

writing 8
academic essays
and research

by davina ramirez

this book belongs to:



**Academic Writing
&
Research Workbook**

ESOL 262
by Davina Ramirez

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To the Teacher:

This book contains some grammar activities but is not meant to be a definitive grammar resource, as many such texts exist already. My goal is to highlight some structures that typically fit into each chapter's writing style and give students a chance to both review some fundamental skills and work on more challenging points. Please encourage students to either invest in a good grammar reference book or to refer to one they already own.

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This workbook has also been designed with assessment in mind. Chapter 4 in particular is explicitly designed to elicit assignments that can be evaluated with rubrics like the LEAP VALUE rubric for "Intercultural Knowledge and Competence," while assignments from Chapters 5 and 6 can be evaluated with rubrics for "Critical Thinking."

I maintain a website with supplementary materials, including slideshows for every chapter, at <http://spot.pcc.edu/~dramirez>. Those materials are also available to you under the same Creative Commons license – you are free to copy, use, and edit them.

I hope you find this workbook useful!

Davina Ramirez

Welcome to Writing 8!

Writing 8 is the last Writing course in the ESOL writing sequence. This class may be your final opportunity to focus on English grammar, since college classes after this are designed for native English speakers. Please take advantage of this time! We'll work at an advanced level to learn new grammar patterns. Don't be afraid to make mistakes when you try these new patterns. Making mistakes is the only way to learn new things.

In this class, you will learn about, and write, academic paragraphs, several essays, and an academic research paper. Our writing styles may include response, classification, extended definition, cause-effect, problem-solution, and persuasive or argument. Some of our possible goals include:

- ⇒ Review of the essay-writing process
- ⇒ Overview of the differences between essays, reports, and research papers
- ⇒ Conducting an interview and responding to the interviewee
- ⇒ Expressing, explaining, and responding to, other writer's ideas. This includes summarizing, paraphrasing, and using quotations from authors you may or may not agree with, always with correct attribution
- ⇒ Using advanced grammar forms such as conditionals, perfect tenses and the passive correctly and appropriately
- ⇒ Using and understanding sophisticated punctuation
- ⇒ Conducting research using a variety of resources and writing a research paper using MLA (Modern Language Association) format: the process includes a research proposal, writer's conferences, using correct attribution, and creating a Works Cited page

"The tragedy of life doesn't lie in not reaching your goal. The tragedy lies in having no goals to reach."

—Benjamin E. Mays

Chapter 1 - Writing Fundamentals

Plagiarism

Here are three verbs that we must all understand and agree on.

Copy - Cheat - Plagiarize

Let's explore these words in a little more detail. First, think of the best translation into your first language. Use any sources, including your classmates to figure this out. Then, let's discuss to discover the ways that we will use these words in class.

Word:	Translation:	Explanation:
To copy (N: a copy)		
To cheat (N: cheating, or cheater)		
To plagiarize (N: plagiarism)		

* * * *

After discussion, it should be clear that students and professionals “copy” information all the time. It should also be clear that students or professionals who “cheat” are breaking rules –and, possibly, laws.

Please understand that this **key difference between “copy” and “cheat”** is not always visible to the reader of a paper. If your teacher reads a sentence in your essay that was *copied* directly from Wikipedia, for example, the instructor will never know if you simply *copied* it and forgot to add quotation marks, or if you are actually trying to *cheat* and make your paper longer without writing it yourself. In fact, it doesn’t really matter. This situation is plagiarism in either case.

It is your job to avoid plagiarism. To do this, you’ll always have to give two pieces of information – the writer and where we can find the writing – for EVERYTHING that comes from another source. This is called *attribution*, and you must do this for every quote, every paraphrase, and every summary.

Formatting the College Paper

Follow these guidelines when writing academic papers, even when writing by hand. These guidelines are for MLA (Modern Language Association) style; this is a common style that will suit most college classes.

Your name, the class, date and instructor name (if desired) are on the LEFT side. Update the date with each draft.

Your Name

Your Class

Date

Title of the Paper

Begin every paper by using the Tab key to create an Indent – a space about $\frac{1}{2}$ inch that shows where a new paragraph begins. The Introduction should begin with a Hook. Connect this logically to a clear Thesis Statement.

Margins are usually 1 inch, but your instructor may prefer a different size. Indents are $\frac{1}{2}$ inch.

Format command.

Always use a font that's easy to read and not too big or too small. 11 or 12 points is good for most fonts. Keep writing until you are done!

Use the Header function to create page numbers

Last Name 1

Use special capitals for your title; always enter the title. Don't put extra lines before or after the title!

ALWAYS double-space unless your teacher gives different instructions. NEVER use the Return key for spacing.

Quick Review

Try to answer without looking at the earlier page!

1. What does “double-spaced” mean?
2. How should you double-space a paper?
3. What size font should you use?
4. Where on a computer keyboard is the “Tab” key?
5. How big should an indent be?
6. THINK! Why should college papers be double-spaced?

True or False?

7. Most professionals use the Return key to double-space.
8. The margins on a college paper should be $\frac{1}{2}$ inch.
9. Hitting the space bar three times creates a good margin.
10. The instructor’s name should be at the very top of the paper.
11. Page numbers are put on the right top of the page.
12. Your name is always written at the top left of the page.
13. If your instructor wants a different format, ignore them: MLA is the best choice.
14. The title of the paper is indented.
15. Capitalize **every** word in your paper’s title.

Assignment A.

Show that you can use the formatting commands in your writing program.

First, create a document using your favorite word-processing program. Write a short paragraph about your education before this class. What kind of school or college did you attend? Did you have good experiences? Double-space the paragraph and give it a title. Be sure the document has your name, date, and the class in the upper left. Give the file a name that indicates WHAT the assignment is (for example, “Assignment 1.2”) and your own name. Check with your instructor: do they prefer that you use your first name, last name, or both? Do they have other requirements? When the document is done, write an email to your instructor and **send the paragraph as an attachment**. Be sure **your** name is in the Subject line!

Notes:

Assignment B.

Show that you can use Google Drive. First, create a document using Google Docs.

Write a short paragraph about the kind of work you hope to be doing in five years. If you don’t have a specific job in mind, that’s OK. Double-space the paragraph and give it a title. Be sure the document has your name, date, and the class in the upper left. Give the file a name that indicates WHAT the assignment is (for example, “Assignment 1.2”) and your own name. Check with your instructor: do they prefer that you use your first name, last name, or both? Do they have other requirements? When the document is done, **share** the document with your instructor. Check: does your instructor prefer that you share a copy they can **VIEW**, or **EDIT**?

Notes:

Outlines

There are two kinds of outlines, in general: the Reverse Outline and the Planning Outline.

Reverse Outline	Planning Outline
<ul style="list-style-type: none">★ Often used in Reading class★ Based on an article or textbook★ Student creates after reading a source★ Uses special format: Roman numerals and letters★ Main ideas are positioned further left. Examples and details are further right★ May be complete sentences or fragments; your choice★ A tool to understand and review a text AFTER reading	<ul style="list-style-type: none">★ Used in Writing class★ Based on student's ideas★ Student creates before writing a paper★ Uses special format: Roman numerals and letters★ Topic sentences are positioned further left. Supporting details are further right★ May be complete sentences or fragments; your choice★ A tool to organize ideas BEFORE writing

Be careful! Instructors seldom use these terms!

We usually call both styles “Outlines.”

It's an *academic convention* to use Roman numerals when writing any kind of outline. In other words, college instructors expect to see Roman numerals in your outlines, and they expect you to follow the general rule that main ideas are marked with a Roman numeral and smaller details are marked with a capital letter and are indented. Following these conventions helps you instructors understand you better and makes your work look more professional.

The Roman Numeral System

1 = I	10 = _____	
2 = II	11 = XI	22 = _____
3 = III	12 = XII	
4 = IV	13 = _____	25 = _____
5 = _____	14 = XIV	
6 = VI	15 = _____	29 = _____
7 = _____		
8 = VIII	16 = _____	FYI:
9 = IX	and so on until 20 ...	50 = L
	20 = XX	100 = C

Assignment C.

Let's start with a reading to practice the Reverse Outline. Please read two sections, "Throughput" and "Stroking," from the book *Fast Food Nation*, by Eric Schlosser. Both are found in the chapter "Behind the Counter." After reading and some discussion, write an outline on your own paper. **Please write by hand.** Using a pencil to write activates your brain in a different way than typing does.

PLEASE NOTE: This outline needs its own title. EVERY paper you turn in to your instructor needs a title to identify it. In this case, a good title could be the one shown below. A Reverse Outline is not a creative work, so the title doesn't need to be creative or unique.

Your Name
Class
Date

Outline of "Behind the Counter"

I. First big idea from the reading

II. Second big idea

- A. supporting detail
- B. example

III. Third big idea

- A. quotation
- B. example

IV. Fourth big idea

- A. quotation
- B. specific fact
- C. example

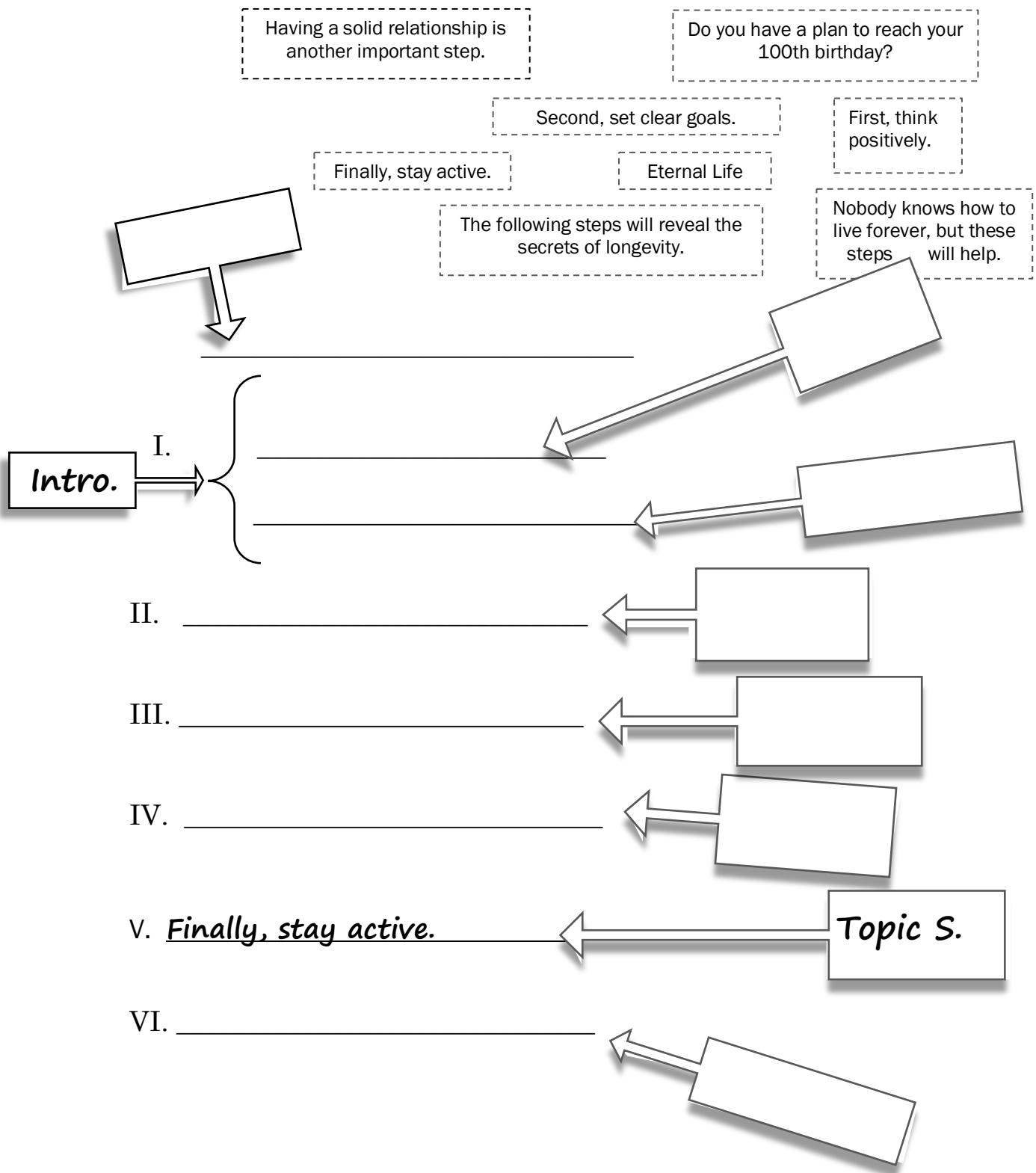
V. Fifth big idea

- A. example

There are quotation marks in the title ... why?

Ex. 1.1: Review Essay Organization

Use the phrases in the boxes to complete the Essay outline below- yes, WRITE the phrases! Fill out the labels for each essay component: some are done as examples.



Titles

Some people like to use the topic, or “what the writing is about,” for the title. That’s OK for a beginning writer. However, a strong title is interesting and makes the reader curious: it is a way to catch the reader’s attention before they even start reading. It’s always easy to recognize a title because of its special capitalization rules.

Rule 1: Capitalize the first letter of every word,
except

Rule 2: Don’t capitalize function words.

“Function words” are:

- ★ articles (“a, an, the”)
- ★ prepositions that are 4 letters or shorter (“in, on, with, at, to”)
- ★ FANBOYS (“for, and, nor, but, or, yes, so”)

Of course, the first word is always capitalized, even if it’s a function word. Usually, the last word is capitalized, too – this is a style choice.

Ex. 1.2: Correct Capitalization

1. the man who was thursday
2. mine, yours or ours
3. push before shove
4. the state that i was in
5. dawn of the dead
6. upside down
7. the island of dr. moreau
8. gone with the wind
9. seven years before the mast
10. robert e. lee: a life
11. live a little
12. two and a half men
13. let the right one in
14. the lord of the rings
15. the way we were
16. get out

Remember: The title of a piece of writing is NOT the topic.

Ex. 1.3: Improve These Titles

These titles might have format or capitalization problems, or they might simply be boring. Try to improve each in an appropriate way.

A. How to Break up with Your boyfriend

B. Three Reasons to buy a Used Car

C. It Was a bad Valentine's Day

D. How to Make Coffee

E. Think about it before Doing it

F. Why do people Celebrate Valentine's Day?

G. Three Types of Homeless People

H. Research Paper: Trans Fats

I. Stepping out

Grammar: Tense Review

MEMORY CHECK: Do you remember the following tenses? Complete each sentence with the indicated tense.

Simple Present:

1. I (brush) _____ my teeth every morning.
2. People who (go, negative) _____ to the dentist can get cavities.
3. There (be) _____ many reasons to floss your teeth.
4. The study results (indicate) _____ that poor dental hygiene leads to cardiac problems later in life.

Present Progressive:

5. (use) _____ you _____ the right font?
6. The baby (cry)_____, the dog (bark)_____, and I (go crazy)_____.

Present Perfect:

7. (buy, never) I _____ a new car before.
8. (see, ever) _____ you _____ a UFO?
9. Only a few women (appear) _____ on American currency.
10. There (be) _____ changes to the law since it was first passed.
11. The level of athletic achievement in the Olympics (improve, constantly)
_____.

Present Perfect Progressive:

12. (think) I _____ about getting a haircut.

Simple Past:

13. Dogs are the first species that humans (tame) _____.
14. Tens of thousands of years ago, more docile wolves (follow) _____ early humans and (eat) _____ food scraps. They eventually (evolve) _____ into today's modern dogs.
15. When she was young, astronaut Mae Jemison (be) _____ fascinated by stars, space and dinosaurs.

Past Progressive:

16. As he was working on *The Hobbit*, J.R.R. Tolkien may have thought he (write)
_____ an entertaining book. In fact, he (create) _____ a classic.

Present and Past: Form and Meaning

Let's look at these tenses in a little more detail. Start by figuring out the FORM of each tense – how is it formed? How is the tense used in a question; what are its negative forms; does it use irregular verb forms? Then, think about the MEANING: why would a writer choose the tense? How is each tense different from others?

Simple Present

Form: How do you write this tense?

Answer: Use the BASE form of the word, found in the dictionary. Check for agreement: the subjects “he, she, it” have a different form, and “be” has three special forms. Notice the special line below for sentences with the “dummy subject” *there*.

Examples:

I _____
You _____
He/She/It _____

We _____
They _____
There _____

Questions:

____ I _____ ? ____ we _____ ?
____ you _____ ? ____ they _____ ?
____ he/she/it _____ ? ____ there _____ ?

Negative forms:

I _____
You _____
He/She/It _____

We _____
They _____
There _____

Meaning: What does it mean when you use this tense?

1. States that are true now

A **state** is different from an **action**. Actions are done to achieve something. The person, animal or thing that does an action has control and can choose to stop the action. A **state cannot be controlled by the subject**.

- * “I’m short.”
- * “That sounds good.”
- * “Do you feel tired?”
- * “I love chocolate.”
- * “There’s nothing on TV.”
- * “It seems like your date wasn’t a big success.”

2. Habits and Repeated Actions

Habits are *actions that an individual repeats*. Like a state, a habit is not completely controllable. Repeated actions may be scheduled or natural events. There is often a time word to clarify this meaning.

- | | |
|--|---|
| * “I always leave at 10.”
* “I bite my nails.”
* “We watch a lot of movies.” | * “The city bus runs from 6 a.m. to midnight.”
* “The class is at ten a.m.”
* “I eat a special diet to fight diabetes.” |
|--|---|

3. Facts, or “Timeless Truths”

Some facts or definitions are simply always true. These facts are not actions, and they are true regardless of your opinion.

- * “Two plus two is four.”
- * “Triangles have three sides.”
- * “Fish breathe underwater.”
- * “There are twenty-four hours in a day.”
- * “Humans and birds are bipeds.”
- * “The planet Earth revolves around the sun.”
- * “Hydrogen is the most common element in the universe.”

Present Progressive

Form: How do you write this tense?

Answer: This form has two verbs: “be” is the helping verb, and the main verb – the one that shows the action – is in Gerund form (-ing).

Examples:

I _____ We _____

You _____ They _____

He/She/It _____ {Can you use this tense with a dummy subject?}

Questions:

____ I _____ ? ____ we _____ ?
____ you _____ ? ____ they _____ ?
____ he/she/it _____ ?

Negative forms:

I _____ We _____

You _____ They _____

He/She/It _____

Meaning: What does it mean when you use this tense?

The action is happening now

Progressive (or continuous) forms are used only for actions which are not completed.

- * “I can’t talk now – I’m eating dinner with my family.”
- * “The oceans are becoming more acidic each year.”
- * “People are applying for asylum at high rates.”
- * “Due to human activities, three species are going extinct daily.”
- * “It’s raining.”

Avoid using time adverbs like *never*, *rarely*, *seldom*, *frequently*, *often*, or *sometimes* with this tense. The action is happening now; you don't need more information about **when** the action takes place.

However, **rate words** like *each year*, *monthly*, *daily* can be used to show the rate of the action.

If you add the word “always” before the main verb, it sounds like a **complaint**.

- ★ You're always staring at your phone and it really bothers me.

Question: What about “I'm loving it” or “I'm feeling tired”? I thought those were states! How can you explain this?

Your Own Sentences:

Simple Present:

Present Progressive:

Present Perfect

Form: How do you write this tense?

Answer: This form has two verbs: “have” is the helping verb, and the main verb – the one that shows the action – is in Past Participle form. Watch out for irregular verbs!

Examples:

I _____
You _____
He/She/It _____

We _____
They _____
There _____

Questions:

____ I _____ ?
____ you _____ ?
____ he/she/it _____ ?

____ we _____ ?
____ they _____ ?
____ there _____ ?

Negative forms:

I _____
You _____
He/She/It _____

We _____
They _____
There _____

Meaning: What does it mean when you use this tense?

The action started in the past – but it affects NOW. The action may or may not be completed; this tense doesn’t give any information about that

This tense connects actions of the past to the present. Both times are part of the meaning. The action might be continuing now – or might not be.

- ★ “I’ve always liked animated movies.”
- ★ “Space travel has become more possible than ever.”
- ★ “The popularity of beef has impacted the planet in many ways.”
- ★ “There has been flooding in recent years.”
- ★ “It has become obvious that income /inequality is a problem.”

Note: Present Perfect does NOT refer to any specific time in the past. If you include a specific time word, do NOT use perfect tense.

- ✗ “There has been a flood last year.”
 - ✗ “We have started break at 11:00.”
 - ✗ “He has travelled to Chile in 2013.”
-

Look out for the “clue words” that go with Present Perfect. Review their meanings.

for _____ , since _____

always, never

ever

yet, already

Present Perfect Progressive

Form: How do you write this tense?

Examples:

I _____ We _____
You _____ They _____
He/She/It _____ {Can you use this tense with a dummy subject?}

Questions:

____ I _____ ? ____ we _____ ?
____ you _____ ? ____ they _____ ?
____ he/she/it _____ ?

Negative forms:

I _____ We _____
You _____ They _____
He/She/It _____

Meaning: What does it mean when you use this tense?

The verb is an action, never a state; it is a repeated, ongoing action that's not completed; the action started in the past and was not completed. We don't know if the action is happening now or not. Use a time word or clause for clarity.

- * “I've been working here for just a few weeks.”
 - * “I like my apartment. I've been living there since I moved to the U.S.”
 - * “Larger companies have been buying small businesses at a fast rate.”
-

Your Own Sentences:

Present Perfect:

Present Perfect Progressive:

Simple Past

Form: How do you write this tense?

Answer: For regular verbs: add the “-ed” ending. Watch out for irregular verbs!

Examples:

I _____

We _____

You _____

They _____

He/She/It _____

There _____

Questions:

_____ I _____ ?

_____ we _____ ?

_____ you _____ ?

_____ they _____ ?

_____ he/she/it _____ ?

Negative forms:

I _____

We _____

You _____

They _____

He/She/It _____

Meaning: What does it mean when you use this tense?

The action started AND FINISHED in the past

This tense specifically means that the action is NOT happening now.

- ★ “I got very annoyed by the loud neighbors.”
- ★ “We got married in 2002.”
- ★ “In 2001, troops crossed the border.”
- ★ “The first human ancestors appeared on Earth more than 5 million years ago.”

Past Progressive

Form: How do you write this tense?

Answer:

Examples:

I _____

We _____

You _____

They _____

He/She/It _____
subject?{}

{Can you use this tense with a dummy

Questions:

_____ I _____ ?

_____ we _____ ?

_____ you _____ ?

_____ they _____ ?

_____ he/she/it _____ ?

Negative forms:

I _____

We _____

You _____

They _____

He/She/It _____

Meaning: What does it mean when you use this tense?

The action was in progress at a certain time in the past

Only actions that CAN take time can be used in this tense. It's very common to see this tense used to show relationships between actions in the past.

- ★ “When you called, I was eating dinner with my family.”
- ★ “While the orchestra was warming up, the singers were drinking herbal tea.”
- ★ “When the first human ancestors appeared on Earth, volcanic eruptions were increasing in number.”

Past Perfect

Form: How do you write this tense?

Examples:

I _____ We _____
You _____ They _____
He/She/It _____ {Can you use this tense with a dummy subject?}

Questions:

____ I _____ ? ____ we _____ ?
____ you _____ ? ____ they _____ ?
____ he/she/it _____ ?

Negative forms:

I _____ We _____
You _____ They _____
He/She/It _____

Meaning: What does it mean when you use this tense?

The action started in the past and was completed or changed at the time being discussed. This tense is often used to show a relationship between two events. Use a time word or clause for clarity. "Just" is often used. A specific date is OK.

- * "I had just graduated from college when Google offered me a job."
- * "The conference was in Paris. I was happy, since I hadn't ever been there before."
- * "He was an aggressive employee. By the time he was fired, he had threatened four different supervisors."
- * "Scientists were not surprised at the results, as they had recorded high temperatures in the region before."

Discussion: In each of the sentences above, two actions are mentioned or implied. What are the two actions? Which was earlier?

Past Perfect Progressive

Form: How do you write this tense?

Examples:

I _____ We _____
You _____ They _____
He/She/It _____ {Can you use this tense with a dummy subject?}

Questions:

____ I _____ ? ____ we _____ ?
____ you _____ ? ____ they _____ ?
____ he/she/it _____ ?

Negative forms:

I _____ We _____
You _____ They _____
He/She/It _____

Meaning: What does it mean when you use this tense?

The verb is an action, never a state; it is a repeated, ongoing action that's not completed; the action started in the past and was not completed at the time SOMETHING ELSE HAPPENED. We don't know if the action is happening now or not. Use a time word or clause for clarity. A specific date is OK.

- * “By 2002, I had been working in the family business for almost ten years.”
- * “I had been working as a gardener for three years when I met my wife.”
- * “The criminal, who had been using a false name, was captured in 1873.”
- * “These students had been doing very well before the new teacher arrived.”

Discussion: In the sentences above, when did each action happen?

Your Own Sentences:

Simple Past:

Past Progressive:

Past Perfect:

Past Perfect Progressive:

Ex. 1.4: What Does It Mean?

Discuss the small differences in meaning and make notes.

1. I haven't seen Laura for almost a week.
2. I didn't see Laura for almost a week.
3. She's working on the problem right now.
4. She's been working on this problem for the past three years.
5. I've lived here since last year.

I've been living here since last year.

Ex. 1.5

Write sentences that fit the following requirements.

1. Simple Present: State a scientific fact

2. Present Perfect: Start your sentence with “For the past year, ...”

3. Past Progressive: Share what you were doing at midnight last New Year’s Eve

4. Simple Past: State an important fact about your country’s history

5. Present Progressive: What is a current world-wide problem that is getting worse? Include a rate word like “monthly, each week, yearly, daily”

6. Simple Present: Describe yourself with a personal **state**

7. Present Perfect Progressive: Describe an ongoing repeated action you started a few weeks ago.

8. Present Perfect: Ask a question using the time word “ever”

9. Present Progressive: Use a time adverb to make a complaint

Ex. 1.6: Complete the Paragraphs

Use any reasonable verb to finish the paragraph - use the best tense. Discuss your choices.

“Cat Person”

The phrase “cat person” _____ funny. Generally, it _____ anyone who especially _____ cats. To be totally honest, I’m a “dog person;” I don’t know why, but I truly _____ dogs more than cats. However, most people _____ that. Co-workers, neighbors and even family members _____ I’m a cat lover. People _____ me cute cat videos. They even buy me cat-themed gifts. For years, I _____ cat mugs, cat pajamas, and cat socks. Why? In one word: Scrapple. Scrapple _____ my cat – my old, ugly, mean, and definitely crazy cat. Fourteen years ago, Scrapple _____ a cute little kitten living with her family in an empty building. When a company _____ to tear down that old building, it _____ bad news for Scrapple’s little family. Her mother and the other kittens _____ new homes. Unfortunately for Scrapple, nobody _____ her home. (Maybe it was because she _____ each person who tried to pick her up.) One rainy afternoon, when I _____ down the street carrying two heavy bags of groceries, Scrapple ran out to meet me. In a surprisingly loud voice, she _____ and _____, all while she _____ directly into my eyes. Of course, I _____ her home. She _____ my hand, then (after she _____ two cans of cat food) she _____ on the kitchen floor. That’s how our life together _____, and it hasn’t changed. For the past few months, I _____ thinking about getting a puppy, but I’m not sure if that’s a good idea. _____ Scrapple _____ a good pet? _____ I _____ a cat person? Probably not, but we _____ partners in a strange way.

Ex. 1.7 Sentence Structure

Identify the subjects and verbs of the following sentences. Remember the following connectors – if you see one of these, look for TWO simple sentences.

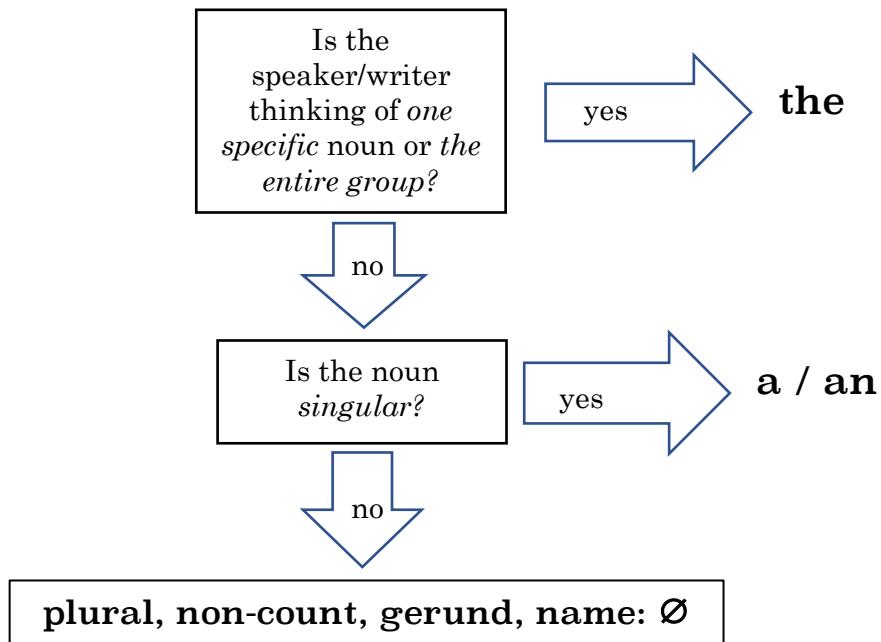
FANBOYS	; (Semicolon)	If, because, when
... can join two equally important sentences	... joins two closely related sentences	... join an IC and a DC

1. Friends make better protection than a fence.
2. God gives every bird its food, but he does not drop it into the nest.
3. The heart that loves is always young.
4. The rich man thinks of next year; the poor man thinks of this moment.
5. Don't think there are no crocodiles because the water is calm.
6. It's impossible to wake up someone pretending to be asleep.
7. Truth is more valuable if it takes you a few years to find it.
8. There is no shame in not knowing; the shame lies in not finding out.
9. If you can't live longer, live deeper.
10. It takes a whole village to raise a child.
11. Turn your face toward the sun, and the shadows fall behind you.
12. Some men go through a forest and see no firewood.
13. A bird does not sing because it has an answer. It sings because it has a song.
14. It's not enough to learn how to ride. You must also learn how to fall.

Articles: A, An, The

Choosing between “a/an/the” and “Ø” (no article) is often a challenge. “The” is used to indicate that the writer or speaker has single, specific noun in mind; therefore, there are no reliable grammar rules for its use. However, there are strong guidelines to help you choose the right article.

Try working through this flow chart with several example sentences until you understand it. The more you use it and say the process aloud, the easier it will get.



Ex. 1.8: Articles

Underline the noun(s). Notice there is a space before EVERY noun phrase. Add an article in the space if needed.

**(Remember: A noun phrase is a group of words that acts like a single noun.
“Dog” is a noun;
“black and white dog” is a noun phrase.)**

- 1) One good way to identify spider is by its markings.
- 2) One ancient animal is shark.
- 3) It's such nice day today.
- 4) People used to believe whale was fish.
- 5) I want to go to island where trees sway in warm breeze.
- 6) Let's drive until we see ocean.
- 7) When automobile was invented, life changed forever.
- 8) Without music, life would be mistake.
- 9) Scientific calculations were slower before invention of calculator.
- 10) In 2012, Olympics were held in London, and Queen of England was there.
- 11) There have been many Queens of England.
- 12) Current Queen is named Queen Elizabeth.
- 13) You can't teach old dog new tricks.
- 14) Don't try to teach old dog new trick.
- 15) Lion is carnivore.

Chapter 2 - Writing the Summary Paper

What is a Summary paper?

This is a VERY common type of assignment throughout college, and you can expect to write several summaries in your college career. The good news: If you can write an Essay, you can write a summary paper! There are some differences, though. Compare essay organization to summary paper organization.

Essay	Summary Paper
The goal of an essay: To share the writer's opinion, supported by facts	The goal of a summary paper: To share the main ideas of another writer in a shorter form
Has a short and interesting Title	Has a Title that reflects the original reading
Has 3 sections: Introduction, Body, Conclusion	Has 2 required sections: Introduction and Body. Includes Conclusion only if the instructor requires it.
Intro. starts with a Hook	Intro. MUST introduce the reading being summarized: it must name the author and title. Intro. and it may give more background information as well.
Has a Thesis Statement – usually last sentence in the Intro	Has a Thesis Statement – usually last sentence in the Intro
Thesis St. reflects writer's opinion and the writing style. Transition words fit the writing style.	Thesis St. reflects the main points from the original reading. Transitions include "The author states that ..." and "According to the author, ..."
Each Body paragraph has a Topic Sentence	Each Body paragraph has a Topic Sentence that summarizes one main idea of the reading
The Body reflects your opinions and uses colorful language. You choose a tone and maintain it.	The Body reflects the original reading. It absolutely does NOT include your opinions or ideas. The tone is neutral.
Conclusion restates the Thesis St.	MAY OR MAY NOT HAVE A CONCLUSION! If instructor requires a Conclusion, its purpose is usually to give your Response – your opinion – of the original source reading. Do not restate Thesis.

Example Summary Paper

The short Intro. tells the reader the title and author of the source. The Thesis St. states what the writer feels are the main points of the source.

This Topic Sentence comes directly from the reading and is supported in several ways.

Notice that when a single word in a quote is changed, square brackets are used to show the change.

This Topic Sentence connects the ideas from the first body ¶ with this ¶. The paragraph itself includes quotations from different sections of the reading, because the ideas fit together.

Davina Ramirez

ESOL 262

May 33, 2020

Summary of Schlosser Reading

Recently, I read an excerpt from Eric Schlosser's best-selling book, *Fast Food Nation*. The sections I read – from the chapter “Behind the Counter” – discussed the types of worker sought out by the fast food industry, the modern fast food workplace, and the economic structure of this business.

Fast food employees are, Schlosser states, “some of the most disadvantaged members of American society” (p 71). Typically, these workers have been teenagers – when Schlosser published the book, nearly 65% of fast food employees were teens – but increasingly they are from any “marginalized [group]” – retired people and the disabled, and in particular, immigrants. Schlosser points out that these workers are at a disadvantage in the workplace and seldom insist on good treatment; they often accept poor working conditions, poor pay, and even abuse.

Because of the structure of the workplace, the obvious disadvantage of these workers – their low skills – is not a problem. “A McDonald’s kitchen is full of buzzers and flashing lights that tell employees what to do,” Schlosser writes on page 70. “Computerized cash registers” and thick manuals control the workplace. This highly mechanized workplace has two effects: first, it creates jobs where the individual worker is nearly worthless and can be fired without damage to the company. Second, it creates a workplace that does not teach workers any skills. Schlosser quotes Jerry Sus, a McDonald’s executive, who

This Topic Sentence connects the ideas from BOTH earlier paragraphs. Schlosser doesn't directly state this connection in the reading, but the connection is clear. This is what a good Summary does: it makes the relationships from a longer reading easy to understand.

This example paper does not have a Conclusion. The writer doesn't explain their reaction to the reading. What about your paper? Should you write a Conclusion?

described the factory-like kitchens this way: "The easier it is for him [the worker] to use, the easier it is for us not to have to train him" (71).

These two factors – lack of training on the job and powerless employees— are actually key parts of the industry's economic plan. Schlosser states that fast food companies have spent "enormous sums on research and technology to eliminate worker training," yet have at the same time "accepted hundreds of millions of dollars in government subsidies for 'training' their workers." In fact, these corporations get up to \$2,400 for every new employee. It's not surprising that the "typical fast food worker quits or is fired every three to four months" (73). And because they are afraid to complain, workers are often abused; some workers are required to work off the clock, some are paid in food instead of money, and thousands of employees have had their time cards illegally altered, cheating them of millions of dollars. These millions have turned into company profit.

Writing Assignment 1

Write a summary paper. Use this paper as a model for your own writing, but be sure the content of your paper is YOUR content. This writer made some choices about which main ideas to include and which to leave out, and you should make your own choices.

Timeline: Fill in the due dates

- 1: Turn in “Reverse Outline” of reading: _____
- 2: Turn in your Planning Outline: _____
- 3: Bring a rough draft for peer review: _____
- 4: Turn in completed Summary Paper: _____

How should this paper be submitted: online or printed? Where?

- 5: Turn in final draft of Summary Paper: _____

Requirements for Summary Paper

- * **Length:** 500 - 550 words. Not more! Remember: writing too much is *not* a good thing.
- * **Format:** Must be typed and double-spaced.
- * **Title:** "Summary of Schlosser Reading" is OK; a more original title might be better. Remember to use special capitalization for the title.
- * **Organization:** This paper is organized like any essay you've written before (Intro, Body, Conclusion; include an interesting title, hook, thesis statement, restatement of thesis statement in conclusion). The big difference: The Body is NOT your own, original ideas. Rather, it is a summary of another reading.

More on the Content of the Summary Paper

Introduction: The intro. is usually quite short, and you MUST give the author's full name and the book title in the Intro.

Example of an acceptable Introduction:

"Recently, I read part of a chapter from Fast Food Nation, by Eric Schlosser. Schlosser writes about workers in fast food restaurants, including who they are, why they are chosen, how they are trained, and how they are treated."

* Notice that the title of the book is *in italics!* *
When writing by hand, use underline instead.

Body: The goal of a summary paper is to give the reader the most important points of a reading in a shorter, briefer form. The writer avoids 'experimental' or 'artistic' style. **You're trying to make life easier for the reader.**

The language of a summary paper is the writer's own. The Body is **not** a long quotation. The writer is trying to simplify a difficult reading, so they must simplify the language. A few quotations are acceptable, but avoid long quotes.

Include all major ideas from the book excerpt. Leave out less important ideas; leave out most supporting examples. Use your outline to guide you in choosing which ideas are "major" and which are "less important." What is a "major idea"? There is no single correct answer! You may have a different opinion than me or your classmates on some ideas. However, there are some ideas that everyone should agree are important; we'll discuss these in class.

If you use sentences copied directly from the book excerpt, use quotation marks and give the author's name. Since your goal is to be brief, don't use a lot of quotes: maximum four.

Conclusion: Explain your own reaction to the reading here. Include your opinion, what you liked or disliked, and how the reading made you feel. This is the ONLY place in the summary paper that you will include your opinion.

Exercise 2.1: Outline Practice

Try using a Reverse outline to create a Planning Outline! On the left is one possible outline of the reading. Circle the ideas that you might include in your summary paper. On the right: write the outline of YOUR summary paper. Draw lines to indicate where Schlosser's ideas fit into your writing plan.

<p>Throughput</p> <p>I. Elisa's Story</p> <p>A Wake up early</p> <p>B At the restaurant – prepare</p> <p>C Works all day, goes home tired, repeats</p> <p>II. Who works at fast food restaurants?</p> <p>A Teens</p> <p>B Teens are the perfect employees</p> <p>C Immigrants, the handicapped, and the elderly.</p> <p>III. Why these groups? Because they are weak, desperate and easy to control.</p> <p>IV Definition of throughput: "Doing things faster in order to make more."</p> <p>V. Throughput has changed fast-food kitchens</p> <p>A. - assembly-line style kitchens (no cooking)</p> <p>B. - extremely detailed manuals, which control cooking techniques and even employee behavior: The "Bible"</p> <p>C. - organization of the work area (beeping machines, flashing lights, etc)</p> <p>D – cash register</p> <p>VI. Effects of regimentation</p> <p>A. Standardized foods</p> <p>B. More throughput</p> <p>C. Control over workers</p> <ul style="list-style-type: none">1. workers interchangeable2. machines more useful than people3. workers easily replaced <p>VII. Who works in f.f.</p> <p>VIII. Good points, bad points of this system</p> <p> stroking</p> <p>VIII. Story: The conference: "Competitors" working together to create "zero training"</p> <p>IX. Use of federal subsidies and tax breaks</p> <p>A. How industry benefits</p> <p>B. How industry protects its use of subsidies</p> <p>X. Current situation</p> <p>A How many workers in fast food</p> <p>B How many workers getting minimum wage</p> <p>C Turnover</p> <p>d. Executive's earnings</p> <p>XI. Review of labor laws</p> <p>XII Average wages</p> <p>A Crew members</p> <p>B Managers</p> <p>XIII Control by "stroking" instead of pay</p> <p>XIV Illegal actions to keep wages low; examples</p>	
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Choosing Quotations Wisely

If you can use only a few quotes in your paper ... how do you choose **good** quotes?
Use these three criteria.

FIRST: Is it an **interesting** quote?

If your paraphrase would make an interesting, stylish sentence into a more boring sentence, **KEEP THE QUOTE**. This may be the best reason to use a quote.

SECOND: Does the quote use special words that **can't be paraphrased**, like jargon, numbers, metaphor, simile? Does it include strong, specific descriptive language?

This does NOT mean you should use a quote if you don't understand it!

Instead, it means that if your paraphrase **must** use almost the same words as the original, **KEEP THE QUOTE**.

THIRD: Is your paraphrase **more difficult** to understand than the original?

If your paraphrase will be much longer or more confusing than the original,
KEEP THE QUOTE.

Apply these three criteria when deciding whether
to quote or to paraphrase/summarize from the original source.

Exercise 2.2: Paraphrase or Quote?

Imagine you will use these original sentences in your own summary paper. You plan to paraphrase some and keep others as quotations. Choose the appropriate letter.

Original Sentence	Quote or Paraphrase? Why?
1) ____ “The goshawk darted like a swift arrow.”	A: Quote: it’s interesting
2) ____ “Goshawks are predators responsible for keeping populations of mammals such as hares, rabbits, wood rats and squirrels at reasonable levels.”	B: Quote: it uses jargon or <i>figurative language</i> C: Quote: it’s difficult to simplify
3) ____ “Goshawks also eat sparrows, smaller hawks, pigeons and doves.”	D: Paraphrase
4) ____ “Nearly thirty percent of the children suffer a vitamin deficiency, despite their apparently good health.”	E: Summarize
5) ____ “Install the flange and tighten it with a pipe wrench.”	
6) ____ “Workers must follow stated company policies and guidelines.”	
7) ____ “Consumers are not to blame for most pollution. It’s large companies that create the most damage to the environment.”	
8) ____ “I walk slowly, but I never walk backward.”	
9) ____ “The egg is pale-blue, almost lavender, speckled with warm grays and browns.”	
10) ____ “Human beings need water more than they need food.”	

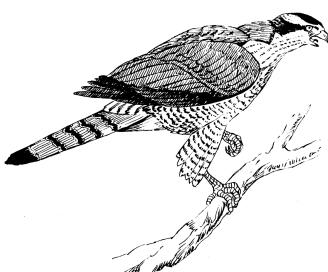


Fig. 1. Goshawk. Image from the archives of Pearson Scott Forseman. Public Domain.

Quotation and Paraphrase Activity

Work in a group. Here are some quotes from the Schlosser reading that you want to use in your summary paper. Decide if you should quote or paraphrase each one.

**** CHOOSE ONLY THREE OR FOUR QUOTES! ****

1. About two-thirds of the nation's fast food workers are under the age of twenty.
2. Throughput is all about increasing the speed of assembly, about doing things faster in order to make more.
3. The fast food industry's obsession with throughput has altered the way millions of Americans work, turned commercial kitchens into small factories, and changed familiar foods into commodities that are manufactured.
4. The burgers, chicken, french fries and buns are all frozen when they arrive at a McDonald's. The shakes and sodas begin as syrup. At Taco Bell restaurants the food is "assembled," not prepared.
5. "Everything's add water," a Taco Bell employee told me. "Just add hot water."
6. While quietly spending enormous sums on research and technology to eliminate employee training, the fast food chains have accepted hundreds of millions of dollars in government subsidies for "training" their workers.
7. Today few employees in the fast food industry qualify for overtime -- and even fewer are paid for it.
8. The turnover rate for assistant managers is extremely high.
9. In the absence of good wages and secure employment, the chains try to inculcate "team spirit" in their young crews.
10. One employee, a high school dropout named Regina Jones, regularly worked seventy to eighty hours a week but was paid for only forty.

* * * * *

Exercise 2.3: Choose the Paraphrase

Choose the better paraphrase for each of these original sentences. Explain your reasoning: why do you reject some of the paraphrases? Use a dictionary if needed!

1. Original Sentence:

“Nearly thirty percent of the children suffer a vitamin deficiency, despite their apparently good health.”

Paraphrases:

- A. “Almost a third of the children suffer deficient vitamins, despite being apparently healthy.”
- B. “Even though they look healthy, almost a third of the youngsters have malnutrition.”
- C. “More than thirty percent of the kids have nutrition deficiencies, in addition to looking healthy.”

2. Original Sentence:

“Consumers are not to blame for most pollution. It’s large companies that create the most damage to the environment.”

Paraphrases:

- A. “Consumers are blamed for toxic waste though companies also pollute.”
- B. “Businesses and agriculture hurt the environment more than average people do.”
- C. “Corporations are responsible for more pollution than consumers are.”

3. Original Sentence:

“The egg quivered and began to crack open as the chick inside struggled to break free.”

Paraphrases:

- A. “The egg started to hatch.”
- B. “The egg is shaking when its chick is breaking out.”
- C. “The ovum trembled as the chick in its interior worked hard to break out.”

Weak Paraphrases

The most common problems with paraphrases are:

* **Too similar**

The paraphrase is almost the same as the original sentence. Maybe the word choices are almost the same, or maybe the sentence structure is the same – or maybe both. If the sentences are similar, college instructors will consider this type of paraphrase to be **plagiarism**.

* **Missing information**

Important meanings are left out, which changes the meaning of the original. This does NOT mean that you must paraphrase every detail exactly! You will often choose to **summarize** an idea.

Think about Ex. 2.2. A **good summary** of #3 (“Goshawks also eat sparrows, smaller hawks, pigeons and doves”) could be: “Smaller birds are also part of a goshawk’s diet.” That is an accurate summary. In contrast, a **weak paraphrase** might be “Goshawks eat pigeons as well.”

* **Information added or changed**

The writer puts in information that’s not in the original, changing the meaning. Or, the writer changes something important, like the tense. It’s OK to add your reaction to the information you quote or paraphrase. However, your reaction should be in a separate sentence. The reader needs to identify which ideas are yours, and which ideas came from a source.

* **More difficult vocabulary**

Never forget the main purpose of paraphrasing, which is to present ideas from other writers in your own writing – in your own style. And YOUR style must be clear and easy to understand. Even if you are paraphrasing from a difficult piece of technical writing, you MUST think of your audience first. In this class, your audience is a general audience, so simplifying difficult language is one of your most important jobs as a writer. Choosing unusual synonyms is a poor way to paraphrase.

* * * * *

Quick review:

What are the four most common problems?

DON’T LOOK at the list above! Cover the list, then:

- * SAY the four most common problems
- * EXPLAIN to a partner what each problem is
- * PARAPHRASE when the teacher states each problem

Exercise 2.4: Diagnose the Paraphrase

For each of these “weaker” paraphrases, choose the problem(s) it suffers from.

Original Sentence: “Nearly thirty percent of the children suffer a vitamin deficiency, despite their apparently good health.”

1. **Weak Paraphrase:** “Almost a third of the children suffer deficient vitamins, despite being apparently healthy.”

Too similar Missing info Added/changed info More difficult

2. **Weak Paraphrase:** “More than thirty percent of the kids have nutrition deficiencies, in addition to looking healthy.”

Too similar Missing info Added/changed info More difficult

3. **Weak Paraphrase:** “So many kids have a poor diet, with lots of candy and fast food, and they don’t get enough vitamins.”

Too similar Missing info Added/changed info More difficult

Original Sentence: “Consumers are not to blame for most pollution. It’s large companies that create the most damage to the environment.”

4. **Weak Paraphrase:** “Consumers are blamed for toxic waste though companies also pollute.”

Too similar Missing info Added/changed info More difficult

5. **Weak Paraphrase:** “Businesses and agriculture hurt the environment more than average people do.”

Too similar Missing info Added/changed info More difficult

6. **Weak Paraphrase:** “Purchasers cannot be mostly recriminated for the creation of corruption which causes damage to ecosystems. It is the enormous businesses that contaminate the surrounding areas to the highest degree.”

Too similar Missing info Added/changed info More difficult

Original Sentence: “The egg quivered and began to crack open as the chick inside struggled to break free.”

7. **Weak Paraphrase:** “The egg is shaking when its chick is breaking out.”

Too similar Missing info Added/changed info More difficult

8. **Weak Paraphrase:** “The ovum trembled and began to splinter as the chick in its interior worked hard to rupture out.”

Too similar Missing info Added/changed info More difficult

9. **Weak Paraphrase:** “A beautiful baby bird was born.”

Too similar Missing info Added/changed info More difficult

Using Quote/Paraphrase in Your Paper

It does NOT matter whether you are quoting or paraphrasing a sentence: you MUST give credit to the source. There are many ways to do this. Let's begin with two patterns that will work both for this paper and for all your future college work as well.

Memorize these patterns!

- 1) According to Jane Nguyen, (“quote” or paraphrase.)
- 2) John Doe states that (“quote” or paraphrase.)

* * * * *

Look at the underlying grammar.

Pattern 1	
Transition Phrase,	Sentence.
According to AUTHOR,	Subject – Verb – Complement.
According to Schlosser,	“two-thirds of the nation's fast food workers are under the age of twenty.”
According to Schlosser,	most of the workers in this industry - over 60% - are teenagers.

Pattern 2	
Subject Verb	[THAT CLAUSE].
AUTHOR states	that S.
Schlosser states	that “two-thirds of the nation's fast food workers are under the age of twenty.”
Schlosser states	that most of the workers in this industry - over 60% - are teenagers.

Did you notice?

- * Which pattern has a comma? Why?
- * Which pattern uses present tense? Why?
- * Are you required to use the author's name, or do you have another choice?
- * Must you use the verb "state", or is there another choice?

Challenge:

- * Should you use the author's last name, first name, or both?

Exercise 2.5:

Choose some of the quotes given on page 14. Use Pattern 1 and Pattern 2 and create full sentences – use BOTH quotes and paraphrases.

More Example Papers

Following are several summary papers based on the *Fast Food Nation* reading. These are first drafts with some errors. The notes to the left discuss the good and bad points of each.

Example Paper 1

The title is good and correctly capitalized.

The Intro is short and clear. There are format problems and a run-on sentence.

The Topic sentence states a specific fact rather than a general idea.

Grammar in this ¶ is very weak.

Summary of Schlosser Reading

Not long ago, I read a great chapter from *Fast food Nation*, by Eric Schlosser, the author writes about employees in the fast food restaurants, throughput in the fast food restaurants, and economic advantages of the fast food restaurants.

Most workers in fast food restaurants in the United States are: teenagers, immigrants, disabled, and retired people. Beside employees, sometimes their managers and their team leaders are also very young. Working in the fast food restaurants, employees have to accept poor pay, no benefits. They have to do some works which time they are not including in their schedules. Workers choose to work there because they are uneducated, inexperience, and low skill. Some are forced by their manager to work more hours, more works but never pay over time. Schlosser writes, “One employee, a high school dropout named Regina Jones, regularly worked seventy to eighty hours a week but was paid for only forty.”

The throughput is very important in this business. Schlosser writes, “Throughput is all about increasing the

The quotes are interesting and well-chosen, but there are several punctuation errors.

This paragraph is full of interesting details that directly support the topic sentence.

Topic Sentence clearly shifts to the writer's opinion – good!

The writer uses "I" for the first time in this ¶; uses strongly emotional words. Good.

speed of assembly, about doing things faster in order to make more." Schlosser points out that many fast food restaurants find the way to produce a big amount of food with high speed and cheap labor. Schlosser states "The fast food industry's obsession with throughput has altered the way million of American work, turned commercial kitchens into small factories, and changed familiar food into commodities that are manufactured". Therefore, workers in the fast food restaurants do not have to prepare food, because most fast food restaurants use frozen food to make for customers. The processes of their working are very simple. Everything is set up already and workers follow instruction in their restaurants to make food.

I was surprised when read this chapter because I don't know the workers in the fast food restaurants are treated unfairly. Previously, I always thought that all workers in the United States are treated fairly. This is a good reading because the author helps me more understand about workers in the fast food restaurants, the way they are treated, disadvantages they suffer, and benefits restaurants earn from the government. I feel sad about the way fast food restaurants treat their workers. This is terrible and unfair because they don't do whatever the government wants. There is only one thing make me happy that is business hire the poor. Through this story, I feel sorry for workers who have to work hard, get poor pay, and no benefits. I hope that, in the future government will have better measures to make fast food restaurants have to obey and give their workers have good benefits.

Example Paper 2

This paper has several format and grammar errors. How many can you find and correct? Try to complete a Peer Review using this example summary paper.

Summary from “Fast Food Nation”

Do you know how the fast food industry manages their restaurants and workers? You can eat almost the same food no matter what McDonald's you go to in this fast food country. In an excerpt from Fast Food Nation, the author Eric Schlosser explains who works at the fast food restaurants, how they work, and how their employers treat them.

When Eric researched this book, about sixty-seven percent of the nation's fast food workers were teenagers. Furthermore, the managers and assistant managers were also teenagers because the work didn't need skill and experience. Also, teenagers accepted low pay and part-time jobs, and they were able to be controlled easily. For the same reasons, the fast food restaurants employers started to hire “house-wives, immigrants, the elderly, and the handicapped.” According to Jordan Weissmann's survey, thirty percent of McDonalds' workers are teenagers now. The work is routine, so anyone can do it even if they can't speak English, and the turnover rate is very high.

Eric writes, “With innovative technology and the proper organization, a small number of workers can produce an enormous amount of goods cheaply. ... [Throughput] has ... turned commercial kitchens into small factories, and changed familiar foods into commodities that are manufactured.” In other words, the fast food industry built an operation system and machines. It instructs the workers in all their tasks in great detail, from customer service to cooking methods. As a result, the management doesn't depend on workers talents, so anyone can work at the fast food restaurants. Therefore, the workers are easily replaced.

Companies given the workers part-time jobs, little training, and the minimum wage. Then, the fast food chains also have gotten more subsidies to employ new workers after the workers who finished working for four hundred hours quit their job. Some of them work long hours without being paid overtime wage because they are controlled by their employer in order to believe that contribution their company is the most valuable thing. A woman who worked at a Taco Bell restaurant was paid for forty hours although she worked about eighty hours a week. This technique is called "stroking". Many workers' wages are low, but the average corporate executive bonus was \$131,000.

I knew that many teenagers and immigrants worked at fast food restaurants, and I can understand all companies need to get benefit, but the management style is terrible according to Eric Schlosser. The fast food companies introduce new technology machines to increase throughput. Then, the workers don't need training time. It is called "zero training". As a result, throughput increases, and the companies can obtain more benefit with less investment in their workers. In other words, increasing of throughput, zero training, and introduce of new machines work together, and they bring a great profit. All of them are required. I like this reading because he writes nearly the truth. However, there is only one part that I disagree with. Eric writes, "They are instructed to be up-beat and friendly," but I think most the workers are down-beat and unfriendly. After I read this excerpt, I thought I no longer want to go to fast food restaurants.

How many errors did you catch?

Title: _____

Introduction: _____

Body Paragraph 1: _____

Body Paragraph 2: _____

Body Paragraph 3: _____

Conclusion: _____

* * * * *

Grammar

Talking about the Future

There are many ways to express future plans, hopes, expectations and predictions. Let's focus on four different forms and compare their uses.

1. "Will"

Form: How do you write this tense?

Examples:

I _____

We _____

You _____

They _____

He/She/It _____

There _____

Questions:

____ I _____ ?

____ we _____ ?

____ you _____ ?

____ they _____ ?

____ he/she/it _____ ?

____ there _____ ?

Negative forms:

I _____

We _____

You _____

They _____

He/She/It _____

There _____

Meaning: What does it mean when you use this tense?

1. "Will" is often used between two people

Promises, requests, and offers can only happen in relationships. Speakers and writers choose "will" to indicate a choice, rather than a plan.

- ★ "Will you marry me?"
- ★ "I promise, I'll wash the dishes every night if it makes you happy."
- ★ Waiter: "What will you have?" Customer: "I'll have the soup and salad, please."
- ★ "Will you help me move?" "I'll help you carry the boxes, but I won't help you pack."
- ★ "Bring me back a coffee, will you?"

2. “Will” is often used for predictions beyond any person’s control

Using “will” in these cases communicates *inevability*. The process or event will happen without any person trying to make it happen: the outcome is not in a person’s control.

- * “Sea levels will continue to rise if the polar icecaps continue to melt.”
- * “If the volcanic eruption is significant, sulfur clouds will poison any nearby mammals.”
- * “After the elections, the new Vice President will be sworn in.”
- * “If the birds are exposed to DDT, their eggshells will be thin. Most chicks won’t survive.”

3. “Will” is used with more uncertain possible futures – “maybe”

Using “will” in these cases communicates *uncertainty*. This seems like the exact opposite of Use 2 – but it is actually the same! Again, the outcome is not in a person’s control.

- * “Maybe we’ll go to Mt. Hood over break.”
- * “If he gets the job, he’ll take his family with him.”
- * “The spider lays hundreds of eggs, but it’s likely that only a few will survive.”

4. “Will” is often used with the “dummy” subjects “It/There” and in “That” clauses – not because it is more correct, but because it’s short

- * “If the agreement falls apart, it will be impossible for the President to repair it.”
- * “It won’t be long before the trend spreads to middle-aged consumers.”
- * “There will be times you’re too tired to get out of bed.”
- * “If you keep going to the gym, there will be visible improvement in a month.”
- * “There will be music, dancing, and romance.”
- * “Publishers want books that will sell.”
- * “City planners asked for wide streets that will accommodate light rail.”
- * “I just want a phone that won’t cost too much.”

5. “Will” is often used in the passive construction – again, because it’s short

- * “These arguments will be used by opponents of immigration.”
- * “The tax bill will be discussed in the next meeting.”
- * “If there has been any change to the vote total, the security code will be altered.”
- * “A full-time planning office will be established to deal with these questions.”

2. “Be going to”

Form: How do you write this tense?

Answer:

Examples:

I _____

We _____

You _____

They _____

He/She/It _____

There _____

Questions:

____ I _____ ?

____ we _____ ?

____ you _____ ?

____ they _____ ?

____ he/she/it _____ ?

____ there _____ ?

Negative forms:

I _____

We _____

You _____

They _____

He/She/It _____

There _____

Meaning: What does it mean when you use this tense?

1. “Be going to” usually means the subject PLANS to do the action

- * “I’m going to be a doctor when I grow up.”
- * “Don’t worry, I’m going to wash the dishes. Later.”
- * “The kids are going to play video games; what are you going to do if they get too loud?”
- * “This term, I’m going to do my homework immediately after class.”

2. “Be going to” can mean the present SHOWS EVIDENCE the action will happen

- * “Electric battery technology is going to affect the car industry in surprising ways.”
(I can see evidence of this technology all around me!)
 - * “It sure looks like it’s going to rain.” (I can see this!)
 - * “If you park under that tree, your car’s going to get covered in sticky sap.”
(I can see the drops of sap falling off the tree!)
 - * “The new product was a complete failure. I bet the company’s going to go bankrupt.”
(I can see evidence that the product is not selling!)
-

Discussion

The first important point is to understand that in many, many cases, especially in spoken English, there is no strong reason to choose one form or the other. BOTH will make sense. BOTH will be grammatical. BOTH will sound OK. Speakers and writers can often choose whichever “feels” better. In relaxed speaking, “be going to” is a good choice, and in more formal writing, “will” is a good choice.

However, there IS a slight difference between the forms, and sometimes it will be important to choose one form or the other.

“Be going to” seems somehow more related to something about the *present*. What do you want NOW? What are you thinking NOW? What does the situation look like NOW? What are you planning NOW?

On the other hand, “will” seems more related to something about the *future*. What will I do for you tomorrow? What food will the waiter bring me? How will the rules work in the future? How will physical, chemical or biological systems develop in the future?

Read these sentence pairs and notice the small differences in meaning. Make notes.

1. A: My daughter’s going to get married!
B: They’ll get married in June.

2. A: I’m going to go to the dentist on Thursday. I really need to.
B: I’ll go to the dentist this Thursday. I know you want me to.

3. A: It’s going to rain.
B: It’ll rain heavily tonight.

4. A: Look at that. The book’s going to fall.
B: If you keep bumping it, the book will fall.

5. A: Will you help me clean the kitchen?
B: Are you going to help me clean the kitchen?

Read these sentence pairs. Why did the speaker choose will or going to in each sentence?

Reasons to choose "will"	Reasons to choose "going to"
* between 2 people * it's inevitable * it's uncertain * it's a short form	* it's a plan * there's evidence

Conversations

Why did the speaker choose to express future in this way?

1) A: "Will you marry me?"

B: "I'm sorry, but I'm going to marry someone else."

* * * * *

2) A: "Hey, Mom. Will you let me go to this party Friday night?"

B: "I don't know. What time are you going to come home?"

* * * * *

3) A: "The federal rules around pollution have changed a lot in the past five years, and they're going to change even more in the next five years."

B: "Sure, I agree. The question is, what is our company going to do about that?"

A: "I'm not sure. Maybe we won't have any problems."

B: "Oh, there will be a lot of problems."

Exercise 2.6: Which Future Form?

Read the short scenarios. Write a sentence that best fits each situation.

Scenario 1A: While visiting your sister, you watch her two-year-old baby reach for a glass on the table. The table is shaking as the baby pushes on the edge. You call out to your sister, “Hey! Grab that glass! It ...”

Scenario 1B: While visiting your sister, her baby pushes on a small table. It falls over and breaks. The baby is fine, but your sister is upset. “I don’t have enough money to buy a new one!” she tells you. You know that she can go to a resale shop and buy a table cheaply. Give her this advice, using the subject “It” and future tense.

* * * * *

Scenario 2A: After your study group, your classmate gives you a ride home. He drives a brand-new sports car, and you soon realize, he’s a very aggressive driver. He’s driving 80 mph and weaving in and out of lanes without signaling. When he sees the expression on your face, he laughs and says “Don’t worry! I drive like this in my home country every day! It’s safe.” “Have you ever gotten a ticket here?” you ask. “Oh, no, of course not,” he answers confidently. Give him a warning about what to expect if his driving doesn’t change.

Scenario 2B: On the drive home, your classmate tells you that he’s never gotten a speeding ticket in the US. You are nervously looking in the mirror, and suddenly you notice a flashing light. You see and hear a police motorcycle speeding toward you. Tell your friend what to expect.

* * * * *

Scenario 3A: You are visiting a friend for dinner. You are both enjoying a glass of wine and talking while she prepares dinner. Your friend is very excited about the story she is telling you. She’s looking directly in your eyes and describing everything in lively detail. You notice that she keeps chopping the vegetables with her VERY sharp knife. It’s really dangerous! Give her a warning.

Scenario 3B: Your friend made dinner using a very sharp knife carelessly, then ate dinner using another sharp knife. After dinner as you washed dishes together, you noticed that she dropped several knives into soapy water with the other dishes and washed them by hand, without gloves. Warn her to change her habits to be safer in the future.

Exercise 2.7

In the following examples, both choices are nearly the same. However, some sentences might not “sound right” to a native speaker. Select the better choices. Note that there are no “right” or “wrong” answers here, but that native speakers can have clear feelings about some of these pairs. Discuss with your instructor or a tutor.

1. _____ A: When a person stops smoking, some lung damage will reverse.
_____ B: When a person stops smoking, some lung damage is going to reverse.
_____ C: Both sentences are equally good

2. _____ A: Have you heard? My daughter will get married!
_____ B: Have you heard? My daughter is going to get married!
_____ C: Both sentences are equally good

3. _____ A: How will technology be different in the future?
_____ B: How is technology going to be different in the future?
_____ C: Both sentences are equally good

4. _____ A: Watch out! That car won’t stop!
_____ B: Watch out! That car’s not going to stop!
_____ C: Both sentences are equally good

5. _____ A: Will you help me make dinner tonight?
_____ B: Are you going to help me make dinner tonight?
_____ C: Both sentences are equally good

6. _____ A: I think they’ll finish the work this week.
_____ B: I think they’re going to finish the work this week.
_____ C: Both sentences are equally good

7. _____ A: I made a New Year’s resolution. I’ll lose ten pounds this year.
_____ B: I made a New Year’s resolution. I’m going to lose ten pounds this year.
_____ C: Both sentences are equally good

8. _____ A: When you visit, we’ll have so much fun!
_____ B: When you visit, we’re going to have so much fun!
_____ C: Both sentences are equally good

9. _____ A: Eventually, climate change will have a significant impact on agriculture.
_____ B: Eventually, climate change is going to have a significant impact on agriculture.
_____ C: Both sentences are equally good

10. _____ A: Consideration will be given to the first twenty applicants.
_____ B: Consideration is going to be given to the first twenty applicants.
_____ C: Both sentences are equally good

Ex. 2.8: Future Tense in Complex Sentences

You might remember that in complex sentences using future tenses, we do NOT use future forms in the Dependent Clause.

NO!

When I will graduate, I will celebrate.

YES!

When I graduate, I will celebrate.

Future Tenses: Progressive and Perfect Forms

If you develop your intuition regarding “will” and “be going to,” you can use that same idea for the other future forms.

Progressive is used for actions that are ongoing, and it is often used to show the background of other actions. There will often be a time word used with this form.

Perfect forms are always used to compare two times: an earlier action has an effect on a later situation. One difference: future perfect tense usually has a specific time word.

The following examples all follow the same order:

- a) Simple form; b) Progressive form; c) Perfect form

Promises, Requests, Offers:

- a) The institute will offer night classes next term.
- b) The institute will be offering night classes all year long.
- c) By next year, the institute will have completed its night program.
 - a) Will you drink champagne with me?
 - b) Will you be drinking champagne tonight?
 - c) By midnight, will you have finished a bottle of champagne?

Social or Scientific Predictions:

- a) Sea levels will continue to rise if the polar icecaps continue to melt.
- b) Sea levels will be rising at a faster rate if the polar icecaps continue to melt.
- c) Sea levels will have risen to cover many small islands by 2060.

“Dummy subjects:”

- a) When you’re undergoing chemo, there will be times you’re too tired to get out of bed.

(Dummy subjects are not typically used with progressive tenses)

- c) By the time you’re finished with chemo, there will have been low points and high points.

Adjective Clauses:

- a) Climate change is not a problem that/which will solve itself.
- b) Climate change is a problem that/which will be accelerating each year.
- c) Climate change is not a problem that/which will have disappeared by next year.

Passive voice:

- a) The tax bill will be discussed in the next meeting.

(Passive voice is not typically used in progressive constructions)

- c) When the meeting is over, the tax bill will have been passed.

“Maybe”

- a) Maybe we'll go to Mt. Hood over break.
- b) Maybe we'll be going skiing over break.
- c) By noon, maybe we'll have reached a decision.

Plans:

- a) I'm going to be a doctor someday.
- b) I'm going to be studying for a long time.

(Perfect forms are not usually used with “going to”)

Evidence in the Present:

- a) It sure looks like it's going to rain.
- b) It looks like it's going to be raining a lot tonight.

(Perfect forms are not usually used with “going to”)

Assignment 2.8: Test Yourself

Write sentences that fit the following requirements.

1. Write a complex sentence about a future plan. Use the connector “when ...”.

2. Share something you will do on your next birthday.

3. Share something that will be discussed on the news tonight. Use passive.

4. State what the weather will be like in Antarctica tomorrow. Use the subject “It.”

5. Imagine you see your mother trying to open a door while holding keys, a drink, her purse, and a large bag. Offer to help her.

6. Make a scientific prediction about climate change.

7. Ask writer whether they will be finished writing their book next year. Use perfect form.

8. Write a complex sentence about a future plan. Use the connector “by the time that ...”.

Assignment 2.9: Past Tense Review. Simplify Short Sentences

Choose the single sentence that conveys ALL the meanings expressed in the simple sentences.

1. I saw her.

Her eyes were red.

There were tear marks on her face.

She wasn't crying.

2. I saw Nadia.

She was heavier than last month.

She gained weight quickly.

3. In 2020 we will have a wedding anniversary.

It will be a 10 year anniversary.

4. I work here.

I got hired in 2015.

I feel that I work hard and a lot has happened since then.

5. I play chess online.

I started in 2010.

I feel that 2010 was a long time ago.

NOTICE: The tense you use sets up the context for the next sentence.

- I've lived here since 2008. Rent was much cheaper then.
- I've been living here since 2008. I've seen the neighborhood change completely.

- I got married in 2004. I'm divorced now, but I remember that the ceremony was beautiful.
- I've been married since 2004. Every year we do something very special for our anniversary.

Connecting Words & Transition Words

Which of the following words do you know?

because	although	but	or	similarly
yet	whereas	suddenly	in contrast	unlike
even if	however	in addition	since	as
therefore	usually	before	though	until
sometimes	frequently	so	for	unless

Classify the words in the box above by their grammar job. Write each word in the correct column. Brainstorm and add more words if you can.

Transition	FANBOYS Connector: “Coordinating Conjunction” or Coordinator	CM Connector: “Subordinating Conjunction” or Subordinator

Now, classify the same words by their meaning. Write them in the correct box. Some words might fit in more than one box. Brainstorm and add more words if you can.

because	although	but	or	similarly
yet	whereas	suddenly	in contrast	unlike
even if	however	in addition	since	as
therefore	usually	before	though	until
sometimes	frequently	so	like	for
				unless

Time:	Additional info:	Conditional:
Contrast:	Cause/Effect:	Others? Try to identify the meaning

Ex. 2.11. Fill in the blanks. Use the commas as clues.

Use either a TRANSITION, a SUBORDINATOR, or a COORDINATOR from the box on the previous page.

- a) _____, a transition word has a comma AFTER it.
- b) _____, transitions are adverbs ending in “-ly.”
- c) _____, a complete sentence follows a transition word.
- d) _____, there are other words that appear before a complete sentence.

- e) _____ you assume that a word is a transition, ask if it's a subordinator.
- f) _____ you talk using complex sentences, you might not write them correctly.
- g) _____ you don't recognize dependent clauses, you will have a hard time with this.
- h) _____ you read a dependent clause, pay attention to commas.

- i) A coordinator connects two equal sentences, _____ it has a comma BEFORE it.
- j) Coordinators are used as transitions sometimes, _____ that's not formal use.
- k) Coordinators connect sentences and add meaning , _____ they are used constantly.
- l) Coordinators do not all have the same meanings, _____ do they follow exactly the same grammar rules.

- m) Subordinators are like coordinators _____ they add meaning in two ways.
- n) We often use them when we speak _____ they show relationships clearly.
- o) It's harder to use them in writing _____ punctuation is also considered.
- p) Always pay attention to commas _____ you write complex sentences.

Chapter 3 Chapter 3: Classification Essays

Classification essays analyze groups of nouns - people or things - that are alike in some way. The writer starts with a larger topic, then sorts or divides these nouns into logical sub-groups. Each Body paragraph describes one sub-group using the techniques of Descriptive writing. Classification essays answer the question, "How can I understand this group?" You may use this style to write a report or an essay.

Classification usually feels natural to writers. Humans have always classified the world around them. Almost all of early scientific work was classification. Biologists figured out "families" of plants and animals; geologists figured out "families" of minerals and stones; chemists figured out "families" of chemicals. Today, writers often use this style in a creative way, to help us see the familiar world in a fresh way.

Exercise 3.1 – Try It!

Look at the animals in Figure 1. How many ways can you classify these creatures? Challenge yourself – think of at least FOUR ways to group them. The first one is done as an example!

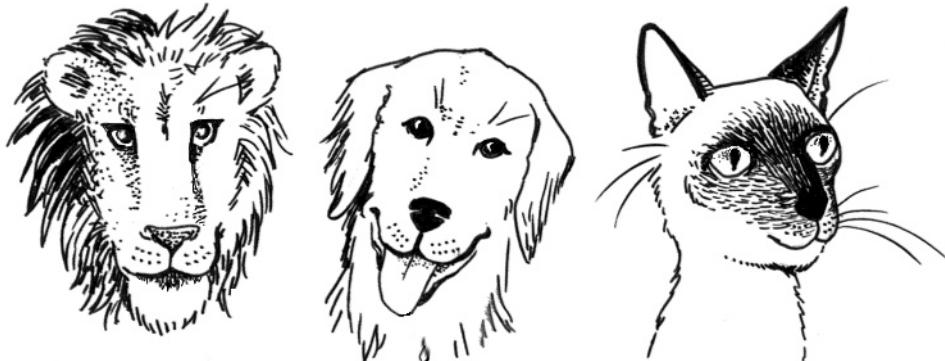


Figure 1

Classification 1:	Group 1:	Group 2:
Divide animals by color	Lion & Dog gold or blonde	Cat brown and tan

Classification 2:	Group 1:	Group 2:

Classification 3:	Group 1:	Group 2:

Classification 4:	Group 1:	Group 2:

Exercise 3.2

Here's a more complicated picture. Work in small groups. Classify the people in Figure 2 in at least two additional ways. How many more can you think of?

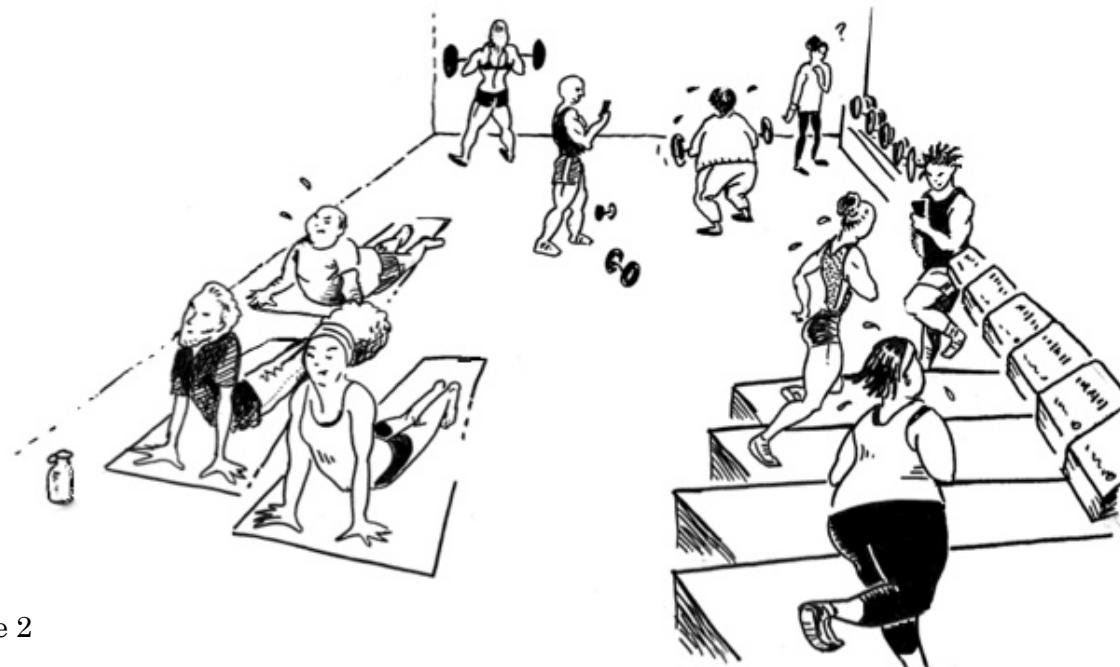


Figure 2

Classification 1:	Group 1:	Group 2:	Group 3:
Level of fitness	People who are fit and want to stay strong	People who want to lose weight	People who are skinny and want to get muscles

Classification 2:	Group 1:	Group 2:	Group 3:

Classification 3:	Group 1:	Group 2:	Group 3:

Exercise 3.3

Here's a very different group.

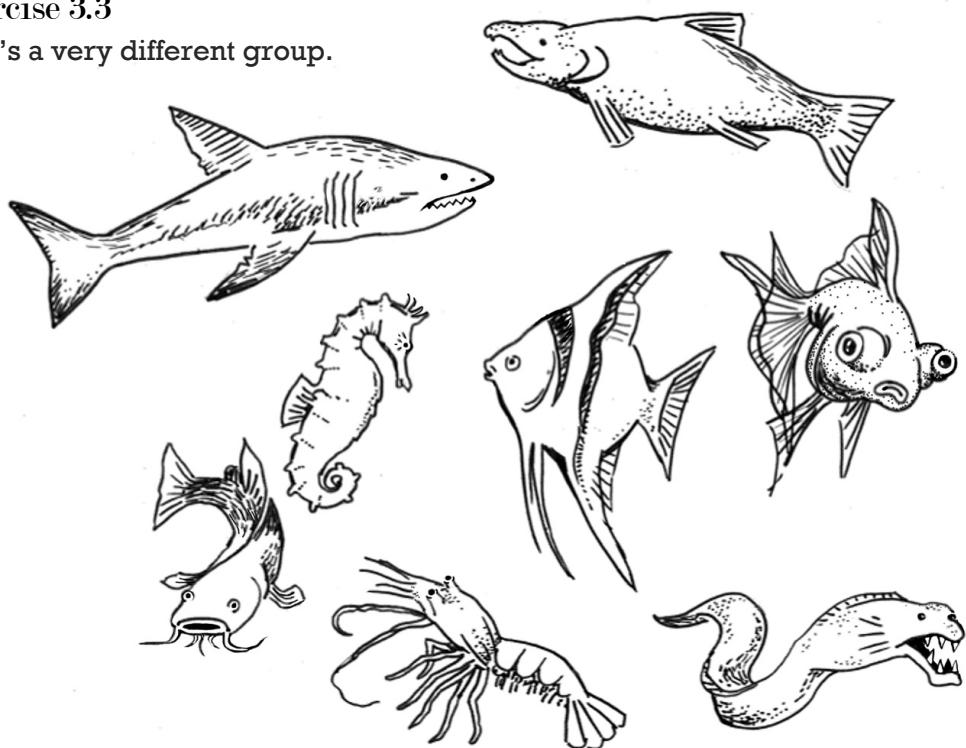


Figure 3.

Classification 1:	Group 1:	Group 2:	Group 3:

Classification 2:	Group 1:	Group 2:	Group 3:

Classification 3:	Group 1:	Group 2:	Group 3:

More about Classification Style

"I Am the Meat, You Are the Knife"

There is a saying in Swahili that I learned a few years ago: "*Mimi nyama, wewe kisu.*" The translation I heard is, "I am the meat, you are the knife." I learned that people use this saying to show that they trust the other person to be generous and kind. But when I first heard this quote, I immediately thought of classification essays.

When we plan a classification essay, we begin with a general *topic* – the “meat.” Then we choose a “knife” to cut the meat up – the *criterion*. But what sort of knife do we choose? This is a challenge that lets each writer show off their creativity and imagination.

Think back to our earlier exercise, 3.3, where we looked at people working out in a gym and classified them in different ways. The group of people in the gym – that is our topic, our “meat.” The “knife,” the criterion, could be a very direct and simple one. If you choose to divide people by their exercise, you would have three groups: the yoga practitioners, the weight lifters, and the runners. Easy, right? However, imagine reading this essay. Wouldn’t it be boring? Additionally, can’t you imagine many other exercises people do in a gym – even the same people? I think we can agree that the criterion “divide people by the exercise they choose” is a weak one.

Maybe a more interesting criterion is “How *strenuously* people work out.” Your “knife” might divide your “meat” up into three groups: those who put out the highest effort, those who work somewhat hard but don’t push themselves, and those who take a break, whether to look at their phone or because they are confused.

If you like the metaphor of “meat and knife,” remember this: you want to choose a knife that cuts your “meat” into several reasonably sized pieces, not one that chops it into hamburger. For example, if you chose the criterion “Divide people by their name,” you will quickly have thousands of categories, but not a lot of interesting things to say about each group. *Question: How could you change this criterion to a better “name” criterion?*

When Will You Write in Classification Style?

Classification is a common writing style for business, science, and advertising. Many reports are classifications: scientists might report on groups of animals or bacteria, or businesspeople might report on classes of consumers. In your science or business classes, you might write classification *reports*.

However, an essay is not a report! A successful essay is **personal**: sarcastic, humorous, or creative. An essay reflects who YOU are, and how YOU group things together. A successful Classification essay is personal and creative; the categories *you* create don’t need to exist “in real life.” If a Writing, History or Literature class asks you to analyze a group of readings, poems or authors, you can choose this style.

Finally, you should know that a common task in college classes is *analysis*. Instructors often give writing assignments that direct students to *analyze* a topic. “To analyze” means “to understand a complicated topic by breaking it down into its smaller pieces.” There are many different ways to analyze, and classification is one.

Keys to a Success Classification Essay

Choose an interesting criterion.

Boring: Group students by their GPA

- ★ More interesting: Students by age
- ★ Those who are married, single, or dating
- ★ Childless students and parent students
- ★ Students by level of parent's education

Boring: Group vehicles by number of wheels

- ★ More interesting: Cars I have owned in my life
- ★ Cars I never want to drive
- ★ (the dangerous, the expensive, the embarrassing)
- ★ Cars by how police think of them

Boring: Group movies by rating (G, PG-13, PG, R)

Boring: Group movies by genre, like “comedy, action, superhero, romance”

- ★ More interesting: Movies by the gender of audience (men, women, either)
- ★ Movies by the age of their audience (teens, adults, older)
- ★ Movies by how much I like them
(my favorites, the OK but forgettable, those I hated)
- ★ Movies by their impact on the world

Use ONE criterion to group your topic.

For example: Classify people by intelligence OR by income. Do NOT classify by “intelligence AND income.” This will be too complicated and confusing!

Don't choose a huge topic.

For example: “*All movies*” is a LARGE group. It might be hard to think of a good way to divide up such a large topic. “*Movies I have seen*”, a smaller topic, could be divided into “movies I loved, movies I hated, movies that didn’t affect me much.”

Label all categories.

This can be difficult. If you cannot find a clear label for each group, that shows a problem with your criterion. For example, if you are working with the topic “*movies I have seen*,” do NOT classify into “movies I love, all other movies.” If your topic is “*fathers*”, do not classify as “generous fathers, strict fathers, and others.” This will lead to a weak essay.

Use illustration to represent the category.

An “illustration” is a special kind of example. While examples are usually actual, real situations of events, illustrations are **imaginary** stories or descriptions of people or events that never existed. Look at Example Essay 3 to understand this technique.

Exercise 3.4: Brainstorming

Below are some topics, criteria, and categories. Look over the examples, then try your own.

Example Topic: new fathers

Criterion: their attitude towards changing diapers

Groups:

1) **the experienced** –

they feel confident and change their baby whenever needed

2) **the first-time father** –

they are nervous and avoid changing the baby at first

3) **the old-fashioned** –

they refuse to change their baby and tell their wife or mother to do it

Example Topic: Hobbies

Criterion: (Can you think of one?) _____

Groups:

1) **Useful hobbies** -

these hobbies produce a useful thing, like knitting, woodworking or cooking

2) **Positive hobbies** -

these include sports, exercise, reading or hiking. You will be more healthy or smart

3) **Dangerous hobbies** -

these might cost too much money or harm you, like shopping, gambling or shooting

3) **Time-wasting hobbies** -

these hobbies are so passive they aren't really passive, like social media or watching TV

Now - Try to write a Criterion and choose some categories for a few of these topics.

Remember – sometimes the best technique is to choose the categories FIRST, then figure out how to write the criterion!

reasons for getting a pet	memories
video game players	hobbies
drivers in a certain city	cheating (in school)
mothers-in-law	cheating (on a spouse)
love	addictions, or habits
bad bosses	politicians
make-up users	pet owners

Moving from Brainstorm to Essay

Dividing your topic into reasonable sections is the first part of your job. The next step is to organize those pieces into Body paragraphs of an essay. Here's one possible way to do that.

Step 1. Think about different ways to “chop” the “meat” of your topic into three or four pieces

Step 2. Each topic sentence defines the group. Choose plural or singular nouns – but keep that the same for all the groups.

The first group are proud owners.

The second group are people who feel that their dog is their baby.

The last group rescued their dog from danger.

Step 3. Explain the group more exactly.

These are people who buy an expensive special dog from a breeder.

They are lonely people who don't have kids, a spouse or friends

They adopted a dog that might be killed or hurt

Step 4. Now describe the groups more creatively. Use examples and adjectives.

They feel proud, may be rich, show off, go to dog shows. Dogs are a hobby

They talk to dog, dress dog, take it everywhere, love it like a child

Responsible people, also take care of environment and other animals

Thesis Statement

What about the Knife – the Criterion?

Sometimes you can easily find words for the Criterion. If so, you can use this as part of your thesis statement.

- * We can divide dog owners by the reasons they got their pets. There are the “proud” owners, the “parent” owners, and the “rescuer” owners.

However, sometimes - especially when writing an in-class essay! – you can’t put the Criterion into words. That’s OK. Then your thesis statement can be:

- * There are the “proud” owners, the “parent” owners, and the “rescuer” owners.

Notice that this is a “Direct” Thesis Statement – it names the three groups. It’s also possible to write an Indirect Thesis Statement:

- * There are three types of dog owners.

What style do you prefer? What does your instructor prefer?

Conclusion

This is a good place to reflect on all the groups. Are they all similar in some way? Is one group better, or some group worse, than the others? Do you fit into one of the groups? Do you have advice for members of one or all groups?

I started as a “rescuer,” because I found my dog running around a parking lot and then I rescued her. She was lost in a dangerous place. I am responsible, so I became a dog owner that night. But then I changed. After one year, I am a “parent owner.” My dog is like a child to me now.

Writing Assignment 2: Classification Essay

Suggested Timeline:

Write classification essay in class. Time: 50 minutes (an academic hour). Date: _____

Requirements of In-Class Classification Paper:

- * **Length:** 450 - 700 words is reasonable. Be sure you write a COMPLETE essay, including a full Conclusion. It is an important academic skill to write a full and interesting paper in one hour. The exact number of words is less important.
- * **Format:** Use a blue book (25¢ in the bookstore). Handwrite neatly and double-space. Please use one side of the paper. Pen or pencil are both OK.
- * **Topic:** I will provide a short list of topics (three or four) to choose from. Your topic must be one I offer, but you will divide the topic in any way you choose.
- * **Thesis Statement:** The topic and the criterion should be easy to understand. You can choose an *implied* or *indirect* thesis statement, like:
“First-year soldiers can be classified into four groups.”
“Video game players can be divided up by age.”

You might prefer a *stated*, or *direct* thesis statement, such as:

“There are three basic friendship types: the supportive, the competitive, and the selfish.”

More on In-Class Writing

The purpose of in-class writing is to **test the student's real writing ability under exam conditions**. Students usually will NOT know the essay questions before the in-class test. In grading in-class writing, instructors pay a lot of attention to content – did you narrow your topic in an intelligent and interesting way? – and basic grammar – are the sentences easy to understand? It is understood that your grammar will have more errors than at-home writing.

For in-class writing, a short Intro and Conclusion are fine. The body paragraphs of your in-class essay should form **most** of your writing.

A Suggested Writing Plan

1. Spend 5-10 minutes at the beginning writing a brainstorm/outline. Include thesis statement; topic sentence ideas and examples for your body paragraphs; a concluding idea. A lot of your grade depends on your criterion for this style, so don't rush.
2. Spend about 35 - 40 minutes writing the essay. Don't write too much: the basic requirements for a good in-class essay will be logical development of ideas, clear organization, and sound sentence structure and punctuation.
3. Revise and edit for the final 5-10 minutes of class. Review for grammar, format and spelling. It's OK to cross out or add to your writing at this stage.

Example Classification Essay 1

<p>The title is not very interesting</p> <p>Grammar is weak in the Intro. I see some basic errors, like the use of "too much," and incorrect use of connectors.</p> <p>This Topic Sentence is clear. The paragraph is very short. There is little sentence variety – no Complex sentences, for example.</p> <p>This Topic Sentence has poor grammar. The writer mixed up the Transition word and the Subject. Also, the actual Topic here is unclear. Does the writer want to discuss <u>lazy</u> students or <u>disorganized</u> students?</p>	<h3>Bad Students</h3> <p>Students come from all over the world to study English in the US. Lots of International students are here trying hard to study and spending too much time doing homework. While this is true, but some students don't care about that, and so also we have many bad students. In my experience, I have noticed three types of these bad International students.</p> <p>First of all, I notice the bad students who love the parties. They like parties with alcohol and fantastic music. They spend their time at good parties instead of doing homework and the next day they can't go to school. It is not a bad thing to go to parties, but it is important not to exceed the limit.</p> <p>Next group, is the bad students who are lazy, tired, or cannot control their time. These students are those who get up late every day, miss the bus and forget to bring books. They cannot follow a schedule and they might make many excuses. Maybe at their home country they lived with their parents who always set the schedule, or they lived in a dormitory. Obviously, they have too many excuses to explain why they are usually late. Usually, I think these students will learn to be responsible and can turn into very good students.</p>
---	--

Grammar and Topic are both clear in this final Topic Sentence.

Coherence problem. The writer changes from "they" to "you."

The Conclusion is short. The summary does not give any idea what the Criterion is. The author offers advice, but it is very general.

The final group are the bad students that wanted to get a visa to the US and actually they are not interested in learning English at all. If you are this kind of bad student, you consider that college is the good way to travel to the US. Sometimes they don't come to class every day. Sometimes they can pay others to do your homework or even take your quizzes. In my opinion, those students are wasting their money.

In summary, there are many kinds of bad International students. I hope these bad students will change, because maybe they just have one chance to study abroad. Don't lose this chance and I hope you will not be a bad student.

This is a weak essay and did not receive a passing grade. At a sentence level, there are some basic grammar errors, including a few spelling errors. In Body Paragraph 3, the writer changes from "they" to "you" several times. More seriously for in-class writing, the Criterion is weak. This is especially obvious in Body Paragraph 2, where the Topic Sentence mixes up two or three groups. The descriptive language is weak, and the word "bad" is repeated many times. The length of the essay is short, but for In-Class Writing it is acceptable.

Example Classification Essay 2

Clever Title

Hook connects to a personal anecdote, which logically connects to the topic.

The essay uses a two-sentence Thesis Statement. Sentence 1 makes the writing style clear; Sentence 2 makes the categories clear.

This Topic Sentence is very clear. The writer uses quotation marks correctly. The paragraph is developed with many clear examples. The topic is a group, which is plural, and the writer uses plural form consistently.

Clear Topic S. that uses a different style from Topic S. 1.

Friend in a Fur Coat

Do you have a pet? Many people, in many countries, have their little friends, which we can call a pet but in fact can be a loved one. I have a small dog that I love very much. With my little cutie dog, I often meet other dog owners and talk with them in the parks or in the stores. We give compliments such as “What a pretty dog!” and “Her fur feels so soft!” This has given me the opportunity to realize that there are some ways to classify dog owners. There are the “proud” owners, the “parent” owners, and the “rescuer” owners.

The first group are those I can call the “proud owners.” These are people who buy a dog from a breeder, and sometimes they pay hundreds of dollars or more to buy an expensive breed of dog. They think the dog must look a certain way. Possibly, they want unusual or even strange dogs, such as a very long dog or a very delicate dog. There are dog types that don’t have hair, and other types that have very glamourous, long or curly hair. These owners want the certain look, and they feel proud because their dog is very expensive. These are the owners we can see at a dog show with their unique animals. For them, a dog is way to show status.

The “parent owners” are people who feel that their dog is a child or a baby. These owners might be lonely people who don’t have kids, or perhaps their children live far away. So their dog becomes their “baby.” These parent owners love their dogs very much. They feed their dogs with the same meals they eat, or they make special foods for their “child.” Parent owners take their pet everywhere. I believe they

Good use of plurals. Good use of quotation marks around some words.

Another clear Topic Sentence. Good use of plurals. The discussion of this groups includes good points and bad points.

Good Conclusion with an anecdote that connects to the Intro. The writer relates herself to her categories. The last sentence gives a "completed" feeling. The final sentence is interesting, but is a run-on!

often have small cute dogs, which they take into the store or on the bus. Of course, they talk to their "baby" all the time. To these owners, the dog is a family member, and they can spoil their "son" or "daughter."

The last group is "the rescuers." These people saved their dog from a dangerous situation. Maybe their pet is very old, disability, or even is ugly, but in any case, no other person would take that dog. These owners can feel responsible for others. It's possible they are people who carry a bag for food shopping and work to fight global warming. They want to help people, the environment, and also dogs. Some of these people can own many dogs, or many cats, which is wonderful, but sometimes they become extreme and can own fifty or one hundred animals to "save a life."

For me, I started as a "rescuer," because I found my Cuca running around the WalMart parking lot and then I rescued her. She was dirty and terrified, which made me feel very sorry for her, and I am responsible, so I became a dog owner that night without a plan. She looked like a dark-gray dog and we were surprised when she turned white after a shower. After one year, I can today classify myself as a "parent owner." Cuca is a lovable second daughter to me and my family is complete with three members, me, my daughter and our dog "baby."

Notes:

This is a strong essay. The categories are clear and easy to understand. The writer uses clear descriptions with adjectives and adjective clauses using "who" and "that." The Intro and Conclusion are engaging and interesting because the writer explains how she created her classifications from experience, then classifies herself. Several strong examples make this an effective essay. The grammar is not perfect, but it is a passing college paper.

Example Classification Essay 3: In-Class Writing

OK Title

The Intro does not have a strong Hook, and the discussion of swimming lesson is off topic.

Very clear Thesis Statement. Good use of the full colon. The writer uses singular nouns, not groups. Good use of capital letters.

The Topic Sentences are all very similar in style. For at-home writing, this is a problem that could be fixed between drafts. For in-class writing, this is OK.

The paragraphs are short, but the descriptions are clear enough for in-class writing.

Check the article use (a/an/the)

At the Pool

Every summer, many parents go to the public pool for swimming lessons for their kids. This is valuable for children since swimming is a skill that can save their life someday. Every child should take swimming lessons. Also, at the pool, parents can watch the other mothers and fathers with their kids. You will notice there are four types of parents there: The Coach, the Worrier, the Relaxer, and the Worker.

The first type is the Coach. This might be a father. He walks up and down beside the pool and yells out advice. He believes his child is going to be in the Olympics someday. He brags about the child's ability. The Coach is proud, loud, pushy and maybe bullying.

The second type is the Worrier. Unlike the Coach, who is too confident, the Worrier does not have confidence. She watches her child with fear. She can imagine that her child will drown and she cannot relax. Everything around the pool seems dangerous to the Worrier. In fact, she hates swimming lessons. The Worrier is nervous and tense.

Next type is Relaxer. This mother doesn't have time to rest at home. Now she can lay down in a chair and get tanned. She loves the swim lesson time because it is her resting time. Sometimes, she is playing on her phone, and sometimes she reads a book. However, before the lesson is over she falls asleep, because she is very relaxed, and maybe lazy.

Again, Topic Sentence is predictable and short: OK for in-class writing.

Some grammar and spelling errors as the writer works more quickly. It's important to have a few minutes to proofread your writing!

The other Body paragraphs ended with clear adjectives, but this paragraph does not.

VERY short Conclusion. This would not be passing for at-home writing. For in-class writing, this is better than NO Conclusion.

The last type is the Worker. this parent has a computer and a coffee at the pool. They sit in the shade and spend all their time working and trying to keep everything dry. If their child yells "Look at me!" the Worker only looks up then they go back to work. They walk around talking on a phone and don't watch the swimming lesson. Unfortunately, this parent is like me doing homework sometimes.

To summarize, there are four parent types at children swimming lessons. What kind will you be?

Notes:

This is a fair to weak essay. The good points: The Thesis Statement is strong and clear. The writer uses articles, capital letters, and the full colon to define groups, then describes each group as a single person instead of a group. This can be a great choice, and it works very well here!

The weak points: The Intro has no Hook and includes off-topic information. The Topic Sentences are all very similar. The grammar gets worse as the essay continues, and the Conclusion is very short. This writer spent too much time planning and did not have time at the end of writing to fix the essay, or to write a full Conclusion. This paper passes, but the grade is not strong.

Describing Nouns

Since Classification writing first divides the topic into smaller groups, then describes the groups, the techniques of Descriptive writing are important. There are three key techniques:

- ★ using strong, precise adjectives;
- ★ using noun modifiers;
- ★ using adjective clauses

Ex. 3.5: Recognize Descriptive Language

Part A. Take a look at these descriptive words. Which of the three example essays did each word come from – 1, 2 or 3?? Try to work without looking back at the essays!

- | | | |
|--------------------|--------------------|----------------------|
| a) _____ soft | i) _____ relaxed | q) _____ pushy |
| b) _____ terrified | j) _____ bad | r) _____ responsible |
| c) _____ pretty | k) _____ fantastic | s) _____ loud |
| d) _____ bad | l) _____ glamorous | t) _____ expensive |
| e) _____ ugly | m) _____ proud | u) _____ loveable |
| f) _____ lazy | n) _____ dangerous | v) _____ delicate |
| g) _____ confident | o) _____ dark-gray | w) _____ bad |
| h) _____ tense | p) _____ bullying | x) _____ disabled |

What noun does the adjective describe? Again, try to do this without looking back at the essays.

- | |
|---------------------|
| a) soft: _____ |
| b) bad: _____ |
| c) confident: _____ |
| d) fantastic: _____ |
| e) dark-gray: _____ |
| f) tense: _____ |
| g) loveable: _____ |

Part B. Now, look at these sentences from the example essays. Underline the Adjective Clauses. Look for the clause markers that, which and who. Do you see grammar errors?

- a) First of all, I notice the bad students who love the parties.
- b) The final group are the bad students that wanted to get a visa to the US and actually they are not interested in learning English at all.
- c) I have a small dog that I love very much.
- d) These are people who buy a dog from a breeder, and sometimes they pay hundreds of dollars or more to buy an expensive breed of dog.
- e) It's possible they are people who carry a bag for food shopping and work to fight global warming.
- f) This is valuable for children since swimming is a skill that can save their life someday.

What noun is described by the adjective clause?

a) : _____

d) :

b) :

e) :

c) :

f) :

* * * * *

Adjective Clauses

To understand Adjective Clauses, it's helpful to start by remembering what a *clause* is.

- * **Clause:** a group of words with a complete meaning; includes a subject and verb
- * **Phrase:** a group of words with a single meaning; usually part of a clause

You are probably familiar with dependent clauses that join with independent clauses using connectors like “if, when, because.” Adjective Clauses are a little bit different. As the name indicates, each one acts like an adjective describing a noun.

Life-saving supplies have been stolen from the hospital.

Supplies that save lives have been stolen from the hospital.

I like sparkly eye shadow.

I like eye shadow that sparkles.

Let's meet in the freshly painted room.

Let's meet in the room that's been freshly painted.

During unusually hot summers, cicadas sing more loudly.

During summers that are unusually hot, cicadas sing more loudly.

In other words, these clauses are INSIDE a sentence or phrase. *Wherever* a noun might be, an Adjective Clause might be to its RIGHT.

The examples above all demonstrate Adjective Clauses with “that” as a Subject. Other possible Clause Marker Subjects are *which* and *who*.

Here is another type of Adjective Clause:

The rabbits that we like to pet eat clover.

I like pets that you can train.

We met in the room that you painted.

On days that she doesn't work, she sleeps until noon.

This pattern is a bit more confusing. You may notice that each Adj. Clause has BOTH a Clause Marker – in this case, “that” – AND a Subject. You may also notice that the Clause – the bold words in the four sentences above – is missing an Object.

A good way to understand Adjective Clauses is simply to create some by combining ideas. As a writer, you can choose which sentence is the main idea and which sentence simply describes one of the nouns.

- 1) We like to pet **[the rabbits.]** 2) **[The rabbits]** eat clover.
 - a. We like to pet **the rabbits that eat clover.**
 - b. **The rabbits that we like to pet** eat clover.

Ex. 3.8: Adjective Clauses

Combine the given pairs of sentences to create a new sentence with an Adjective Clause. Be sure that the second sentence becomes the Adjective Clause. Leave out any underlined words.

Set A: Use “that”

- 1) Things include chemistry. I have studied **things**.

- 2) We have to consider the **fact**. The fact is prices for energy are rising.

- 3) It is a scientific **fact**. The fact is you must burn more calories than you eat to lose weight.

- 4) One **fact** is that hiking alone is very dangerous. The fact can't be denied.

- 5) Cookies are small amounts of **information**. Websites store **information** on your computer.

- 6) Focus your energy on **things**. You really enjoy some things.

Set B: Use “which”

- 7) The inventors created an augmented-reality **system**. **The system** fits inside contact lenses.
-

- 8) **An area** is quantum computing. This area needs more research.
-

- 9) LodeStar Capital is a **company**. A public prosecutor investigated this company in 2014.
-

- 10) The drone is fitted with a GPS **system**. The system will tell you where it is at all times.
-

- 11) There are many **things** that are actually harmful. People think **things** are good.
-

- 12) **One area** is DNA-targeted treatment. **One area** may yield significant benefits to drug developers.
-
-

Set C: Use “who”

- 13) **People** had an average age of 67. **People** died from heart attacks in 2015.
-
-

14) **Students** may qualify for a discounted price. **Students** register early.

15) The painting represents a **person**. The person has retreated from society to seek wisdom.

16) **People** are at risk of Zika virus. **People** travel in mosquito-infested areas.

17) There are negative people, and there are other people. Some **people** want to help you.

18) **Patients** should consider the experimental drug. **Patients** have serious illnesses.

Set D: Use “whose”

19) The ACLU is a non-profit **organization**. **Its** mission is to defend individual rights.

20) I was able to meet and talk with **people**. **Their** lives are affected by this disease.

21) The lawyer is seeking **parents**. **Their** children have been impacted by gun violence.

22) The Native American leader Sitting Bull was a **man**. His people had been pushed to near-extinction.

23) **Companies** have lower turnover. **Their** employees receive health benefits.

Set E: Whom

Traditionally, “whom” should be used instead of “who” with an object relative clause. This is changing, however. “Whom” is less often used now unless it follows a preposition.

24) There are few **people**. I respect **people** more.

25) I met some great **people**. I now consider **people** my friends.

26) That’s the **person**. You were talking **to that person**.

27) It’s the young **man**. Irma had given a Valentine **to him**.

28) You may meet **someone**. You share a special attraction **with them**.

Using “where” and “when” in adjective clauses:

If you are describing a noun with information about the *time* or the *place* actions took place, use “where/when” in place of “there/which.”

Noun is object:

That's the restaurant. Three cases of food poisoning happened there (in the restaurant).

→ That's the restaurant where three cases of food poisoning happened.

Noun is subject:

The restaurant is closed. Three cases of food poisoning happened there (in the restaurant).

→ The restaurant where three cases of food poisoning happened is closed.

Noun is object:

That's the year. I was born then (in that year).

→ That's the year when I was born.

Noun is subject:

1996 was the year a major war began. I was born then (in that year).

→ 1996, when I was born, was the year a major war began.

Using commas around adjective clauses: if the noun that is being described is unique, and the reader or listener knows that it is unique, put commas around the adjective clause. The most typical situation is when the noun is a name or a specific date.

Crossing Death Valley was nearly impossible for early pioneers.

There (in Death Valley), temperatures reach over 110 Fahrenheit.

→ Crossing Death Valley, where temperatures reach over 110 Fahrenheit, was nearly impossible for early pioneers.

Set F: Where and When

- 1) There is a historic landmark near **General Hospital**. I was born **there** (in that hospital).
-

- 2) 1968 was called the “Summer of Love.” An early spaceflight took place **then** (in 1968).
-

- 3) Donner Pass is synonymous with tragedy. The Donner Party was snowbound **there** (at Donner Pass).
-

- 4) Jan. 20 is called Inauguration Day. Presidents are sworn into office **then** (on Jan. 20).
-
-

Tense Review: Future and Past in Complex Sentences

Ex. 3.9: Complex Sentences in Future Tense

Ex. 3.10 Part A: Complex Sentences Using Past Perfect Continuous

“While” means “at the same time.” Consider the time mentioned, and consider the meanings of these verbs (short actions or long actions?). Then, write a new sentence using the Clause Marker “WHILE.” Your new sentence should have the same meaning as the given sentence(s). HINT: The Dependent Clause should be the LONGER action - use Past Perfect Continuous tense.

Example:

(Before he became a juggler)

He was working at the golf course. During that time, he practiced juggling daily.

=> While he had been working at the golf course, he had practiced juggling daily.

- 1) (Before the car rolled down a mountain)
He was looking the other way. That's when the car had slipped off the tow truck.

- 2) (Before he found his family)
He had been searching for his family. At the same time, they had never stopped looking for him.

- 3) (Before they got married)
She had fallen in love with Heinz. At that time, she was completing her doctorate in Berlin.

- 4) (Before he was arrested)
He was texting with friends. During that time, the police surrounded his hiding place.

- 5) (Before the problem was solved)
I was working on the problem in my lab. She was working on the same problem in her lab.

Ex. 3.10 Part B.

Using the given words, create a complex sentence. Add all needed words. Be sure that ONE or BOTH of the clauses uses Past Perfect Continuous tense.

Example: (campground / muddy / since / raining / for 24 hours prior to our arrival)

* The campground was muddy since it had been raining for 24 hours prior to our arrival.

6) (after / working together / for about three months / began / get closer)

7) (we / not / decide to get married / until / dating / for three years)

8) (I / interested / since / thinking / changing careers)

9) (after / running / for a few minutes / car / suddenly stopped)

10) (my father / waiting / until / turn 70 / to collect Social Security benefits)

11) (living / in New York / two months / when /the stock market / crash)

12) (food / be cold / since / sit / on the table / for an hour) |

13) (sleep / when / storm / start)

* * * * *

Ex. 3.11: Adjective Clauses Using Past Perfect

Using the given words, create a complete sentence. Use the Clause Marker “which” to write an Adjective Clause in PAST PERFECT tense.

Example: (iPad / he had / for three years / now / cracked and dented)

* *The iPad which he had had for three years was now cracked and dented.*

1. (letter / written earlier / lying / on the desk)

2. (building / company / bought / still empty)

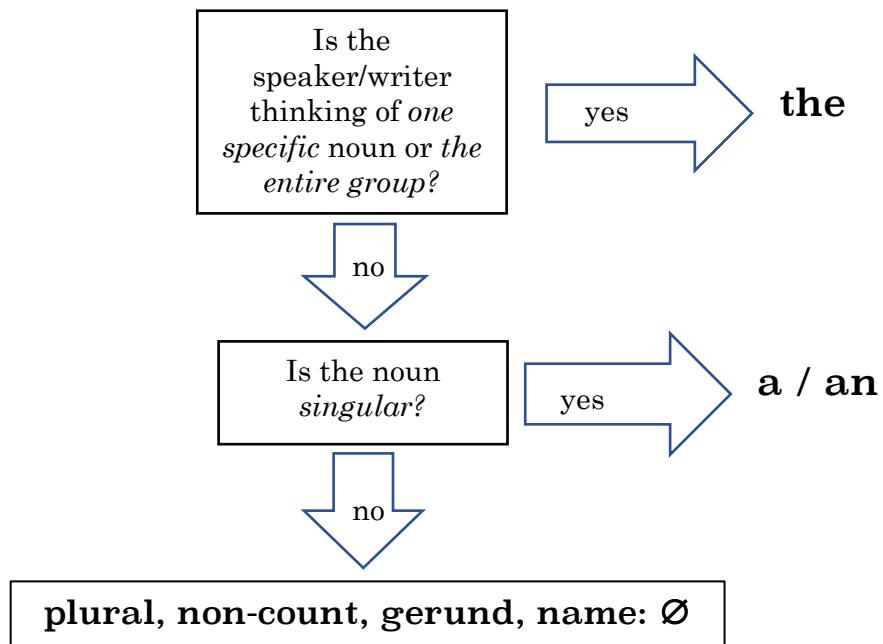
3. (We ordered / the grilled peppers / we see / in other restaurants)

4. (novel / written in 1885 / never published)

5. (she wore / same clothes /she / wearing / earlier)

Articles

Remember the flow chart:



Special Case: Adjective Clauses and Preposition Phrases

A speaker or writer might be thinking of a specific noun or group of nouns, but the listener or reader doesn't always understand what makes that noun special. The speaker or writer can share information about what makes that group specific with a clause or phrase AFTER the noun. Notice that this works best when the group is not TOO large. Discuss these examples and make notes.

- A. ✓ "Return the ticket to the man who is standing at that counter."
✓ "Return the ticket to the man at that counter."

- B. ? The men who like to argue with their wives may not stay married long.
? The men with bad tempers may not stay married long.

- C. ✗ "In general, I don't like the men who have long hair."
✗ "In general, I don't like the men with long hair."

Ex. 3.12: Articles

Underline the noun and its adjective clause. Notice that some of these could be reduced! Add an article or Ø as needed.

- 1) One problem with this claim is _____ fact that there is no research to support it.
- 2) The worst kind of coworker is _____ one who steals from the tip jar.
- 3) A good politician stands up for _____ voters who sent them into government.
- 4) There are always _____ things that we can't control.
- 5) Try to organize your ideas in _____ way that readers can easily follow.
- 6) I must apologize for _____ fact that there was a typo in my original email.
- 7) There is _____ possibility that the team will move to another city before next year.
- 8) In this paper, a “job seeker” is defined as _____ person who is looking for full-time work.
- 9) The chairman expressed _____ opinion that our candidate should resign.
- 10) I'm looking for _____ solution that is both easy and inexpensive.

Add an article or Ø as needed.

I'm _____ rather unusual grandparent. Most people think that grandchildren are _____ most fun when they're babies, and that teenagers are annoying. Not me! I think _____ babies are boring. For me, _____ children are more enjoyable from _____ age of about two, when you can understand _____ things that they have to say. _____ years between about twelve and twenty are _____ years that I like best. You can have _____ great conversation and really learn something new. Teenagers have _____ most interesting perspectives on life. I agree there are _____ times when it's difficult, but _____ teen years are my favorites.

Adjective Clause Worksheet 1

It can be difficult to do “combining sentence” exercises when the noun which is described is the Subject of the sentence. Try combining these sentences; use the second sentence to describe the Subject of the first sentence.

29) **Things** include chemistry, physics and love. I don’t understand **things**.

30) **The bald eagle** is an appropriate symbol of the United States. **It** is endangered.

31) **Individuals** include those with the most money. The IRS tends to look closely at **individuals**.

32) **People** tend to get special attention from the IRS. **People** deal with large amounts of cash.

33) **Her daughter** will graduate from high school this year. **Her daughter** is only twelve.

34) One of the **issues** is wage theft. The state should deal **issues** with more strongly.

Adjective Clause Worksheet 2

Write your own original sentences using Adjective Clauses. For Sentences 1-6, use the AC to describe the SUBJECT of the sentence. Use a variety of tenses, including Perfect. Consider using these subjects:

- “thing, mistake, area, factor” with the clause marker **THAT**
- “things, products, areas, countries” with the clause marker **WHICH**
- “someone, people” with the clause marker **WHO**

Follow the pattern of these example sentences.

- * One thing that I've never understood is scary movies.
- * An area which has been researched already is DNA transcription.
- * Someone who loves architecture is perfect for me.

1) _____

2) _____

3) _____

4) _____

5) _____

6) _____

For Sentences 7-12, use the AC to describe the OBJECT of the sentence. Use a variety of tenses, including Perfect. Try including “where, when” as well as “that, which, who, whose.”

Follow the pattern of these example sentences.

- * Einstein was a scientist whose work changed the world.
- * My favorite director is Hayao Miyazaki, who created Totoro.
- * A famous place in Paris is the Eiffel Tower, where many movies have been filmed.
- * The “ideal partner” is simply someone who loves you deeply despite your flaws.

7) _____

8) _____

9) _____

10) _____

11) _____

12) _____

Chapter 4 - The Definition Essay

The Extended Definition essay is all about sharing an individual's *connotation* – their feelings and ideas about a thing or concept that exists in the real world. A definition essay explores a concept or word that the reader probably already knows something about. Like classification, this style is used to analyze a topic. It answers the question “What does this concept mean to a specific person?”

Ex. 4.1 – Try It!

Each Topic here has a few different people looking at it. Each person agrees about *what* the Topic is, but they disagree about what the Topic *means to them*. Use your imagination to complete the sentences for each person.



to a cold person lost in the snow, it means:

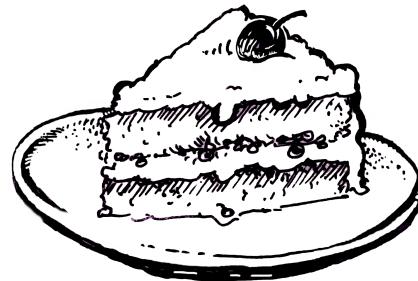
to a group of friends camping, it means:

to a *moth*, it means:

to a person who's trying to lose weight, it means:

to a hungry person, it means:

to the person who baked it, it means:



to a *pediatrician*, it means:

to a child, it means:

to a sick person who needs its medicine, it means:

Compare Discussion Essay to Definition Essay

Discussion Essay:	Definition Essay:
Topic can be almost anything	Topic must be a noun, which is defined in detail
No special requirements for Introduction	Denotation (dictionary definition) is usually mentioned in Intro.
Balanced, or objective. Two sides are presented: good side / bad side, advantages/disadvantages, fun side/unpleasant side, etc.	Subjective. A personal opinion is developed through the entire paper.
Example Thesis Statement: "Fast food is very convenient but it is also unhealthy."	Thesis statement must include the noun you define, as well as the noun/nouns that is/are your definition
noun (fast food) = adjective (convenient) adjective (unhealthy)	Example Thesis Statement: "Fast food is a convenience, yet it is also a silent killer."
{Also common: "Fast food has advantages and disadvantages."}	noun (fast food) = noun (convenience) noun (killer) {But the Thesis Statement can NOT be: "Fast food is food that is sold at McDonald's and similar chains."}

More about Definition Style

“What Does It Mean to You?”

Getting to know new people is one of the big pleasures of life, and in college, you have the chance to meet and make friends with many new people. Some of these people may become lifelong friends while others may become interesting memories. One of the ways you’ll know whether a person will become a true friend or not is by how much you agree about the “big ideas” of life. What does friendship mean *to you*? What does loyalty mean, or honesty? If you disagree, your friendship won’t last. Of course, these conversations are even more important when choosing your spouse.

At other points in life, you’ll have these conversations with yourself. If you go into the medical field, you will have a professional duty to give your patients the best possible care at any time. But what does “best possible care” mean when the patient is an extremely weak, extremely old person in great pain? Is it different from when the patient is a powerful young athlete who says they can tolerate great pain, as long as they recover quickly? To make these decisions, you will need to know instantly what these concepts mean *to you*.

The Definition essay is a formal way of sharing the discussion and development of this idea – *what the topic means to you*.

When Will You Write in Definition Style?

Since this can be an intensely personal style, Definition essays can be used for application essays or scholarship essays. You might share what an important concept means to you as a way to let the reader get to know your values at a deeper level.

On the other hand, this essay style can be used to explain concepts across cultures. There are universal ideas, like “love” and “family,” which every culture has, but each culture defines differently. Other concepts are unique to a culture. For example, there is one philosophy of life that Americans call “YOLO” (for “You Only Live Once”). Not every culture shares this idea, and an essay that explains it will help the reader understand a whole culture.

Keys to a Successful Definition Essay

Choose an appropriate topic.

A good topic for this style of writing will always be a noun. It must be general, so that each person has their own opinions and emotions connected to it. Focus on these three categories.

An abstract noun, like “Love, War, Justice”

A “bad,” “good,” or “ideal” common noun: “The perfect mother”

A difficult-to-translate word, such as “Schadenfreude”

Include a denotation AND a connotation.

A good Definition essay will communicate both the **denotation** of the topic – the “dictionary definition,” the meaning which we all agree on – and the **connotation** of the noun. Connotations are more interesting and personal; each person’s connotation is specific to them. This is the longest part of the paper.

Consider using a direct quotation from a dictionary for the denotation, and consider stating the definition in the Intro. Here is an example:

Everyone knows the meaning of the word “wife.” As the *Longman Dictionary* says, a wife is “a woman a man is married to.” However, in reality, there are many deeper dimensions to this simple word.

Notice the use of quotation marks: not only the quotation from the dictionary, but the word “wife” has quotation marks. The writer is not USING the word, but is DEFINING the word. Please follow this convention.

Use Different Styles to Develop the Body Paragraphs

There are several specific techniques used to develop the Body paragraphs.

- A. **Analysis** – Break down the topic into its smaller parts, and define each of those.

- B. **History** – This is a special kind of analysis. Share the background of how the word developed over time. You will need to do research!

- C. **By example or illustration**– tell a short story, true or not, to explain the idea. An *example* is a true story; an *illustration* is an imaginary story. Examples are usually written in past tense. They name the exact people who had the experience. Illustrations are usually written in present tense and might use the word “you.” Ask your teacher for their preferences.

- D. **Comparison** – Compare your topic to a similar topic. You will point out ways the two are similar **and** ways they are different. For example, to define “the ideal parent,” you might write: “Some people think that a great parent is a friend to their child. It’s true that the ideal parent shares a strong friendship with their child at times. The difference is that friends are equals, and a parent will never be the equal of their child. A parent will always have the responsibility to help their child. On the other hand, friendship has both give and take. A loving parent always gives. This makes the ideal parent more than a friend.”

- E. **By negation** – This is a special kind of comparison. You explain an idea by explaining its opposite. To explain “generosity,” you might write: “Generosity is not the same as bribery, where a partner tries to buy love with gifts. In fact, true generosity is not about money or wealth. A generous person shares their time and energy and never makes you feel that you owe them anything in return.”
Notice the negative verbs!

- F. **Analogy** – Create a metaphor, and continue using the metaphor to explain the topic. “Marriage is a promise. It’s a promise you make to your spouse, but it’s also a promise you make to yourself. It’s a promise you make to your family, and a promise to the whole world. It’s a promise to be an adult, and to take care of something that’s larger than just yourself.”

* * * * *

Ex. 4.2 – Techniques for Developing a Paragraph

A small group of students learned about this new word from Danish. They discussed it, researched the word a little more, then chose a few different ways to develop definitions of the word. Each student chose a different technique, and in 15 minutes, they wrote these short paragraphs. The topic sentence in each is underlined. (Notice the use of *italics* the first time the new word is used.)

hygge /hju^wgə/, noun: Danish word for a mood of coziness and togetherness with others. It includes feelings of wellness and contentment. *Hygge* is specifically experienced in winter, when a family is together in a warm room, with flickering candles or a wood fire.

Illustration	Comparison	Negation
<p><u>A person who lives in a cold country experiences hygge at Christmas.</u> At this time of year, they will spend time with family, cooking special foods and sharing gifts. After working or playing in the snow, they cuddle together on the couch to watch a movie with a hot cocoa in their hands. That is hygge.</p>	<p><u>Hygge is similar to “cozy,” but has some differences.</u> Warm socks, for example, can be very cozy on a cold day, and hygge includes warm clothes. But you need to be inside a warm house for hygge. Also, you need the emotion of being safe and near your family. So, being cozy is part of hygge, but it's not enough.</p>	<p>To define <i>hygge</i>, most people describe clothes, blankets, food and firelight. <u>However, hygge is more than physical objects.</u> It is emotional, too. It is not the same as being warm. A sick person can have warmth and their family, but if they feel bad, they are not experiencing hygge.</p>

“Untranslatable” Words and Phrases

Look at the following list of “untranslatable” words. These are words from a variety of languages. They all have something in common: there is no exact English synonym for any of them. Working with a small group, choose a word, then try to develop short paragraphs using DIFFERENT techniques from the list above. Follow the examples given for “hygge.” If you know the word, help your group understand it! If the word is new to your group, do a little research to understand it. Discuss the word and choose appropriate techniques before you start writing.

1. **friolento /fri^yo^wlento^w/:** A Spanish adjective describing someone who is hates to be cold. This person always feels cold before anyone else and doesn't like cold drinks or food.
2. **schadenfreude /ʃadnfrɔɪdə/:** A German noun that refers to the sense of pleasure a person experiences when seeing the bad luck of another person. Hint: Look up the English word “revenge.”
3. **shlimazl /ʃlimazl/:** A Yiddish noun meaning a person who is always unlucky. All their life, bad things happen to them, even though they don't do anything to deserve this bad luck.
4. **saudade /saʊdədə/:** A Portuguese noun expressing an intense emotion of missing something – a time, a place, a person – that is gone and will never come back. Hint: Look up the English word “nostalgia.”
5. **kuidaore /kwi^yado^wrεi^y/:** A Japanese noun meaning to go bankrupt because one has spent all their money on good food and drink.
6. **ya'aburnee /ja abuu^wrne^y/:** An Arabic phrase expressing the hope that the loved one will die before the speaker, since living without them would be too painful.
7. **layogenic /le^yo^wdʒənɪc/:** A word from Tagalog, the language of the Philippines, describing someone who is only attractive from a distance. When they get near, they don't look so good.
8. **dabjeongneo /taptɒŋnɛʊ/:** A Korean phrase referring to the situation where a person asks a question, but they already know the answer that they want to hear.
9. **karman /karmən/:** A noun from the ancient language Sanskrit. Today we often spell this word “karma.” It expresses the idea that our actions today influence the good or bad things that will happen to us in the future. Hint: Look up the English word “fate.”
10. **l'abbiocco /lə abi^yo^wko^w/** An Italian noun expressing the feeling after a big meal, where you feel full, sleepy and ready to fall asleep at the table.

* * * *

Writing the Introduction and Thesis Statement

A successful thesis statement must fit smoothly into the Introduction. Here are a few examples. Notice the different ways quotation marks are used in these sentences.

According to Merriam-Webster, “happiness (1) is a state of well-being and contentment, (2) an experience that makes people happy.” However, in life, every person has their own unique “happiness.” To me, happiness is impossible if I am alone, so I can define happiness as my own family and home.

The camel is referred to as “the ship of the desert.” To Arabs, this animal means more than most people realize. It is a symbol of patience, tolerance and our country.

Many people in this world want wealth, or beauty, or fame, and they may call these things “success.” All those are nice, but to me, success consists of more than these physical things. I believe success is defined as first setting your goals for your own behavior, then meeting them, no matter what happens in the outside world.

“Life, liberty, and the pursuit of happiness.” Most Americans know this quote, and they believe they know what “liberty” means. Usually, they will say that “liberty” refers to “freedom.” I believe that definition is incomplete. Liberty consists of both the freedom to actively do some things, as well as the restriction that you can’t control others who do things you dislike or even fear.

Ex. 4.3. Format

Add formatting – quotations or underlining – as needed to these Introductions and thesis statements.

According to Wikipedia, originally, the part of Venice where Jewish people were forced to live was called the ghetto. Today, Wikipedia states, ghetto refers to a part of a city in which members of a minority group live, typically as a result of social, legal, or economic pressure. I have noticed that this interesting word can be defined as any place that does not receive respect, but has great strength.

Many of us are lucky and can say that we have a great mother, or even an ideal mother. However, what about the opposite? We can call this the mother from hell, and this also exists. I believe that a bad mother can be defined as a selfish mother, a cruel mother, or an uninterested mother.

Ex. 4.4. Words That Define

In the previous example, you may have noticed some repeated words. These verbs are important to learn in academic work. Read these examples, then write your own sentence. Follow the examples as closely as you can. Notice that the bold word is the noun or phrase being defined, and the underlined words are the definition of that word – the thing in the real world. The first one is done as an example.

to call – to define – to refer – to consist

Active Sentences

1. Italians called [the part of Venice where Jewish people were forced to live] **the ghetto.**

Your Sentence:

We call a person with only one eye un tuerto.

2. I can define **happiness** as [my own family and home].

Your Sentence:

3. “**The ship of the desert**” is a phrase that refers to [the camel.]

Your Sentence:

4. People refer to [the camel] as “**the ship of the desert**.”

Your Sentence:

5. **Liberty** consists of both [the freedom to actively do some things], as well as [the restriction that you can't control others who do things you dislike or even fear.]

Your Sentence:

Passive Sentences

Review the passive construction if needed. Notice that since the verb “consist” has no passive form (why not?)

to call – to define – to refer – to consist

6. [That part of Venice where Jewish people were forced to live] was called **the ghetto.**

Your Sentence:

7. **Happiness** can be defined as [my own family and home].

Your Sentence:

8. [The camel] is referred to as “**the ship of the desert.**”

Your Sentence:

Optional Exercise: Write your own sentences. Use the noun and definition pairs here. Discuss which defining verb works best, and whether to choose active or passive. before you start. Notice that only plural definitions can be used with the verb “consist.”

1. **desalinization** - [the process of making seawater drinkable]
2. **“Jolie laide”** - French: [an attractive woman who is not conventionally pretty]
3. **NASCAR** - Acronym: [an American car racing organization]
4. **apiary** - [several beehives in one area]
5. **CEO** - Acronym: [the head of a US company]
6. **gibberish** - [nonsense words that sound like English]
7. **vegan** - [a person who avoids all animal products]

Writing Assignment Variation 1: Define a Cultural Term

In this version of the Definition Essay, choose a word used in your language and culture that does not exactly translate into English.

More Advice:

Introduction

- * State the exact word you will define.
- * Use italics for words from another language.
- * Provide a basic explanation of the meaning in English. Use a "defining word" like "call, refer, consist."

Body: Go Beyond the Word

- * Every word gets its meaning in a culture. Explain the influence of culture on the use of the word.
- * Assume that your audience doesn't know anything about your home culture or language. Explain what your audience needs to know.
- * Use the different techniques from Page 100 to develop the Body - analysis, history, negation, etc.

Conclusion

- * Summarize the differences between your culture and American culture that make your word "untranslatable."
- * Does English need this word? Would you suggest Americans start to use it?
- * Predict how your word will be used in the future.

Writing Assignment Variation 2: Definition Essay with Interview

In this particular essay, you learn the key ideas of another person and then explain those ideas in an essay. You start by choosing a topic, then interview someone to explore their definition of the topic. Make notes as you talk. Your final essay will reflect the Interviewee's opinion accurately, and can include your own definition or your response to the Interviewee's definition.

More Advice about the Definition with Interview Paper: Introduction

Be sure to name your Interviewee and mention your relationship in the Intro. (Remember how a Summary paper requires you to name the author and title in the Intro?) A strong Thesis Statement will follow a pattern something like:

- ★ “To Jasmine, the ideal boyfriend is generous, reliable and above all honest.”
- ★ “My sister told me that a good husband has many qualities, but the most important is being a responsible man.”
- ★ “I was surprised to learn about my husband’s definition of the perfect wife.”
- ★ “My neighbors have been married for 35 years, so I enjoyed learning about Abby’s definition of the ideal partner. I agreed with her, but not completely.”
- ★ “Phillip and I agree that the perfect girlfriend is kind and beautiful, but we disagree on the importance of religion.”
- ★ “My little brother is only 14, so his definition of the ‘ideal’ girlfriend – sexy, wealthy, and a fan of video games - is not very wise. I disagreed with him on almost every point.”

Body: Combining your opinions

Some writers will choose to **avoid** including their opinions in the Body. They put their reaction 100% in the Conclusion.

Other writers **do** include their opinions in the Body. They first express the Interviewee's thoughts, then add a reaction to each – whether they agree or disagree. This can be done in a “Point by Point” organization style. The Conclusion is then a summary and maybe a prediction.

Finally, some writers **first** develop the full connotation of the Interviewee, **then** develop their own full connotation. This is done in the “Block” organization style. The Conclusion is a comparison of the two.

None of these styles is “easier” or “better” overall.
The key is to choose the one that fits your thoughts.

Conclusion

Summarize the differences or similarities between your interviewee and yourself. In particular, discuss how your different cultures affect your definitions.

Example Definition Essay 1

The title has a small error

Thesis statement is interesting. It tells us this writer will use the technique of negation. This Topic

Sentence is clear; it uses Negation. The paragraph is short and gives a clear, specific illustration.

This Topic Sentence uses the transition "finally." It's not the last Body paragraph, but it's the last paragraph that uses Negation.

What is Empathy?

Without empathy, life itself would be empty. But what exactly is this concept? Empathy is a fundamental way of human connection. It is similar to other concepts but is also unique. *Google Dictionary* defines empathy as “the ability to understand and share in the feelings of another,” but there is more to empathy than this narrow definition. Empathy is not sympathy; it is not politeness; nor is it love. It is a radical way of connecting to other people that can transform our modern world.

First, empathy is not sympathy. Many people confuse these two ideas. Sympathy can be defined as “feeling sorry for someone.” Sympathy is natural, but it can put us “above” the other person. “Oh, are you getting divorced? I feel so sorry for you,” we could say, while thinking that we are so lucky to have a good marriage. Sympathy is natural, but it can separate people.

Furthermore, empathy is not “being nice.” If being nice means being polite, empathy can often be the opposite of “niceness.” Empathy requires honesty about some parts of human psychology that are extreme and even ugly – definitely not polite. Polite actions help make people comfortable, and empathy can be very uncomfortable.

Finally, empathy is not the same as love. Like love, empathy is an active process of being aware of and caring about another person. Also like love, empathy is honest and emotional. But it is possible to feel empathy for even a disgusting person, like a criminal, a child abuser, or a murderer, who you could never love. It is possible to feel empathy for your enemy. In fact, to really understand this emotion, perhaps you need to feel empathy for someone you cannot love.

This paragraph develops with an illustration, advice, and connecting the concept to the larger world. It uses a simile.

The Conclusion is general and connects back to the Thesis statement. The writer shares some personal experiences.

Empathy is feeling aware of what the other person is experiencing, not being sad about it, sorry about it, or trying to fix it. If I can observe another person honestly without making a judgment about them, I can connect to them at a deep level. Then, I can share an emotional reality with them that is invisible but is also real. A moment when many of us have experienced this is at a large family gathering like a wedding or funeral when we share the feelings of other family members. The wedding of a cousin, even one who we may not especially like, can make us cry from simple joy, if we are open to it. Empathy can come from reading great literature or listening to great music; you can feel the emotions of the artist and the characters, and this will expand your own imagination, heart and soul. Empathy makes a human being something like a mirror, but one with love. Ultimately, if you can face your most hated enemy and experience empathy, you are healing yourself from any damage the enemy could ever do to you.

Many religions have the saying, "God is love." I personally believe God is empathy. Nothing can replace hate in the human heart except empathy. My home country has experienced years of war and has many scars. Our people also feel scars and injuries. For me, learning about empathy and experiencing it has changed me. I'd like to see every citizen of the world try this, too.

This is a short but strong essay. The writer uses some different techniques to develop a clear definition. The grammar is strong. The length is acceptable.

Example Definition Essay 2

Interesting Title

Hook is a personal anecdote, which logically connects to the topic. The Interviewee is named and the relationship between them is clear. Thesis Statement is complex but understandable – the Body will give three definitions.

This Topic Sentence is a little awkward, but understandable. The writer uses quotes from the Interviewee and includes his direct reaction.

Simple Is Best

On the last day of January, my girlfriend, Reika, arrived at airport. She flew over from Japan to visit me and go to a language school for a short while on her spring break. I perceived this is the best time to ask her about her ideal boyfriend and husband. In this interview, she seemed to define that her ideal partner should be very normal. She mentioned her definitions of the ideal potential boyfriend, after becoming boyfriend, and before becoming her husband.

Every girl could have the standards for a boy who will be a boyfriend. In case of my girlfriend, cheerfulness, impartial behavior, humorous talk, and honesty are the definition of a possible boyfriend. When I was asking her about this question, I thought she would list lots of items. However, she only picked these things and said, “I don’t demand too many things before he become a boyfriend.” I was a little surprised because I’d wondered what she required before I became her boyfriend. Now, I still don’t think I have a humorous and witty technique of talk. I basically talk to everybody no matter who he or she is because I like to talk with someone. Also, I usually ask personal questions such as the hobbies, a favorite actress, or a genre of music because I want to know what his or her character is. Some boys switch their attitudes by whether they like a girl or not. My girlfriend hates these boys.

Again, the topic sentence is somewhat unclear, but the definition is fairly clear. Again, the writer uses a correctly-formatted quote and responds to it.

This Topic Sentence is more clear. Good! The definition is simple, and most of the paragraph consists of the writer's reaction to it.

To the question about after I become her boyfriend, she first said, "Someone who doesn't have a clear image in the future isn't charming to me." For example, she thinks a perfect boyfriend would have a specific job that he wants to work at because she wants to share the information as much as possible. I agree with this opinion because either I would like to know what job she wants to work at or what she will do to achieve her goal. Actually, we each have quite a clear image of the future. Also, I absolutely approve of her answer that common hobbies are necessary for an ideal boyfriend. In fact, we have many common activities. We love to read comic books, to watch Japanese anime, just walk outside, and we both are learning English.

My girlfriend answered simply to a question about her ideal husband. She picked basic conditions, which are someone who pours all his love on her, is accepting, is considerate, and works hard. I thought a man should be this guy, but it's not easy. Honestly, I'm not confident of being such a perfect husband, but I'll deal with these needs individually. Also, she added an active person. It is a man who takes her many place to hang out or prepares a surprising present. In other words, someone doesn't make her bored with being together. I'm sure that I won't make her bored because I've already made many choices that I want to visit or hang out with her. In fact, she came all the way to meet me from Japan, and we can go downtown in another country.

A clear topic sentence and, again, the writer's response. This is strong parallel structure.

Great Conclusion that synthesizes, or combines, all the earlier information and reflects on it.

Finally, her ideal husband should be someone who can share housework and help. Now, we're living in an apartment. She spends most of her time at home, so I leave house-cleaning, dish-washing, and laundry to her. Instead, I cook food. We're doing pretty well. She also doesn't want to be in a relationship where both cannot say everything openly. An inability to be honest and open as could make a couple break up. "I often say too much to you," she said. I've wondered if that is good or bad.

In this interview, I learned I'm not a perfect boyfriend and I lost the confidence that I will be able to be her ideal husband even though her requirements are simple. However, I found that she has nearly the same opinion as I have because I mostly agreed with what she mentioned. I was motivated to become her ideal boyfriend or husband rather than discouraged. I'll do my best to become a best simple man as she mentioned. I also said my opinion and a little of my ideal girlfriend, so I hope she listened to what I said about it and considered it.

Notes:

This essay meets all the requirements of a Definition Essay with Interview. The interviewee is named in the Intro, and the relationship between Interviewee and Writer is clear. There are a few well-chosen quotes. The format overall is strong.

This essay shows careful planning. The ideas are logical and it's easy to understand them. There is a variety of development techniques: I see examples, negation, and analysis. The overall organization is through time. The interviewee describes her "ideal boyfriend" at three stages and the writer responds to each section in the same paragraph.

The grammar is not yet perfect: some sentences are a bit hard to understand fully. There are some poorly chosen vocabulary words. However, the overall impact of this essay is strong. This is a successful college-level Definition essay.

Writing Timeline: Extended Definition Essay

- * Choose and narrow topic: _____
- * Optional: Complete interview: _____
- * Outline due in class: _____
- * Peer Review in class: _____
- * First draft due (email or paper?): _____

It's crucial to choose an appropriate topic for the definition essay. **Confirm your topic with your instructor.**

Use some of the skills you developed writing the Summary Paper – quoting and paraphrasing, using Signal Phrases. Here's a big difference, though: in the Summary Paper, the Body should NOT contain your opinion. The Definition essay is much more flexible. You can combine your connotation with your interviewee's connotation if you want, or you can limit your opinion to the Conclusion.

Requirements of Definition Essay

9. Length: 550 - 700 words – 2 1/2 to 4 pages.
1. Format: Must be typed and double-spaced.
2. Title: Please AVOID a title that restates the topic (e.g., "The Ideal Girlfriend"). Write a more interesting title!
3. Quotations: If you conduct an interview, do include a few strong quotes from your interviewee. Check the quote – be sure that the interviewee agrees with your chosen quotes!
4. If you interview someone:
 - * Plan your interview; don't rush it, and don't start an interview without some plan.
 - * First, ask the person you want to interview if they have time to chat with you. If so, set up a time. Ask them for at least 30 minutes to an hour to discuss this question.
 - * Choose a nice (quiet) place to talk if possible. (Consider buying your Interviewee a coffee as a thank-you!)

During the Interview

Start by describing what you are doing. Explain the type of essay you're writing. Then explain that the instructor wants you to compare your ideas on the topic to someone else's ideas, and that you are also working on representing the ideas of others in your own writing. (That is one of the major goals of Level 8 Writing.)

Then ask your main question. "I'd like to know ... what is the ideal (__) to you?"

At first, the person will probably need a little time to think about the question. Let them "think aloud" a little. Try to write down the main points you hear, but do not try to transcribe every word. *That will be impossible.*

Then, try to organize the person's thoughts a little bit. You can do this in two ways.

You can ask, "To you, what are the three (or four) most important qualities (subject) has?" Try to figure out together what the most important quality is, the second most, and so on.

Or, you can try to organize by asking, "At first, what's the most important qualities (subject) has? And then ... later, what are the important qualities?" and so on.

Feel free to discuss your own beliefs with your interviewee. They might have much more to say if you share your own opinions honestly.

As you listen, write down the main points you hear. You can show your interviewee your notes and ask if you are correct.

In your final essay, you need to have several direct quotes from your interviewee. So, when you hear a sentence or idea you especially like -- or one that is especially clear -- ask them to repeat it a few times. Write it word-for-word, then let them read it to confirm it is correct.

Get 3 exact quotes in this way.

Writing Your Essay

- ★ In the Introduction, give the interviewee's full name and your relationship. You may also want to tell where your interview took place.
- ★ In the Body, include several exact quotes. You may also want to include your own opinions and definitions.
- ★ In the Conclusion, summarize the main differences between your interviewee and yourself.

Ex. 4.5 Noun Modifier Review

the door of the car: _____

the window of the kitchen: _____

the pocket of a coat: _____

residents of Vancouver: _____

food for cats: _____

a person who gossips in an office: _____

a drink to give you energy: _____

a watch made of gold: _____

shoes for playing golf: _____

a box made of cardboard: _____

a purse made of leather: _____

a ring with a diamond: _____

a person who works in an office: _____

a person who makes jewelry: _____

a person who sings opera: _____

a person who sells newspapers: _____

a person who manages a club: _____

a person who designs exercise equipment: _____

a list for shopping: _____

a lesson for swimming: _____

a machine for washing: _____

a trip for camping: _____

a lesson for singing: _____

a bucket to keep ice in: _____

a cube made of ice: _____

a storm of ice: _____

the time, or **age**, when the Earth was covered with ice: _____

a ship that breaks ice: _____

a movie that last three hours: _____

a flight that takes two hours: _____

a book that has 200 pages: _____

a child that is six months old: _____

a bill that's worth 100 dollars: _____

a race that's five miles long: _____

a presentation that will take 15 minutes: _____

a ladder with five steps: _____

a job that lasted ten days: _____

a man who is 30 years old: _____

a man who is 33 years old: _____

a program with 12 steps: _____

What's the difference?

“I have six-step ladders.”

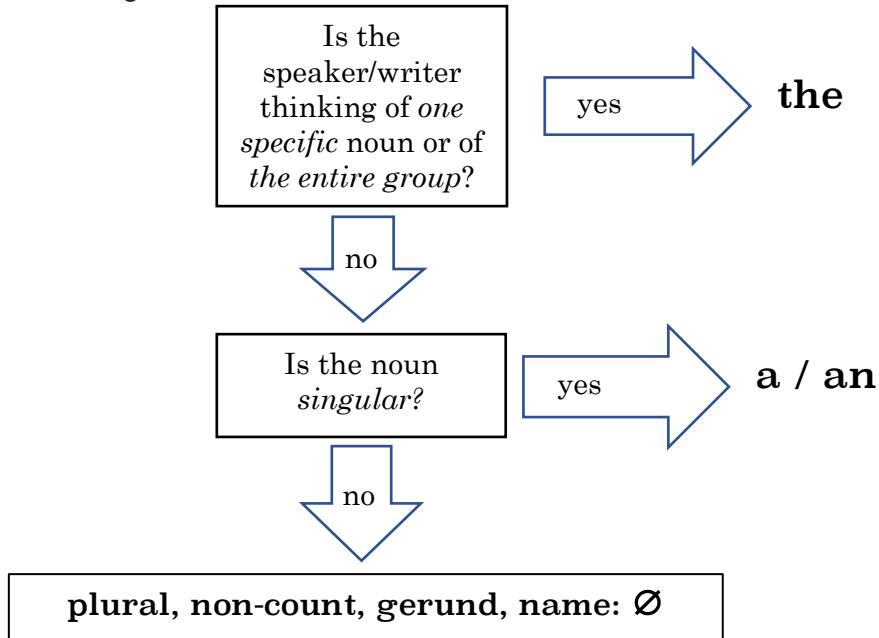
“I have six stepladders.”

“I saw four foot-high trees.”

“I saw four-foot high trees.”

Articles

Choosing between “a/an/the” and “Ø” (no article) is often a challenge. “The” is used to indicate that the writer or speaker has single, specific noun in mind; therefore, there are no reliable grammar rules for its use. However, there are strong guidelines to help you choose the right article.



Ex. 4.6: Underline the noun(s). Cross out or add articles as needed.

- 1) People often spend time enjoying the memories.
- 2) It is difficult to give up the addictions.
- 3) A good face cream is probably a best way to improve your skin.
- 4) There are problems all over the country.
- 5) You should develop good habits.
- 6) People should have a good strategies to organize their work.
- 7) The first group are a true romantics.
- 8) After being a roommates for a week, we got along.
- 9) Bloggers usually want the other people to like their pages.
- 10) The people in debt have no choice.
- 11) People use the social networking for many reasons.
- 12) Leader might use the power of fear.

Special Case: “One of the ___”

This is a very common pattern. Notice that “the” follows the same rule as usual. A superlative word, like “best, worst, most” can indicate what is SPECIAL about the noun. “The” must be used with a special, specific noun. Discuss these example sentences and make notes about their differences.

1. ✓ “The iPhone is one of the most popular smartphones.”
2. ✗ INCOMPLETE: “Air pollution is one of the problems.”
(No superlative! No adjective!)
✗ INCOMPLETE : “Air pollution is one of the dangerous problems.”
(No superlative!)

This form is OK only if you define the group of nouns first:

“There are three big problems we face. Air pollution is one of the problems.”

“There are annoying problems, and there are dangerous problems.

Air pollution is one of the dangerous problems.”

-- but even this sounds awkward. Avoid this use.

3. ✗ “One of best songs was called ‘Falling Down.’ ”(No article!)

Memorize these patterns:

one of the most popular styles (that we sell)

one of the	most popular	things (description)
Phrase	Superlative adjective, two words	Plural Noun (descriptive phrase or clause)

one of the best things (that I ever saw)

one of the	best	things (description)
Phrase	Superlative adjective, one word	Plural Noun (descriptive phrase or clause)

Ex. 4.7: Write original phrases to complete the sentences. Use your own choice of superlative adjectives and nouns.

Remember that some superlative adjectives are just one word: “best, worst, craziest, tallest, fastest.” Other superlative adjectives are two words: “most expensive, least stable, most beautiful.” Also, remember that nouns can act like adjectives (noun modifiers).

Pattern 1: One surprising fact

Ex: One dangerous insect is the mosquito.

- 1) _____ is caviar.
- 2) _____ is a wedding party.
- 3) _____ is a sunset.
- 4) _____ is the smartphone.

Pattern 2: Some expensive things

- 5) _____ are sharks and alligators.
- 6) _____ are soccer and basketball.
- 7) _____ include Facebook, Instagram and Twitter.

Pattern 3: One of the most popular styles that we sell ...
One of the most popular styles in the world ...

- 8) _____ is the shark.
- 9) _____ is New Zealand.
- 10) _____ is “Titanic.”
- 11) _____ is Bill Gates.
- 12) _____ is Manchester United.
- 13) _____ is the Olympics.
- 14) _____ is air pollution.

Pattern 4: one of the best things (that)I've ever seen

- 15) _____ is Jeff Bezos.
- 16) _____ is chocolate cake.
- 17) _____ is Antarctica.
- 18) _____ is Donald Trump.
- 19) _____ is my mother.
- 20) _____ is climate change.
- 21) _____ is the axolotl.

Ex. 4.8: Edit the sentences as needed. There may be several correct sentences.

- 1) He's the best musicians that I've ever worked with.
- 2) The research shows one of common problem.
- 3) One of my problems is a lack of financial backing.
- 4) I believe one most important issue is financial.
- 5) This is one of serious problems.
- 6) One of the best things about the room was the lighting.
- 7) The capital building is one of the old buildings in the city.
- 8) McMaster is one best universities in this area.
- 9) MySpace was one of the earliest social media site.
- 10) MySpace was one of early social media site.

Some suggested answers to 4.7:

One expensive food is caviar; one unusual snack is caviar; one salty food is caviar.
One painful injury is a paper cut; one minor irritation is a paper cut; one unpleasant surprise is a paper cut.
Some dangerous animals are sharks, tigers and alligators.
One of the most beautiful countries is New Zealand. One of the most distant places is New Zealand.
One of the richest businessmen is Jeff Bezos. One of the newest billionaires is Jeff Bezos.

Ex. 4.9: Reported Speech

What is love? This is a timeless question, and every person has their own definition. At some point, a brave interviewer asked some children what the word “love” meant to them. Here are some of their responses. Consider how you could use these quotes in a paper. You cannot quote every sentence, so you will need to use reported speech to explain these ideas.

Try to change each quote to reported speech. Review the rules before you begin. Remember the rules of the Signal Phrase, from Ch. 2. Notice, since these quotes were spoken, not written, the Reporting Verb should be past tense. Feel free to paraphrase as needed.

Example 1:

“Love is when you go out to eat and give somebody most of your French fries without making them give you any of theirs.”

Chrissy, age 6

- ⇒ Chrissy said that to her, love was when you went out to eat, then gave your loved one most of your French fries without demanding any fries in return.

Example 2:

“Love is when you tell a guy you like his shirt, then he wears it every day.”

Noelle, age 8

- ⇒ Noelle, an eight-year-old, said that love was when a girl told a boy she liked his shirt and the boy wore it every day.

- 1) “Love is like a little old woman and a little old man who are still friends even after they know each other so well.”

Tommy, age 6

- 2) “You really shouldn’t say ‘I love you’ unless you mean it. But if you mean it, you should say it a lot. People forget.”

Jessica, age 8

- 3) "When my grandmother got arthritis, she couldn't bend over and paint her toenails anymore. So my grandfather does it for her all the time, even when his hands got arthritis too. That's love."

Rebecca, age 8

- 4) "I'm not rushing into being in love. I'm finding fourth grade hard enough."

Regina, age 10

- 5) "Love will find you, even if you are trying to hide from it. I been trying to hide from it since I was five, but the girls keep finding me."

Dave, age 8

Reporting Verbs

You know that a signal phrase, like “Schlosser writes ...” or “Chrissy said ...” must include a special type of verb. At this point, you should be very confident about the verbs “write,” “state” and “say.” Now, let’s learn a few more. These verbs can be classified into three groups.

<p>Pattern 1: Verb Object Infinitive Use this pattern with tell, advise</p> <p>“I told you [to do] it.” verb object [infinitive verb]</p> <p>Sentences using this pattern have the same meaning as the pattern “say that someone <u>should</u> do something.”</p>	<p>Pattern 2: Verb That {Sentence} Use this pattern with demand, insist, propose, recommend, suggest</p> <p>“I suggest that [you do it.]” verb that [sentence]</p>
<p>Both Patterns: Use both patterns with ask, advise</p>	

Ex. 4.10: Reported Speech with Pattern 1

Take the given direct quote and rewrite it as reported speech. Use the suggested verb.

Example: The doctor, to his patients:
“I’d like you to avoid spicy foods at night.”

Dr. Proctor told his patients to avoid spicy foods at night.

Dr. Proctor said that his patients should avoid spicy foods at night.

The dentist, to you:
“You have to floss more carefully.”

Dr. Molar told _____

Dr. Molar said that _____

The major, to the troops:
“March up that hill.”

Major Tom told _____

Major Tom said that

**The college advisor, to the audience at a meeting:
“It’s a great idea to volunteer during your college years.”**

Shawn the advisor told

Shawn the advisor said that

**Your sister, to you:
“When you want to get married, look for someone who’s the opposite of
you.”**

She advised

My sister said that

**Your teacher, to the class:
“I want you to revise the paper and turn it in by Friday.”**

The professor told

The professor said that

**Your father, to your sister:
“It’s too early to get married. I hope you’ll finish your studies first.”**

Dad told

Dad said that

Reported Speech with Pattern 2

Paraphrase as needed to create clear, simple sentences. Remember the pattern:

demand, insist, propose, recommend, suggest:

"I suggest that [you do it.]"
verb that [sentence]

"Pay us ten thousand dollars OR ELSE!"

The kidnappers demanded

"No, no, no. You MUST buy the tickets before I will let you in."

The ticket taker insisted

"Well how about this? You pay half and I'll pay half."

She proposed

"This is what I think you should do. Don't think about looks. Choose your spouse based on character."

The relationship expert recommended

"You could always try Chinese medicine if Western medicine doesn't work."

She suggested

"These researchers think that most Americans need more Vitamin D."

Some experts suggest

Reported Speech with Both Patterns: ask and advise

Take the given direct quote and rewrite it as reported speech. Use the suggested verb.

Example: “If you want to lose weight, don’t eat cheese.”

He advised us to avoid cheese if we wanted to lose weight.

He advised that we could lose weight if we avoided cheese.

“Please turn off all the lights before you leave.”

He asked

He asked that

“Please treat all members with respect.”

The manager of the club asks

The manager of the club asks that

“People should change their passwords regularly.”

The computer security expert advises

The computer security expert advises that

“You should keep taking this medicine until it’s gone.”

My doctor advised

My doctor advised that

Chapter 5 – Research Writing

What is a Research Paper?

A research paper is a piece of academic writing that uses facts discovered in research to support the writer's claims.

Essay	Research Paper
The writer's goal: To share the writer's opinion, supported by facts	The writer's goal: To share in a simpler form many facts that the writer has collected, and to share the writer's analysis and original interpretation
Has a short and interesting Title	Has a longer Title, which may include a colon and subtitle
The Essay typically has one dominant style, such as Cause-Effect or Classification	A Research paper typically uses elements of different writing styles in different sections to achieve the effect the writer wants
Has 3 sections: Introduction, Body, Conclusion	Has 4 required sections: Introduction, Body, Conclusion and Works Cited page
Intro. starts with a Hook	Intro. often has a long hook and may be two paragraphs
Has a Thesis Statement – usually last sentence in the Intro	Has a Thesis Statement – usually last sentence in the Intro
Thesis St. reflects writer's opinion and the writing style. Transition words fit the writing style.	Thesis St. reflects the writer's claim, which the research will support
Each Body paragraph has a Topic Sentence	Each Body paragraph has a Topic Sentence
	Many Body paragraphs will include facts discovered in research in the form of quotations and paraphrases.
	Every single fact from a source includes documentation in two places: in the Body next to the quote or paraphrase AND on the Works Cited page
Conclusion restates Thesis St.	Conclusion restates Thesis St.

Research Writing in the ESOL Class

Writing a Research Paper is a long process. In this class, we will work on the paper for several weeks. For classes that focus on research, you could expect to spend the full term on a single research paper. In graduate school, you might spend five years or more writing your thesis or dissertation – which are, really, just specialized research papers.

In our ESOL class, you will do some research writing on a topic you find interesting. You will NOT conduct original experiments or studies to find your facts! You just need to find several sources that explain the results of **SOMEONE ELSE'S** experiments or studies.

The Research Paper

On the following pages is an example of a student research paper. The format has been changed in one way only: it is single-spaced to fit into a smaller space. You can notice that one way to think of a research paper is simply as *a long essay with many facts and documentation*.

For this paper, the student used MLA (Modern Language Association) rules for formatting. Several professional organizations (such as the MLA and APA) that have established their own rules for formatting academic or professional writing. It takes a long time to learn ALL the many rules from each group, but you can learn the basics in a week or two. The format rules change regularly. Use an online guide to find the most recent rules for your specific situation; I like the OWL (Online Writing Lab) at Purdue University.

Research Paragraphs

Not all research writing results in complete research papers like the example here. Many college classes require paragraph writing instead. Depending on your major, you might end up writing a lot of paragraphs and very few essays! One option for research writing is to focus on writing strong, well-sourced academic paragraphs instead of a research paper. This chapter will guide you through writing paragraphs that *define a problem, call for action, describe causes, describe effects, and provide solutions*.

* * * * *

Example Research Paper

The header appears on every page.

The first Intro. ¶ uses several interesting and surprising facts: it is a long Hook.

Intro ¶ 2 defines the problem with facts. WHAT is the problem? Food ads. HOW BIG is the problem? Thesis Statement is a call to action with a Modal.

Body ¶ 1 explores reasons WHY this problem exists.

The writer gives the AUTHOR for every fact. If the author's name is not available, the TITLE of the source is given.

Naoko Onishi
Writing 8
March 9, 20XX

Onishi 1

Isn't That about Your Kids?

How much allowance do kids usually get? How do they spend their money? According to Juliet B. Schor and Margaret Ford, "children aged four to twelve spent a reported \$6.1 billion in purchases from their own money in 1989, \$23.4 billion in 1997, and \$30 billion in 2002, for a total increase of four hundred percent." That is so much money, and children usually buy foodstuffs. Therefore, food industries create colorful packages and commercials to increase their business; for example, McDonald's has small facilities called "playlands" where children can play, and this strategy has brought 90% of American children to McDonald's every month (Schlosser).

Most commercials during children's TV programs are food advertisements, and children who are age between 8-12 see 7,600 food commercials (50 hours) every year (Chernin). However, many studies show that food advertising influences children and their environment. Food advertisements affect families as well as kids. Children who are attracted by advertisements change their family's behavior. According to Juliet Schor, "From a very young age children influence their parents' consumer behavior" (Stitt). Parents are usually busy, so they can not spend much time with their children. As a result, parents attempt to accept children's request to see their happy faces. Eric Schlosser, in *Fast Food Nation*, explains that "the underlying psychology behind many visits to McDonald's: 'parents took their children to McDonald's because they want kids to love them... it makes them feel like a good parent'" (50). However, this phenomena shows that both the parents and the children are, ironically, controlled by food company's advertisements. Thus, not only parents but also society, including the food and advertising industries, should restrict children's TV viewing and change their advertising to protect children.

Now, why are children so easily influenced by food advertisings? First, there is a literacy problem. Many studies show the reason; for instance, the website *Media Awareness Network* mentions that "young children have difficulty distinguishing between advertising and reality in ads, and ads can distort view of the world ("Special Issues for Young Children"). Consequently, children and adolescents are likely to misunderstand advertisements. That means that children read advertisements and logos literally. When children see "fat free", they understand it by their own reasonable explanation, so it is possible that they literally believe that the food does not have any calories. In addition, research shows that children who are 2 to 5 years old can not distinguish between TV programs and commercials. Besides, the *Media Awareness Network* site states that "do not begin to understand that advertisements are not always true until they're eight" ("Special Issues for Young Children").

Onishi 2

The next three Body ¶ demonstrate the specific EFFECTS of the problem. Each one has a very clear Topic sentence. The writer gives specific numbers to support her ideas.

Not every claim has a quote or quotation in support. The claim that obesity causes diseases and death is common knowledge, so no source is needed.

The writer offers SOLUTIONS to the problem. She includes a paraphrase, but that isn't required.

Children's health suffers from advertising. Recently, *The New York Times* has stated that "[There are] more 9 million obese youngsters over age 6 in this country" (Stitt and Kunkel). Multiple food advertisements are a cause of children's overweight; for instance, according to Carmen Stitt and Dale Kunkel, when children watch TV, they usually see 11 commercials in an average TV hour. Furthermore, those products are unfortunately almost all unhealthy foods, such as fast food, soft drink, and candies. Advertising for 2-11 year olds is 33.3% for cereals and 22.7% for sweets, and that for adolescents is 31.5% for sweets and 22.2% for drinks (Sloviter). The U.S. study showed that the rate of fast food advertisements during children's TV programs on Saturday morning were getting higher and this rate of advertising is linked to a rise of children's obesity. A terrible thing is that overweight children tend to have emotional and psychological problems, such as low self-expression, social isolation, and depression (Chemin). Even worse are the diseases, even including early death.

Another effect is on children's psychology. Food advertising can influence children's self image and values (*Media Awareness Network*). This influence causes "feeling of narcissism, entitlement, and dissatisfaction". Besides, according to Schor and Ford, food advertising take advantage of oppositional attitude of children by using the phrase "cool," and the phrase "cool" has a symbolic appeal to children. At some ages, children become oppositional, and teenagers especially tend to think oppositional is "cool"; for example, when parents tell their children that junk food is not healthy, they think that junk food is an oppositional product, and this is "cool," so they think that they can be "cool" by eating junk food. Some children want to mimic adults, and drink Coke when they are under stress because they say "it has caffeine" (Ford & Schor).

Finally, research shows that food advertising strongly affects children's behavior. Children who are attracted by advertisements tend to ask their parents to buy the product for them, and this behavior lead to nagging. According to Schlosser, "The aim of most children's advertising is straightforward: get kids to nag their parents and nag them well" (43). James U. McNeal classified those nags into seven types, such as a pleading nag, a persistent nag, a forceful nag, a demonstrative nag, a sugar-coated nag, a threatening nag, and a pity nag (qtd. Schlosser 44). Children are likely to use one or two of them. Oppositional attitudes, as mentioned before, create conflict between parents and children, which can lead to bigger problems (Schor).

Now that we have noticed that food advertisements influence children and their parents, we should do something to protect children from food advertising. One of the ways is that parents should take a control regarding restricting TV time, limiting snacking while watching TV, and forbidding TV in children's bedrooms (Chernin). Moreover, a parent should attempt to cook for their children. People understand that parents are usually very busy every day, but they should do their best as much as they can for their children. Parents should see smiles on their children's faces when children eat parents' cooking.

The three
SOLUTION
paragraphs go
from an Individual
solution to a Group
solution to a Legal
solution.

After SOLUTIONS,
possible
disagreements
(COUNTER-
ARGUMENTS) are
considered. Each
one includes Modal
verbs.

The author gives
her answers to the
disagreements.
These are called
REFUTATIONS.

The CONCLUSION
is a more
emotional
discussion of the
importance of the
problem and the
importance of
solving it.

Onishi 3

Besides, teachers also can save children from bad effects. “Teachers can have the greatest influence on children, especially those at a young age,” Sheree Crute writes, adding “Teachers can set example by how they eat, introduce new food to students, and offer healthy foods on party days and as rewards” (“Junk Food, Marketing, and Behavior”). Teachers making this attempt show students have better attendance, better behavior, and better performance (*ibid*).

Now, it is time that media companies must take some responsibility for these problems. Gary E. Knell says that the “FCC stimulated a long-overdue conversation about how media might play a more responsible, positive role in guiding children’s healthy food choice.” Media should support parents’ effort as well. They should make nutrition policies for their products, or clarify “healthy” food for parents. Food advertising should more support children’s development more and give them healthy habits for their lives.

However, parents may complain that they can not control their children’s TV viewing preferences and hours. They could probably say that they can not watch their children all the time and if they do watch their children all the time, they can not take care of other housework. They would say that they can not manage their time.

In addition, food companies may say that their sales would decrease when they restrict their advertisements, and also they may claim that many children want to see their advertisements, and survey consumer’s opinions to prove that their advertisements and products are publicly admired by a huge number of consumers.

I agree that it would be hard for parents to control children’s TV hours and keep watching them. I can imagine how busy parents are recently. It might depend on each family, but the economy is now extremely bad, so they must go to work to support their family, even though they want to take care of their children. On the other hand, I have some questions that I would like to ask food companies. That is, “How about your children? Are your children in good shape?” Their children may see many advertisements. That means that employees and employers who work in the food industry could have the same problem with their children, so food industries should make an effort to create advertisements which give children good influence.

Children are exposed to many kinds of things. They can not control themselves because they are growing up in an informational society. TV had been invented before modern children were born. Everything is on TV, and being on the cutting edge makes children popular among their friends. Thus, their parents should attempt to take control regarding TV viewing, and the food industry should create advertisements considering children’s well-being. These actions and efforts might make children’s future better.

Works Cited

Every Source mentioned in the Body is here in detail.

Every entry on this Works Cited page is mentioned in the Body.

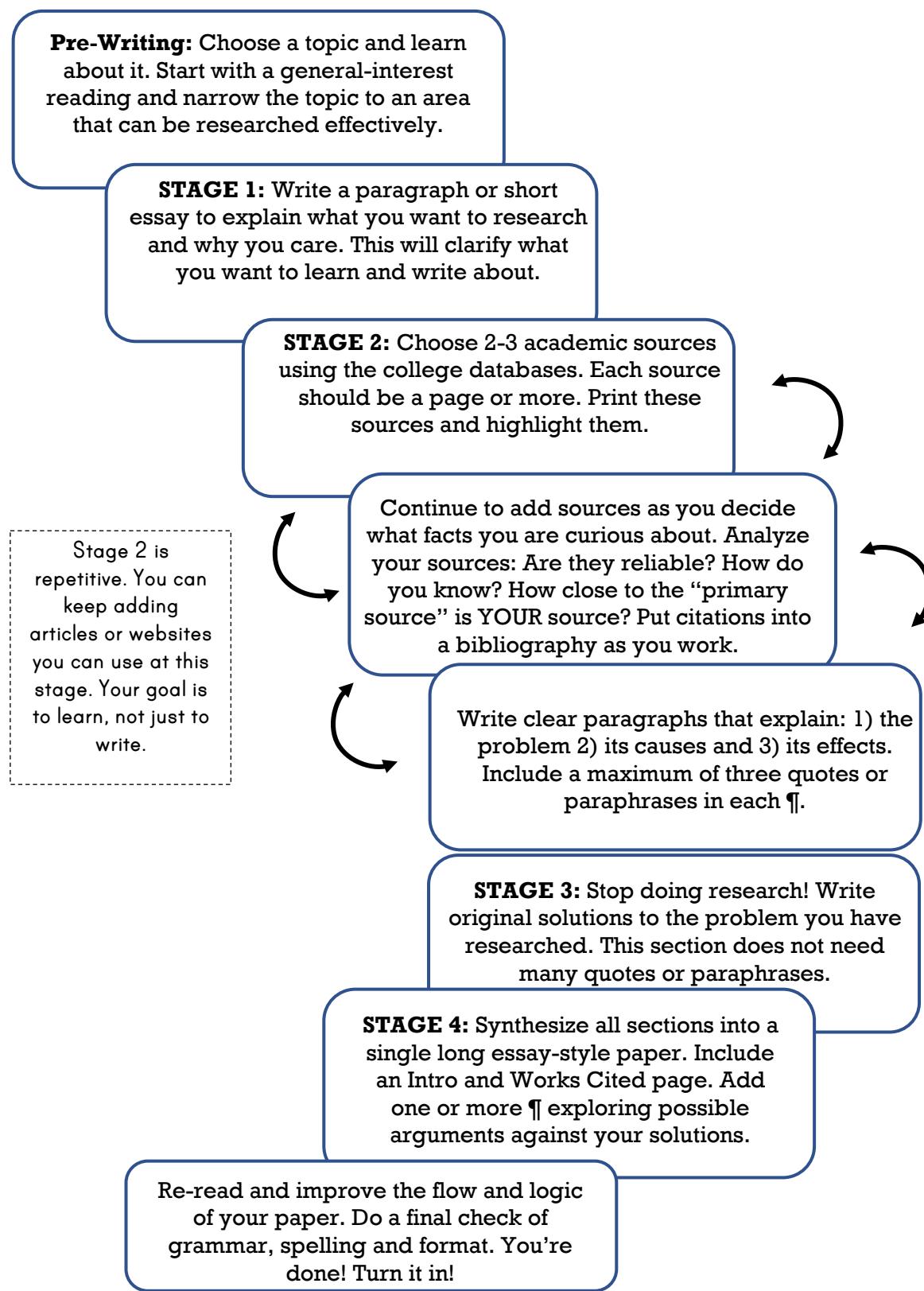
All sources are listed in alphabetical order, with a Hanging Indent.

Even if you use citation software to create the Works Cited entries, learn the sequence:

- 1) Author
- 2) Title of Article
- 3) Name of Magazine or Website
- 4) Dates

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One Possible Research Process



Name: _____

Research Proposal

1. Topic. I want to write about the following issue: _____

I am interested in the topic because : _____

2. Research Question: Write a question that you would like to answer by doing research into this topic.

3. Possible Research Thesis Statement:

Write in the form "Someone should do something about this problem because it will have these consequences."

Example: "The government should make Roundup illegal because its ingredients cause cancer in humans and animals."

_____ should _____

because _____

4. List some possible arguments against your position.

Research Practice 1

Exercise 5.1

Do four Google searches. Use the terms “cow greenhouse gas,” “cows greenhouse gas,” “cattle greenhouse gas,” and “livestock greenhouse gas.” Fill out the chart below.

Search Term	Roughly how many million results?	Does the search give scholarly results?	How many of the top five results are .org, .gov, or .edu?	Of the top five results, how many are trustworthy newspapers?
“cow greenhouse gas”				
“cows greenhouse gas”				
“cattle greenhouse gas”				
“livestock greenhouse gas”				

Exercise 5.2

- ★ Find a Wikipedia page related to your topic. For example: “Environmental impact of meat production,” “Wealth/Income inequality,” “Food additive,” “Superbug,” “NRA” or “Roundup Ready” (for GMO research).

1. What is the WEBSITE which contains that page? Write the full name here:

2. What is the web ADDRESS of the page? Write (part) of it here:

3. What is the ARTICLE TITLE? Write the full name here:

- ★ Scroll to the bottom and look over the References.
 - ★ Find one reference that has a DOI; click on the DOI (not the letters “doi” but the identifier itself!).
 - ★ Look at several of these source materials. If you find a source that is NOT fully available, try to find it on Ebscohost or another database accessible through the college library. Consider using the *full title in the title field* or the *author’s name in the author field*.

Formatting Inline Citations

Every fact that you include as a quotation or paraphrase – in other words, every fact that you learned from an author – needs to be cited in two locations. First, cite the source in the body of the paper directly next to the quotation or paraphrase. You could use the patterns that we have studied before: either a reporting verb such as “states, claims, reports,” or an introductory phrase such as “According to Schlosser.”. These patterns should be familiar at this point.

It can become repetitive to use only these two techniques again and again in a long paper. Luckily, there is another choice. Consider using the parenthetical citation. This is simply a set of parentheses at the end of your quote or paraphrase. Inside the parentheses, write the last name of the author or the title of the source, if there is no author. Your end punctuation, probably a period, is at the end, outside of the parentheses.

Take a look at these sentences taken from our example research paper. Each has some form of parenthetical citation.

1. ... for example, McDonald's has small facilities called “playlands” where children can play, and this strategy has brought 90% of American children to McDonald's every month (Schlosser).
2. According to Juliet Schor, “From a very young age children influence their parents’ consumer behavior” (Stitt and Kunkel).
3. Many studies show the reason; for instance, the website *Media Awareness Network* mentions that “young children have difficulty distinguishing between advertising and reality in ads, and ads can distort view of the world (“Special Issues for Young Children”).
4. Children's health suffers from advertising. Recently, *The New York Times* has stated that “[There are] more 9 million obese youngsters over age 6 in this country” (Stitt and Kunkel).
5. A terrible thing is that overweight children tend to have emotional and psychological problems, such as low self-expression, social isolation, and depression (Chemin). Even worse are the diseases, even including early death.
6. According to Schlosser, “The aim of most children’s advertising is straightforward: get kids to nag their parents and nag them well” (43).
7. James U. McNeal classified those nags into seven types, such as a pleading nag, a persistent nag, a forceful nag, a demonstrative nag, a sugar-coated nag, a threatening nag, and a pity nag (qtd. Schlosser 44).
8. “Teachers can have the greatest influence on children, especially those at a young age,” Sheree Crute writes, adding “Teachers can set example by how they eat, introduce new food to students, and offer healthy foods on party days and as rewards” (“Junk Food, Marketing, and Behavior”).

Ex. 5.3. Match the explanation to the quote.

Discuss these with your teacher to understand exactly what the formatting of each citation means.

- A. Onishi is paraphrasing Eric Schlosser.
- B. Onishi quoted from an article printed in a newspaper.
- C. Onishi is quoting Eric Schlosser.
- D. Onishi quoted from an article found on a website.
- E. James McNeil is a source quoted in *Fast Food Nation*.
- F. A team of journalists quoted the writer Juliet Schorr.
- G. Most people know this fact, so no source is needed.
- H. Sheree Crute wrote this article.
- I. Sheree Crute did not write this article.

1. _____ ... for example, McDonald's has small facilities called "playlands" where children can play, and this strategy has brought 90% of American children to McDonald's every month (Schlosser).
2. _____ According to Juliet Schor, "From a very young age children influence their parents' consumer behavior" (Stitt and Kunkel).
3. _____ Many studies show the reason; for instance, the website *Media Awareness Network* mentions that "young children have difficulty distinguishing between advertising and reality in ads, and ads can distort view of the world" ("Special Issues for Young Children").
4. _____ Children's health suffers from advertising. Recently, *The New York Times* has stated that "[There are] more 9 million obese youngsters over age 6 in this country" (Stitt and Kunkel).
5. _____ A terrible thing is that overweight children tend to have emotional and psychological problems, such as low self-expression, social isolation, and depression (Chemin). Even worse are the diseases, even including early death.
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7. _____ James U. McNeal classified those nags into seven types, such as a pleading nag, a persistent nag, a forceful nag, a demonstrative nag, a sugar-coated nag, a threatening nag, and a pity nag (qtd. Schlosser 44).
8. _____ "Teachers can have the greatest influence on children, especially those at a young age," Sheree Crute writes, adding "Teachers can set example by how they eat, introduce new food to students, and offer healthy foods on party days and as rewards" ("Junk Food, Marketing, and Behavior").

Ex. 5.4. Formatting Your References

- * Short story or article titles are indicated with “ ” quotation marks.
- * Book, magazine or newspaper titles – “containers” – are indicated with *italics* or, when writing by hand, underline.

In general, use these rules for any shorter piece contained in a longer piece.

“Chapter Title” ----- *Title of Book*
“Article Title” ----- *Title of the Magazine*
“Poem Title” ----- *Title of the Book of Poetry*
“Song Title” ----- *Title of Album*
“News Article Title” ----- *Title of Newspaper*

Rewrite these sentences using the correct format.

1. I read a chapter called Behind the Counter from the book Fast Food Nation.
2. Schlosser also wrote a book about the economy, titled Reefer Madness.
3. Reefer Madness was based on several long articles published in The Atlantic magazine.
4. One of those articles, In the Strawberry Fields, described the strawberry industry in California.
5. A movie was made from Schlosser’s book; it was also called Fast Food Nation.
6. This article states atht McDonal’s now sells a vegan menu item called the McFalafel.
7. The Happy Meal, sold by McDonald’s, encourages kids to buy their food.
8. The New York Times published an article titled Rust Belt, Sun Belt or Both? in late February.

Paraphrase Review

The most common problems with paraphrases are:

- * **Too similar:** The paraphrase is almost the same as the original sentence.
- * **Missing ideas:** Important meanings are left out, which changes the meaning of the original.
- * **Extra ideas added:** The writer puts in information that's not in the original, changing the meaning.
- * **More complicated:** Never forget the main purpose of paraphrasing, which is to present ideas from other writers in your own writing – in your own style. And YOUR style MUST be clear and easy to understand. You might be quoting from a difficult piece of technical writing; you might be quoting from an expert in your profession; however, you MUST think of your audience first. In this class, your audience is a general audience, so simplifying technical language is one of your most important jobs as a writer.

* * * * *

Quick review:

What are the four most common problems?

DON'T LOOK at the list above! Cover the list, then:

- * SAY the four most common problems
- * EXPLAIN to a partner what each problem is
- * PARAPHRASE when the teacher states each problem

Exercise 5.5: Diagnose the Paraphrase

For each of these “weaker” paraphrases, choose the problem(s) it suffers from.

Original Sentence: “Nearly thirty percent of the children suffer a vitamin deficiency, despite their apparently good health.”

1. Paraphrase: “Almost a third of the children suffer deficient vitamins, despite being apparently healthy.”

Too similar Missing info Changed info More complicated

2. Paraphrase: “More than thirty percent of the kids have nutrition deficiencies, in addition to looking healthy.”

Too similar Missing info Changed info More complicated

3. Paraphrase: “So many kids have a poor diet, with lots of candy and fast food, and they don’t get enough vitamins.”

Too similar Missing info Changed info More complicated

Original Sentence: “Consumers are not to blame for most pollution. It’s large companies that create the most damage to the environment.”

4. Paraphrase: “Consumers are blamed for toxic waste though companies also pollute.”

Too similar Missing info Changed info More complicated

5. Paraphrase: “Businesses and agriculture hurt the environment more than average people do.”

Too similar Missing info Changed info More complicated

6. Paraphrase: “Purchasers cannot be mostly recriminated for the creation of corruption which causes damage to ecosystems. It is the enormous businesses that contaminate the surrounding areas to the highest degree.”

Too similar Missing info Changed info More complicated

Original Sentence: “The egg quivered and began to crack open as the chick inside struggled to break free.”

7. Paraphrase: “The egg is shaking when its chick is breaking out.”

- Too similar Missing info Changed info More complicated

8. Paraphrase: “The ovum trembled as the chick in its interior worked hard to rupture out.”

- Too similar Missing info Changed info More complicated

9. Paraphrase: “A baby bird started to hatch.”

- Too similar Missing info Changed info More complicated

Using Quote/Paraphrase in Your Paper

It does NOT matter whether you are quoting or paraphrasing a sentence: you MUST give credit to the source. There are many ways to do this. Let's begin with two patterns that will work both for this paper and for all your future college work as well.

Memorize these patterns!

3) According to Jane Nguyen, ("quote" or paraphrase.)

4) John Doe states that ("quote" or paraphrase.)

* * * * *

Look at the underlying grammar here:

Pattern 1	
Transition Phrase,	Sentence.
According to AUTHOR,	Subject – Verb – Complement.
According to Schlosser,	"two-thirds of the nation's fast food workers are under the age of twenty."
According to Schlosser,	most of the workers in this industry - over 60% - are teenagers.

Pattern 2	
Subject Verb	[THAT CLAUSE].
AUTHOR states	that S.
Schlosser states	that "two-thirds of the nation's fast food workers are under the age of twenty."
Schlosser states	that most of the workers in this industry - over 60% - are teenagers.

The Annotated Bibliography

After you have chosen, printed, and read several articles, you will highlight several important points you like from each one. This is why it is so important to print the articles: highlighting the articles and writing notes on each page will help you remember the material. Importantly, these notes will not change when you change computers or start a new session!

Whether you work with digital sources or printed paper, however, it is critical to keep track of your sources. You will need to add a citation for every source, every quote, every paraphrase, and every summarized fact that you use in your writing.

An **annotated bibliography** has two purposes. First, it gives you and your teacher a shortcut to see how your research is connected to your writing. (This can change as you work, of course.) Second, it gives you the exact citation that you can add to your paragraphs or research paper. You'll need to give these citations with every paragraph, in-class writing, draft or final draft you submit. This page allows you to have one record that you can copy for future work. Hint: Use EasyBib or other software your teacher shows you to create citations.

Annotated Bibliography Example

Your Name
Class
Date

Annotated Bibliography

Brody, Jane. "After Smoking and Fats, Focus Turns to Salt." *New York Times* 26 Jan. 2010: 7. *MasterFILE Premier*. EBSCO. Web. 18 Feb. 2010.

This article is about New York's effort to control the food sold in restaurants. New York already has a law that says restaurants can't sell trans-fat food. So restaurants had to change to olive oil, etc. (And I would continue to write about the main ideas of the article.)

Jacobson, Michael F., and Bruce Silverglade. "What the Label Tells You." *Nutrition Action Health Letter* 36.10 (2009): 12. *MasterFILE Premier*. EBSCO. Web. 18 Feb. 2010.

Again, I'm going to write a few sentences about the article. This is a short summary, giving the important parts, like dates, numbers, and percentages. I want to write at least 3 sentences, but 5 is probably better. When I paraphrase or explain a source, I must use simple language.

Pollan, Michael. "Rules to Eat By." *New York Times Magazine* (2009): 64. *MasterFILE Premier*. EBSCO. Web. 18 Feb. 2010.

Use EasyBib or the Citation tool in the database to create citations. Paste the citations directly into this page. Save and copy citations from this page.

Academic Paragraphs and Research

One way to approach writing a research paper is to break the task into smaller parts. The following pages outline a process of building a research paper in stages.

Each stage consists of 1-4 paragraphs. Each paragraph assignment is a self-contained piece of research writing. This is a useful way to work, since many college classes require much more paragraph writing than essay writing!

Research Paper Stage 1: Problem and Importance

These paragraphs will define the scope of your research and discuss your reasons to choose this topic. As you read about your topic, write a few paragraphs to clarify the direction you will go. This is also a good opportunity to review the academic paragraph. Not all college classes require essays! Many classes will ask for paragraph-length writing. Take this opportunity to practice this style.

You have two goals with these paragraphs.

First, you want to understand your topic at an academic level. You want to understand the basic facts – “Who, what, where, when, and why.” This will help you narrow your topic and make your research more accurate. It is common for your topic to change a little bit as you learn more about it. Start off by defining to yourself exactly what your topic is.

Second, you want to clarify, both for the reader and yourself, what is *interesting to you* about the topic. The key to success with a research paper is to really care about the topic you are researching. You’re going to become an expert on your topic. You will probably remember these facts for a long time. It’s smart to do research on something you really are interested in. If you can choose a topic related to your major, this research paper will be useful later in your college career as well.

Problem Paragraph:

I sometimes also call this the “background” paragraph. It must CLASSIFY and DEFINE the problem. When did the problem begin? How large is the problem; how many people are involved? What countries or parts of the world are affected? What are current laws and regulations? Have there been big changes recently? Assume that the reader doesn’t know anything about this topic. TEACH them.

Include quotes and numbers (dates, percentages, etc), and cite the source of every fact. Don’t worry about paraphrases at this point. It is better to have many long quotations with their sources. You can simplify and paraphrase later.

After reading this paragraph, I should understand WHAT the problem is, HOW BIG the problem is, WHERE the problem exists, HOW LONG the problem has existed, and WHO the problem affects.

Use the analysis techniques we have worked on before: summary, classification, and definition.

Importance Paragraph:

Why is this topic interesting to you? Why would your readers be interested in it? Will it affect your reader in anyway? Why exactly do you care about this topic?

This paragraph should motivate the reader to care about the topic as much as you do. Use facts, examples, strong opinions, emotional appeals, and data to show the reader why your topic is worth learning more about. Remember that the reader has many problems to think about already; you need to catch their interest and emotion! This paragraph is the place to discuss questions of morality – right and wrong, fairness, kindness, and justice. It is a place to make predictions, even if the predictions are not exactly scientific.

Again – cite all sources. The author or title is enough.

After you have done sufficient research, you can go on to the next set of paragraphs: the causes and effects.

Paragraph Planner: Causes/Effects

For each paragraph, write what your main idea will be, and which articles you will use for the information. Just an author name or title is enough. Notice that this list has seven paragraphs, but your essay will have fewer - four to six paragraphs total.

My paper will describe the problem as:

Effects only Causes and effects

- * This paragraph will focus on PROBLEM ____ IMPORTANCE ____
Topic Sentence:

[PROBLEM] has {many/ several/ two} [CAUSES/EFFECTS].

- * Background info: This paragraph will focus on CAUSE ____ EFFECT____
2-3 quotes or paraphrases
- * Background info: This paragraph will focus on CAUSE ____ EFFECT____
2-3 quotes or paraphrases
- * Background info: This paragraph will focus on CAUSE ____ EFFECT____
2-3 quotes or paraphrases
- * Background info: This paragraph will focus on CAUSE ____ EFFECT____
2-3 quotes or paraphrases

Paragraph Planner: Solutions

For each paragraph, write your main idea. Remember that topic sentences are especially important and should use strong transition phrases. Not every paragraph will require a source, but these paragraphs should use at least one and a maximum of three sources overall.

My solution will be developed as (choose ONE):

Prevention A series of steps A choice of solutions

* Solution: How can we solve this problem? What sources will I use?

* Solution: How can we solve this problem? What sources will I use?

* Solution: How can we solve this problem? What sources will I use?