

FOURTH EDITION

READY TO WRITE

3

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FROM PARAGRAPH TO ESSAY

KAREN BLANCHARD • CHRISTINE ROOT

FOURTH EDITION

READY TO WRITE

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KAREN BLANCHARD • CHRISTINE ROOT

Ready to Write 3: From Paragraph to Essay
Fourth Edition

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To the memory of Michael Blanchard:
For his love of good writing and his enduring spirit.

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Scope and Sequence

Chapter	Writing Skills	Writing Tips	Writing Activities
PART 1: THE ELEMENTS OF GOOD WRITING			
1 GETTING READY TO WRITE Learning Outcome: Paragraph Writing: Write a paragraph using the steps of the writing process	<ul style="list-style-type: none"> Identifying purpose: to entertain, to inform, to persuade Narrowing a general topic Recognizing and using the steps of the writing process Practicing prewriting (brainstorming, clustering, listing) 	<ul style="list-style-type: none"> Using the acronym SPA (Subject, Purpose, Audience) Brainstorming 	<ul style="list-style-type: none"> Writing a letter about borrowing money for two different audiences: a friend or a loan officer at a bank Writing two paragraphs about the same subject, each with a different purpose and audience Practicing prewriting techniques Use the steps of the writing process to write a paragraph about travel
2 WRITING PARAGRAPHS Learning Outcome: Paragraph Writing: Write paragraphs using time order, spatial order, and order of importance.	<ul style="list-style-type: none"> Understanding the Parts of a paragraph Writing Topic Sentences Understanding paragraph organization, unity, and support Identifying irrelevant sentences Using transition signals 	<ul style="list-style-type: none"> Paragraph Form Topic Sentences Using facts, reasons, and examples for support Concluding Sentences Paragraph titles Synonyms 	<ul style="list-style-type: none"> Writing topic, supporting, and concluding sentences Writing a paragraph about your favorite season, violence on TV, conserving energy Writing paragraphs organized by time order, spatial order, and order of importance Writing a paragraph describing how your bedroom reflects your personality Writing a paragraph about planning a weekend trip to another city
3 REVISING AND EDITING Learning Outcome: Essay Writing: Use the writing process to write an essay about the pressures of being a student	<ul style="list-style-type: none"> Checking grammar for <ul style="list-style-type: none"> Agreement of subjects and verbs, pronouns and nouns, possessive pronouns and adjectives Sentence fragments Run-on sentences Punctuation and capitalization <ul style="list-style-type: none"> Pronoun reference Subordinating Conjunctions Gerunds and Infinitives Parallel Structure Spelling Rules Revise and improve writing by <ul style="list-style-type: none"> including a clear topic sentence, appropriate transitions, and enough supporting evidence eliminating irrelevant sentences adding new ideas rearranging sentences 	<ul style="list-style-type: none"> Revising Spelling 	<ul style="list-style-type: none"> Using the writing process to write a travel article

Chapter	Writing Skills	Writing Tips	Writing Activities
4 WRITING ESSAYS Learning Outcome: Essay Writing: Write a five-paragraph essay about a preference such as living in a small town or living in a big city.	<ul style="list-style-type: none"> • Parts of an essay • Introductions • Thesis statements • Using revising checklist, editing checklist, peer revision worksheet • Using transitional signals for a summary or a conclusion 	<ul style="list-style-type: none"> • Organizing essays • Introductions • Thesis Statements • Supporting Paragraphs 	<ul style="list-style-type: none"> • Writing, revising, and editing an essay on the pressures of being a student • Writing a five-paragraph essay about a preference (e.g., living in a big city v. a small town)
PART 2: TYPES OF ESSAYS			
5 PROCESS ESSAYS Learning Outcome: Essay Writing: Use the writing process to write a process essay using time order	<ul style="list-style-type: none"> • Process essay plan • Transition words for Process essays • Thesis statements for process essays 	<ul style="list-style-type: none"> • Time Order • Audience 	<ul style="list-style-type: none"> • Writing a one-paragraph description of the process • Writing, revising and editing a "how to" essay about <ul style="list-style-type: none"> • washing a car • making rice, tea, a salad, noodles, etc. • writing a good paragraph or essay • studying for an exam • annoying your teacher, your boss, or your parents • making a paper airplane, knitting a scarf, painting a picture, etc.
6 DIVISION AND CLASSIFICATION ESSAYS Learning Outcome: Essay Writing: Use the writing process to write a division and classification essay	<ul style="list-style-type: none"> • Division and classification essay plan • Dividing a topic into groups • The Language of Classification: Useful Sentence Patterns for Thesis Statements 	<ul style="list-style-type: none"> • Grouping Ideas • Thesis Statements for Division and Classification Essays 	<ul style="list-style-type: none"> • Using the writing process to write a division-classification essay about TV commercials • Using the writing process to write about <ul style="list-style-type: none"> • types of mistakes people make when learning a second language • types of students, athletes, etc • types of martial arts • kinds of bad habits • kinds of engineers (doctors, lawyers) • types of drivers, shoppers, etc • kinds of novels, movies, etc

Chapter	Writing Skills	Writing Tips	Writing Activities
7 CAUSE AND EFFECT ESSAYS Learning Objective: Essay Writing: Use the writing process to write a cause and effect essay	<ul style="list-style-type: none"> • Cause or effect essay plan • Using transition signals for cause or effect relationships • Sentence patterns for topic sentences and thesis statements for cause or effect paragraphs and essays 	<ul style="list-style-type: none"> • Ordering Supporting Paragraphs 	<ul style="list-style-type: none"> • Using the writing process to write a cause or effect essay about a topic, such as the explosion of the Internet • Using the writing process to write a cause/effect essay about the causes of heart disease • Using information online to write about the causes or effects of an important historical event
8 COMPARISON AND CONTRAST ESSAYS Learning Objective: Essay Writing: Use the writing process to write a comparison and contrast essay	<ul style="list-style-type: none"> • The Language of Comparison and Contrast: Useful Phrases and Sentence Patterns • The point-by-point method to organize paragraphs in comparison/ contrast essays • The block method to organize paragraphs in comparison/ contrast essays 	<ul style="list-style-type: none"> • Choosing a topic • Point-by-point format • Block format 	<ul style="list-style-type: none"> • Writing a comparison paragraph about the similarities of two twins • Writing a point-by-point comparison-contrast essay about two characters in a movie or book • Using the writing process to write an essay comparing and contrasting: <ul style="list-style-type: none"> • yourself and another member of your family. • an aspect of your culture, such as eating habits, education, government, economy, religion, or social life, with the same aspect of another culture. • a photo and a painting of the same scene. • Two people you have worked with, such as two coworkers at a job, two students in a group, or two bosses you have had.
9 PROBLEM-SOLUTION ESSAYS Learning Objective: Essay Writing: Use the writing process to write a problem and solution essay	<ul style="list-style-type: none"> • Developing problem-solution essays by using a step-by-step essay plan 	<ul style="list-style-type: none"> • Using Transitions 	<ul style="list-style-type: none"> • Using the writing process to write problem-solution essays about crime, etc. • Writing e-mails and letters for an Internet advice column • Using a peer revision worksheet, a revising checklist, and an editing checklist • Writing a paragraph about an everyday problem by finding a solution online • Writing a paragraph about an everyday problem by finding a solution online • Using the writing process to write a problem / solution about essay about: <ul style="list-style-type: none"> • overcrowding in your school • the generation gap • an argument with a friend • deforestation • access to the workplace for the disabled • drug abuse

Chapter	Writing Skills	Writing Tips	Writing Activities
PART 3: WRITING FOR SPECIFIC PURPOSES			
10 WRITING SUMMARIES Learning Objective: Paragraph Writing: Write a one-paragraph summary of an article	<ul style="list-style-type: none"> Follow steps for writing summaries: Revise draft of summary (check for accuracy, minor points, any of your own thoughts). Edit for grammar, spelling, punctuation, and capitalization. 	<ul style="list-style-type: none"> Use your own words 	<ul style="list-style-type: none"> Using the writing process to write a one-paragraph summary of a magazine article
11 EXPRESSING YOUR OPINIONS Learning Objective: Essay Writing: Write a five-paragraph essay that expresses your opinion on a controversial topic	<ul style="list-style-type: none"> Using revising and editing checklists 	<ul style="list-style-type: none"> Phrases that introduce opinions 	<ul style="list-style-type: none"> Using the writing process to write opinion paragraphs about two famous paintings, two poems, etc. Using the writing process to write opinion essays about controversial issues Writing a five-paragraph essay to express your opinion on a sample exam question
12 WRITING UNDERGRADUATE AND GRADUATE SCHOOL APPLICATION ESSAYS Learning Objective Essay Writing: Write an undergraduate or graduate application essay	<ul style="list-style-type: none"> Pay attention to the principles of good writing. Tips for writing application essays Write an interesting introduction, body, and conclusion. 	<ul style="list-style-type: none"> Get Second Opinions 	<ul style="list-style-type: none"> Using the writing process to write an undergraduate application essay and a personal statement essay

Introduction

Ready to Write 3 is a writing skills text designed for intermediate and high-intermediate students who are ready to write more than paragraph-level pieces. It builds on the fundamentals that students learned in *Ready to Write 1* and *Ready to Write 2*, giving students the confidence they need to write longer pieces.

The *Ready to Write* series came about because of our threefold conviction that

- Students learn to write well and achieve a more complete English proficiency by learning and practicing writing skills simultaneously with other English language skills they are learning;
- students are interested in and capable of writing expressively in English on a variety of provocative and sophisticated topics if they are supplied with the organizational tools to do so;
- students need to be explicitly taught that different languages organize information differently, and they need to be shown how to organize information correctly in English.

Approach

Ready to Write 3 is based on the premise that because languages organize information differently, students need to be shown how to organize information in English if they are to write effective essays. Students also need to understand that good writing is not necessarily a natural gift. It involves complex skills that can be learned and mastered. The text fosters competency in all of these skills by leading students step-by-step through the writing process.

The activities in *Ready to Write 3* help students become competent, independent writers by engaging them in the process of writing and by encouraging them to explore and organize their ideas in writing. Students are called upon to write often and on a broad range of meaningful, thought-provoking topics. The tasks are presented in a clear, straightforward manner for ease of instruction. Incorporated into the tasks is a variety of follow-up personal- and peer-revision activities. Although *Ready to Write 3* is a writing book, students practice their reading, speaking, listening, and analytical skills as they progress through the text.

The Fourth Edition

While much has been updated and expanded in this Fourth Edition of *Ready to Write 3*, what has not changed is the successful, basic approach that has made the series so popular all these years.

Two popular features from previous editions—*You Be the Editor* and *On Your Own*—appear throughout *Ready to Write 3*. *You Be the Editor* provides effective practice in error correction and proofreading to help students monitor their own errors, especially those covered in Chapter 3, Revising and Editing. An answer key for these exercises appears at the end of the book. *On Your Own* provides students with further individual practice in the skills they have learned.

This fourth edition of *Ready to Write 3* includes these important new and expanded features:

- learning outcomes at the beginning of each chapter focus students on the chapter's goals
- an engaging four-color design

- step-by-step activities that guide students from personal to academic writing
- expanded, targeted grammar practice in the context of writing
- updated examples, as well as model paragraphs and essays, that illustrate organizing elements such as topic sentences, supporting details, and signal words (for paragraphs), and thesis statements, introduction, body, and conclusion (for essays)
- instruction and practice that helps students progress from writing paragraphs to composing essays that require finding a focus, comparing and contrasting, describing, analyzing data, writing test answers, and summarizing
- coverage of all of the steps in the writing process: prewriting, writing, and revising and editing
- *Writing Tips* with stepped-out guidelines for writing
- peer revision worksheets
- web-based activities with more writing activities
- *Essential Online Resources* with answer keys, as well as additional grammar and writing activities.

Chapter Features

Learning Outcomes: Each chapter begins with objectives so students can see the intended goals of a chapter and what their learning experience will be. The learning outcomes are brief, written statements that help students see the knowledge, skills, and habits of work that they are expected to acquire by the end of the chapter. There are two learning outcomes: one for paragraph writing and one for life skills writing.

Grammar for Writing: Each chapter focuses on one or two specific grammar points along with helpful charts, clear explanations, and attendant practice. By practicing new grammar points in the context of their writing, students boost their writing accuracy and learn to vary their sentence types.

The Steps of the Writing Process: Each chapter provides guided instruction in the steps that are integral to good writing i.e. prewriting, writing, and revising. Revising checklists are provided for students to use to improve their paragraphs and write their final draft.

Writer's Tips: This feature provides helpful information on how to write and refine paragraphs. These tips include choosing a topic and working toward unity, accuracy and coherence.

On Your Own: Coming toward the end of most chapters, these activities provide students with yet another opportunity to write on a topic of their own choosing from among several suggested prompts. After they write a paragraph, students are instructed to use the revising checklist to improve their paragraphs, thereby practicing independent writing and revising.

You Be the Editor: This self-correcting exercise near the end of each chapter is intended to give students the opportunity to look for and correct the most common grammar mistakes made by intermediate and high-intermediate students as they learn to write in English. Each paragraph has a stated number of mistakes for students to look for. The answers for each chapter appear in the back of the book. Students can use the answers to check their own work and become independent and confident writers.

We hope that you and your students enjoy working through this text now that they are *ready to write* more.

—KLB and CBR

PART 1



THE ELEMENTS OF GOOD WRITING

Not everyone is a naturally gifted writer. Fortunately, writing is a skill that you can practice and master. In some ways, writing is like driving a car. If you have ever driven in another country, you know that some of the rules of the road may be different. Just as the rules for driving differ from country to country, the conventions for writing may change from language to language.

Writing in English involves more than mastering its vocabulary and grammar. Language, including written language, is a reflection of the thought patterns of native speakers. In order to write well in English, it is important to understand the way native speakers organize their thoughts. That is why it rarely works to write something in your native language and then translate it into English. The words may be in English, but the logic, organization, and thought patterns reflect those of your native language.

To write effectively in English, you need to conform to the accepted patterns of organization. Practicing these patterns will put you on the road to becoming a better writer.

1 Getting Ready to Write

LEARNING OUTCOME

Paragraph Writing: Write a paragraph identifying subject, purpose, and audience

Many students learning a new language think that writing is the most difficult skill to master. Putting your ideas down on paper may seem more complicated and frustrating than expressing them orally. In this chapter, you will learn some techniques to make your writing experience more successful.

DETERMINING YOUR ATTITUDE TOWARD WRITING

Your attitude toward anything that you do in life greatly affects your success in doing it. Writing is not an exception. Think about your attitude toward writing *in your native language* as you complete the following exercises.

A Circle your responses to the following statements about writing in your own language.

Use the following scale:

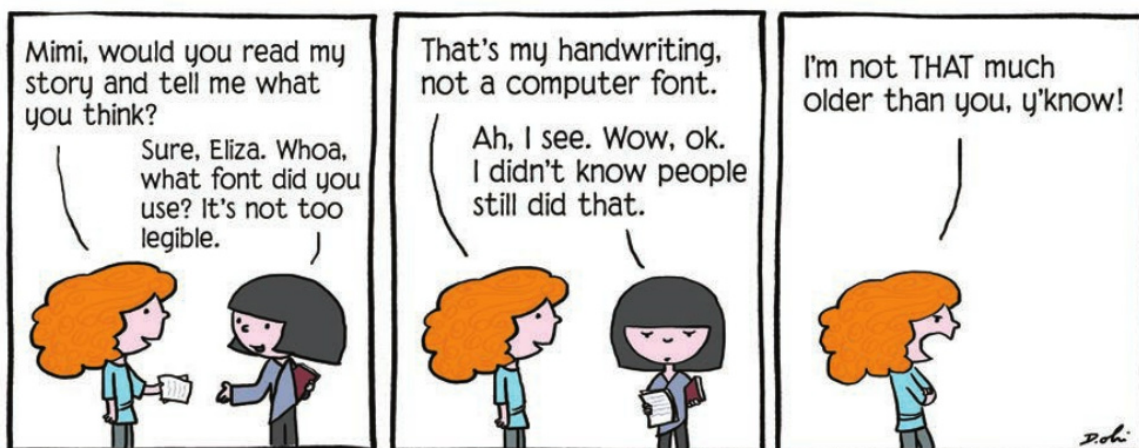
1 = Strongly Agree 2 = Agree 3 = Neutral
4 = Disagree 5 = Strongly Disagree

- a. I enjoy keeping a diary. 1 2 3 4 5
- b. I like to write letters to my family and friends. 1 2 3 4 5
- c. Writing about my feelings helps me relax. 1 2 3 4 5
- d. I enjoy working on reports for school and work. 1 2 3 4 5
- e. I enjoy writing personal essays. 1 2 3 4 5
- f. I like to write poems, stories, or songs. 1 2 3 4 5
- g. I enjoy using email. 1 2 3 4 5
- h. I like to write blogs. 1 2 3 4 5
- i. Writing is a creative outlet for me. 1 2 3 4 5
- j. I feel good about my writing ability. 1 2 3 4 5

Add the numbers of your answers and put the total in the box.

- B** Take the number from the box on page 2 and divide it by ten. The final number is your average score for the ten questions. Overall, it will tell you how much you like to write. The closer your score is to “1,” the more you like to write. The closer your score is to “5,” the less you like to write.
- C** Based on your answers, what general conclusions can you make about your attitude toward writing in your native language?

- D** Write a paragraph about your general attitude toward writing.



WillWriteForChocolate.com

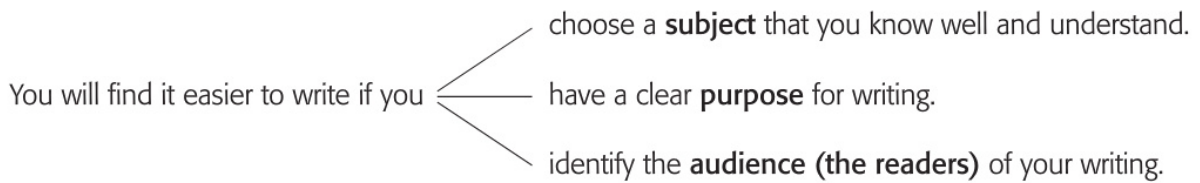
©2007 Debbie Ridpath Ohi - Twitter: @inkyelbows

- E** In small groups, share your main ideas from the paragraph you wrote about your general attitude toward writing. Then discuss the following questions.

1. What kinds of things do you enjoy writing about?
2. What kinds of writing do you think will be required in university classes?
3. What types of writing does your job or future profession require?
4. What do you hope to gain from this course?

ELEMENTS OF GOOD WRITING: SPA

Good writers have to keep several things in mind as they write. Three of the most important things are *subject*, *purpose*, and *audience*.



WRITER'S TIP: Using the Acronym SPA

SPA is an acronym that stands for *subject*, *purpose*, and *audience*. SPA will help you remember these things.

Keeping these three things in mind will help your writing stay focused.

Subject (Ask yourself, “What am I going to write about?”)

In order to write well, it is helpful to choose a subject that interests you and that you know and understand. If your teacher assigns a subject, try to find an angle or focus of that subject that you find interesting and want to explore.

It is important to choose a subject that is not too broad. You will usually have to go through a process of narrowing down the general subject until you find an appropriate topic.

Suppose *entertainment* is your general subject. *Entertainment* is too broad, so you need to narrow it down to a more focused topic. You could narrow it to a specific kind of entertainment, such as movies. Movies is still too general, however, so you need to do some further narrowing. Look at how one student narrowed down the general subject of entertainment to a specific topic.

ENTERTAINMENT

→ Movies

→ History of movies

→ Early history

→ Silent movies

→ Stars of silent movies

Finding a Subject

Narrow down each of the following general subjects until you find a specific angle that you would be interested in writing about. Then write your narrowed topics on the board. Discuss and compare the various topics with your classmates.

TELEVISION

→ _____

→ _____

→ _____

→ _____

NATURAL DISASTERS

→ _____

→ _____

→ _____

→ _____

TECHNOLOGY

→ _____

→ _____

→ _____

→ _____

Purpose (Ask yourself, “Why am I writing this?”)

Whenever you write something, it is important to think about your purpose. The *purpose* is the reason you are writing.

The three most common purposes for writing are

- to entertain;
- to inform; and
- to persuade.

However, these three purposes are not always mutually exclusive. It is possible for a piece of writing to have several purposes at the same time. For example, an article may be amusing but also educational or persuasive.

Identifying Purpose

PRACTICE

A Identify the author's main purpose in each of these pieces of writing.

Avalanche

An **avalanche** is any fast movement of snow, ice, mud, or rock down a mountainside. Avalanches are natural forms of erosion and are often seasonal; they can reach speeds of more than 200 miles per hour. They are caused by events such as earthquake tremors, human-made disturbances, and excessive rainfall.



Destruction from avalanches results both from the avalanche wind (the air pushed ahead of the mass) and from the actual impact of the avalanche material.

1. _____

Dear Family and Friends,
I am writing to tell you about an exciting new adventure that I need your help with. As you know, I just graduated from culinary school. It has always been my dream to open my own restaurant. However, opening a restaurant is quite expensive, and I really need some financial assistance. Any amount of money you could offer would help me cover the high costs of opening a restaurant. For example, the money will help me pay rent for the restaurant, which is \$6,000 per month. I will also use the money to buy restaurant equipment and furniture. In addition, the money will go toward the ingredients for the delicious meals I will cook, but I need some cash to cover the first few paychecks for my servers and kitchen staff. Your generosity would be very helpful, and I promise to pay you back as soon as the restaurant starts making money. I'm sure that I will have a successful new restaurant with your help. Remember, if you donate money, you will always eat for free!
Thanks,
Chef Dan

2. _____

Are you looking for a great travel destination?

If so, I suggest you head to Arizona.

With its much-loved past and modern amenities, you won't be disappointed. Explore Arizona's rich Native American history by taking a guided tour of the spectacular Monument Valley or visiting the Heard Museum in Phoenix. The deserts, rivers, mountains, and canyons of Arizona are spectacular. The Grand Canyon is truly one of the world's most amazing natural wonders. You won't want to miss the red rock country of Sedona for an experience of a lifetime. Take my advice and plan a trip to Arizona.

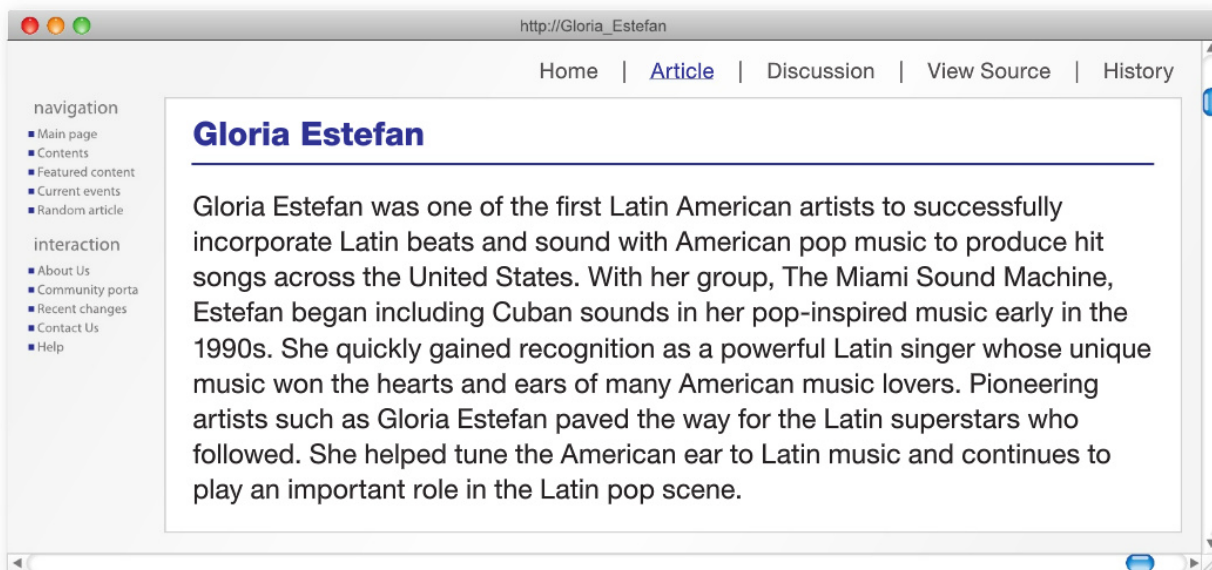


3. _____

When I was a boy of fourteen, my father was so ignorant I could hardly stand to have the old man around. But when I got to be twenty-one, I was astonished by how much he'd learned in seven years.

—Mark Twain

4. _____

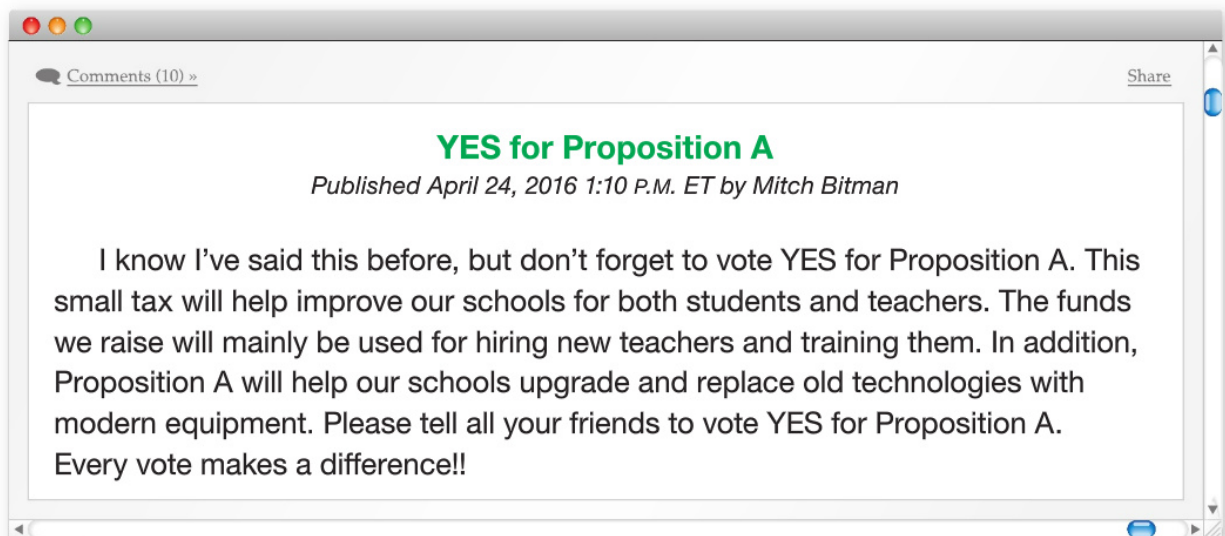


5. _____



Since we are planning to do some renovations on the Fox Undergraduate Library this summer, the library hours for both summer sessions will be changed. The Fox building will be completely closed for the first summer session, and undergraduate students will be able to use all the facilities of the Graylord Graduate Library. The Graylord Library will be open seven days a week from 8 A.M. to 11 P.M. During the second summer session, the first floor of the Fox Library will be open from 9 A.M. to noon, Monday through Friday. All other floors will remain closed until the beginning of the fall semester in September. Again, undergraduate students enrolled in summer classes will have complete access to the Graylord facilities. We apologize for the inconvenience but look forward to better serving you with our upgraded and expanded undergraduate library next fall.

6. _____



7. _____

Renting a car offers many attractive advantages to the traveler: independence, convenience, dependability—and a sudden, massive lowering of the IQ. I know what I’m talking about here. I live in Miami, and every winter we have a huge infestation of rental car drivers, who come down here seeking warm weather and the opportunity to make sudden left turns without signaling, across six lanes of traffic, into convenience stores. My wife and I have affectionately nicknamed these people “Alamos” because so many of them seem to get their cars from Alamo, which evidently requires that every driver leave several major brain lobes as a deposit. We’re tempted to stay off the highways altogether during tourist season, just stockpile food, and spend the entire winter huddled in our bedrooms, but we’re not sure we’d be safe there.

Dave Barry’s Only Travel Guide You’ll Ever Need, by Dave Barry

8. _____

B Complete the chart. Put each type of writing in the correct box or boxes.

TYPES OF WRITING		
advertisements	jokes	op-eds (opinions/editorials)
blogs	letters	poems
directions	memos	reports
emails	newspaper articles	stories
essays	novels	textbooks
restaurant reviews	song lyrics	recipes

ENTERTAIN	INFORM	PERSUADE