



# WRITING

## UNIT OBJECTIVE

At the end of this unit, you will write a paragraph that describes a trend and explains why it is popular. This paragraph will include specific information from the readings and your own ideas.

### Writing Skill Writing a descriptive paragraph

When you write a **descriptive paragraph**, you give the reader information about your topic. The following are important elements in a descriptive paragraph.

- A *topic sentence* introduces what you are going to describe. The topic sentence introduces the *topic* or subject of the paragraph. It also gives the *controlling idea*, which is what you want to say about the topic.

topic

controlling idea

Exciting events are one way for companies to gain interest in their products.  
Word of mouth is a useful and inexpensive way to advertise.

- In a descriptive paragraph, your **supporting sentences** help the reader understand the topic. They use descriptive words, such as adjectives and details to create a clear picture of your topic.

Felix Baumgartner's jump from space was very **exciting**.  
He traveled **more than 1,300 kilometers per hour** in a space suit with **Red Bull's name on it**.  
The Blendtec video suddenly became **extremely popular** online.  
People were surprised to see a blender **cut a smartphone into small pieces**.

- A **concluding sentence** summarizes your ideas.

Because many people saw the video of Baumgartner's jump, they connected Red Bull with excitement.  
The company sold more blenders because people were talking about their product.



**A. WRITING MODEL** Read the model paragraph below. Label the circled parts of the paragraph. Write *TS* (topic sentence), *SS* (supporting sentence), or *CS* (concluding sentence).

- Psychologists say that “social proof” influences us. Social proof is how other people’s actions influence us. When we are not sure what to do, we look at what others are doing. The actions of other people are the “proof” of the right thing to do. One example of this is a sidewalk experiment. If you stand still on a busy sidewalk and look up into the sky, no one will copy your actions. As one person, you probably won’t influence other strangers. But social researchers discovered something interesting in New York City. When a group of four people looked up at the sky on a busy sidewalk, 80 percent of the passersby looked up at the sky. The passersby thought the four people must know something special.
- A group of people influences the behavior of others.

**B. Match each part of the paragraph in Activity A with its purpose.**

- |                           |   |
|---------------------------|---|
| — 1. topic sentence       | a. summarizes your ideas                |
| — 2. supporting sentences | b. introduces what you will describe    |
| — 3. concluding sentence  | c. help the reader understand the topic |

**C. Circle the topic sentence in this paragraph from Reading 2.**

Finally, there is the social proof of friends. Friends influence us the most—more than experts, crowds, or other consumers. Our friends are usually more like us than other people, and we trust their recommendations. A quick text message or smartphone photo can show a new purchase. That is perhaps the best advertising of all, and for companies, it is free. It is simply friends talking about purchases. The next time you buy something, think about how you decided to buy it. It was probably a friend’s influence!

**D. Circle the best topic sentence for each group of sentences. Discuss your answers with a classmate. What is the topic? What is the controlling idea?**

1.
  - a. For example, torn jeans were popular years ago, but not now.
  - ☒ b. The most popular clothing is not always popular the next year.
  - c. I buy new clothes every year to be fashionable.
2.
  - a. The computer lab is open from 9:00 until 2:00.
  - b. For example, Brett doesn’t have a computer at home.
  - c. Classroom computers are very helpful for students.



3.
  - a. Many older adults need a lesson on how to use a smartphone.
  - b. My grandfather can't send a text message on his smartphone.
  - c. My grandmother keeps forgetting how to download apps.
4.
  - a. Many new trends are actually old trends.
  - b. TV game shows started over sixty years ago.
  - c. Solar electricity was popular in the 1970s.

**E. Read the paragraphs. Then choose the best topic sentence.**

1. People of all ages are affected by this trend. Some people think that every job will require people to use some kind of technology. Some people even think that soon there will be computers that people actually wear as part of their clothing. Others think that these ideas will never happen. But there is no question that more and more, technology is a part of everyday life.
  - a. It doesn't matter what your age is.
  - b. Throughout the world, people are using more and more technology.
  - c. Technology is getting smaller all the time.
2. Because of this, people from Africa to Australia are buying the same clothes, eating the same foods, and watching the same television shows. Some people are worried that people are losing parts of their history and culture and becoming more like people in other countries. In France, for example, there is a group that tries to be sure that there are enough TV shows that are made in France, not from other countries.
  - a. Most people like the same things.
  - b. Through the power of technology, people are becoming more similar all around the world.
  - c. People are the same all over the world.

**F. WRITING MODEL** Read a student's model paragraph. Then write a topic sentence for the paragraph. Compare your topic sentence with a partner's.

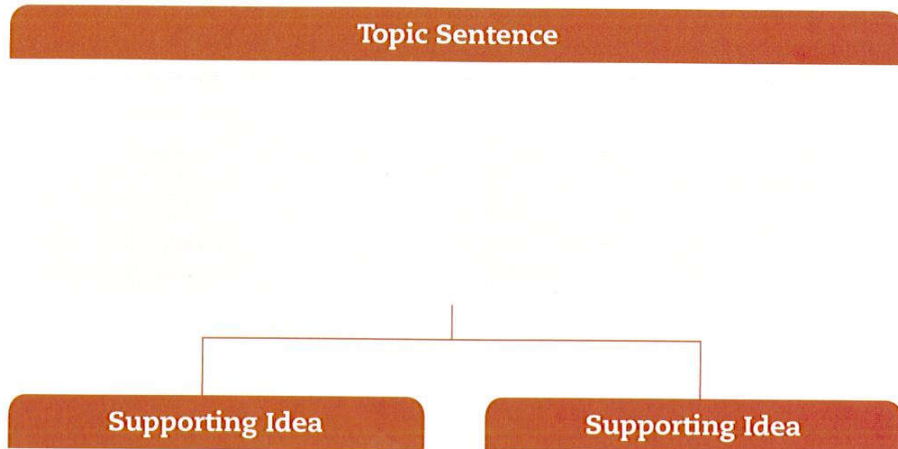
\_\_\_\_\_

\_\_\_\_\_

First of all, I usually don't like the new fashion trends. I have my own style. I usually buy well-made clothes, and I wear them for many years. Some of my clothes are more than five years old. Buying new clothes every year is very expensive. For example, trendy jeans cost over \$100. I buy clothes that I like, not the latest trends.



- G.** Work with a partner. Complete the graphic organizer below. Write a topic sentence about something that is popular. Make sure your sentence contains a controlling idea. Then write two supporting ideas in the boxes. Your supporting ideas will help to describe your topic.



- H.** Take the ideas from Activity G and write a descriptive paragraph about the topic. Include a topic sentence, supporting sentences, and a concluding sentence.
- I.** Ask a classmate to read and comment on your writing. Use the peer-review checklist.

| PEER-REVIEW CHECKLIST    |   |
|--------------------------|---|
| <input type="checkbox"/> | Does the paragraph have a topic sentence with a clear controlling idea?                         |
| <input type="checkbox"/> | Do the ideas in the supporting sentences relate clearly to the topic?                           |
| <input type="checkbox"/> | Do the supporting sentences use adjectives and details to help you understand the topic better? |
| <input type="checkbox"/> | Does the paragraph have a clear conclusion?   |



- J.** Go online for more practice with descriptive paragraphs.



## Grammar Present continuous

Use the **present continuous** to talk about activities in progress at the time of writing or that have started but not finished.

- Ramon **is talking** on the phone. He's **finding out** the arrival time. (activities in progress)
- We **are learning** about how ideas spread. (action started but not finished)
- The new trend **is contributing** to higher costs. (change in progress)

Use the present continuous with words like *today*, *this week*, or time periods around the present.

- This week I **am studying** for exams.
- These days, more guests **are reusing** their towels in hotels.

To form the present continuous, use the verb *to be* and then the *-ing* form of the main verb.

If the verb ends in *e*, delete the *e* and add *-ing*.

- use → using      change → changing      lose → losing

Use the present continuous to talk about changes. For example, *changing*, *becoming*, *growing*, *increasing*.

- TV ads **are becoming** like short movies.
- The Internet **is changing** the way companies advertise.

Some verbs are not used with the present continuous. For example, *know*, *want*, *need*, *understand*, *like*, *love*, *believe*, *see*, *hear*.

- I **want** to go with you, but I'm studying right now.

### A. Read the paragraph and circle verbs in the present continuous. Then answer the questions. Compare your answers with a partner.

1. Nowadays more and more companies are making advertisements that involve their customers. These companies are using many creative ways to help products become more popular. Researchers believe social proof is the idea behind this trend. This is because when we are not sure what to do, we look at what others are doing. More and more people are using smartphones and social media to share news about their purchases with their friends.
2. Why is the present continuous used in the first sentence?  
*Nowadays, more and more companies are making advertisements that involve their customers.*
  - a. The action happens all the time.
  - b. The action is taking place at the time of writing.
  - c. The action is completed.



3. Why is the present continuous **not** used in this sentence?

*Researchers believe social proof is the idea behind this trend.*

- a. The action is happening now.
- b. The action is taking place at the time of writing.
- c. The verb *believe*, is not used in the present continuous.

**B. Complete each sentence with the present continuous of the word in parentheses. Remember to add the correct form of the verb *be*.**

1. Companies \_\_\_\_\_ (use) new ways of advertising to reach their customers.
2. Young people \_\_\_\_\_ (follow) new trends in fashion.
3. Teenagers \_\_\_\_\_ (copy) their friends and doing the same things.
4. They \_\_\_\_\_ (buy) the same clothing and the same devices.
5. Customers \_\_\_\_\_ (complain) that the advertisements are too boring.
6. Through online videos, Blendtec™ \_\_\_\_\_ (spread) the word about its products.
7. The company \_\_\_\_\_ (improve) its reputation by using customers to share their ideas.
8. This month our store isn't advertising on the radio, so we \_\_\_\_\_ (lose) some customers.
9. Maria doesn't wear the same thing twice. She \_\_\_\_\_ always \_\_\_\_\_ (try) new clothes to see how they look.
10. I think you \_\_\_\_\_ (be) very silly about following new trends.



**C. Go online for more practice with the present continuous.**

**D. Go online for the grammar expansion.**

## Unit Assignment Write a descriptive paragraph

### UNIT OBJECTIVE

In this assignment, you will describe a trend that interests you and explain why this trend is popular. As you prepare your descriptive paragraph, think about the Unit Question, "Why does something become popular?" Use information from Reading 1, Reading 2, the unit video, and your work in this unit to support your paragraph. Refer to the Self-Assessment checklist on page 24.



Go to the Online Writing Tutor for a writing model and alternate Unit Assignments.

### Tip for Success

When you brainstorm ideas before writing, think of as many ideas as you can. You don't need to use all of them. Just use the best ones.

## PLAN AND WRITE

**A. BRAINSTORM** Think about current trends. Write down as many ideas as you can. For example, you can list trends in cars, food, or technology.

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**B. PLAN** Choose one trend from your list in Activity A as your topic. Answer the questions. Then tell your partner about your topic.

1. What is the trend? Describe it.

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2. Does the trend help people connect with others? How?

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3. Why is the trend popular? What is new and different about it?

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4. How did this trend start and spread or become popular?

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# WRITING

## UNIT OBJECTIVE

At the end of this unit, you will write a paragraph in response to a question from an online discussion board. This paragraph will include specific examples from the readings and your own ideas.

### Writing Skill Supporting your main idea with examples

When you write a paragraph, support your main idea with **examples**. Examples will make your ideas clear to your readers.

Writers often introduce examples with the phrases *for example* and *for instance*.

My advice is to know good topics of conversation. For example, you can talk about travel, food, or sports.

- A. WRITING MODEL** Read this model response to Yong Jun Park's question from Reading 2, *What's an appropriate gift for me to bring my boss and his family?* Circle the main idea of the response. Underline the examples. Then highlight any words that the writer uses to introduce examples.

It's difficult to select the right gift to bring a host, especially if you don't know the person or the culture very well. However, there are several appropriate gifts to bring a host. For example, you can bring flowers. Buy a nice bouquet of flowers from a florist or even at the supermarket. Be sure to take the price tag off, though. Food is another good example of an appropriate item to bring. Ask the host what you can bring, or bring something everybody will probably enjoy, like a basket of fruit. If you don't want to bring food or flowers, be creative. For instance, you can bring a small gift for the home. Think of something that people use even if they already have it. Soap and hand towels are a good idea.

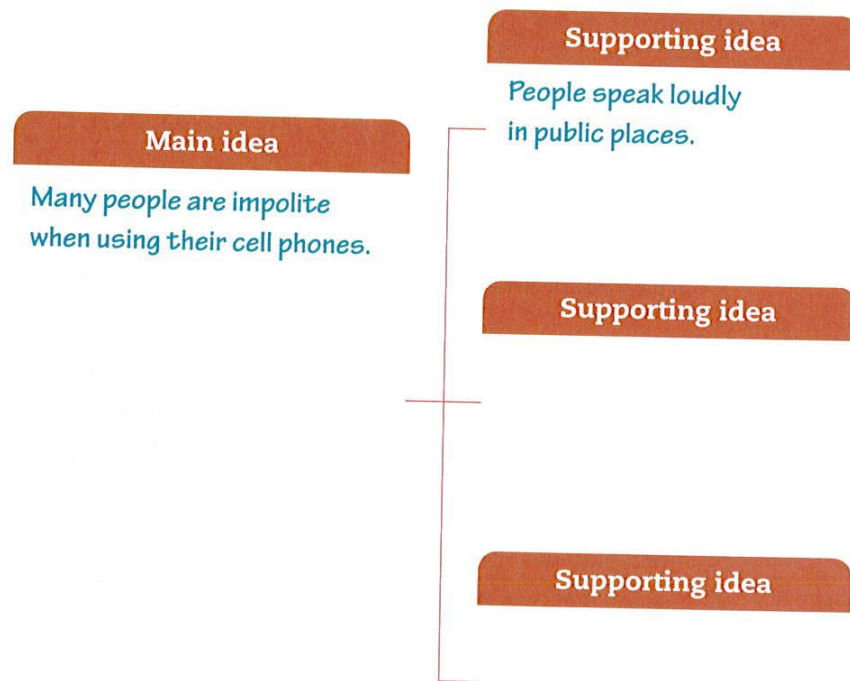
- B. Complete the sentences. Use information from Reading 1 and Reading 2.**

1. The idea of personal space is different from one country to another. For example,  
\_\_\_\_\_
2. In the United States, you should shake hands firmly. This is not true everywhere, however. For instance, \_\_\_\_\_





3. In Latin America, people don't always arrive exactly on time. For instance,
- 
4. In many Asian countries it is rude to open a gift right away. However, in some countries you should open a gift immediately. For example,
- 
5. The idea of politeness can vary from one country to another. For instance,
- 
- C. Read the main idea and supporting detail in the chart below. Then add more supporting ideas.



- D. Copy the topic and concluding sentences below. Then complete the paragraph. Give examples to support the main idea in the topic sentence. Use the information from the chart in Activity C.

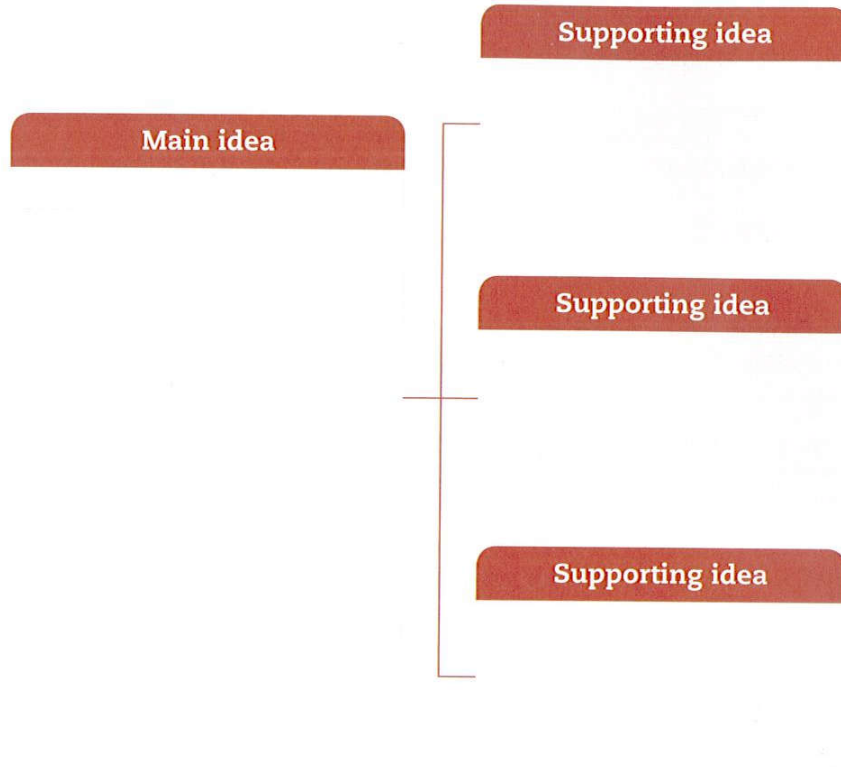
**Topic sentence:** Many people do not have good cell phone manners, and they are impolite when they use their phones. For example, ...

**Concluding sentence:** ...If cell phone users were more thoughtful of others, they might be more polite.

**E. Choose one of the topics below. Then use the chart to show your main idea and two or three examples giving short answers.**

Topic A: Do you think it is important for children to show respect for their parents? What are some ways they can do this?

Topic B: Should you study the customs of another country before you visit? What are some things you should learn before traveling to another country?



**F. Write a complete paragraph giving examples. Use your notes from Activity E.**

1. Write a topic sentence introducing your idea. Make it clear which topic you chose in Activity E.

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2. Write two to three supporting sentences introducing examples.

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**G. Go online for more practice with supporting your main idea with examples.**





## Grammar Subject-verb agreement

It is important to make sure that the subject and verb in a sentence agree. Use the singular form of the verb with singular subjects.

My aunt always speaks in a very loud voice.  
subject                  verb

The cake is delicious.  
subject      verb

Use the plural form of the verb with plural subjects.

Articles about business etiquette are very useful.  
subject                                  verb

My cats eat twice a day.  
subject      verb

### Tip for Success

Uncountable nouns such as *information*, *knowledge*, and *money* require a singular verb.

With *there is/there are*, the subject comes after the verb.

There is a lot of information on the Internet about manners.  
verb                  subject

There are fifteen students in my class.  
verb                  subject

Remember that some plural nouns do not end in -s. For example, *people*, *children*, *police*.

Children learn manners from their parents.  
subject      verb

### Tip for Success

When you edit your own writing, circle subjects and underline verbs in every sentence to check for subject-verb agreement.

**A. Circle the subject in each sentence. Then complete the sentence with the correct form of the verb. The first one has been done for you.**

1. My brother lives (live) in Boston.
2. There \_\_\_\_\_ (be) a man waiting outside for Paulo.
3. The police in my neighborhood \_\_\_\_\_ (be) very helpful.
4. People \_\_\_\_\_ (use) the Internet to get all kinds of information.
5. This book \_\_\_\_\_ (give) helpful advice on business travel.

- B.** Read this post from a Web page. Circle the subject and underline the verb in each sentence. Then correct the errors in subject-verb agreement.

In my opinion, the most annoying habit is talking on cell phones. People is talking on their cell phones all the time. My brother always interrupt our conversations and answer his phone. People like my brother doesn't care about manners. People talk on cell phones in restaurants and in doctors' offices. There is times when cell phones are very annoying. Cell phones ring and interrupts our thoughts. People need to show more respect for others. There is appropriate and inappropriate places to use cell phones.

- C.** Look back at your paragraph in Activity F on page 69. Check subject-verb agreement. Circle the subject and underline the verb in each sentence.



- D.** Go online for more practice with subject-verb agreement.  
**E.** Go online for the grammar expansion.

## Unit Assignment Write a paragraph with supporting examples

### UNIT OBJECTIVE

In this assignment, you will write a paragraph in response to a question posted on an online discussion board about politeness. As you prepare your paragraph, think about the Unit Question, "What does it mean to be polite?" Use information from Reading 1, Reading 2, the unit video, and your work in this unit to support your paragraph. Refer to the Self-Assessment checklist on page 72.



Go to the Online Writing Tutor for a writing model and alternate Unit Assignments.

## PLAN AND WRITE

### Critical Thinking Tip

When you are writing an opinion, try to also think about the opposite point of view. How can you make your ideas stronger?

- A. BRAINSTORM** Read the following questions from an online discussion board. Choose which question you want to answer for your paragraph. Then freewrite your ideas about the question.
1. I'm traveling to the United States for the first time. What do you know about manners in the U.S.? What tips do you have about being polite?
  2. I think that people today are very rude. I'm the father of two young boys, ages five and ten. How can I teach my sons to be polite?





**B. PLAN** Complete these activities.

1. Write a topic sentence for your paragraph. Your topic sentence should answer the question you chose and contain your controlling idea.
2. Write as many examples as you can. Use your ideas from Activity A to help you.
3. Discuss your topic sentence and examples with a partner. Circle the examples that best support your topic sentence.



**C. WRITE** Use your **PLAN** notes to write your paragraph. Go to *iQ Online* to use the Online Writing Tutor.

1. As you write, be sure that your examples support your main idea.
2. Look at the Self-Assessment checklist to guide your writing.

## REVISE AND EDIT



**A. PEER REVIEW** Read your partner's paragraph. Then go online and use the Peer Review worksheet. Discuss the review with your partner.

**B. REWRITE** Based on your partner's review, revise and rewrite your paragraph.

**C. EDIT** Complete the Self-Assessment checklist as you prepare to write the final draft of your paragraph. Be prepared to hand in your work or discuss it in class.

| SELF-ASSESSMENT          |                          |   |
|--------------------------|--------------------------|---|
| Yes                      | No                       |   |
| <input type="checkbox"/> | <input type="checkbox"/> | Do all your examples support your main idea?                        |
| <input type="checkbox"/> | <input type="checkbox"/> | Do the subjects and verbs agree?                                    |
| <input type="checkbox"/> | <input type="checkbox"/> | Do you use adjectives with prefixes correctly?                      |
| <input type="checkbox"/> | <input type="checkbox"/> | Does your paragraph include vocabulary from this unit?              |
| <input type="checkbox"/> | <input type="checkbox"/> | Did you check the paragraph for punctuation, spelling, and grammar? |



**D. REFLECT** Go to the Online Discussion Board to discuss these questions.

1. What is something new you learned in this unit?
2. Look back at the Unit Question—What does it mean to be polite? Is your answer different now than when you started the unit? If yes, how is it different? Why?



# WRITING

## UNIT OBJECTIVE



At the end of this unit, you will write a paragraph describing the steps of a process performed by either a person or a machine. This paragraph will include specific information from the readings and your own ideas.

## Writing Skill

### Describing a process

When you write about a **process**, you describe how to do something step-by-step. First, you write a topic sentence that states what the process is. Then you explain each step clearly. Use **time order** words to help guide your reader. Time order words usually come at the beginning of a sentence and are followed by a comma. Note that *then* is not followed by a comma.

#### Tip for Success

Use several different time order words in your writing. This will help make your writing more interesting to the reader.

first    next    then    later    after that    finally

**First**, turn on your computer.

**Then** go to our website.

Use these time order words to link two steps in a process.

after    as soon as    before    when    while

**Before** you download the program, read the directions.

**While** the program is downloading, you can check your email.

#### A. **WRITING MODEL** Read the model instructions for digital dining. Circle the time order words.

Digital dining is an easy way to order food. First, view the menu on your tabletop monitor. Then insert your credit card. Next, use the touch screen to enter your order. When you're ready, push the button to send your order. While you wait for your food, you can take photos and send them to your friends. Finally, use the monitor to pay your bill with a credit card.



Using an ATM

#### B. Read the steps about how to use an ATM (automated teller machine). Then write the steps in the flow chart on page 140 to show the correct order.

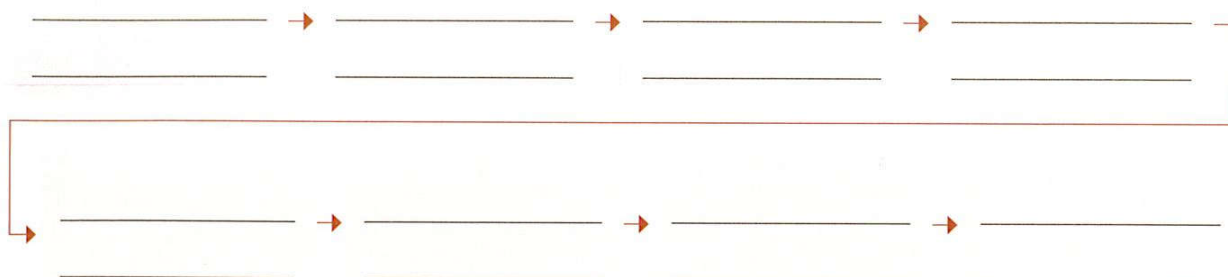
- Press "withdraw."
- Insert your ATM card.
- Push "done."
- Read the choices.
- Remove the money from the slot.
- Enter your PIN (personal identification number).
- Enter the amount of money.
- Take your receipt and your card.





Process: **How to use an ATM**

Start

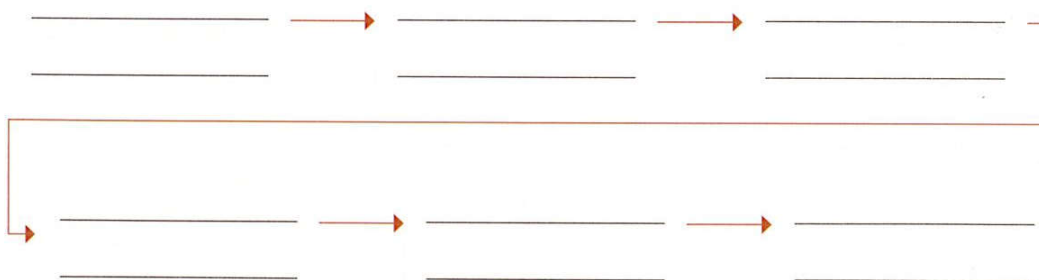


Finish

- C.** Write the process from Activity B in a paragraph, using time order words. You may combine two steps into one sentence.
- D.** Think of a process that describes something that you know how to make, fix, or use. Then write notes for the steps in the flow chart. Add more boxes if you need to.

Process: \_\_\_\_\_

Start



Finish

- E.** Show your flow chart to a partner and explain the steps. Answer any questions about the process. Do you need to add additional steps or information? Add notes to your chart.
- F.** What are some things that sometimes go wrong in your process? What are some extra tips you can include? Complete the sentences on page 141 to give additional information about the process.

1. When you \_\_\_\_\_, be sure that you \_\_\_\_\_.
2. Be careful when you \_\_\_\_\_ because sometimes \_\_\_\_\_.
3. Don't forget to \_\_\_\_\_. You will \_\_\_\_\_ if you don't \_\_\_\_\_.

**G.** Use your flow chart and one or two sentences from activity F to write a paragraph describing a process. Make sure to use time order words.



**H.** Go online for more practice with describing a process.

## Grammar Infinitives of purpose

An **infinitive** is *to* + the base form of a verb. We sometimes use infinitives to show the purpose of an action. We call these **infinitives of purpose**. An infinitive of purpose is usually separated from the main verb in a sentence. Infinitives of purpose can be used with most action verbs.

**Follow** these steps **to use** an ATM.

main verb

infinitive  
of purpose

**Push** the button **to send** your order.

main verb

infinitive  
of purpose

The manager **lowered** prices **to increase** sales.

main verb

infinitive  
of purpose

Sometimes an infinitive of purpose comes before the main verb.

**To use** an ATM, **follow** these steps.

infinitive  
of purpose

main verb

Not all infinitives are infinitives of purpose. An infinitive of purpose has the same meaning as *in order to*. If you insert the phrase *in order to*, it will help you figure out if an infinitive is one that shows purpose.





Infinitive of purpose:

- [ He called me **to apologize**.
- [ He called me **in order to apologize**. (same meaning)

Not an infinitive of purpose:

- [ He called me and said that he wanted **to apologize**.
- [ He called me and said that he wanted **in order to apologize**. (not the same meaning and incorrect)

**A. Circle each infinitive of purpose in the paragraph. Remember, not every infinitive shows purpose.**

Creating your own online blog is a good way to connect with people who share your interests. I started a blog last year to share my experience as an international exchange student in Miami, Florida. It was very easy to do, and it allowed me to practice my writing skills and be in touch with other students. Here's how you do it. First, go online to find free blog websites. There are many available, but you should look for one that is easy to use. Start by looking at some sample blogs to get ideas for your own blog. Then get started! The site will tell you what to do for each step of the set-up process. After you have set up your blog, you can write your first post. Use photos to add visual interest to your page. Having a blog is a fun experience because you get comments from people who read it. It's also a great way to practice your writing skills and to think creatively.

**B. Answer these questions using infinitives of purpose.**

1. Why do you use the Internet?

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2. What is another kind of technology that you use? Why do you use it?

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3. Why do companies use voice-automated telephone systems?

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4. Why are you studying English?



- C. Go online for more practice with infinitives of purpose.
- D. Go online for the grammar expansion.

## Unit Assignment Write a paragraph describing a process



In this assignment, you will write a paragraph describing a process done by either a person or a machine. As you prepare your paragraph, think about the Unit Question, "Do you prefer to get help from a person or a machine?" Use information from Reading 1, Reading 2, the unit video, and your work in this unit to support your paragraph. Refer to the Self-Assessment checklist on page 144.



Go to the Online Writing Tutor for a writing model and alternate Unit Assignments.

### PLAN AND WRITE

- A. **BRAINSTORM** Use the chart to brainstorm ideas for a topic. Then share your ideas with a partner. Decide which topics are the most interesting.

| Self-service technology and machines | Things I can make by myself | Things I can repair by myself |
|--------------------------------------|-----------------------------|-------------------------------|
|                                      |                             |                               |
|                                      |                             |                               |
|                                      |                             |                               |
|                                      |                             |                               |
|                                      |                             |                               |
|                                      |                             |                               |
|                                      |                             |                               |
|                                      |                             |                               |
|                                      |                             |                               |

#### Critical Thinking Tip

In Activity B you **identify** the steps in a process. To describe a process, you have to break the process down into separate steps. **Identifying** the steps or parts of a process helps you to understand it better.

- B. **PLAN** Complete the activities.

1. Look at your chart in Activity A and select a topic for your paragraph.
2. Think about how you will explain the steps of the process. Make a flow chart of the steps in order. Then make a list of time order words you can use to connect the steps of your process.







**C. WRITE** Use your **PLAN** notes to write your paragraph. Go to *iQ Online* to use the Online Writing Tutor.

1. Write a topic sentence for your paragraph. Then use your notes from Activity B to write your paragraph. Use time order words from the Writing Skill on page 139. Use infinitives of purpose where you can. Include sentences with additional tips and information about what can go wrong.
2. Look at the Self-Assessment checklist to guide your writing.

## REVISE AND EDIT



**A. PEER REVIEW** Read a partner's paragraph. Then go online and use the Peer Review worksheet. Discuss the review with your partner.

**B. REWRITE** Based on your partner's review, revise and rewrite your paragraph.

**C. EDIT** Complete the Self-Assessment checklist as you prepare to write the final draft of your paragraph. Be prepared to hand in your work or discuss it in class.

| SELF-ASSESSMENT          |                          |   |
|--------------------------|--------------------------|---|
| Yes                      | No                       |   |
| <input type="checkbox"/> | <input type="checkbox"/> | Do you describe the process clearly using time order words?             |
| <input type="checkbox"/> | <input type="checkbox"/> | Does your paragraph include infinitives of purpose?                     |
| <input type="checkbox"/> | <input type="checkbox"/> | Is each word spelled correctly? Check a dictionary if you are not sure. |
| <input type="checkbox"/> | <input type="checkbox"/> | Does the paragraph include vocabulary from the unit?                    |
| <input type="checkbox"/> | <input type="checkbox"/> | Did you check the paragraph for punctuation, spelling, and grammar?     |



**D. REFLECT** Go to the Online Discussion Board to discuss these questions.

1. What is something new you learned in this unit?
2. Look back at the Unit Question—Do you prefer to get help from a person or a machine? Is your answer different now than when you started the unit? If yes, how is it different? Why?

## ACTIVITY 4 Analyzing a Comparison Paragraph

Read the comparison paragraph. Answer the questions that follow.

### Paragraph 16

#### Writers and Ballerinas

On the surface, writers and ballerinas seem to have nothing in common. In reality, the qualities of a good writer **mirror** the qualities of a good ballerina. One such quality is motivation. Good writers are motivated to learn new and better ways of telling a story, just as ballerinas try to learn many new and better ways of performing certain movements. Another similarity between the two is the importance of dedication. Good writers spend hours each day developing their language skills to **enhance** their writing. Likewise, good ballerinas spend countless hours in the gym or studio each week increasing their **accuracy** and **endurance**. Finally, people in both professions hope to entertain their audience. Writers choose their themes and language with their audience in mind, and ballerinas consider which movements and which outfits will have the biggest impact on their audience. In sum, few people realize that writers and ballerinas share these common **traits**.

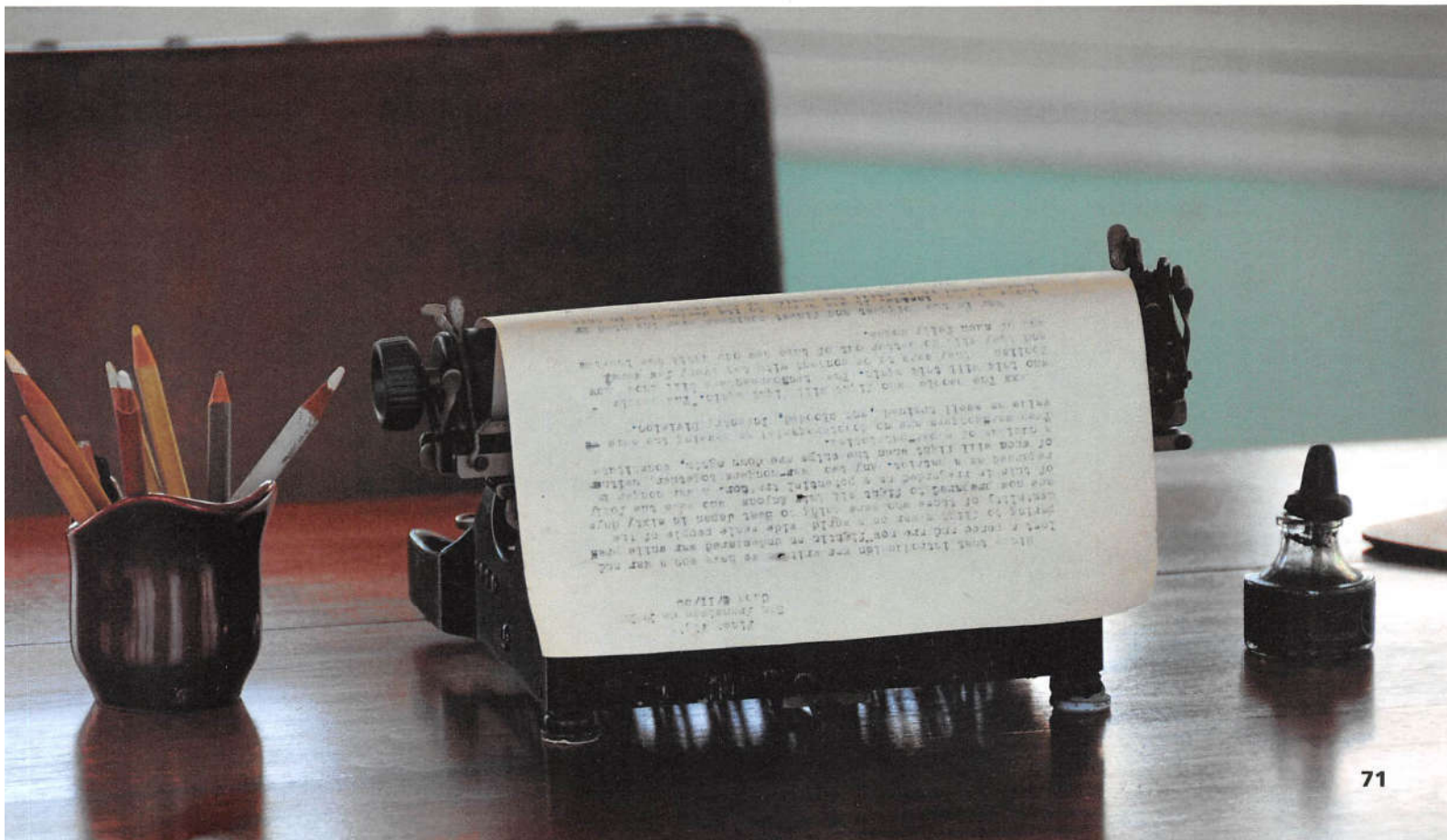
**to mirror:** to resemble

**to enhance:** to improve

**accuracy:** correctness, exactness

**endurance:** stamina, ability to continue

**a trait:** a characteristic





### Post-Reading

1. What is the topic of this paragraph?

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2. Underline the topic sentence. (*Hint: It is not the first sentence.*) Circle the controlling idea.

3. Underline the concluding sentence.

4. What type of concluding sentence is used?

☐ restatement

☐ suggestion

☐ opinion

☐ prediction

5. What is the writer's purpose in writing this paragraph? \_\_\_\_\_

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6. Write what you think the writer's purpose statement was. \_\_\_\_\_

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7. What features of a comparison paragraph do you see in this paragraph? Put a check mark (✓) next to each feature you found and then explain your answer.

\_\_\_\_\_ a. two subjects \_\_\_\_\_

\_\_\_\_\_ b. compared similarities or contrasted differences \_\_\_\_\_

\_\_\_\_\_ c. showed similarities that are not so obvious \_\_\_\_\_

8. Which use of a comparison paragraph did the writer choose? Put a check mark (✓) next to the correct answer and then explain your choice.

\_\_\_\_\_ a. showed similarities between two things

\_\_\_\_\_ b. showed differences between two things

\_\_\_\_\_ c. showed strengths and weaknesses of something

\_\_\_\_\_ d. showed advantages and disadvantages of something

**Building Better Sentences:** For further practice, go to Practice 8 on page 237 in Appendix 1.

## ACTIVITY 5 Writing a Comparison Paragraph

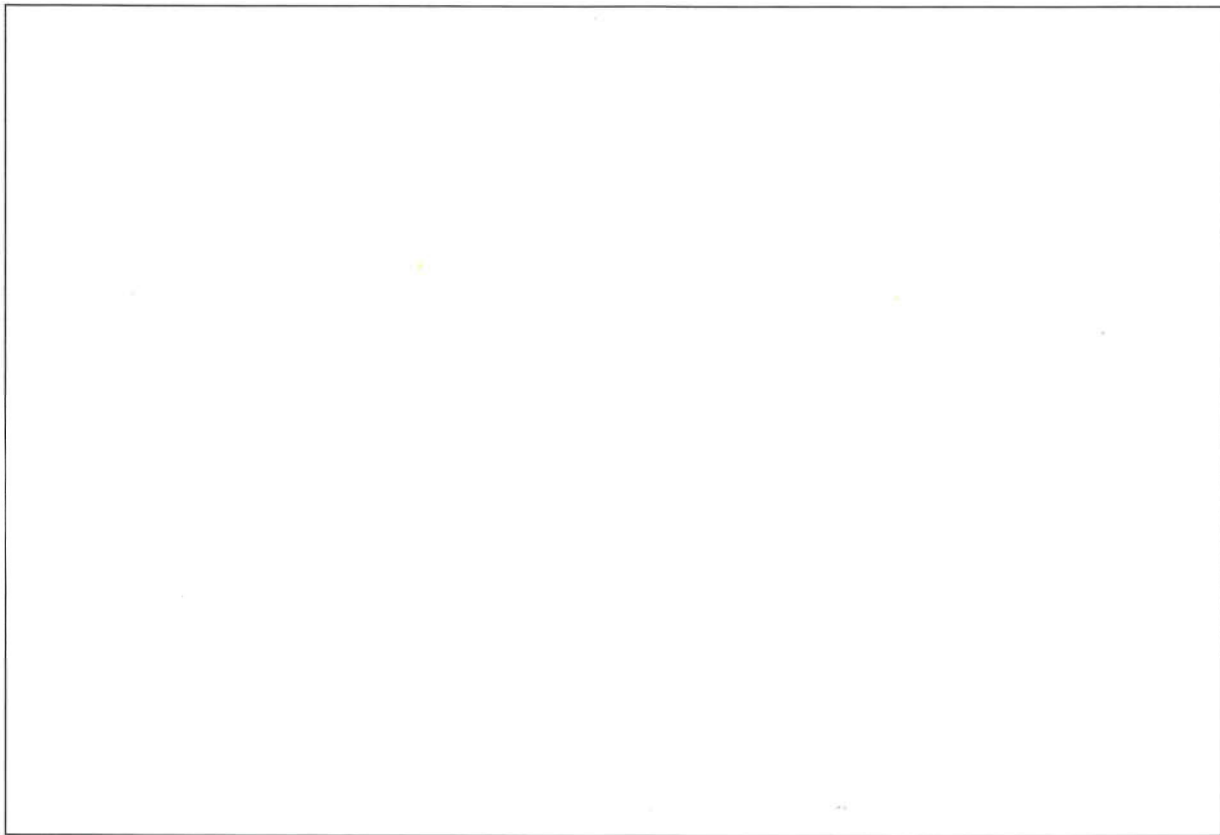
Complete the following items and then write a comparison paragraph.

1. First, choose a topic and then brainstorm ideas for that topic. Here are some topics to choose from, or you can come up with your own topic:

- The similarities between high school and college
- The differences between swimming in a pool and swimming at the beach
- The advantages and disadvantages of using public transportation to commute

Your topic: \_\_\_\_\_

Brainstorm area:



2. Audience: \_\_\_\_\_

3. Person (first, second, or third): \_\_\_\_\_

4. Purpose statement: \_\_\_\_\_

\_\_\_\_\_

5. Topic sentence with a controlling idea: \_\_\_\_\_

\_\_\_\_\_



