marquez).<sup>5</sup> As one teacher noted, “Girls are more relaxed and ask more questions; boys are less disruptive and more focused” (“North”). Girls are less fearful of making mistakes and asking questions in math and science; boys are less inhibited about sharing their ideas in language and literature. Furthermore, schoolchildren are not disadvantaged by lack of contact with the opposite sex because they have many opportunities outside the school setting to interact with one another. Finally, discrimination occurs in mixed classes, so discrimination is not a valid argument. Therefore, in my opinion, the law prohibiting same-sex classes in public schools should be changed.

#### Writing Technique Questions

1. In which paragraph does the writer give background information to help readers understand the issue?
2. Does the thesis statement mention both sides of the issue, or does it give the writer’s point of view only?
3. How many opposing arguments are given? Where are they given?
4. Where does the writer rebut the opposing arguments—in one paragraph or in separate paragraphs?
5. What is the function of the last paragraph?
6. Which type of organization does this essay use—block or point-by-point?

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<sup>5</sup>Marquez, Laura. “No Distractions? Proposed Title IX Changes Would Allow Separate Classrooms for Girls and Boys.” *ABC News* 13 May 2004. 2 June 2004 <[http://abcnews.go.com/sections/WNT/US/same\\_sex\\_classrooms\\_040513.html](http://abcnews.go.com/sections/WNT/US/same_sex_classrooms_040513.html)>.

**PRACTICE 1***Outlining*

Complete the outline of the model essay.

**Separating the Sexes, Just for the Tough Years**

**I. Introduction (explanation of the issue)**

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

**II. Body**

**A. Opposing argument 1**

Opponents of single-sex education claim that test scores show that there is no advantage to all-girl or all-boy classes.

Rebuttal to argument 1

1. Research is inconclusive—show opposite results
2. Other results that cannot be calculated

a. Girls \_\_\_\_\_

b. Boys \_\_\_\_\_

**B. Opposing argument 2**

Rebuttal to argument 2

a. Settling squabbles with siblings

b. Negotiating with opposite-sex parent

**C. Opposing argument 3**

Rebuttal to argument 3

a. \_\_\_\_\_

b. Teachers call on boys more often

**D. Own point of view**

1. Same-sex classes provide a better learning environment

2. Reasons

a. Boys and girls \_\_\_\_\_

b. Girls \_\_\_\_\_

c. Boys \_\_\_\_\_

**III. Conclusion**

**Five Keys**

An argumentative essay contains these five key elements:

1. An explanation of the issue
2. A clear thesis statement
3. A summary of the opposing arguments
4. Rebuttals to the opposing arguments
5. Your own arguments

## The Introductory Paragraph

The introductory paragraph of the model contains an explanation of the issue, which is a necessary part of an argumentative essay. However, you may also begin an argumentative essay with a more engaging introduction—with surprising statistics, for example, or with a dramatic story. For instance, the writer of the model essay could have opened with a dramatization of typical boys' and girls' behavior in a mixed middle school class.

If you write an attention-getting introduction, you may need to explain the issue in a second introductory paragraph and write your thesis statement at the end of this (the second) paragraph.

In an eighth-grade English class at Kent Middle School, the students are discussing *The Diary of Anne Frank*, written by a 13-year-old Jewish girl while she hid with her family in an Amsterdam attic for more than two years during the Holocaust. The girls in the class identify easily with Anne and freely share their feelings about the book. The boys, by contrast, snicker<sup>1</sup> or snooze<sup>2</sup>—anything to avoid revealing any tender feelings. In the next class, math, the dynamic is reversed: The girls sit quietly, while the boys shout out answers and race each other to the blackboard to solve algebra equations. These scenes are typical in most middle school classes in the United States.

The middle school years (grades 7 and 8) are known . . .

### Thesis Statement

The thesis statement in an argumentative essay states clearly which side you are for:

Curfew laws are unfair and should be abolished.

In my opinion, stem cell research should receive the full support of our government.

A thesis statement often mentions the opposing point of view. Notice that the writer's opinion is expressed in the main (independent) clause, and the opposing point of view is normally put into a subordinate structure.

SUBORDINATE STRUCTURE

Despite the claims that curfew laws are necessary to control juvenile gangs,

MAIN (INDEPENDENT) CLAUSE

**curfew laws are clearly unconstitutional.**

SUBORDINATE STRUCTURE

Although there are certainly reasons to be cautious with stem cell research

MAIN (INDEPENDENT) CLAUSE

or any new technology, **I believe that its potential benefits far outweigh its dangers.**

<sup>1</sup>snicker: laugh quietly in a way that is not nice

<sup>2</sup>snooze: sleep

Use expressions such as the following to introduce opposing points of view.

**Some people feel that** the United States should have a national health care plan like Canada's.

**Many think that** genetically engineered crops are a grave danger to the environment.

**Smokers say that** they have a right to smoke.

**It may be true that** the U.S. Constitution gives citizens the right to own weapons.

Then connect the opposing point of view to your own with transition signals of contrast.

Some people feel that the United States should have a national health care plan like Canada's; **however**, others feel that government should stay out of the health care business.

**Although/Even though** many think that genetically engineered crops are a grave danger to the environment, such crops can alleviate world hunger and malnutrition.

Smokers say that they have a right to smoke **in spite of the fact that/despite the fact that** smoking will kill them.

**While/Whereas** it may be true that the U.S. Constitution gives citizens the right to own weapons, the men who wrote the Constitution lived in a different time.

**PRACTICE 2**

**Thesis Statements**

Add an opposing point of view to each of the following thesis statements. If necessary, rewrite the part of the sentence that is given to you. The first one has been done for you as an example.

1. Doctors or family members should never be allowed to "pull the plug."<sup>1</sup>  
*Although some people believe that doctors and family members should never be allowed to "pull the plug," I believe that it is sometimes more humane to do so.*
2. The sale of CDs with songs containing lyrics that degrade women should be prohibited.  
\_\_\_\_\_
3. Television is the worst invention of modern times.  
\_\_\_\_\_
4. Environmental protection laws go too far.  
\_\_\_\_\_

<sup>1</sup>**pull the plug:** let a person who is in an irreversible coma die by disconnecting him or her from life-sustaining machines

5. The advertising industry performs many public services.

\_\_\_\_\_

\_\_\_\_\_

6. Choose your own topic. Then write a thesis statement that expresses both sides of the issue.

\_\_\_\_\_

\_\_\_\_\_

### PRACTICE 3

#### Supporting Arguments

Think of two or three supporting arguments for each thesis statement. Notice that two of the thesis statements state only the writer's point of view, and two state both sides of the argument. The first one has been done for you as an example.

1. Censorship of the arts is always wrong.

a. Freedom to express oneself is a fundamental right stated in the U.S. Bill of Rights.

b. Public morality is relative—what is objectionable in some cultures is acceptable in others.

c. Many masterpieces—books, sculptures, and paintings—would be banned.

2. Violence in video games, movies, and television programs should be censored.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

3. Despite the fact that education's primary responsibility is to train minds, not bodies, I believe that schools should require students to practice a sport at least one hour each day.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

4. Although some people think that curfew laws will help control teenage gangs, they are wrong for several reasons.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

5. Engaged couples should be required to take marriage preparation classes for one full year before their wedding.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

6. Your own topic: \_\_\_\_\_

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

## Review

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These are the important points covered in this chapter.

1. An argumentative essay is a kind of essay in which you try to persuade your reader to agree with your opinion about a controversial topic.
2. An argumentative essay contains these five elements:
  - An explanation of the issue
  - A clear thesis statement
  - A summary of the opposing arguments
  - Rebuttals to the opposing arguments
  - Your own arguments
3. Use either a block pattern or a point-by-point pattern. Be sure to include the opposite point of view as well as your own.
4. Use contrast transition signals to connect opposing arguments and your counter-arguments.

## Writing Practice

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Choose topic 1 or 2 and write an argumentative essay.

1. Agree or disagree with the following statement:  
*It is worth the expense and risk to make a manned flight to Mars.*
2. Agree or disagree with the following statement:  
*The future status of English as the global language is assured.*

Writing an argumentative essay requires especially careful planning.

- Step 1** Clarify in your mind what the two sides of the argument are. Decide which side you agree with.
- Step 2** Write a thesis statement. Your thesis statement can state either just your point of view or both points of view.
- Step 3** Research the topic to get ideas and supporting reasons for both sides of the argument. The readings for this chapter on pages 151–152 and 154–155 provide material for your essay. Read the articles and do the exercises for your topic before you begin this writing assignment. You should use quotations, summaries, or paraphrases from the appropriate parts of the readings to support your arguments. You may also use material from Practices 1, 2, and 5 in Chapter 8 in your essay.
- Step 4** Decide whether you will use block or point-by-point organization. Then develop an outline similar to one of the outlines on page 143.
- Step 5** Write your first draft. Write an explanatory or an attention-getting introduction, as you prefer.
- Step 6** Use the Self-Editing Worksheet on page 329 and revise your essay if necessary.
- Step 7** Exchange papers with a classmate. Review each other's essays and complete the Peer-Editing Worksheet on page 330.

**Step 8** Make changes if necessary and write a final copy to hand in to your instructor. Your instructor may ask you to hand in your outline, drafts, and editing worksheets along with your final copy.

**Step 9** If your instructor asks you to use formal documentation of your sources, prepare a Works Cited list. Learn how in Appendix E, pages 308–311.

## Applying What You Have Learned

### Argumentative Topic I Essays

*It is/is not worth the expense and risk to make a manned flight to Mars.*

#### Reading 1

This reading presents several arguments in favor of sending a manned flight to Mars.

#### Why We Should Send a Manned Mission to Mars<sup>1</sup>

1 Mars has fascinated Earth-bound humans since prehistoric times, due to its captivating red hue and proximity and similarity to Earth. The romance of space travel and the exploration of new worlds is a major argument in favor of a manned mission to Mars. Supporters claim that exploring and colonizing the moon and Mars will give us a better understanding of our own home planet, Earth. Other supporters are motivated by feelings of national pride, saying the prestige of the United States is at stake. Still others believe that the research required by such a complex mission will help the United States retain its position as a leader in science and technology.

2 The success of the Apollo program in the 1960s and 1970s created a generation of astronaut heroes that inspired the nation. “In 1969, America sent men to the moon, not machines,” Ben Wattenberg said on PBS’s *Think Tank*. “[H]uman beings are exploratory creatures . . . mankind needs big ideas and big projects to ennoble and inspire society. Don’t our little boys and girls need heroes and heroines to say, ‘Look at him, look at her, she’s there?’” President George W. Bush once said in an address to the nation, “Mankind is drawn to the heavens for the same reason we were once drawn to unknown lands and across the open sea. We choose to explore space because doing so improves our lives and lifts our national spirit.”

3 Many supporters of manned travel to Mars argue that because of its similarity to Earth, Mars offers opportunities to discover the origins of life and ways to protect the environment on Earth.

4 “We cling to the hope of a neighboring planet that harbors . . . at least some primitive forms of life. If Mars contains even nanobacteria—or indisputable evidence of past life of the simplest forms—this will profoundly change our conception of our place in the universe,” wrote Thomas Gangale. “If Mars is dead now, but was once alive, understanding how Mars died may give us a crucial understanding of how close we are coming to killing the Earth.”

<sup>1</sup>Adapted from Joulwan, Melissa. “You Decide: Manned Mission to Mars.” 13 May 2004 [KOED](http://www.kqed.org/topics/news/perspectives/youdecide/pop/mars/index.jsp?flash=true) 13 May 2004. 10 June 2004 <<http://www.kqed.org/topics/news/perspectives/youdecide/pop/mars/index.jsp?flash=true>>.

5 The Mars Society [a group that supports Mars exploration] shares that opinion. In its Founding Declaration, the society wrote, “As we begin the twenty-first century, we have evidence that we are changing the Earth’s atmosphere and environment in significant ways. . . . Mars, the planet most like Earth, will have even more to teach us about our home world. The knowledge we gain could be key to our survival.”

6 And many scientists assert that the best way to attain that knowledge is with human scientists. “Robots can do a lot,” Chris Welch, a lecturer in space technology at Kingston University, told the BBC. “But having multiple trained human beings there would tell us so much more.” Dava Newman, associate professor of aeronautics at the Massachusetts Institute of Technology, agreed. “It’s risky and it’s also very costly, but there’s just so much humans can do as explorers that we don’t have any other way to accomplish.”

7 China, Russia, and the European Union have all announced plans to boost their space programs in coming years, including sojourns to the moon and Mars. Some people believe it’s essential to U.S. international status that the United States lead the way in space exploration. “Republican officials said conservative lawmakers who might balk at the cost [of a manned mission to Mars] are likely to be lured by the chance to extend the U.S. military supremacy in space when China is pursuing lunar probes and Russia is considering a Mars mission,” Mike Allen and Eric Pianin wrote in *The Washington Post*.

8 The European Space Agency (ESA) has developed a long-term plan—known as Aurora—that will use robotics to first explore low-Earth orbit and then move farther out into planetary excursions, including Mars. The ESA intends to send a rover to Mars by 2009 and a manned mission to the moon by 2024 that will “demonstrate key life support and habitation technologies as well as aspects of crew performance and adaptation.” The final step in the Aurora program is a human mission to Mars in the 2030s.

9 Regaining the top position in science and technology is another reason to support a Mars mission. According to *The New York Times*, the dominance the United States once had in science and innovation has declined in recent years as the number of international prizes and journal publications awarded to European and Asian researchers has increased. Jennifer Bond, vice president for international affairs for the Council on Competitiveness said, “Many other countries have realized that science and technology are key to economic growth and prosperity. They’re catching up to us.” She warned that people in the United States should not “rest on their laurels.” A poll by the Associated Press seems to indicate that many people in the United States agree with her. Seventy-two percent of respondents in the poll deemed it important for the United States to be the “leading country in the world in the exploration of space.”

10 “America is not going to remain at peace, and we’re not going to remain the most prosperous nation, and we’re not going to remain a free nation unless we remain the technological leader of the world,” said Representative Dana Rohrabacher, chairman of the House Subcommittee on Space and Aeronautics. “And we will not remain the technological leader of the world unless we are the leaders in space.”

**Questions**

1. Paragraph 1 summarizes four reasons why the United States should send a manned mission to Mars. List them here.

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

2. Which paragraph discusses the first reason? \_\_\_\_\_  
In your opinion, which sentence in the paragraph expresses this reason most clearly and concisely? Copy the sentence here. \_\_\_\_\_

3. Which paragraph(s) discuss(es) the second reason? \_\_\_\_\_  
Summarize the reason here. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Which paragraph(s) discuss(es) the third reason? \_\_\_\_\_  
Summarize the reason here. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Which paragraph(s) discuss(es) the fourth reason? \_\_\_\_\_  
Summarize the reason here. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Reading 2**

This article from a popular weekly news magazine argues against sending a manned spacecraft to explore Mars.

**Why We Shouldn't Go to Mars: Someday people may walk on the planet, but not until it makes technological sense<sup>1</sup>**

1 “Two centuries ago, Meriwether Lewis and William Clark left St. Louis to explore the new lands acquired in the Louisiana Purchase,” George W. Bush said, announcing his desire for a program to send men and women to Mars.<sup>2</sup> “They made that journey in the spirit of discovery. . . . America has ventured forth into space for the same reasons.”

2 Yet there are vital differences between Lewis and Clark's expedition and a Mars mission. First, Lewis and Clark were headed to a place amenable to life; hundreds of thousands of people were already living there. Second, Lewis and Clark were certain to discover places and things of immediate value to the new nation. Third, the Lewis and Clark venture cost next to nothing by today's standards. In 1989 NASA estimated that a people-to-Mars program would cost \$400 billion, which inflates to \$600 billion today. The Hoover Dam cost \$700 million in today's money, meaning that sending people to Mars might cost as much as building about 800 new Hoover Dams. A Mars mission may be the single most expensive non-wartime undertaking in U.S. history.

3 The thought of travel to Mars is exhilarating. Surely men and women will someday walk upon that planet, and surely they will make wondrous discoveries about geology and the history of the solar system, perhaps even about the very origin of life. Many times I have stared up at Mars in the evening sky—in the mountains, away from cities, you can almost see the red tint—and wondered what is there or was there.

4 But the fact that a destination is tantalizing does not mean the journey makes sense, even considering the human calling to explore. And Mars as a destination for people makes absolutely no sense with current technology.

5 Present systems for getting from Earth's surface to low-Earth orbit are so fantastically expensive that merely launching the 1,000 tons or so of spacecraft and equipment a Mars mission would require could be accomplished only by cutting health-care benefits, education spending, or other important programs—or by raising taxes. Absent some remarkable discovery, astronauts, geologists, and biologists once on Mars could do little more than analyze rocks and feel awestruck beholding the sky of another world. Yet rocks can be analyzed by automated probes without risk to human life, and at a tiny fraction of the cost of sending people.

6 It is interesting to note that when President Bush unveiled his proposal, he listed these recent major achievements of space exploration: pictures of the rings of Saturn and the outer planets, evidence of water on Mars and the moons of Jupiter, discovery of more than 100 planets outside our solar system, and study of the soil of Mars. All these accomplishments came from automated probes or

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<sup>1</sup>Easterbrook, Greg. “Why We Shouldn't Go to Mars: Someday people may walk on the planet, but not until it makes technological sense.” *Time* 26 Jan. 2004: 51.

<sup>2</sup>The Louisiana Purchase was a very large area of land that was bought by the United States from France in 1803. Two men, Lewis and Clark, spent more than two years exploring and mapping the area.

automated space telescopes. Bush's proposal, which calls for "reprogramming" some of NASA's present budget into the Mars effort, might actually lead to a reduction in such unmanned science—the one aspect of space exploration that's working really well.

7 Rather than spend hundreds of billions of dollars to hurl tons toward Mars using current technology, why not take a decade—or two decades, or however much time is required—researching new launch systems and advanced propulsion? If new launch systems could put weight into orbit affordably, and if advanced propulsion could speed up that long, slow transit to Mars, then the dream of stepping onto the red planet might become reality. Mars will still be there when the technology is ready.

8 Space exploration proponents deride as lack of vision the mention of technical barriers or the insistence that needs on Earth come first. Not so. The former is rationality, the latter the setting of priorities. If Mars proponents want to raise \$600 billion privately and stage their own expedition, more power to them; many of the great expeditions of the past were privately mounted. If Mars proponents expect taxpayers to foot their bill, then they must make their case against the many other competing needs for money. And against the needs for health care, education, poverty reduction, reinforcement of the military, and reduction of the federal deficit, the case for vast expenditures to go to Mars using current technology is very weak.

9 The drive to explore is part of what makes us human, and exploration of the past has led to unexpected glories. Dreams must be tempered by realism, however. For the moment, going to Mars is hopelessly unrealistic.

### Questions

1. Most of paragraph 1 is a quotation by George W. Bush. Rewrite the direct quotation as an indirect quotation. Be sure to include a reporting phrase.

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2. Paragraph 2 begins with a transition signal that signals contrast.
  - a. What two things are contrasted? \_\_\_\_\_ and \_\_\_\_\_

- b. On what three points are they contrasted?

- (1) \_\_\_\_\_
    - (2) \_\_\_\_\_
    - (3) \_\_\_\_\_

3. Paragraph 4 contains the thesis statement for the essay. Copy it here. \_\_\_\_\_

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4. Paragraphs 5, 6, 7, and 8 mention several reasons for not sending a manned spacecraft to Mars. Summarize the reasons here. \_\_\_\_\_

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5. What kind of conclusion does this essay have?
- a. It summarizes arguments against a manned Mars mission.
  - b. It paraphrases the thesis statement.

**Topic 2**

*The future status of English as the global language is/is not assured.*

**Reading 1**

This article, from a British weekly news magazine, discusses the reasons that English has become the dominant language around the world.

**The World Language<sup>1</sup>**

<sup>1</sup> India has about a billion people and a dozen major languages of its own. One language, and only one, is understood—by an elite—across the country: that of the foreigners who ruled it for less than 200 years and left 52 years ago. After 1947, English had to share its official status with north India’s Hindi and was due to lose it in 1965. It did not happen: Southern India said no.

<sup>2</sup> Today, India. Tomorrow, unofficially, the world. [The spread of English] is well under way; at first, because the British not only built a global empire but settled America, and now because the world (and notably America) has acquired its first truly global—and interactive—medium, the Internet.

<sup>3</sup> David Crystal, a British expert, estimates that some 350 million people speak English as their first language. Maybe 250–350 million do or can use it as a second language; in ex-colonial countries, notably, or in English-majority ones, like 30 million recent immigrants to the United States or Canada’s 6 million francophone Quebecers. And elsewhere? That is a heroic guess: 100 million to 1 billion is Mr. Crystal’s, depending how you define “can.” Let us be bold: In all, 20–25 percent of Earth’s 6 billion people can use English; not the English of England, let alone of Dr. Johnson, but English.

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<sup>1</sup>“The World Language.” *The Economist. Millennium Issue* 31 Dec. 1999: 85.

4 That number is soaring as each year brings new pupils to school and carries off monolingual oldies—and now as the Internet spreads. And the process is self-reinforcing. As business spreads across frontiers, the company that wants to move its executives around and to promote the best of them, regardless of nationality, encourages the use of English. So the executive who wants to be in the frame or to move to another employer learns to use it. English has long dominated learned journals: German, Russian or French (depending on the field) may be useful to their expert readers, but English is essential. So, if you want your own work published—and widely read by your peers—then English is the language of choice.

5 The growth of the cinema, and still more so of television, has spread the dominant language. Foreign movies or sitcoms may be dubbed into major languages, but for smaller audiences they are usually subtitled. Result: A Dutch or Danish or even Arab family has an audiovisual learning aid in its living room, and usually the language spoken on screen is English.

6 The birth of the computer and its American operating systems gave English a nudge ahead; that of the Internet has given it a huge push. Any Web-linked household today has a library of information available at the click of a mouse. And, unlike the books on its own shelves or in the public library, maybe four-fifths is written in English. That proportion may lessen, as more non-English sites spring up. But English will surely dominate.

7 The Web of course works both ways. An American has far better access today than ever before to texts in German or Polish or Gaelic. But the average American has no great incentive to profit from it. That is not true the other way round. The Web may even save some minilanguages. But the big winner will be English.

### Questions

1. Paraphrase paragraph 3, which gives several statistics about the number of people who use English. \_\_\_\_\_

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2. How many reasons are given in paragraphs 4 and 5 for the spread of English throughout the world? \_\_\_\_ List them here. \_\_\_\_\_

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3. Copy a sentence from paragraph 4 that best expresses the idea that business helps spread the use of English. Include a reporting phrase that names the source of the quoted sentence. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Summarize paragraphs 5 and 6 in two or three sentences. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Reading 2**

This newspaper article contains support for the view that English is not destined to become the world language. It tells about a law that was considered in Brazil to prohibit the use of English in some areas of Brazilian life. The original article was divided into many short paragraphs, which is the style used in newspapers because newspaper columns are narrow. Here, paragraphs have been combined to improve the coherence.

**Brazil Considers Linguistic Barricade<sup>1</sup>**

<sup>1</sup> In Brazil's shopping malls, the massive consumerist shrines formerly known here as *centros comerciais*, windows that used to advertise a *promoção* now trumpet "Sale." *Descontos* has become "50 percent off," and the upcoming collections that were once billed as *primavera/verão* are now touted as "spring/summer." A hairdressing salon calls itself Exuberant; a watch store is named Overtime; a restaurant goes by the name New Garden.

<sup>2</sup> In Brazil, the largest Portuguese-speaking nation in the world, English is taking over. And Deputy Aldo Rebelo says "Basta!" "It is time to fight this disrespect of our language," says Mr. Rebelo, the author of a new bill designed to "promote and defend" the Lusitanian [Portuguese] language. "People feel humiliated and offended by having to pronounce words in a language that is not theirs. But they are obliged to, because shop owners or other people want to exhibit a false knowledge," Rebelo says. "This is the public domain; people need to buy things, to go into shopping centers, but people cannot communicate fluently because of the abuse of foreign expressions in our language."

<sup>3</sup> Rebelo's tongue-lashing against linguistic invasion is a reaction to globalization's march. He is not alone in the defense of mother tongues. Poland recently passed a law to enforce language purity by banning foreign words from everyday transactions unless Polish translations are provided alongside. A Polish language council will catch violators, who could face stiff fines. Poland's campaign has been compared to the notorious French effort to stamp out "franglais."

<sup>4</sup> With 178 million native speakers worldwide, Portuguese ranks seventh among most-spoken native languages after Mandarin, Hindi, Spanish, English, Arabic, and Bengali.

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<sup>1</sup>Downie, Andrew. "Brazil Considers Linguistic Barricade." *Christian Science Monitor* 6 Sep. 2000: 26 pars. 13 Sep. 2004 <<http://csmonitor.com/cgi-bin/durableRedirect.pl?durable/2000/09/06/fp7s2-csm.shtml>>.

5 Rebelo's bill . . . rejects the increasing influx of English expressions and requires that Brazil's native tongue be used in business, formal, and social situations. While those strictures are laughed off by many as unenforceable—one envisions “language police” monitoring cafe chatter and the like—Rebelo's bill thunders that those not respecting Portuguese are “damaging Brazil's cultural patrimony.” The linguistic outlaws would face as yet undecided punishment—perhaps classes in Portuguese, Rebelo has suggested.

6 One goal of the bill is linguistic purity among government officials, Rebelo says, citing the offenses of President Fernando Henrique Cardoso, who recently used the English expression “fast track” in a speech.

7 The bill would particularly affect the worlds of finance and commerce, where throwing up a sign in English is seen as a trendy way of grabbing potential customers' attention. According to a recent study, 93 of the 252 stores in São Paulo's Morumbi shopping center featured English words in their names. That would change under Rebelo's law. The owners of Laundromat would have to wash their hands of the name. Hot dogs would be off the menu, and personal trainers would have to find a new way to describe their services. The Banco do Brasil's “Personal Banking” would need to translate itself, and the Rock in Rio music festival would have to dance to a different tune. Children's clothing store Kid Smart would lose its exotic appeal in a country where most people do not speak English.

8 Although Rebelo recognizes that in today's fast-paced and shrinking world, words like “e-mail,” “mouse,” and “delete” have entered Portuguese almost overnight, he says the rush to use English words ignores the fact that in many cases perfectly good Portuguese ones already exist. “We can say *entrega a domicílio* because everyone knows what it means, so why use the word ‘delivery’?” Rebelo asks, highlighting one recent fad. “Restaurants use ‘valet parking,’ but why not use *maniobrista*? This law will prohibit these abuses.”

9 Linguistic experts agree and point to the richness of Portuguese. Used as an official language in seven countries outside of Portugal, Portuguese boasts 24 vowel sounds, compared with five in English, and includes more than 350,000 words derived primarily from Latin, Arabic, and Iberian tribal languages.

10 Antonio Olinto, an author and member of the Brazilian Academy of Letters, says that, although it is impossible to legislate how people talk, the proposal has value because it has created a debate about the use of foreign words in Brazil. While stopping the trend is impossible, he says, Brazil can counter the linguistic invasion by adapting its language, just as it did with the word “football” (soccer), which over time became *futebol*. “Globalization exists, and I don't think there is any way of escaping it,” says Mr. Olinto. “But in time, words will be adapted into Portuguese, and things will get better.” Rebelo acknowledges that the desire to speak English may eventually ebb, but he called on Brazilians meanwhile to use their mother tongue whenever possible.

11 The legislator advises those tempted to utter or write foreign words to consult the style book of *O Estado de São Paulo*, one of the nation's biggest newspapers, which offers the following wordy wisdom: “(1) You have a language, Portuguese, that is just as good and as functional as any other. (2) It is your language.”

12 But it's the cash register, not linguistic pride, that inspires lingerie store manager Silvana Cannone when she's looking for just the right word. “We cut the letters out ourselves, and ‘Sale’ is shorter than *Promoção*, so it's easier,” she explains. “Nowadays, everyone knows what ‘sale’ means. And besides, it sounds more chic.”

**Questions**

1. The introductory paragraph to this essay is
  - a. a funnel introduction.
  - b. a historical introduction.
  - c. a series of examples
2. The main topic of this essay is
  - a. a proposed law in Brazil banning the use of English in certain situations.
  - b. the prevalence of English in Brazil.
  - c. the reasons English is popular among shopkeepers and other businesses in Brazil.

3. Find the sentence that, in your opinion, best expresses the main topic and paraphrase it here. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Summarize Mr. Rebolo's reasons. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Find a paragraph that discusses other countries' opposition to English. Write a one-sentence summary of that paragraph here. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_