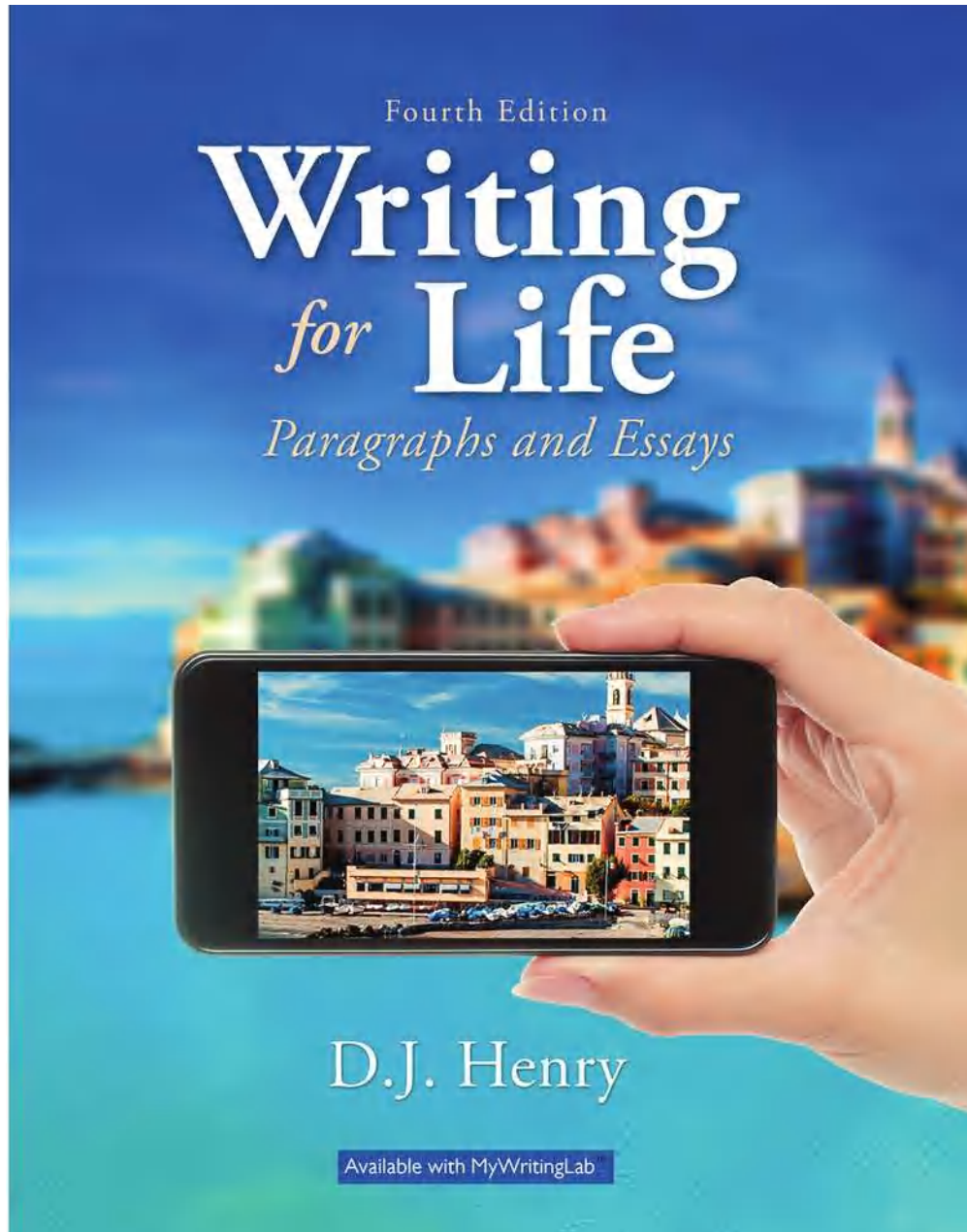


Answer Key

to accompany



PEARSON

Boston Columbus Indianapolis New York San Francisco
Amsterdam Cape Town Dubai London Madrid Milan Munich Paris Montreal Toronto
Delhi Mexico City São Paulo Sydney Hong Kong Seoul Singapore Taipei Tokyo

Answer Key to accompany *Writing for Life: Paragraphs and Essays*, Fourth Edition, by D.J. Henry.

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ISBN-13: 978-0-13-396022-8

ISBN-10: 0-13-396022-6

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CHAPTER 1: PREPARING TO LEARN ABOUT WRITING

PRACTICE 1

PHOTOGRAPHIC ORGANIZER: PREPARING TO LEARN

The following pictures represent one student’s effort to prepare to learn about writing. Write a caption for each photograph that identifies her efforts to prepare to learn.

What is this?

Pencil and book: Dictionary

What is this?

Materials: Notebook, pen, ruler

What is this?

Study space

What is this?

Study group

What’s the point?

To be prepared to learn about writing, you should have the books you need such as a dictionary; supplies like a notebook, paper, ruler, and pens; a place to study; and a study group for support.

One Student Writer’s Response

The following paragraph records one student’s efforts to prepare to learn about writing. As you read the paragraph, underline specific steps he took that you might use as well.

Answers may vary.

Prepared to Learn

(1) I began preparing to learn about writing on the first day of class. (2) First, I read the course syllabus, which listed the books and materials I needed; later that day, I bought everything listed, and I brought everything I needed with me to every class. (3) I found three people who wanted to learn as much as I did so we formed a study group. (4) We helped each other a lot throughout the whole semester. (5) If one of us was sick, we made sure he or she got the notes and assignment for that day, and we read each other's papers to make sure they made sense and didn't have any careless errors. (6) I also used a daily planner to record assignments and set aside time to study and write. (7) I arrived a few minutes early when possible, so that when class began, I was prepared to get to work. (8) I have to admit I had to work on my attitude. (9) I was so shy and afraid of sounding silly that asking questions in class was really hard, so for a while, I stayed after class to ask my questions, but eventually, I gained enough confidence to ask them during class. (10) I also had to learn how to deal with feedback on my papers. (11) I worked so hard on each essay, yet for a long time, my papers came back to me with grades and edits that showed I still needed to improve. (12) It took a while for my hard work to pay off, but I was determined to succeed. (13) I am proud to say, all my preparation and hard work paid off. (14) Not only did I earn an "A," but I also improved my ability to write.

As you prepare to learn about writing, take some time to evaluate yourself as a student writer. Think about your attitude, ways you can become an active learner, your relationship with your teacher, your study plan, and how you will track your growing writing abilities. The more you reflect and the more you prepare, the more likely you are to learn about writing and to become an effective writer.

PRACTICE 2

ADOPT THE ATTITUDE OF LEARNING

Read the following reflection written by a student that records how she feels about writing and why. On a separate sheet of paper, write a letter to the student, giving advice to help her overcome her anxiety.

Answers may vary.

The very thought of writing an essay and turning it in for a grade makes my stomach churn. I have pretty painful memories of writing classes. In one class, the teacher gave my paper back by handing it to the person in the front of the row to pass back. Everyone in my row got to see the large red "D" at

the top of my paper and all the red marks pointing out each one of my errors. I never could bring myself to read the comments, and I was too embarrassed to ask questions. It didn't seem to matter, anyway because I just can't write.

PRACTICE 10

CREATE A PORTFOLIO OF YOUR WORK

Write an e-mail to a classmate who was absent. Explain the portfolio process. Explain how portfolio assessment will improve your writing skills.

Answers may vary.

Academic Learning Log: Chapter Review

QUESTIONS FOR PREPARING TO LEARN ABOUT WRITING

To test and track your understanding of what you have studied, answer the following questions.

1. What are some of the materials and supplies needed by a writing student?

dictionary, thesaurus, notebook and pen, computer

2. What are the three attitudes of learning discussed in this chapter?

positive self-talk, active learning, trust

3. What three general steps can you take to create a study plan?

gather tools, set goals, take action

4. What are the four phases of exchanging information in the reading-writing cycle?

The first phase is the writer composes a message. The second phase is the writer sends the message to the reader. The third phase is the reader receives the writer's message. The fourth phase is the reader responds to the writer's message.

5. What is the reading process represented by SQ3R?

The reading process of SQ3R is a series of phases in the reading and thinking process. A reader can loop back or repeat stages as needed. The stages are Survey, Question, Read, Recite, and Review.

6. What is a portfolio?

A portfolio is a collection of all the work a writer does organized in a notebook or electronic folder.

7. What is included in a portfolio?

A portfolio may include class notes and activities, textbook notes and exercises, grammar tests, lab activities, reflective journal entries, and writing drafts.

8. What is a reflective journal entry?

A reflective journal entry is a piece of informal writing in which an individual analyzes some aspect of his or her writing.

CHAPTER 2 THINKING THROUGH THE WRITING PROCESS

PRACTICE 1

PHOTOGRAPHIC ORGANIZER: REASONS TO WRITE



Academic success



Economic power



Political expression



Personal expression

What's the point of writing well?

Writing well increases academic success, economic power, political expression, and personal expression.

PRACTICE 2

ASSESS THE WRITING SITUATION: TOPICS

Skim a newspaper, a magazine, and a textbook and write a list of five topics from each one. Then, share your list with your class or in a small group. *Answers may vary.*

TOPICS FROM A NEWSPAPER: _____

TOPICS FROM A MAGAZINE: _____

TOPICS FROM A TEXTBOOK: _____

PRACTICE 3

ASSESS THE WRITING SITUATION: PURPOSE

State the purpose of each of the following topic sentences. Discuss with your class or in a small group how a writer's purposes may be combined in certain situations. *Answers may vary.*

1. My experience and education make me an excellent candidate for this job.

To persuade a prospective employer to hire the writer _____

2. Adult stem cell research should be funded by the government.

To persuade the reader to support government funding for stem cell research _____

3. The gentle breeze, the lapping water, and the dappled shade soothe the human soul.

To express the power of the beauty in nature _____

4. Eating disorders fall into several categories based on their symptoms.

To inform the reader about the types and traits of eating disorders _____

5. Based on my unit exam, I need to review the following topics.

To reflect upon academic progress and set study goals _____

PRACTICE 4

ASSESS THE WRITING SITUATION: AUDIENCE

Based on your first thoughts about the audiences represented by the four pictures on page 24, write a brief response to the following questions. Then, discuss your answers with your class or in a small group.

Answers may vary.

- What are the most important traits of each audience represented by the pictures?
- Did your main points differ based on the audience? Why or why not?
- Will your word choice or examples differ based on the audience? Why or why not?

PRACTICE 5

ASSESS THE WRITING SITUATION: AUDIENCE

Each of the following four pieces of writing appeals to one of the audiences depicted by the photos on this page. Write the letter of the piece of writing in the picture that shows its audience.

- A. Scientists funded by the National Institute on Drug Abuse (NIDA), a federal government agency, have found that the damage to the brain’s thinking abilities that results from smoking marijuana can last up to 28 days after an individual last smoked the drug.
- B. Marijuana use today starts at a younger age—also, today stronger forms of the drug are available to you. Marijuana use is a serious threat—do not use it!
- C. Under the influence of marijuana, you can forget your best friend’s phone number, watch your grade point average drop like a stone, or get into a car accident.

D. Welcome to the Mothers Against Drugs speaker series. During today’s speaker panel, we’ll investigate the fascinating facts about marijuana. You may have heard it called pot, weed, grass, ganja, or skunk, but marijuana by any other name is still a drug that affects the brain.



B



C



D



A

PRACTICE 6

ASSESS THE WRITING SITUATION: TOPIC AND AUDIENCE

The following writing prompts apply an academic topic to a real audience.

Write the name of the college course(s) for each prompt and describe the traits of each audience. Discuss your answers with your class or in a small group. Talk about how each audience affects the writer’s choice of words and details.

1. Write a letter to the editor of a newspaper that supports or opposes a political candidate.

COURSE(S): *political science*

AUDIENCE: *general audience of various races and cultures with varying ages, levels of income, and years of education*

2. Write a report for the school board that explains the benefits of smaller class sizes.

COURSE(S): *education, psychology*

AUDIENCE: *educated, mature audience of various races; well informed about local educational issues*

3. Write an e-mail to a classmate explaining the five steps for problem solving.

COURSE(S): *mathematics, science*

AUDIENCE: *Answers may vary.*

4. Write a memo to a new, young employee at a fast food restaurant that explains how the cost of his insurance is based on his age.

COURSE(S): *mathematics, business*

AUDIENCE: *male, little experience, probably in high school or just beginning college*

PRACTICE 9

USE THE WRITING PROCESS: PREWRITE BY QUESTIONING

Assume you are a reporter at the scene of a car accident. Using the box “The Writing Process Step by Step: Prewriting by Asking Questions,” write a list of questions to identify your point and generate details. Share your ideas with the class or in a small group.

Answers may vary.

PRACTICE 10

USE THE WRITING PROCESS: PREWRITE BY QUESTIONING

Ask questions to brainstorm your first thoughts about one of the following topics:

Answers may vary.

- Road Rage _____
- Graffiti _____
- Drug Abuse _____
- Positive Thinking _____
- Workplace Stress _____

PRACTICE 11

USE THE WRITING PROCESS: PREWRITE BY FREEWRITING

Read the following two freewrites. Discuss with your class or in a small group how ideas develop using freewriting and focused freewriting. What are the advantages of freewriting? What are the disadvantages?

Answers may vary.

Okay, the essay is due in two days. The topic is my choice, and I have no idea what to write about. My mind is a blank. Dr. Reese says just start writing and don't stop and pretty soon something will come to you. No luck yet. Okay, what's going on in the world? Lots of people looking for work not many jobs are out there that's why I'm in school to get prepared for a good paying job. But life isn't all about work. Sure I want a good job, but I don't want a job that takes it all out of me. I want time for family and fun, too. I love to travel. If I won the lottery, I would spend a lot of time traveling. My favorite vacation was snorkeling in the Florida Keys. It would be so much fun to snorkel other places like in Hawaii and Australia.

Focused Freewrite

When I was a boy, my family went to the Florida Keys on a snorkeling vacation. That vacation remains one of my favorite memories. My brother and I were like prunes we were in the water so much. The water was the prettiest, clearest blue-green you've ever seen. You can see all the way to the bottom. And the fish and coral are so colorful. We watched schools of colorful fish shimmer in the water as they darted around. They varied from yellow with black stripes, to neon green, to brown speckles. Did you know that coral is a living thing? And it grows in all shapes and colors. Some look like purple fans waving in the current.

Others look like grey brain matter. And others look like electric orange honeycombs. I'll never forget when we saw a shark. My brother kept screaming "shark, shark." But his screams were muffled sounds of panic because he was screaming into his snorkel. Boy, we made it back to the boat in record time. Dad said he never knew we could move so fast. What a great time we had!

PRACTICE 12

USE THE WRITING PROCESS: PREWRITE BY FOCUSED FREEWRITING

Step 1: Choose one of the following topics and freewrite for five minutes. Ask and answer the reporter's and reflective questions before you begin freewriting.

- Popular Music
- Useful Technology
- Reality TV
- An Influential Person

Step 2: Read your freewrite and highlight ideas. Write a focused freewrite for an additional five minutes using the idea(s) you highlighted.

Answers may vary.

PRACTICE 13

USE THE WRITING PROCESS: PREWRITE BY LISTING

Prewriting for an academic course: The following lists are based on the table of contents of two textbooks. Identify the academic courses to which each list is related. Then, brainstorm a list of additional writing topics based on an idea from each list.

COURSES: Mass Communication or

Political Science

List 1

Mass Media and Politics

The Power of the Media

Sources of the Media

Bias in the Media

Freedom versus Fairness

COURSES: Health

List 2

Coping with Stress

Eating Smart

Maintaining Proper Weight

Keeping Fit

Controllable Health Risks

New Lists of Additional Ideas

New Lists of Additional Ideas

Answers may vary.

Answers may vary.

Prewriting for Business Writing: Assume you have just been given two weeks' notice because your company is downsizing and eliminating your job. To locate job opportunities, take the following steps:

Answers may vary.

Step 1: Go to your favorite job search site (for example, your local newspaper likely has listings online).

Step 2: Choose one of the advertised positions and list the skills needed to compete for the job.

Step 3: List the skills you already possess that qualify you for the job.

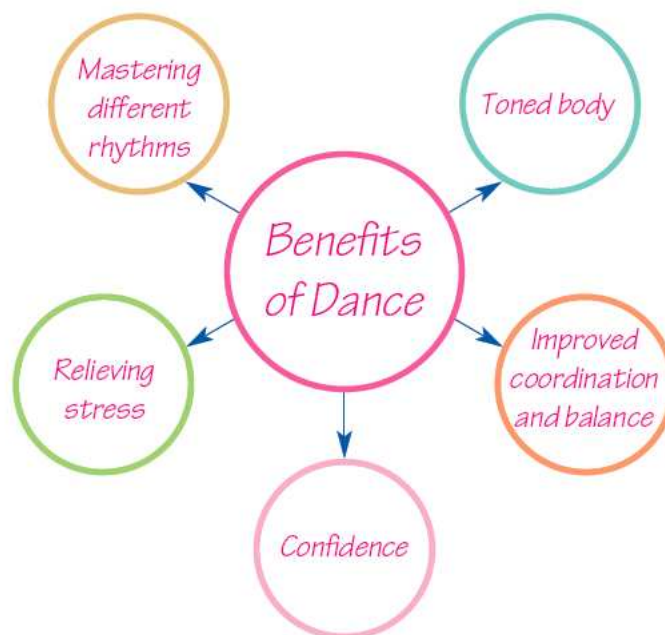
Step 4: On your own paper, repeat steps 2 and 3 for each of the jobs you listed in Step 1.

PRACTICE 14

USE THE WRITING PROCESS: PREWRITE BY MAPPING

The writer of the following paragraph used a concept map to brainstorm ideas. Read the paragraph. Then, recreate her concept map by filling in the appropriate blanks with ideas from her paragraph. Discuss how the concept map differs from her final draft.

Ballroom dancing can have many positive effects. The most obvious of these is physical fitness through exercise. Your body becomes more toned and that, in turn, can make you feel better about your appearance. However, several other less obvious effects are just as important. First, confidence is a big factor in dancing. It takes a lot of confidence to dance in front of people, or even to go out onto the floor and dance with someone you do not know very well. For someone who does not have a lot of self-assurance to begin with, dancing causes them to quickly build up their confidence. Next, improved coordination, balance, and posture are a few more positive effects of ballroom dancing. Practicing patterns in each dance forces you to develop better coordination as you try to get the steps in the right order. Technique makes you develop better balance and posture as you focus on holding your frame while performing the correct steps. Another subtle but important effect is a better understanding of the different types of rhythm in music. Listening to songs over and over again as you practice your dances and having to understand the timing in each one makes you aware of the various rhythms that exist among different types of music. A final and very beneficial effect of ballroom dancing is relieving stress. If you enjoy dancing, it can become a huge help in relieving stress. Dance is a fun challenge and a welcome break from your hectic day. Therefore, there are various benefits caused by dancing that, when combined, create an enjoyable pastime for anyone.



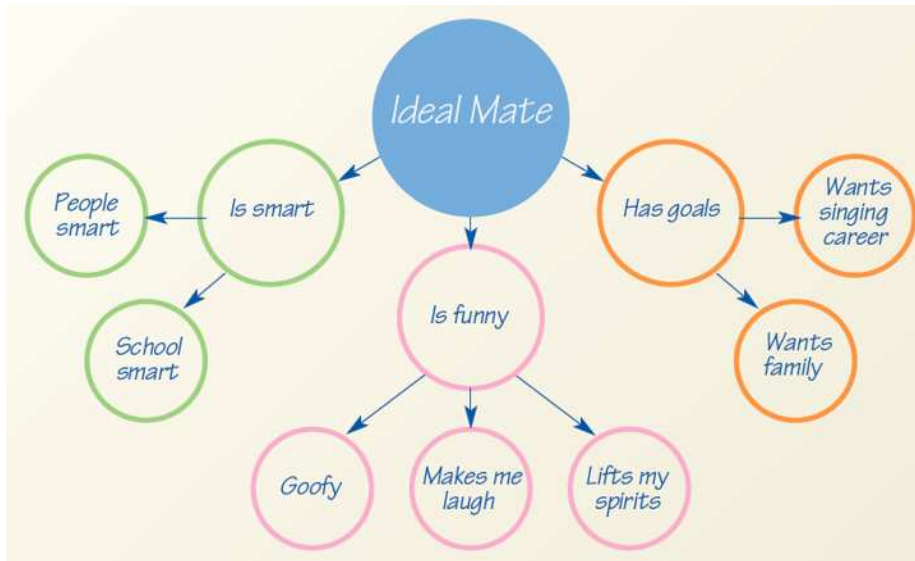
PRACTICE 15

USE THE WRITING PROCESS: PREWRITE BY OUTLINING

The following reflection and concept map was created by a student during the prewriting phase of an assignment. Complete the outline with ideas from the concept map.

Laura’s First Thoughts:

I am going to write about the topic “My Ideal Mate,” and my classmates are my audience. I am going to focus my topic by discussing three traits of an ideal mate and how my boyfriend is a perfect example of an ideal mate. My purpose is to let the reader know what a great boyfriend I have.



Main idea statement: My boyfriend Kelly is my ideal mate.

A. Kelly is one of the smartest people I know.

1. He excelled in high school and college.

2. He is people smart.

B. Kelly is funny.

1. We goof around together.

2. He keeps me laughing.

3. He lifts my spirits.

C. Kelly has goals.

1. He is working toward a singing career.

2. He wants a family.

PRACTICE 16

USE THE WRITING PROCESS: DRAFT BY STATING THE MAIN IDEA

Revise the following main idea statements so they are more effectively expressed. Identify the hint you used to revise each one. Discuss your work with your class or in a small group. *Answers may vary.*

1. I am going to write about how the automobile costs too much, pollutes the environment, and traps us in isolation.

The automobile costs too much, pollutes the environment, and traps us in isolation.

Hint: *Assert an idea rather than announce your topic.*

2. The annoying and rude manners of people while talking on cell phones in public places.

The rude manners of some cell phone users in public places annoys those around them.

Hint: *Always state your main idea as a complete sentence.*

3. Minimum wage is a controversial issue.

Raising the minimum wage benefits both the worker and the employer.

Hint: *Make a specific statement rather than a vague, general statement.*

PRACTICE 18

USE THE WRITING PROCESS: REVISE

Read Laura's first draft of her paragraph "My Ideal Mate." Then, complete the activity that follows. Share your work and thoughts with a small group of your peers. *Some answers may vary.*

My Ideal Mate

(1) My ideal mate is a man who is intelligent, funny, and goal oriented. (2) Kelly, my current boyfriend, has all of these wonderful traits. (3) *First*, Kelly has to be one of the smartest people I know. (4) He excelled academically in high school and college. (5) He is not only book smart but is people smart also. (6) He knows exactly how to keep the people he loves protected and safe from this cruel world. (7) *In addition*, Kelly has to be the funniest person I know. (8) If we didn't ~~have fun-joke and goof-around-tease~~, our relationship would be ~~boring-humdrum~~. (9) He can be serious when necessary, and like everyone, has his dark days. (10) Whenever I am down depressed about something, he is the one to make me overcome the sadness and laugh.

(11) *Finally*, ~~The~~ *the* most important trait of all ~~though~~ is that Kelly is goal oriented; he knows what he wants out of life. (12) He has a plan to succeed. (13) ~~Not too many guys know what they want.~~ (14) Kelly wants to become a professional musician, have a family, and earn enough money to support his family. (15) All of these traits make Kelly my ideal mate.

–Laura Bender, English Student

1. Locate the topic sentence by underlining the topic once and the writer’s point about that topic twice.
2. Cross out any details that are not related to the topic sentence.
3. Circle any ideas that need more examples to fully support the main idea.
4. Choose three words to revise; cross out the words you chose, and above them, write stronger, more vivid words. Use a thesaurus.
5. Insert the following transitions where they best show the logical flow of ideas: *First*, *In addition*, *Finally*.

PRACTICE 20

USE THE WRITING PROCESS: PROOFREAD

The following draft by a student writer reveals her struggle with two common errors: pronoun agreement and subject-verb agreement. The box on the next page sums up the rules for pronoun agreement and subject-verb agreement and includes correct sentence examples. Read the rules and examples in the box, and then use them as a guide to correct the same kind of errors in pronoun agreement and subject-verb agreement in the student’s draft. *Answers may vary.*

Student draft

Procrastination

(1) Everyone deals with procrastination from time to time in some way, shape, or form. (2) Procrastination is not as simple as it seems. (3) It is the body’s way of coping with one’s emotions, thoughts, and attitudes. (4) Delaying any given action to a later time may indicate several conflicts. (5) For example, often a person stays at the same dead-end job due to fear of the unknown. (6) *He (or she) fears* ~~They fear~~ the possibility of being faced with something difficult, a task at which *he (or she)* ~~they~~ might fail. (7) Sometimes procrastination stems from the fear of achievement. (8) Oddly, a certain type of person may actually fear success.

(9) For *him (or her)* ~~them~~, success leads to more responsibility. (10) Other reasons for procrastination may be anger, rebellion against authority, or the need to blame others for one's own unhappiness. (11) To overcome procrastination, a person needs to apply a little discipline and willpower. (12) The most popular method is to complete the task as soon as possible. (13) Another method is also simple. (14) *It is* ~~They are~~ as simple as having a to-do list, a little checklist, like a grocery list that can minimize distractions.

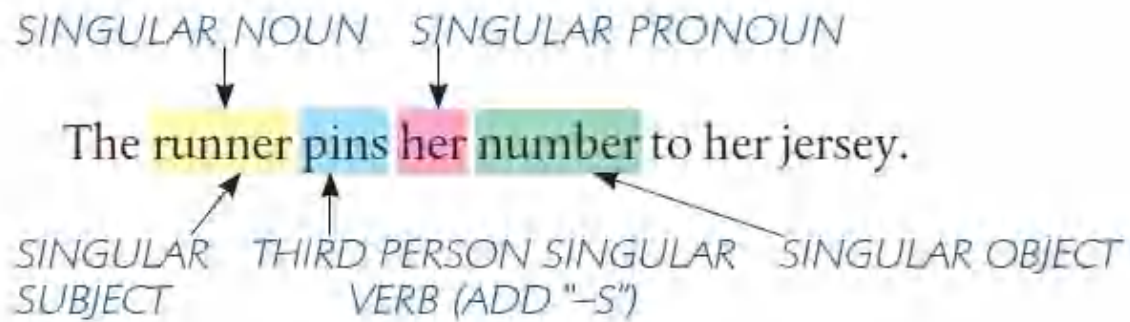
Pronoun Agreement

If a noun is singular (*I, you, he, she, or it*), then the pronoun that refers to the noun must be singular. If a noun is plural (*we, you, they*), then the pronoun that refers to the noun must be plural.

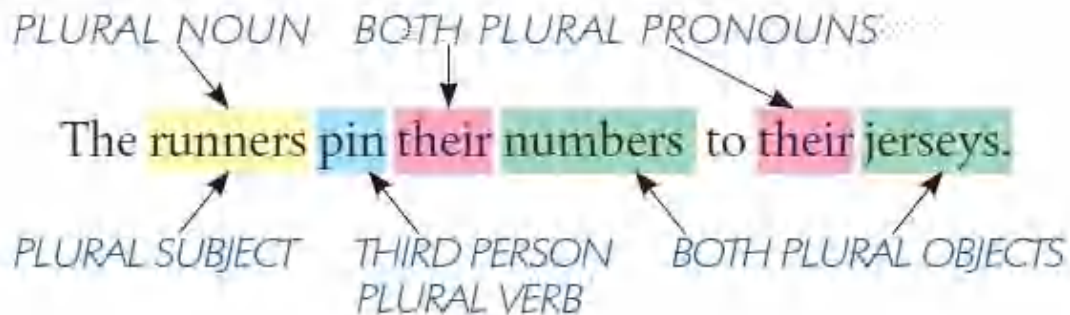
Subject-Verb Agreement

If a subject of a sentence is singular, then the verb and object of the verb must be singular. If the subject of a sentence is plural, then the verb and object of the verb must be plural.

Correct:



Correct:



ACADEMIC LEARNING LOG: CHAPTER REVIEW

THINKING THROUGH THE WRITING PROCESS

To test and track your understanding of what you have studied, answer the following questions.

1. A piece of writing develops in response to a specific situation that is composed of the _____ *topic* _____, the _____ *purpose* _____ for writing, and the _____ *audience* _____.
2. The four basic purposes for writing are _____ *informative* _____, _____ *persuasive* _____, _____ *expressive* _____, and _____ *reflective* _____.
3. The four phases of the writing process are _____ *prewriting* _____, _____ *drafting* _____, _____ *revising* _____, and _____ *proofreading* _____.
4. The writing process is _____ *recursive* _____: Any step can be repeated as necessary.
5. Several prewriting techniques are _____ *freewriting* _____, _____ *listing* _____, _____ *concept mapping* _____, and _____ *outlining* _____.
6. Drafting is putting your ideas into _____ *sentences* _____ and _____ *paragraphs* _____.
7. Revising is *re-seeing* your work through the eyes of your reader.
8. Revising is reworking your draft for _____ *clarity* _____, _____ *logic* _____, _____ *interest* _____, and _____ *credibility* _____.
9. Proofreading is preparing your work for _____ *publication* _____.
10. Proofreading is correcting errors in _____ *spelling* _____, _____ *punctuation* _____, _____ *capitalization* _____, _____ *mechanics* _____, and _____ *grammar* _____.
11. What did I learn about the writing process?

12. What about the writing process do I need to continue studying or working on?

CHAPTER 3 UNDERSTANDING THE PARAGRAPH

PRACTICE 1

PHOTOGRAPHIC ORGANIZER: LEVELS OF INFORMATION

Study the following outline based on an article about types of tattoos. In the blanks, identify each piece of information as the main idea, major supporting detail, or minor supporting detail.

Four Types of Tattoos: Narrowed topic

Four major types of tattoos are amateur, professional, traumatic, and cosmetic. *Main idea* _____

A. Amateur *Major supporting detail* _____

1. Cause: often one color, unevenly applied, created by someone at home using needle and ink, soot, or charcoal.

Minor supporting detail _____

2. Examples: loved one's name; gang tattoo

Minor supporting detail _____



▲ Gang tattoos

B. Professional *Major supporting detail* _____

1. Cultural *Minor supporting detail* _____

- a. Cause: placed by members of certain cultural groups to symbolize cultural heritage and identity

Minor supporting detail _____

- b. Example: Maori tattoos

Minor supporting detail _____



▲ Cultural

2. Modern Minor supporting detail
 - a. Cause: placed by a “tattoo gun” by experienced, working artists Minor supporting detail
 - b. Example: Tattoo parlors Minor supporting detail



▲ Modern

- C. Traumatic Major supporting detail
 1. Cause: dirt or debris becomes embedded in skin
Minor supporting detail
 2. Examples: road rash, explosion from fireworks
Minor supporting detail

D. Cosmetic Major supporting detail

1. Cause: placed by a cosmetic specialist as permanent makeup or camouflage Minor supporting detail
2. Example: eyeliner Minor supporting detail



▲ Permanent makeup

PRACTICE 2

IDENTIFY LEVELS OF INFORMATION

Read the paragraph developed from the previous outline. Circle the main idea. Underline the four sentences that state the major supports. Then, in your own words restate the three levels of information in a paragraph.

Four Types of Tattoos

(1) While tattoos come in all sorts of forms, experts divide them into four fundamental types. (2) The four main types of tattoos are amateur, professional, traumatic, and cosmetic. (3) The first type, the amateur tattoo, is often one color, unevenly applied, and created by someone at home using a needle and bottle of India ink, soot, or charcoal. (4) Amateur tattoos are often simple designs such as a loved one's name or a gang's symbol. (5) The second type, the professional tattoo, may be either a cultural tattoo or a modern tattoo. (6) Cultural tattoos often symbolize the values of a specific ethnic group. (7) For example, the Maori people of New Zealand create tattoo designs that honor their cultural heritage and identity. (8) Modern tattoos are created with a tattoo gun operated by trained, working artists. (9) Modern tattoos reflect the personal values or interests of the person being tattooed. (10) The third type, the traumatic tattoo, occurs

when dirt or debris becomes embedded beneath the skin. (11) Two common examples of traumatic tattoos are road rash from a fall or accident and an explosion from fireworks. (12) The fourth type, cosmetic tattooing, takes the form of permanent makeup or camouflage. (13) A tattoo specialist applies permanent makeup such as eyeliner, lip liner, rouge, or permanent eyebrows. (14) Many people use cosmetic tattooing to cover a birthmark, blemish, or older tattoo.

—Based on T.A. Cronin, Jr., “Tattoos, Piercings, and Skin Adornments”, *Dermatology Nursing Journal*, 2001

Oct.13(5): 380–383.

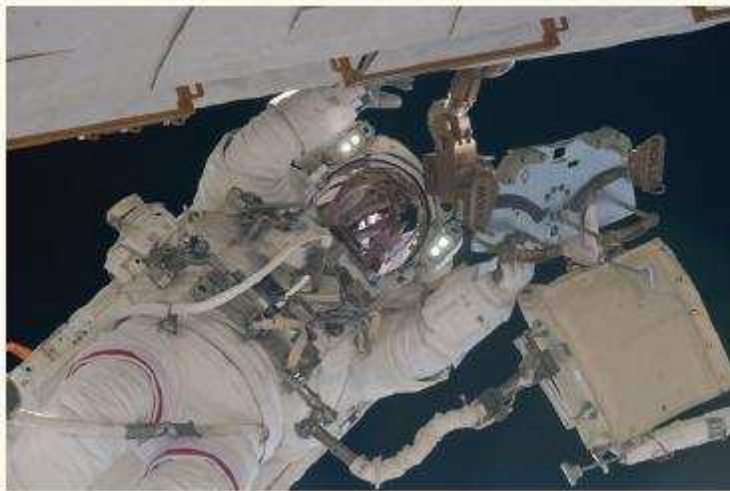
What are the three levels of information in a paragraph?

PRACTICE 3

IDENTIFY LEVELS OF INFORMATION IN A PARAGRAPH

Read the following paragraph. Then, fill in the sentence outline with the main idea and missing supporting details.

Why We Explore: Human Space Exploration



(1) Humanity’s interest in the heavens has been universal and enduring. (2) Humans are driven to explore the unknown, discover new worlds, push the boundaries of our scientific and technical limits, and then push further. (3) In this new era in space exploration, NASA has been challenged to develop systems and capabilities required to explore beyond low-Earth orbit. (4) Destinations include the International Space

Station, translunar space, near-Earth asteroids and eventually Mars. (5) First, NASA will use the International Space Station as a test-bed and stepping stone for the challenging journey ahead. (6) On the International Space Station, we will improve and learn new ways to ensure astronauts are safe, healthy, and productive while exploring. (7) And we will continue to expand our knowledge about how materials and biological systems behave outside of the influence of gravity. (8) Second, exploring in translunar space will provide unprecedented experience in deep-space operations. (9) Translunar space is the vast expanse surrounding the Earth-moon system. (10) In translunar space, NASA can research galactic cosmic radiation—potentially the most threatening element to humans exploring deep space—and develop strategies that may also lead to medical advancements on Earth. (11) Third, by visiting asteroids, we can look for answers to some of humankind’s most compelling questions, such as: how did the solar system form and where did the Earth’s water and other organic materials such as carbon come from? (12) Asteroids are believed to have formed early in our solar system’s history—about 4.5 billion years ago—along with our sun and the planets. (13) In addition, future robotic missions to asteroids will prepare humans for long-duration space travel and the eventual journey to Mars. (14) Finally, Mars has always been a source of inspiration for explorers and scientists. (15) A mission to our nearest planetary neighbor provides the best opportunity to demonstrate that humans can live for extended, even permanent, stays beyond low Earth orbit. (16) The challenge of traveling to Mars and learning how to live there will encourage nations around the world to work together to achieve such an ambitious undertaking.

—Adapted from “Why We Explore”, NASA, 2013.

Main idea (Topic Sentence): *Destinations include the International Space Station, translunar space, near-Earth asteroids and eventually Mars.*

A. Major support: NASA will use the International Space Station as a test-bed and stepping stone for the challenging journey ahead.

1. Minor support: *On the International Space Station, we will improve and learn new ways to ensure astronauts are safe, healthy, and productive while exploring.*

2. Minor support: And we will continue to expand our knowledge about how materials and biological systems behave outside of the influence of gravity.

B. Major support: *Exploring in translunar space will provide unprecedented experience in deep-space operations.*

1. Minor support: *Translunar space is the vast expanse surrounding the Earth-moon system.*
2. Minor support: In translunar space, NASA can research galactic cosmic radiation—potentially the most threatening element to humans exploring deep space—and develop strategies that may also lead to medical advancements on Earth.

C. By visiting asteroids, we can look for answers to some of humankind’s most compelling questions, such as: how did the solar system form and where did the Earth’s water and other organic materials such as carbon come from?

1. Minor support: *Asteroids are believed to have formed early in our solar system’s history—about 4.5 billion years ago—along with our sun and the planets.*
2. Minor support: *Future robotic missions to asteroids will prepare humans for long-duration space travel and the eventual journey to Mars.*

D. Major support: *Mars has always been a source of inspiration for explorers and scientists.*

1. Minor support: *A mission to our nearest planetary neighbor provides the best opportunity to demonstrate that humans can live for extended, even permanent, stays beyond low Earth orbit.*
2. Minor support: The challenge of traveling to Mars and learning how to live there will encourage nations around the world to work together to achieve such an ambitious undertaking.

PRACTICE 4

IDENTIFY PARTS OF A PARAGRAPH

The following student essay by Adam Stewart illustrates the use of a title and the three parts of a paragraph.

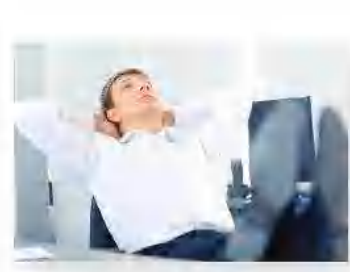
Underline the topic sentence. Circle each of the three parts of the paragraph: Introduction, Body, and Conclusion. Provide a title for the paragraph.



▲ Ambitious worker



▲ Mediocre worker



▲ Lazy worker

Three Types of Workers: Three Types of Futures

(1) Although everyone has to work at one point in his or her life and a strong work ethic is looked upon very highly, unfortunately not all workers understand the importance of hard work and a good attitude. (2) Depending upon which category they represent, workers are judged by their coworkers and employers. (3) Three different types of workers make up the workforce, and each type works toward a very different future.

(4) First, the ambitious worker comes to work on time, has a good attitude, stays on task, and is always willing to help in any way. (5) Supervisors and coworkers highly value the work ethic of ambitious workers because they always get the job done and do it well beyond expectations. (6) The second type of worker is satisfied with mediocrity. (7) This type of worker comes to work on time, but he or she is not always on the required task. (8) Mediocre workers do what is required and nothing more. (9) Employers and coworkers tolerate mediocre workers because even though they don't always have a good attitude, the job does get done and usually meets expectations. (10) The third type is the lazy worker, also known as the slacker. (11) Everyone hates the slacker. (12) Slackers consistently show up late, rarely accomplish the required task, and continuously try to get the rest of their coworkers off task as well. (13) The slacker, looking for the easy way out, rarely meets expectations.

(14) In conclusion, the ambitious workers will be the leaders and high-wage earners; the mediocre workers will likely remain at some dead-end jobs; and the slackers will probably be fired from job after job, never rethinking their work ethic.

PRACTICE 5

FOCUS A TOPIC INTO A NARROWED SUBJECT

Combine the topic with an opinion and pattern of organization signal words to narrow the topic. In the blank items, practice narrowing topics of your choice.

1. GENERAL TOPIC: Health Issue: Weightlifting

OPINION: positive SIGNAL WORD: effects

NARROWED SUBJECT: Positive effects of weightlifting

2. GENERAL TOPIC: A Public Figure: Hillary Clinton

OPINION: admirable SIGNAL WORD: traits

NARROWED SUBJECT: The Admirable Traits of Hillary Clinton

3. GENERAL TOPIC: Historical Place: Gettysburg

OPINION: most decisive battle in history SIGNAL WORD: scene

NARROWED SUBJECT: Gettysburg: Scene of the Most Decisive Battle in History

4. GENERAL TOPIC: Business: Saving Money

OPINION: smart SIGNAL WORD: steps to

NARROWED SUBJECT: Smart Steps to Saving Money

5. GENERAL TOPIC: Health Issue: Cancer

OPINION: possible SIGNAL WORD: causes

NARROWED SUBJECT: Possible causes of cancer

6. GENERAL TOPIC: _____

OPINION: _____ SIGNAL WORD: _____

NARROWED SUBJECT: _____

7. GENERAL TOPIC: _____

OPINION: _____ SIGNAL WORD: _____

NARROWED SUBJECT: _____

8. GENERAL TOPIC: _____

OPINION: _____ SIGNAL WORD: _____

NARROWED SUBJECT: _____

PRACTICE 6

WRITE A TOPIC SENTENCE

Write topic sentences for each of the following narrowed subjects.

Answers may vary

1. Narrowed Subject: Benefits of Weightlifting

TOPIC SENTENCE: *Weightlifting has several benefits.*

2. Narrowed Subject: The Admirable Traits of Hillary Clinton

TOPIC SENTENCE: *Hillary Clinton illustrates the admirable traits of a worthy role model.*

3. Narrowed Subject: Gettysburg: Scene of the Most Decisive Battle in History

TOPIC SENTENCE: *Gettysburg was the scene of the most decisive battle in history.*

4. Narrowed Subject: Smart Steps to Saving Money

TOPIC SENTENCE: *Follow three smart steps to saving money.*
