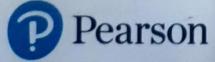
B Longman Academic Writing Series

with Essential Online Resources

FOURTH EDITION PARAGRAPHS TO ESSAYS

access code inside

Alice Oshima • Ann Hogue





B Longman Academic Writing Series

FOURTH EDITION PARAGRAPHS TO ESSAYS



Alice Oshima Ann Hogue with Jane Curtis

Longman Academic Writing Series 3: Paragraphs to Essays, Fourth Edition

Copyright © 2017 by Pearson Education, Inc. All rights reserved.

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of the publisher.

Pearson Education, 221 River Street, Hoboken, NJ 07030

Staff Credits: The people who made up the Longman Academic Writing Series 3 team, representing editorial, production, design, and manufacturing, are Pietro Alongi, Margaret Antonini, Eleanor Barnes, Stephanie Bullard, Kim Casey, Tracey Cataldo, Aerin Csigay, Ann France, Shelley Gazes, Pam Kirshen-Fishman, Amy McCormick, Lise Minovitz, Liza Pleva, Joan Poole, Robert Ruvo, and Joseph Vella.

Cover image: jupeart/Shutterstock Text Composition: TSI Graphics

Library of Congress Cataloging-in-Publication Data

Oshima, Alice

[Introduction to academic writing]

Longman Academic Writing Series. 3 : paragraphs to essays / Alice Oshima, Ann Hogue, with Jane Curtis. — Fourth Edition.

pages cm.

Includes index.

Previous edition: Introduction to academic writing, 3; 3rd ed, 2007. ISBN-13: 978-0-13-291566-3

ISBN-10: 0-13-291566-9

1. English language—Rhetoric—Handbooks, manuals, etc. 2. English language—Grammar—Handbooks, manuals, etc. 3. English language—Textbooks for foreign speakers. 4. Academic writing—Handbooks, manuals, etc. 5. Report writing—Handbooks, manuals, etc. 1. Title. PE1408.072 2013 808'.042—dc23

2013013525

ISBN 10: 0-13-466332-2 ISBN 13: 978-0-13-466332-6

Printed in the United States of America 21 2020

CONTENTS

To the Teacherxi
Acknowledgmentsxii
Chapter Overviewxiii

PART I: WRITING A PARAGRAPH

Chapter 1 Academic Paragraphs	2
Introduction	3
Analyzing the Model	3
Noticing Vocabulary: Word Families	4
Organization	5
Formatting the Page	6
Mechanics	10
Sentence Structure	14
Simple Sentences	
Phrases	15
Subject-Verb Agreement	16
Fragments	18
Applying Vocabulary: Using Nouns and Verbs	19
The Writing Process	21
Listing	21
Writing Assignment: A Paragraph about Someone Who Made a Difference.	27
Self-Assessment	29
Expansion	29
Timed Writing: A Paragraph about Someone Who Taught You a Lesson	29
Journal Writing	30

Chapter 5 Process Paragraphs	
Introduction	
Analyzing the Model	
Noticing Vocabulary: Phrasal Verbs	
Organization	
Topic Sentences in Process Paragraphs	
Supporting Sentences in Process Paragraphs	
Concluding Sentences for Process Paragraphs	
Using Time Order in Process Paragraphs	
Purpose	
Audience	
Sentence Structure	
Analyzing the Model	
Clauses and Complex Sentences	
Applying Vocabulary: Using Phrasal Verbs	
Writing Assignment: A Process Paragraph about Self-Improvement	nt118
Self-Assessment	
Expansion	
Timed Writing: A Paragraph about Learning English Vocabulary	
Email to a Professor	
Chapter 6 Definition Paragraphs	
Introduction	
Analyzing the Model	
Noticing Vocabulary: Word Knowledge	
Organization	
Sentence Structure	
Analyzing the Model	
Appositives	
Adjective Clauses	
Complex Sentences with Adjective Clauses	

Applying Vocabulary: Using Word Knowledge	142
Preparation for Writing	
Clustering	143
Writing Assignment: A Paragraph That Defines a Word, Concept, or Custo	m144
Self-Assessment	145
Expansion	146
Timed Writing: A Paragraph That Defines Family	
Paraphrasing	146
Chapter 7 Cause / Effect Paragraphs	148
Introduction	149
Analyzing the Model	149
Noticing Vocabulary: Prefixes	150
Organization	151
Topic Sentences in Cause / Effect Paragraphs	
Supporting Sentences in Cause / Effect Paragraphs	
Concluding Sentences for Cause / Effect Paragraphs	
Sentence Structure	
Analyzing the Model	
Cause / Effect Transition Signals	
Applying Vocabulary: Using Prefixes	167
Writing Assignment: A Cause / Effect Paragraph about a Social Issue .	168
Self-Assessment	169
Expansion	
Timed Writing: A Paragraph about the Positive Effects of Walking	
Double-Entry Journal Writing	170
Chapter 8 Comparison / Contrast Paragraphs	171
Introduction	172
Analyzing the Model	172

Noticing Vocabulany	Antonyms 173
Noticing vocabulary:	Antonyms

Organization
Topic Sentences in Comparison / Contrast Paragraphs
Supporting Sentences in Comparison / Contrast Paragraphs
Concluding Sentences in Comparison / Contrast Paragraphs176
Sentence Structure
Analyzing the Model
Transition Signals for Comparison
Transition Signals for Contrast
Applying Vocabulary: Using Antonyms
Preparation for Writing
Conducting an Interview191
Writing Assignment: A Comparison / Contrast Paragraph about Education 194
Self-Assessment
Expansion
Timed Writing: A Paragraph about Your Education vs. a Parent's
Double-Entry Journal Writing

PART II: WRITING AN ESSAY

Chapter 9 Essay Organization	
Introduction	
Analyzing the Model	
Noticing Vocabulary: Formal and Informal Words	201
Organization	
Introductory Paragraphs	
Body Paragraphs	
Concluding Paragraphs	
Transitions between Paragraphs	
Essay Outlining	
The Writing Process	
Applying Vocabulary: Using Formal and Informal Vocabulary	
Writing Assignment: An Essay about Nonverbal Communication	

Self-Assessment	220
Expansion	221
Timed Writing: An Essay about Body Language in Your Native Culture2	221
Summary Writing2	221
Chapter 10 Opinion Essays	222
Introduction2	223
Analyzing the Model2	223
	225
Noticing vocabulary. Conocations	
Organization	226
Introductory Paragraphs in Opinion Essays	226
Body Falagraphs in Opinion Essays	230
Concluding Paragraphs in Opinion Essays	200
Developing Supporting Details	230
Quotations	230
Statistics	232
Applying Vocabulary: Using Collocations	235
Preparation for Writing	236
Conducting a Survey	236
Writing Assignment: An Opinion Essay about Getting a Good Education2	237
Self-Assessment	238
Expansion	238
Timed Writing: An Opinion Essay about Homework	238
Writing an Opinion for Publication	239

TO THE TEACHER

Welcome to the new edition of Level 3 in the *Longman Academic Writing Series*, a five-level series that prepares English language learners for academic coursework. This book, formerly called *Introduction to Academic Writing*, is intended for intermediate students in university, college, or secondary school programs. It offers a carefully structured approach that focuses on writing as a process. It teaches rhetoric and sentence structure in a straightforward manner, using a step-by-step approach, high-interest models, and varied practice types.

Like the previous editions, this book integrates instruction in paragraph and essay organization and sentence structure with the writing process. It carefully guides students through the steps of the writing process to produce the wellorganized, clearly developed paragraphs that are essential to academic writing in English. You will find a wealth of realistic models to guide writers and clear explanations supported by examples that will help your students through typical rough spots. These explanations are followed by the extensive practice that learners need to assimilate writing skills and write with accuracy and confidence. There are interactive tasks throughout the text—pair work, small-group activities, and fullclass discussions—that engage students in the learning process and complement the solitary work that writers must do. The tasks progress from recognition exercises to controlled production and culminate in communicative Try It Out activities.

The first part of this book presents comprehensive chapters on how to format and structure basic and specific types of academic paragraphs. Students will learn how to organize different paragraph types, including narrative, process, definition, cause/effect, and comparison/contrast paragraphs. In the second part, learners are introduced to the basic concepts of essay writing. Finally, the extensive appendices and a thorough index make the text a valuable and easy-to-use reference tool.

What's New in This Edition

Instructors familiar with the previous edition will find these new features:

- Chapter objectives provide clear goals for instruction;
- **Two new vocabulary sections**, Noticing Vocabulary and Applying Vocabulary, explain specific types of vocabulary from the writing models and support its use in the Writing Assignment;
- Selected writing models have been updated or replaced, while old favorites have been retained and improved;
- **Try It Out!** activities challenge students to be creative and apply the skills they have studied;
- Writing Tips contain strategies that experienced writers use;
- Self-Assessments ask students to evaluate their own progress;
- Timed Writing practice develops students' writing fluency.

The Online Teacher's Manual

The Teacher's Manual is available at www.pearsonELT.com/tmkeys. It includes general teaching notes, chapter teaching notes, answer keys, reproducible writing assignment scoring rubrics, and reproducible chapter quizzes.

Acknowledgments

We sincerely appreciate the contributions of the many people who have helped shape the fourth edition of this book. First and foremost, we would like to acknowledge Jane Curtis, for her tireless dedication to this book and the many new models, practices, activities, and assignments that she contributed.

We are also grateful to the members of the Pearson ELT team for the expertise and dedication they brought to this project, particularly Amy McCormick, Lise Minovitz, Robert Ruvo, Shelley Gazes, and Eleanor Kirby Barnes. We would also like to thank Joan Poole for her time, support, and guidance in developing this book.

To the many reviewers who contributed to our planning for this edition and those whose thoughtful comments and suggestions on the previous editions also helped to shape this book, we extend our heartfelt thanks: **Rudy Besikof**, UCSD Extension, San Diego, California; **Mary Brooks**, Eastern Washington University, Cheney, Washington; **Donna M. Chappell**, Madison, Wisconsin; **J. Maxwell Couper**, Miami Dade College, Miami, Florida; **Darla Cupery**, Hope International University, Fullerton, California; **Rose Giambrone**, Norwalk Community, College, Norwalk, Connecticut; **Carolyn Gibbs**, City College of San Francisco, California; **Patty Heiser**, University of Washington, Seattle, Washington; **Connie Holy**, Montgomery College, Rockville, Maryland; **Brian McDonald**, Glendale Community College, Pasadena, California; **Susan Peterson**, Baruch College, CUNY, New York, New York; **Kathleen Reardan-Anderson**, Montgomery College, Rockville, Maryland; **Sarah Saxer**, Howard Community College, Maryland; **Dana Watson**, Lansing Community College, Lansing, Michigan; **Terri Wells**, University of Texas, Austin, Texas, **Donna Weyrich**, Columbus State University, Columbus, Ohio.

We would also like to thank the following people for their feedback on our online survey: Eric Ball, Langara College, British Columbia, Canada; Mongi Baratli, Al Hosn University, Abu Dhabi, United Arab Emirates; Jenny Blake, Culture Works ESL, London, Canada; Karen Blinder, English Language Institute, University of Maryland, Maryland; Bob Campbell, Academic Bridge Program, Doha, Qatar; Nancy Epperson, Truman College, Illinois; Kemal Erkol, Onsekiz Mart University, Çanakkale, Turkey; Russell Frank, Pasadena City College, California; Jeanne Gross, Cañada College, California; Lisa Kovacs-Morgan, English Language Institute, University of California at San Diego, California; Mary Ann T. Manatlao, Qatar Foundation, Academic Bridge Program, Doha, Qatar; Brett Reynolds, Humber Institute of Technology and Advanced Learning, Ontario, Canada; Lorraine C. Smith, CUNY Queens College, New York.

> Alice Oshima Ann Hogue