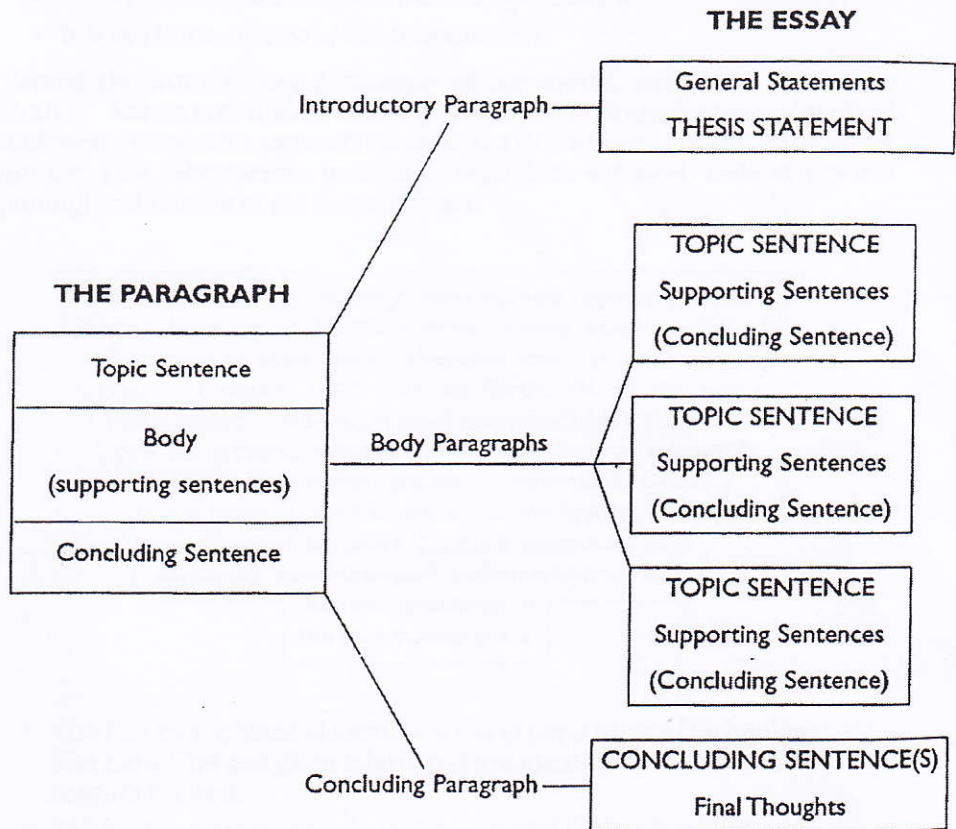


# PART 1 Organization

## Overview of Essay Organization

As you learned in Units 4 and 5, a paragraph is a group of sentences about one topic and has three main parts: the topic sentence, the body (supporting sentences), and the concluding sentence. Similarly, an essay is a group of paragraphs about one topic and also has three main parts: the introduction, the body, and the conclusion. The diagram below shows that a paragraph and an essay have the same basic plan; an essay is just longer.



Let's examine each part of the essay.

### The Introductory Paragraph

The introduction is the first paragraph of the essay. It introduces the topic of the essay and arouses the reader's interest. There are several ways to write an introductory paragraph. In this book, you will learn to write a "funnel introduction." A funnel introduction has two parts: several general statements and one thesis statement.

**General statements** give the reader background information about the topic of the essay. They should lead your reader gradually from a very general

idea of your topic to a very specific idea. The first general statement in a funnel introduction just introduces the topic. Like the lens of a camera moving in for a close-up picture, each sentence that follows becomes more and more focused on a specific topic. There is no exact rule about the number of general statements you need; however, you should try to write at least three or four, and they should be interesting enough to hold the reader's attention. It is permissible to sprinkle a few interesting details in the general statements in order to attract the reader's interest. However, you should not give any details that belong in the body of the essay.

The **thesis statement** introduces the main idea of the essay.

- It states the specific topic of the essay.
- It may list the subtopics of the main topic.
- It may also mention the method of organization.
- It is the last sentence of the introduction.

Reread the introductory paragraph of the model essay "The Computer Revolution." Notice how the sentences gradually move from the general topic of technology to the specific topic of two areas that have been changed by personal computers. This introductory paragraph resembles a funnel, wide at the top (beginning) and narrow at the bottom (end).

We live in the age of technology. Every day, new technology appears, ranging from mini-CDs that contain entire encyclopedias of information to giant space telescopes that can send photographs of distant stars back to Earth. Of all the new technological wonders, personal computers have probably had the greatest influence on the daily lives of average people. Through computers, we can now talk to people in any country, research any topic, work, shop, bank, and entertain ourselves. Personal computers have especially revolutionized communication and business practices in the past twenty years.

- The first two sentences introduce the general topic of technology. The mini-CDs and giant telescopes are mentioned to attract the reader's interest.
- The next two sentences narrow the general topic of technology to the specific topic of personal computers. The details keep the reader interested without revealing the essay contents.
- The final sentence is the thesis statement. It names the two subtopics or specific areas changed by personal computers: communication and business.

**PRACTICE:**  
*The Introductory Paragraph*

In the following introductory paragraphs, the sentences are in incorrect order. Rewrite each paragraph on a separate sheet of paper, beginning with the most general statement first. Then add each sentence in correct order, from the next most general to the least general. Finally, write the thesis statement last.

3, 4, 2, 1

1. (1) therefore, workaholics' lifestyles can affect their families, social lives, and health. (2) Because they work so many hours, workaholics may not spend enough time in leisure activities. (3) Nowadays, many men and women work in law, accounting, real estate, and business. (4) These people are serious about becoming successful; they work long hours during the week and even on weekends, so they are called "workaholics."

4, 1, 3, 2

2. (1) Therefore, anyone who wants to drive must carry a driver's license. (2) It is divided into four steps: studying the traffic laws, taking the written test, learning to drive, and taking the driving test. (3) Getting a driver's license is a complicated process. (4) Driving a car is a necessity in today's busy society, and it is also a special privilege.

3-1-2

3. (1) During this period, children separate themselves from their parents and become independent. (2) Teenagers express their separateness most vividly in their choice of clothes, hairstyles, music, and vocabulary. (3) The teenage years between childhood and adulthood are a period of growth and separation.

*Body Paragraphs*

The body of the essay is made up of one or more paragraphs. Each of these paragraphs has a topic sentence, supporting sentences, and sometimes a concluding sentence. Each of the **body paragraphs** supports the thesis statement.

Reread the two body paragraphs of the model essay. The topic sentence of each paragraph introduces an area that has been changed by personal computers. Then each topic sentence is followed by several sentences that give specific examples of the changes.

**Thesis statement**

Personal computers have especially revolutionized communication and business practices in the past twenty years.

**Topic sentences**

- Perhaps the most important effect of personal computers has been to expand our ability to communicate with the outside world.
- Besides improving communication, personal computers have made it possible to do business from home.

**PRACTICE:**  
*Topic Sentence for Body Paragraphs*

For the thesis statements on the next page, write topic sentences for supporting body paragraphs. Follow the preceding example. Begin each topic sentence with an order-of-importance or additional idea transition signal (*first, in addition, etc.*).

1. Young people who live at home have several advantages.

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

2. Owning a car is a necessity for several reasons.

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

3. Women are superior to men in two ways.

- a. \_\_\_\_\_
- b. \_\_\_\_\_

## The Concluding Paragraph

The conclusion is the last paragraph of the essay. It does three things:

- It signals the end of the essay.
- It summarizes the main points.
- It leaves the reader with the writer's final thoughts on the subject.

Just as the introductory paragraph has two parts, the general statements and the thesis statement, the concluding paragraph has two parts, the concluding sentences and the final thoughts.

### Concluding Sentence(s)

The first part of the concluding paragraph summarizes the main points or repeats the thesis statement in different words. This may require one or more than one sentence. The first sentence of a concluding paragraph sometimes, but not always, begins with a conclusion transition signal such as *In brief* or *In short*. It is not always necessary to use a conclusion signal, and you should avoid the overused phrases *In conclusion* and *In summary*.

#### Thesis statement

Personal computers have especially revolutionized communication and business practices in the past twenty years.

#### Concluding sentences

In brief, the computer age has arrived, and it is changing our lives. Computers have made communicating and doing business faster and more convenient, and they have greatly increased our access to information.

### Final Thoughts

In the second part of the concluding paragraph, you may write your final comments on the subject of your essay. This is the place to express your opinion, make a judgment, or give a recommendation. However, **do not** add any new ideas in the conclusion because it is the end of your essay. Just comment on what you have already discussed.

### Final thoughts

Just as the invention of automobiles had an unplanned consequence—the growth of suburbs, so will the invention of personal computers. We will have to wait and see what these unintentional consequences will be.

#### PRACTICE:

#### Concluding Sentences

- A. Read the following thesis statements. Circle the letter of the most appropriate concluding sentence. Notice that most of the concluding sentences begin with transition signals although it is not always necessary that they do so.
1. My greatest problem in learning English is oral communication.

    - Indeed, learning to read and write English is difficult.
    - Indeed, because I do not speak English enough, my listening and speaking skills have not improved.
    - Indeed, everyone should practice speaking English more.
  2. Smoking is unhealthy because it can cause heart and lung disease; moreover, it is expensive.

    - In brief, buying cigarettes is a bad idea.
    - In brief, smoking affects your health, and it is also a waste of money.
    - In brief, smoking is a bad habit.
  3. In my opinion, college grades are necessary because they motivate students to do their homework and to attend class regularly.

    - Therefore, college grades are important.
    - Therefore, students should be graded for their own good.
    - Therefore, college grades are important because they cause students to be more serious and to try harder.
  4. My major goals are getting a part-time job and mastering the use of the English language.

    - In short, if I do not reach my goals, I will be unhappy.
    - In short, finding a job and using English well are important to me.
    - In short, my major goals are getting a part-time job and mastering the use of the English language.
  5. London has excellent bus and subway systems.

    - It is clear that the public transportation system in London provides reliable service at all times.
    - It is clear that taking a bus in London is convenient.
    - It is clear that taking public transportation is a good way to get around in London.

**B.** Read the following thesis statements. Write a concluding sentence based on the information in each thesis statement.

1. Drunk drivers are the greatest danger on our country's roads.

Therefore, people shouldn't drink and drive.

2. There are several disadvantages to owning a big car.

In brief, \_\_\_\_\_

3. Smoking in restaurants should be banned because it clouds the air, it smells bad, and it can ruin customers' appetites.

It is clear that \_\_\_\_\_

4. Eating in a restaurant is better than eating in a fast-food place because the atmosphere is more pleasant, the food is more delicious, and the food is served to you at your table.

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

**PRACTICE!**  
*Final Thoughts*

**A.** Read the following conclusions. Circle the letter of the most appropriate final thought for each one. Notice the transition signals that introduce the writer's final thoughts.

1. In short, television provides many hours of good, free entertainment that the whole family can enjoy.

a. However, television can also take over our lives if we do not know when to turn it off. Therefore, we must not watch television at the expense of other activities.

b. However, violence on television can have a very negative effect on children because they cannot separate make-believe<sup>1</sup> from the real world.

c. In fact, I like to watch about four hours of television every night.

2. Smokers on the job make it uncomfortable for their co-workers; furthermore, they are less productive on the job than nonsmokers.

a. Therefore, smoking is bad for everyone's health.

b. Therefore, smokers should smoke outside the workplace only.

c. Therefore, if smokers want to get along with their co-workers and improve their work performance, they should stop smoking on the job.

*(continued on the next page)*

<sup>1</sup>make-believe: something imagined or pretended

3. These examples have shown that it is no longer unusual to see men working as nurses, secretaries, and elementary school teachers.
- Indeed, there is less sexism in the working world as men have proven themselves to be as capable as women.
  - So, young boys should be encouraged to go into these careers.
  - Therefore, women should become airline pilots, bridge construction workers, and symphony conductors.
- B.** Read the following concluding sentences. Write a final thought based on the information in each concluding sentence. Begin each of your final thoughts with a transition signal like *Indeed* or *Therefore*.
- Because a working mother has limited time, her husband should help with the children and housework as much as possible.  
\_\_\_\_\_
  - People who like to get suntanned may get skin cancer.  
\_\_\_\_\_
  - In short, divorce produces many unhappy, lonely men and women, and it also affects their children.  
\_\_\_\_\_

### Transitions between Paragraphs

Just as it is important to use transition signals to show the connection between ideas **within** a paragraph, it is also important to use transition signals **between** paragraphs to show how one paragraph is related to another. For example, in the model essay, both body paragraphs are about the positive effects of computers. Therefore, the writer uses an "additional idea" transition signal at the beginning of the second body paragraph to show that another positive idea will be discussed. Furthermore, she repeats the first topic (communication) to link the two paragraphs even further.

Besides improving communication, personal computers have made it possible to do business from home.

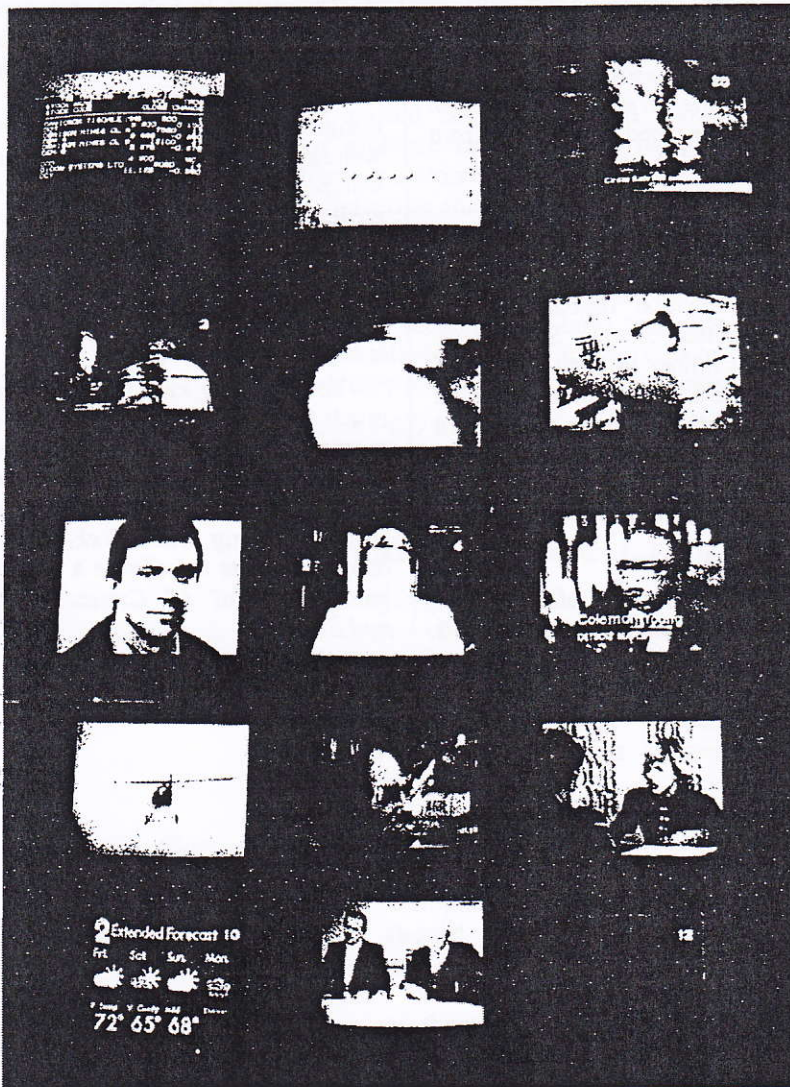
She could have used any of the transition signals in the list that follows. The four on the left are sentence connectors, which you practiced in Unit 5. The two on the right are new. The advantage of using the new ones is that you can repeat the topic of the preceding paragraph in the same sentence that you name the topic of the next paragraph. This technique helps link your body paragraphs into a coherent, cohesive essay.

Notice that *Besides* appears in both lists. In the list on the left, *Besides* is a sentence connector and must be followed by a comma and an independent clause. (Turn back to page 91 in Unit 5 if you need to refresh your memory about sentence connectors.) In the list on the right, *Besides* is a preposition. Because it

Unit

# 7

## Logical Division of Ideas



### PREWRITING

- *Grouping Ideas Logically*

### ORGANIZATION

- *Logical Division of Ideas*
- *Developing a Logical Division Topic*
- *Using Examples for Support*

### GRAMMAR AND MECHANICS

- *Restrictive and Nonrestrictive Appositives*
- *Restrictive and Nonrestrictive Adjective Clauses*

### SENTENCE STRUCTURE

- *Complex Sentences with Adjective Clauses*

### THE WRITING PROCESS



**I**n this unit, you will expand your knowledge of essay writing. You will learn how to organize a large, complex topic by grouping ideas together and discussing each group in a separate paragraph. This method of organization, called logical division of ideas, is useful for many kinds of writing, from business letters and memos to college essays and research papers.

**Prewriting:  
Grouping  
Ideas  
Logically**

**ACTIVITY**

Work with a partner or a small group.

- A.** Divide the following list of words into logical groups or categories according to the chart. Write each word under the appropriate category name.

**Shopping in a Supermarket**

- |         |          |            |            |
|---------|----------|------------|------------|
| aspirin | cheese   | cookies    | tomatoes   |
| bread   | lettuce  | eggs       | steak      |
| apples  | potatoes | hamburger  | cake       |
| carrots | vitamins | pork chops | toothpaste |
| oranges | pie      | shampoo    | doughnuts  |
| milk    |          |            |            |

Produce	Dairy Products	Meat	Baked Goods	Personal Care/ Health Products

- B.** Divide the list of sports on the next page into groups. There is more than one possible way to divide the list. First, decide with your partner or group what your categories will be and label the chart. You may have more or fewer categories than there are columns in the chart. If you need more columns or more space in each column, add them.

*(continued on the next page)*

**Sports**

- |             |             |                   |              |
|-------------|-------------|-------------------|--------------|
| baseball    | gymnastics  | mountain climbing | table tennis |
| bobsledding | hiking      | scuba diving      | tennis       |
| bowling     | ice hockey  | skiing            | volleyball   |
| fishing     | ice skating | soccer            | waterskiing  |
| golf        | jogging     | swimming          | windsurfing  |


**C.** Make a list of English-language television programs that you and your classmate(s) watch.

**Television Programs**

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Divide your list into four or five groups, and give each group a name. Write the name of each group across the top, and then fill in the chart. Here are some possible group names:

- |                                 |                             |
|---------------------------------|-----------------------------|
| news programs                   | documentaries <sup>1</sup>  |
| children's educational programs | docu-dramas <sup>2</sup>    |
| children's entertainment        | crime shows                 |
| cartoons                        | soap operas <sup>3</sup>    |
| adult educational programs      | family sitcoms <sup>4</sup> |
| quiz shows                      | sports shows                |

**D.** Save your chart. You will use it later to write an essay.

<sup>1</sup>**documentary:** program that presents factual information; <sup>2</sup>**docu-drama:** program that presents a dramatization of true events; <sup>3</sup>**soap opera:** daily program that presents a continuing dramatic story about the characters' lives; <sup>4</sup>**family sitcoms** (family situation comedies): weekly programs that show families in funny situations

**MODEL  
ESSAY:**

*Logical Division  
of Ideas*

As you read the model essay, notice its organization. Try to outline the essay in your mind. Also notice the transition signals at the beginning of each body paragraph.

**Styles of Rock and Roll Music**

There is no stopping rock and roll. Since its birth in the fifties, rock and roll has become the most lively force in popular culture. It was born as a child of jazz, blues, and country music. More recently, it has been influenced by movies, television, sex, drugs, art, literature, and electronics. Since its birth, rock and roll has grouped and regrouped into an explosion of styles: folk rock, soul, Motown, hard rock, jazz rock, country rock, heavy metal, punk rock, reggae, new wave, rap, and so on. Each type has its own style, themes,<sup>1</sup> and stars. Three of the more successful styles are rap, heavy metal, and reggae.

One of the newer styles of rock and roll is rap. Rap is a form of dance music in which the singers — rappers — speak in rhythm and rhyme rather than sing. Rap first appeared in the mid-seventies in the discos of New York City's black neighborhoods. Disco DJs<sup>2</sup> teamed up with rappers to play songs for dancers at parties. At first, the role of the rapper was to keep the beat<sup>3</sup> going with hand claps while the DJ changed records. Soon, rappers added lyrics,<sup>4</sup> slogans,<sup>5</sup> rhymes, and call-and-response exchanges with the audience. Early rap songs were mainly about dancing, partying, and the romantic adventures of the rappers, but politics became an important theme in the late eighties and nineties. Although rap is primarily the music of young black males, the first white rappers appeared in 1980, and a woman rapper, Queen Latifah, began her career in 1989. M. C. Hammer's 1990 album, *Please Hammer Don't Hurt 'Em*, has sold fifteen million copies, making it the best-selling rap album of the decade.

Another style of rock and roll music is heavy metal. Quite different from rap, heavy metal is a style of rock and roll that uses highly amplified<sup>6</sup> electric guitars for its sound. It was born in the early sixties when American and British guitarists started putting distortion<sup>7</sup> into their music. The most successful bands have had the fastest and most creative guitarists: Jimi Hendrix, Ted

(continued on the next page)

Source: *The New Rolling Stone Encyclopedia of Rock & Roll (Completely Revised & Updated)*. Edited by Patricia Romanowski and Holly George-Warren. New York: Fireside, 1995.; <sup>1</sup>theme: topic of a song; <sup>2</sup>DJ (disc jockey): person who plays records, tapes, or CDs for dancers; <sup>3</sup>beat: rhythm; <sup>4</sup>lyrics: words to songs; <sup>5</sup>slogan: phrase used repeatedly, such as in advertising; <sup>6</sup>amplified: made louder; <sup>7</sup>distortion: abnormal, unnatural sound

30 Nugent, and Eddie Van Halen. Almost as important as the guitarists are the singers, who have great theatrical ability, vocal range, and sex appeal. In the seventies, heavy metal bands turned to outdoor sports arenas, staging elaborate concerts with light shows and amplified sound. Popular heavy metal bands include Led Zeppelin, Mötley Crüe, Poison, Guns 'n Roses, and Metallica.

35 A third style of rock and roll is reggae, which was born on the Caribbean island of Jamaica in the sixties and spread throughout the world in the seventies. It developed from a kind of Afro-Caribbean music called *mento*, which was sung and played on guitars and drums. Some musicians changed *mento* into a music style called *ska* by adding a hesitation beat.<sup>1</sup> A few years later, other musicians changed *ska*, and reggae was born. Reggae's special sound comes from reversing the roles of the instruments: The guitar plays the rhythm and the bass<sup>2</sup> plays the melody.<sup>3</sup> An important influence on reggae music was the Rastafarian cult.<sup>4</sup> The Rastafarians added unusual sound mixes, extra-slow tempos, strange lyrics, and mystical-political themes. The best-known reggae musician in the United States is the late<sup>5</sup> Bob Marley.

40

45 Rock and roll music is constantly changing. New styles are born, grow, change, and produce offshoots,<sup>6</sup> which in turn grow, change, and produce offshoots. Some styles enjoy lasting popularity, but others disappear rather quickly. However, all contribute to the power and excitement of rock and roll music in our time.

### QUESTIONS ON THE MODEL

1. How many different rock and roll styles are discussed in the model essay? What are they? In which sentence are three of the styles named?
2. How many body paragraphs are there? What is the topic of each one? Underline the topic sentences.
3. Circle the transition words and phrases that connect the body paragraphs.
4. What information is given in the supporting sentences about each style of rock and roll? Name at least three kinds of information. (Example: how it started.)

<sup>1</sup>hesitation beat: rhythm in which one beat comes later than expected; <sup>2</sup>bass: musical instrument; <sup>3</sup>melody: pattern of sounds that make a song; <sup>4</sup>cult: religious group; <sup>5</sup>the late (+ person's name): no longer living; dead; <sup>6</sup>offshoot: branch

## PART 1 Organization

### *Logical Division of Ideas*

When you write an essay, you must divide your topic into paragraphs. One method of dividing a topic is to use time order. For example, you could write about the breakup of the Soviet Union by telling the events in the order that they happened, writing about each separate event in a separate paragraph. Another method of dividing this topic might be to write about the various causes of the breakup. To do this, you would group them into social, political, and economic causes and write about each group separately.

Dividing a topic by grouping ideas that have something in common is called **logical division of ideas**. You can organize the information on many topics by this method. For example, you can divide the topic of sports into individual sports and team sports; or summer, winter, and year-round sports; or sports played with a ball and sports played without a ball; and so on.

### *Developing a Logical Division Topic*

After you have divided your topic into groups, the next step is to explain or define each group. For example, suppose you were writing a logical division essay on the topic "Kinds of Lies." You might first divide your topic into "good" lies and "bad" lies. Since there is more than one kind of good lie and more than one kind of bad lie, you could then divide both of these further. Each kind of lie could become the topic of one body paragraph.

Here are three body paragraphs, each explaining a different kind of bad lie. Notice that each one begins with a topic sentence that (1) names the kind of lie and (2) explains what it is. Then one or two examples follow. Each paragraph ends with a concluding sentence that further explains the kind of lie.

**Thesis:** There are three kinds of bad lies.

#### **Body Paragraph 1**

The first kind of bad lie is the self-protective lie. Its purpose is to protect the liar from being blamed or punished. Children often tell this kind of lie to avoid getting into trouble: "I didn't throw the rock. I don't know how the window got broken." Telling a police officer that you were going only thirty-five miles per hour when you were really going sixty is another example of this kind of lie. Even though these self-protective lies do not harm anyone else, they damage the liar's credibility.<sup>7</sup>

#### **Body Paragraph 2**

A slightly different kind of bad lie is the kind that people tell to gain some advantage for themselves over others. For instance, John exaggerates<sup>8</sup> his salary and responsibilities on a previous job when he applies for a new job. This kind of lie may or may not harm someone else. The company that hires John might find that he is perfect for the job. On the other hand, the company might find that he is unqualified. Then the company would have to hire someone else after spending a lot of time and money to train John. Moreover, the job applicants who were honest but who didn't get hired definitely suffered harm from John's lies.

<sup>7</sup>credibility: ability to be believed by others; <sup>8</sup>exaggerates: says something is bigger, better, or more important than it really is

**Body Paragraph 3**

The worst kind of bad lie, however, is the kind people intentionally tell in order to hurt or cause trouble for another person. For example, if the boy who broke the window says that another boy threw the rock, he is guilty of telling this kind of lie. Another example of this kind of lie is malicious gossip: "I heard that her new boyfriend just got out of jail" or "I saw his girlfriend at the disco with another guy last night." This kind of lie definitely harms other people; in fact, that is its purpose.

## *Using Examples for Support*

Whenever you make a statement that is not an obvious truth, you need to prove it. One way to prove that a statement is true is to support it with examples. Suppose you wrote this thesis sentence:

Manhattan is a wonderful place to visit if you are planning a trip to the United States.

If your readers have never been to Manhattan, you will have to convince them that Manhattan is worth visiting. To convince them, you could describe some of Manhattan's tourist attractions. These would be examples.

- I. Manhattan has many tourist attractions. (topic sentence)
  - A. Greenwich Village (example)
  - B. Statue of Liberty (example)
  - C. Central Park (example)
  - D. Chinatown (example)
  - E. Times Square (example)

In another paragraph, you could write about the variety of fine restaurants in Manhattan.

- II. Furthermore, there is an unlimited selection of fine restaurants in Manhattan. (topic sentence)
  - A. French—Les Pyrenees (example)
  - B. Italian—La Scala (example)
  - C. Chinese—Ruby Foo's (example)
  - D. Japanese—Benihana of Tokyo (example)
  - E. Thai—Bangkok 54 (example)

You could also write about the excellent shopping, hotels, or cultural events. You would write a separate paragraph for each topic and give specific examples of shops, hotels, and theaters and concert halls.

Examples don't have to be proper nouns, of course. They can also be statements of fact. For instance, you would have to use facts to prove statements such as the following:

- I. The Earth is getting warmer at an alarming rate. (topic sentence)

These two examples are facts that support the topic sentence.

- A. Since 1880, global temperatures have risen about 5 degrees Celsius.
- B. Eight of the twelve years between 1980 and 1992 were the hottest in the 115-year history of global measurement.

**PRACTICE:**  
*Examples*

Individually or in groups, think of examples to support the following statements (whether you agree with them or not.)

Group A—Use single nouns as examples.

- I. Some of the world's strongest leaders have been women.
  - A. Indira Gandhi
  - B.
  - C.
  - D. (add more if you can)
  
- II. Certain automobiles are popular because they are economical.
  - A.
  - B.
  - C. (add more if you can)

Group B—Use complete sentences as supporting examples.

- I. Young people today are under more stress than their parents were.
  - A. They face more competition in school.
  - B.
  - C. (add more if you can)
  
- II. Drug abuse is not the only problem among today's youth.
  - A.
  - B.
  - C.

**Introducing Examples**

You can introduce examples in your paragraphs by using one of the following phrases:

For example, \_\_\_\_\_ (sentence) \_\_\_\_\_ .

For instance, \_\_\_\_\_ (sentence) \_\_\_\_\_ .

*For example* and *for instance* are interchangeable and can come at the beginning, in the middle, or at the end of a sentence. Notice the commas in these examples:

For example, teenagers today have to study harder in school.

or

Teenagers today, for example, have to study harder in school.

or

Teenagers today have to study harder in school, for instance.

You can also use these structures with examples.

One }  
 Another }  
 An } example of \_\_\_\_\_ (noun phrase) is (noun phrase) \_\_\_\_\_ .  
 A second }  
 A third }

\_\_\_\_\_ (noun phrase) \_\_\_\_\_ is an example of

\_\_\_\_\_ (noun phrase or clause). \_\_\_\_\_ .

... such as \_\_\_\_\_ (noun phrase) \_\_\_\_\_ ...

*(continued on the next page)*

One example of a nearby tourist attraction is Lake Tahoe, where one can look at beautiful scenery or gamble in busy casinos.

Indira Gandhi, who was prime minister of India for a total of fifteen years, is an example of a woman who led her nation during difficult times.

New York's excellent Chinese restaurants, such as Ruby Foo's, are famous around the world.

**PRACTICE:**  
*Developing Logical  
Division  
Paragraphs*

Work with a partner or a small group.

1. Brainstorm the other kind of lies, "good" lies. How many different kinds of good lies can you think of? Brainstorm at least two different kinds of good lies. Give a name to each kind and develop a brief explanation of it. Then think of examples for each kind.
2. Make simple outlines in the lines that follow. If your group thinks of a third kind of good lie, write another outline on a separate piece of paper.

**Good Lies—Type 1**

Topic Sentence:

\_\_\_\_\_

Explanation:

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

Examples:

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

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

**Good Lies—Type 2**

Topic Sentence:

\_\_\_\_\_

Explanation:

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

Examples:

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

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



**WRITING PRACTICE:**

**Logical Division of Ideas Group Essay**

Work with a group of four to six students and write a four- or five-paragraph logical division essay on the topic "Kinds of Good Lies." A different student will write each paragraph, and one student will prepare the outline.

1. Discuss as a group ways to write a funnel introduction (see page 119). After your discussion, assign one person to write the introductory paragraph.
2. Discuss as a group ways to write a concluding paragraph. Assign one person to write the conclusion.
3. Assign a different student to write each body paragraph.
4. Assign one student to write a detailed outline.
5. After you have completed your rough drafts, edit and revise each paragraph in your group. Exchange papers and check each other's work. Check each body paragraph especially for adequate supporting examples. Make any necessary corrections or revisions. Then combine your paragraphs into one essay, and check it for completeness and coherence. Refer to the Editing Checklist on pages 138–139. Finally, check the outline and clip it to the essay before handing it in.

**PART 2** Grammar and Mechanics

**MODEL ESSAY:**

*Appositives and Adjective Clauses*

As you read the model essay, look for sentences that contain the words *who*, *which*, *in which*, *on which*, and *that*. Underline the clauses that begin with these words.

**Kinds of Holidays**

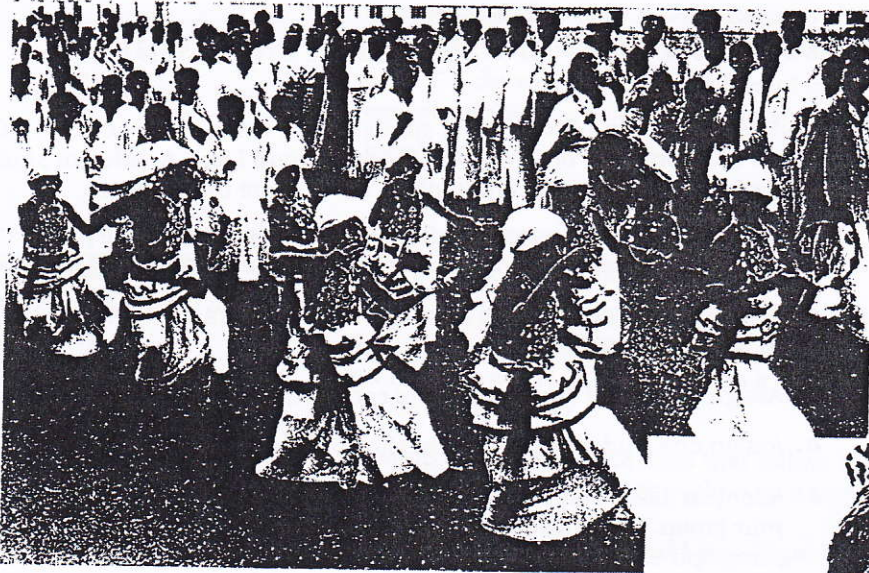
Every culture in the world has special days that people observe with traditional foods, customs, and events. The origin of holidays and of the customs associated with them is a fascinating subject. Almost all of them began as pagan<sup>1</sup> festivals, anniversaries of important historical or political events, or religious days.

5 One group of holidays began as pagan festivals in which people celebrated the beginning of spring. The beginning of spring was often the beginning of the new year. Such celebrations still take place in many cultures. A very clear example of a modern holiday with pagan origins is No Rooz, Iranian New Year, which begins on the first day of spring. Iranians celebrate the passing of the old year with bonfires and the entrance of the new year with special foods. They set up a special table on

10

*(continued on the next page)*

<sup>1</sup>pagan: not religious



15

which they display seven foods with names beginning with the letter *s* in Farsi, the language of Iran. The seven foods represent life, health, wealth, abundance, love, patience, and purity. Other objects representing a good year—a mirror, candles, eggs, and a goldfish—are put on the table with the seven foods. Another example of a modern holiday with pagan origins is American Halloween, which is on October 31. On Halloween night, children dress up in costumes and go from