

# Miyazaki International College Writing Handbook

2014

First Edition



Name:

# A Note to Students

**This handbook contains information to help you improve your academic writing skills. You can use it as a study guide, reviewing each section until you understand and are able to use the main points. You can also use it as a reference any time you have to write a paper for a class or have questions about some aspect of writing. Finally, this handbook will be useful when writing your senior thesis. In short, you can use this handbook throughout your four years at MIC to improve your writing skills. We hope you do!**

## A Note to Faculty

This handbook is the result of ideas discussed at a meeting of the MIC English faculty in the spring of 2010. The English faculty wanted to provide students with uniform guidelines for academic writing in all of their coursework at MIC and in the writing of their senior thesis. We felt such uniformity would facilitate learning of academic writing skills and minimize misunderstanding. We agreed that a handbook, similar to those created and used in Japanese universities and intensive English programs abroad but tailored to the needs of our students, would be valuable to both students and faculty.

From its inception, this handbook was not intended as a textbook. There are no practice exercises or questions at the end of each chapter. There are already numerous high-quality academic writing textbooks available online and in bookstores across Japan. More importantly, a handbook for students – rather than a classroom textbook – is much less likely to limit teacher autonomy or creativity when it comes to the teaching of writing.

Instead, our goal was to *inform* at a level appropriate for students at MIC. The first three chapters provide an overview of academic writing style (as compared to other forms of writing), suggestions for each step in the process of writing, and guidelines for formatting papers in the academic context. Chapters four and five give an overview of paragraph and short essay writing, and chapter six offers a comprehensive review of sentence structure.

This handbook has numerous gaps and many places in need of improvement, and we already have a long wish list for next year. It also contains information that some faculty members may disagree with; faculty members at MIC and grammarians around the globe have differing definitions for what constitutes a clause, for example. With never enough time to fully consult more than a few of our MIC colleagues, we ended up presenting information as we have found it in the majority of print and online sources.

We ask, therefore, that you accept this work as a first step rather than a destination. We look forward to your feedback and your many suggestions for improvement.

Sincerely,

Phil Bennett

Tim Stoeckel

# Contents

A Note to Students.....	2
A Note to Faculty .....	2
<b>Academic Writing Style.....</b>	<b>6</b>
1.1 Written and Spoken English.....	7
1.2 Different Kinds of Writing .....	8
1.3 Academic Writing.....	9
1.3.1 Gender Reference .....	10
1.3.2 Use of <i>I</i> and <i>You</i> .....	11
1.3.3 Use of Questions .....	12
1.3.4 Use of Phrasal Verbs .....	13
1.3.5 Use of Contracted Forms .....	14
<b>The Writing Process .....</b>	<b>15</b>
2.1 Selecting Your Topic.....	16
2.2 Narrowing Your Topic .....	16
2.3 Brainstorming.....	17
2.3.1 Listing .....	18
2.3.2 Free Writing .....	19
2.3.3 Mind Mapping.....	20
2.4 Organizing Your Ideas .....	21
2.5 Drafting .....	23
2.6 Revising and Editing .....	24
<b>Formatting an Academic Paper.....</b>	<b>25</b>
3.1 Formatting a Short Academic Paper .....	26
3.2 Example Paragraph Written by Hand .....	28
3.3 Example Paragraph Done on Computer .....	29
<b>Writing Good Paragraphs .....</b>	<b>30</b>
4.1 Paragraph Structure .....	31
4.2 Topic Sentence .....	32
4.3 Supporting Sentences .....	34

4.4 Concluding Sentence.....	36
4.5 Paragraph Unity .....	38
4.6 Paragraph Cohesion .....	39
4.7 Paragraph Coherence .....	42
4.7.1 Logical Order .....	42
4.7.2 Transition Signals .....	47
<b>Writing Good Essays .....</b>	<b>50</b>
5.1 From Paragraphs to Essays .....	51
5.2 Introduction .....	54
5.2.1 Thesis Statements .....	55
5.2.2 Listing Subtopics in the Thesis Statement .....	56
5.3 Introduction Styles .....	57
5.3.1 General to Specific Introductions .....	58
5.3.2 Historical Introductions .....	59
5.3.3 Anecdotal Introductions .....	60
5.3.4 Surprising Introductions with Facts or Statistics .....	62
5.4 Body .....	63
5.4.1 Transition Sentences.....	64
5.4.2 Supporting Information .....	65
5.5 Conclusion.....	66
5.5.1 Signaling a Conclusion.....	67
5.5.2 Reviewing Main Points.....	68
5.5.3 Final Comments .....	69
<b>Sentence Structure .....</b>	<b>70</b>
6.1 Clauses .....	71
6.1.1 Multiple Subjects and Verbs in a Clause.....	72
6.1.2 Independent and Dependent Clauses .....	73
6.2 Sentences .....	74
6.3 Compound Sentences .....	75
6.3.1 Compound Sentences with Coordinators.....	76
6.3.2 Compound Sentences with Semicolons.....	78

6.3.3 Compound Sentences with Sentence Connectors.....	79
6.4 Complex Sentences.....	80
6.4.1 Noun Clauses.....	81
6.4.2 Adverb Clauses.....	85
6.4.3 Adjective Clauses.....	93
6.5 Compound-Complex Sentences.....	101
6.6 Basic Sentence Patterns.....	102
<b>Appendix A: Writing Titles.....</b>	<b>106</b>
A.1 The Mechanics of Writing a Title.....	107
A.2 Writing an Effective Title.....	109
<b>Appendix B: Avoiding Plagiarism.....</b>	<b>111</b>
B.1 Plagiarism.....	112
B.2 Proper Use of Outside Sources.....	112
B.2.1 Direct Quotes.....	113
B.2.2 Indirect Quotes.....	115
B.2.3 Paraphrases.....	117
B.2.4 Summaries.....	119
B.3 Citations and References.....	121
<b>MIC Writing Correction Code.....</b>	<b>122</b>

# Part 1

## Academic Writing Style

Here at MIC, you will often be asked to produce written work. This will include sentences, paragraphs, essays, and the senior thesis that you complete in your third and fourth years.

Writing is necessary not only to improve your English abilities, but also to practice expressing your ideas clearly and to help you think more deeply about the topics you study. These are skills that will be useful after you graduate and begin working.

### In this section:

#### 1.1 Written and Spoken English

#### 1.2 Different Kinds of Writing

#### 1.3 Academic Writing

##### 1.3.1 Gender Reference

##### 1.3.2 Use of *I* and *You*

##### 1.3.3 Use of Questions

##### 1.3.4 Use of Phrasal Verbs

##### 1.3.5 Use of Contracted Forms

## 1.1 Written and Spoken English

Written and spoken English have many differences. When you speak, you can use gestures, ask questions, and signal to your partners when you do not understand.

When you are writing, you are alone, so it is important to explain your message clearly and carefully.

Let's look at some of the differences between written and spoken English.

### Written English

- Written English usually uses complete sentences with a subject and a verb.
- It uses frequent signal words such as **however** and **because**.
- It is clearly organized. Phrases such as **one reason** or **another problem** show this organization.
- It is clear and precise.
- It does **not** usually use contracted forms such as **there're** or **it's**.

#### The Endangered Polar Bear

The polar bear, one of the Earth's most beautiful creatures, is in danger of disappearing in the next 100 years. One reason for this is hunting. In some areas, hunting is a tradition, and the bear is killed to provide food and clothing. However, there are also people who shoot polar bears simply for sport. Another problem polar bears face is global warming. Because the sea temperatures are rising, sea ice is melting faster. This means that polar bears cannot use the ice for catching their food. It is clear that humans must change some of their habits if the polar bear is to be saved.

### Spoken English

- Spoken English does not always use complete sentences.
- It often uses informal, casual language such as **really shocking, you know, and too bad**.
- It uses unspecific, vague language such as **other things** and **and so on**.
- It often uses contracted forms such as **they're** and **that's**.

A: I watched a really shocking program last night.  
B: Really? What about?  
A: Polar bears. You know, they're dying out so fast.  
B: Mm [NODS HEAD]. What's causing it? Hunting?  
A: That's one reason, yeah. But there are a lot of other things.  
B: Such as?  
A: Well, like global warming, pollution, and so on...  
B: That's too bad.

## 1.2 Different Kinds of Writing

There are many kinds of writing, each with its own rules and styles. For example:

### Casual Email or Letters

- These are messages between two people.
- These usually use an informal style, with words and phrases such as *hi* and *no problem*.
- These are often short and direct.

Hi Bob, thanks for the files you sent.

Friday's no problem for the meeting – I'll be in the head office until 12, any time after then is OK.

Mike

### Texting

- Texting is the exchange of messages on a cell phone.
- It uses a very casual style.
- It uses many shortened forms (u = you, @ = at, lol = laugh out loud, gr8 = great, cu = see you).

saw the photos of u @ the wedding – lol!  
u looked gr8!  
cu saturday

### Literature

- Literature is writing that tells a story.
- It often causes emotions in the reader such as shock, happiness, sadness, anger, or fear.
- It uses either first-person voice (I), or third-person voice (she, he, Tom).

Across the bay the white palaces of fashionable East Egg shone along the water. The history of the summer really begins on the day I drove over there to have dinner with Tom and Daisy Buchanan. Daisy was a distant relative of mine, and I'd known Tom in college. And just after the war I spent two days with them in Chicago.

From *The Great Gatsby* by F. Scott Fitzgerald, 1926.

### Journalism

- Journalism is writing about events in the news.
- It includes facts but may also try to cause emotions in readers.
- It usually uses complete sentences.
- It usually uses third-person voice (An American).

#### Sick Worker Airlifted from Antarctica

A medical flight left Antarctica for New Zealand on Tuesday to evacuate an American worker in serious medical condition, after blizzard conditions eased enough to allow for the landing.

The man's identity and condition have not been disclosed. Few winter evacuations....

From the *Ventura County Star*, September 13, 2010.



## 1.3 Academic Writing

**Academic writing** is the kind of writing produced in schools, colleges, or universities. Paragraphs, essays, and the final thesis at MIC are all examples of academic writing.

In any kind of writing, **audience, tone, and purpose for writing** are important.

### **Audience**

The **audience** is the person or people you are writing for. In emails or letters, this may be a friend, and in literary writing it may be many people you don't know. In academic writing, your audience may be your professor or instructor, or other people interested in your topic.

### **Tone**

**Tone** refers to the level of formality. Letters and emails to friends are often casual and may be funny. Academic writing is usually formal and serious.

### **Purpose**

The **purpose** is the reason for writing. People write for many reasons – to entertain, to ask for information, to show support or anger etc. The purpose of academic writing is to show knowledge of a topic and to explain ideas clearly.

Whenever you are writing, think about your *audience, tone, and purpose*.

### **Academic Writing Style**

Because academic writing is formal and serious, you should think carefully about the language that you use. Using the wrong style may give a poor impression to the reader.

However, it is important to understand that **style** is different from **rules**. Native English speakers do not always agree on correct style, so sometimes your teachers may have different opinions about what is best.

It is best to follow the advice of each teacher until your English reaches the level where you can decide about style for yourself.

### 1.3.1 Gender Reference

Gender reference means talking about people as male or female.

#### People in General

In modern English, when we write about people in general, we should use gender-neutral words.

For example, instead of using *man* or *mankind* to talk about humans, it is better to use *people*, *humanity*, or *the human race*.

#### Poor:

A *man* should care about *his* friends and family.

Global warming is a terrible problem for *mankind*.

#### Better:

*People* should care about *their* friends and family.

Global warming is a terrible problem for *humanity*.

#### A Person of Unknown Gender

Similarly, when we write about a person of unknown gender, the use of *he* is old-fashioned. Instead, it is possible to use *he or she*, *s/he*, or *they*.

#### Poor:

If a student passes a test, *he* will feel happy.

#### Better Options:

If a student passes a test, *he or she* will feel happy.

If a student passes a test, *s/he* will feel happy.

If a student passes a test, *they* will feel happy.

However, some people believe it is best to reword the sentence so that all of these options can be avoided.

*A student who passes a test* will feel happy.

### 1.3.2 Use of *I* and *You*

Academic writing is not usually written in a personal way. For this reason, some people try not to use *I* or *you* in academic writing.

#### The Use of *I*

Below, the example on the left is grammatically correct, but *I have heard* and *I think* are personal. The style on the right is better.

#### Poor:

*I have heard* that many people lost their homes when a typhoon hit an island in the Philippines. *I think* this is very sad.

#### Better:

In August 2009, thousands of people lost their homes when a typhoon hit an island in the Philippines. This was a terrible event that received a lot of attention around the world.

However, when writing about a personal experience, it may be appropriate to use *I*.

More and more people are becoming victims of street crime. For example, on a trip to Spain last year, *I* had my wallet and camera stolen.

#### The Use of *You*

The example on the left sounds like spoken English. The one on the right is less direct and more academic.

#### Poor:

Have *you* eaten *natto*? If *you* haven't, *you* should try some.

#### Better:

*Natto* is a healthy food that everyone should try.

### 1.3.3 Use of Questions

Using questions in your writing can help the reader think about the topic. However, the reason for writing a paragraph or essay is usually to show what **you** know, not to ask the reader questions.

For this reason, you should be careful about using questions in academic writing. Some of your instructors might prefer you not to use them at all.

Sentences containing questions can usually be rewritten.

#### Poor:

The damage to the environment that plastic causes is well-known, so why is this material still used so often?

What is etiquette? Etiquette is the rules of polite behavior in a society.

#### Better:

Since the harmful effects of plastic in the environment are well-known, it is necessary to question its continued use.

Etiquette is the rules of polite behavior in a society.

### 1.3.4 Use of Phrasal Verbs

Phrasal verbs are a kind of idiom that has a verb followed by a short word, or particle. Some examples are: *take off* (remove), *carry on* (continue), and *go in/into* (enter).

In academic writing, phrasal verbs are sometimes used, but less than in spoken English or informal writing. It is generally better to use another verb. For example:

#### Poor:

- look into

The purpose of this study is to *look into* the reasons for the Great Depression.

#### Better:

- investigate

The purpose of this study is to *investigate* the reasons for the Great Depression.

- get rid of

Some nutritionists suggest we *get rid of* all simple sugar in our diet.

- eliminate, discard

Some nutritionists suggest we *eliminate* all simple sugar from our diet.

- find out

Through our research, we *found out* three interesting aspects of Einstein's life.

- discover, learn, establish

Through our research, we *discovered* three interesting aspects of Einstein's life.

- go up

The world population is rapidly *going up*.

- increase

The world population is rapidly *increasing*.

- go down

The population of Japan is *going down*.

- decrease

The population of Japan is *decreasing*.

- think about

Before making an important decision, we should carefully *think about* each choice.

- consider

Before making an important decision, we should carefully *consider* each choice.

- cut down

The government will *cut down on* spending.

- reduce

The government will *reduce* spending.

You should always carefully consult a dictionary to choose the most appropriate verb.

### 1.3.5 Use of Contracted Forms

**Contracted forms** are shortened forms that are common in informal English. Because academic writing is formal, contracted forms are rarely used. You should write the full words.

**Poor:**

- it's
- can't
- won't
- we're
- they'll
- should've
- could've
- would've

**Better:**

- it is
- cannot / can not
- will not
- we are
- they will
- should have
- could have
- would have

# Part 2

## The Writing Process

To create a quality paragraph or essay, you must carefully plan and organize your ideas before you begin writing. After you write, you should check your work and look for ways to improve it. This is called the **writing process**. This chapter provides information about each step in this process.

### In this section:

#### 2.1 Selecting Your Topic

#### 2.2 Narrowing Your Topic

#### 2.3 Brainstorming

##### 2.3.1 Listing

##### 2.3.2 Free Writing

##### 2.3.3 Mind Mapping

#### 2.4 Organizing Your Ideas

#### 2.5 Drafting

#### 2.6 Revising and Editing

## 2.1 Selecting Your Topic

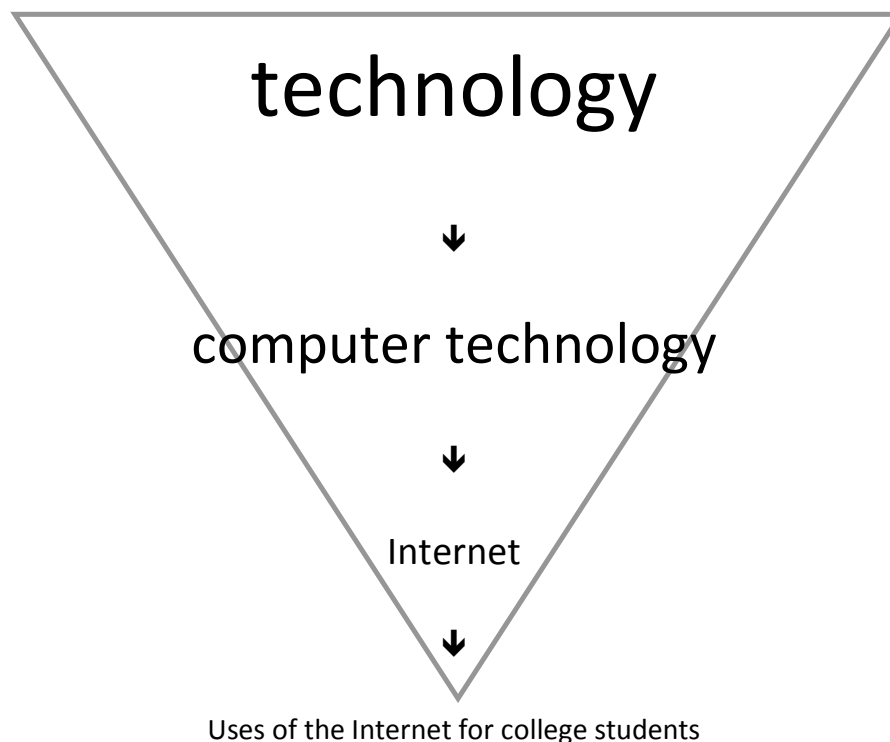
The first step in the writing process is selecting your topic. In some cases, your topic may be chosen for you. For example, your teacher may tell you the topic, or you may have to respond to an examination question.

In other cases, you may be free to choose your own topic. At MIC, students are free to choose the topic of their senior thesis, for example. It is important to consider your interests and choose a topic you are passionate about.

## 2.2 Narrowing Your Topic

The first step in the writing process is **narrowing your topic**. You should make sure your topic is focused enough so that you can discuss it completely in a paragraph or essay.

For example, **technology** is too broad a topic to discuss in a short academic paper. The narrower topic, **uses of the Internet for college students**, is much more appropriate:



If you fail to narrow your topic sufficiently, it will be difficult for you to focus your thoughts or to write an interesting paper.



## 2.3 Brainstorming

The second step in the writing process is **brainstorming**. The goal of brainstorming is to generate a lot of ideas about your topic, without worrying about whether those ideas are appropriate or not.

**When you brainstorm, the following points are important:**

- Work quickly and steadily, without pausing to judge your ideas.
- Do not worry about spelling, grammar, or other mistakes.
- Do not use your dictionary. Use your native language if you do not know a word in English.
- Do not worry about the organization of your ideas.

When you finish brainstorming, you should have a large number of ideas about your topic. Later you can carefully organize these ideas. In the following pages, you can find information about three different brainstorming techniques:

- **Listing** (page 18)
- **Free Writing** (page 19)
- **Mind Mapping** (page 20)

### 2.3.1 Listing

**Listing** is the first brainstorming technique. Begin with a blank sheet of paper and make a list of ideas related to your topic. Each item on your list should be a word or a short phrase. (Remember to consider the points in the box on page 17.)

Here is an example brainstorming list for the topic ***uses of the Internet for college students***:

- uses of the Internet for college students*
- *social networking*
  - *facebook*
  - *wikipedia*
  - *email*
  - *ERIC*
  - *Online dictionaries*
  - *Research topic for a class*
  - *Moodle*
  - *Class websites*
  - *Online class readings*
  - *Online exercises*
  - *Mixi*
  - *Get news and current events*
  - *Check blogs*
  - *Write blogs*
  - *Online dictionaries*
  - *You tube*
  - *Practice foreign language skills*
  - *Online games*
  - *Music*
  - *Banking*
  - *Job hunting*
  - *Find apartment*
  - *Shopping*
  - *Access library*
  - *Find internships*
  - *Information!!*
  - *Watch videos*
  - *Get movie times*
  - *Get bus times*

## 2.3.2 Free Writing

**Free writing** is the second brainstorming technique. Write about your topic for at least ten minutes, *without stopping*. Write in phrases, sentences, and paragraphs, and try to fill at least one page. (Remember to consider the points in the box on page 17.)

Here is an example of free writing about the topic **uses of the Internet for college students**:

### *uses of the Internet for College Students*

*College students use the Internet for all sorts of things. They use it, first of all, to communicate with friends and family, and to maintain a social life. There are lots of resources on the Internet for students to take advantage of for this: email, social networking sites like facebook or ミッション, blogs; instant messaging services like Twitter... This is probably one of the most important functions of the Internet for students. Because social connectiosn are so important at t to young people.*

*The Internet is also very useful for studying. Sudents can research almost any topic online. We can use wikipedia to get a general idea about a topic. We can use Google Scholar to find scholarly information about topics. We can use ERIC, too. We can also just do a regular web search to gather information bout a topic. This is especially useful for getting current news because almost all news sources (TV, radio, newspapers, magazines) also have websites with lots of information. My favorites are the BBC, the Japan Times, and Yahoo News.*

*The Internet has other resources we can use for our studies. There are online dictionaries, and there are many online exercises for practicing English, checking grammar, studying grammar, preparing for the TOEIC, ect. Some of my favorite sites for this sort of thing include popjisyo.com (Dictionary), sharedtalk...*

*College kids use the Internet for play, too. There are a lot of online games that we can play either against the computer or against other people. I like to play card games online with my friends in Seattle, but some of my classmates play Fantasy sports with the friends, and other classmates*

When you finish, it is a good idea to read over your writing, choose an interesting idea that you would like to say more about, and then repeat the process using this idea as the topic of a second free writing. This is called **looping**.

### 2.3.3 Mind Mapping

The last brainstorming technique is **mind mapping**.

- Begin by writing the **main topic** in the middle of a sheet of paper.
- Add **supporting ideas** to your mind map by drawing lines out from the main topic, like spokes in a bicycle wheel.
- Add more **detailed information** to any concept in a mind map in a similar way.

(Remember to consider the points in the box on page 17.)

Here is an example mind map for the topic **uses of the Internet for college students**:



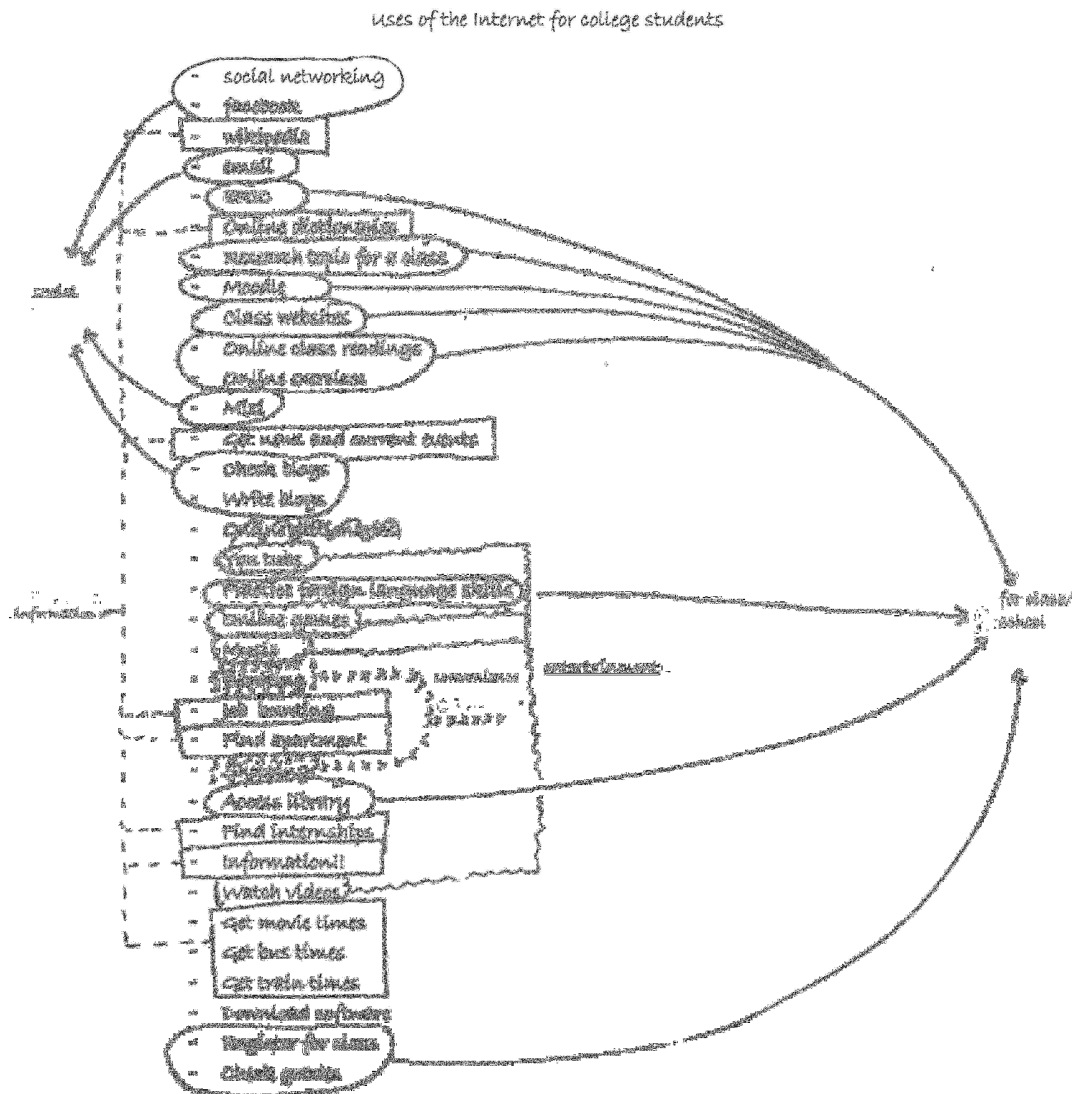
You can find many more example mind maps on the Internet by searching Google images.

## 2.4 Organizing Your Ideas

The third step in the writing process is **organizing your ideas**. Carefully review your brainstorm and ask yourself these questions:

- **Which ideas belong together?**  
After you brainstorm, it is often possible to put ideas together into several small groups, and to give each of these small groups a title.
- **Should I eliminate any ideas?**  
You should eliminate ideas that do not fit your topic. You may also eliminate some ideas if you have too many to include in your paragraph or essay.
- **Can I add any new ideas?**  
You may also think of more ideas to include in your writing. This is a natural and important step.

Here is an example for the topic, **uses of the Internet for college students**:



***How are my ideas related to each other?***

It is best to **outline** your ideas. An outline has different levels and shows which ideas are the main points, and which ideas support the main points.

Here is an example outline for the topic ***uses of the Internet for college students***. Note that some of the ideas from the example brainstorm on pages 18, 19, and 20 have been eliminated, and several new ideas have been added.

*uses of the Internet for college students*

- 1) *For school*
  - a) *Research topic for a class*
    - i) *Access library*
    - ii) *ERIC*
  - b) *Moodle*
    - i) *Check grades*
    - ii) *Online class readings*
    - iii) *Practice foreign language skills*
      - (1) *Online exercises*
  - c) *Register for class*
- 2) *social networking*
  - a) *facebook*
  - b) *email*

## 2.5 Drafting

The next step in the writing process is **drafting**. This means putting your ideas on paper without worrying about mistakes. A first draft will not be perfect.

- Use your outline to guide the organization of your paper.
- Use your own words. Do not copy long phrases or sentences from books, journals, the Internet, or elsewhere. (See page 111 for more information on using outside sources of information.)
- Look up unknown words in your dictionary. Read each dictionary entry carefully so that you choose the English word that best fits the context.
- Do not use software or Internet sites to translate sentences and paragraphs. These tools produce poor, unnatural English and do not help you improve your writing skills.

Here is an example first draft:

### Uses of the Internet for College Students

College students use the Internet for several reasons. First, many college students use the Internet for school. They may access the library online or use ERIC to research topics for class. Other classes have Moodle site where students can check grades, complete online readings, and do other exercises to practice their foreign language skills. Students can also use the Internet in some universities to register for class. The second most popular use of the Internet for college students is social networking. Many students stay in touch with friends and family with Facebook, basic email, or Mixi. Other students have their own blogs, where they can share information about their lives with friends. Of course students can read their friend's blogs, too. It is hard to imagine life as a college student in the 21<sup>st</sup> century without the Internet, it has become a basic part of our daily lives.

## 2.6 Revising and Editing

The final step in the writing process is **revising and editing**<sup>1</sup>. In this step, you find ways to improve your paper. You should:

- Make sure you have included all of the important ideas and that the ideas are well organized.
- Make sure your writing is clear and easy to understand.
- Make sure the transitions between ideas are clear and appropriate. See the sections on cohesion (page 39) and coherence (page 42) for more information on transitions.
- Check for errors in grammar, spelling, and punctuation.

Here is an example of what this step looks like:

Uses of the Internet for College Students

*important* College students use the Internet for several *many*, *but two are most* reasons. First, many college students the Internet for school. They may ~~XXXX~~ access the library <sup>▲</sup> online or use ERIC <sup>use</sup> <sup>▲</sup> to research topics for class. Other classes have Moodle site where students can check grades, complete online readings, <sup>▲</sup> and do other exercises to practice their foreign language skills. Students can also use the Internet in some universities to register for class. ~~It is also the second~~ most popular use of the Internet for college students in social networking. Many students stay in touch with friends ~~XXXXXX~~ ~~XXXXXX~~ with Facebook, basic email, or Mixi. Other students have their own blogs, where they can share information about their lives with friends. Of course students can read their friend's blogs, too. It is hard to image life as a college student in the 21<sup>st</sup> century without the Internet. ~~it has become a basic~~ ~~share information about themselves on their own blogs~~ part of our dairy lives. ~~XX~~ *and keep up to date on friends' lives by reading their blogs.*

After you revise and edit (at least twice), make sure to rewrite your paragraph or essay on a clean piece of paper before submitting it. **Part 3** explains how to properly format your paper.

<sup>1</sup> MIC faculty members will give you feedback on how to revise and edit your writing with the MIC correction code on page 123.



# **Part 3**

## **Formatting an Academic Paper**

College and university students should format their papers a certain way. This section provides basic information for formatting academic papers. You should follow the guidelines here unless your teachers tell you otherwise.

### **In this section:**

**3.1 Formatting a Short Academic Paper**

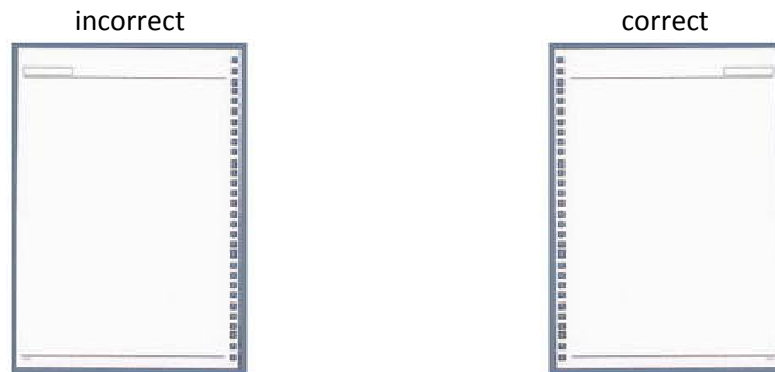
**3.2 Example Paragraph Written by Hand**

**3.3 Example Paragraph Done on Computer**

### 3.1 Formatting a Short Academic Paper

Below are some important guidelines for formatting paragraphs and essays. Begin with a clean piece of paper with no writing on either side.

1. If you are using loose leaf paper, align the holes on the left side of the first page.



2. Write your **full name**, the **class name** or **class code**, and the **date** in the top left-hand corner of your paper.
3. Put the **title** of your paper on the first line, in the center. (You can find guidelines for writing titles in **Appendix A**, page 106.)

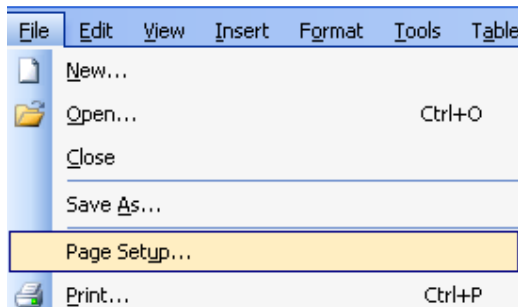
**Computer Tip:** Always automatically center the title with this icon:



4. Do not write in the **margins** of your paper. Margins are the spaces around the edge of your paper.

For A4 size paper, the left-hand margin should be about 1.25 inches (30 mm), and the other margins should be 1 inch (25 mm). For B5 size paper, the margins can be slightly smaller.

**Computer Tip:** You can set the margins in “Page Setup,” under “File”.



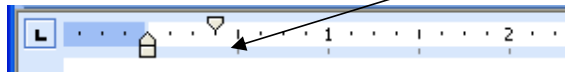
Use a **left justified** margin throughout your paper. This means the left margin should be straight. The right margin is not. On loose leaf paper, if a word is too long to fit inside the right margin, just write it on the next line.

**Computer Tip:** Always automatically set the margins with this icon:

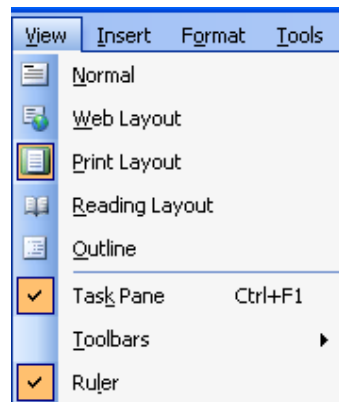


5. **Indent** the first line of each paragraph. This means the first sentence of each paragraph begins a little to the right of the left-hand margin.

**Computer Tip:** Do not use the space bar to indent. Instead, set the indentation with the ruler by dragging the top marker to the right:



If you don't see the ruler, click **ruler** in the **view** menu.



6. Within a paragraph, begin each new sentence at the end of the previous sentence. Don't start each new sentence on a new line.
7. Double space throughout the paper.

**Computer Tip:** Always automatically double space. You can do that with this with this icon:



### 3.2 Example Paragraph Written by Hand

The example below shows how to format a short academic paper that is written by hand:

1) Align holes on the left.

2) Put your name, the class code, and the date in top left. corner.

3) Put the title in the center of the top line.

4) Don't write in the margins.

5) Indent the first line of a paragraph.

6) Begin each new sentence in a paragraph immediately after the previous one.

7) Double space your paper.

● Akiko Yamada, SS 152  
● May 8, 2011  
● Exercise for Weight Control

● Exercise is important for maintaining a proper  
● body weight. When we exercise, we burn calories that are  
● stored in the fat of our body. Active sports like  
● basketball or tennis can easily burn over 500 calories  
● per hour, while even moderate activities like walking or  
● housework use around 200 calories each hour. In  
● addition to burning fat, exercise builds muscle. This  
● is useful for maintaining a healthy body weight  
● because muscle burns more calories, even when we are  
● resting, than non-muscle. In short, a regular exercise  
● routine is important for keeping a trim, healthy body.

### 3.3 Example Paragraph Done on Computer

The example below shows how to format a short academic paper that is done on computer:

The diagram shows a sample academic paper with several callout boxes explaining formatting rules. The paper content is as follows:

2) Put your name, the class code, and the date in top left corner.

3) Put the title in the center of the top line.

Akiko Yamada, SS 152  
May 8, 2011

Exercise for Weight Control

4) Don't write in the margins.

5) Indent the first line of a paragraph.

7) Begin each new sentence of a paragraph immediately after the previous one.

6) Double space your paper.

Exercise is important for maintaining a proper body weight. When we exercise, we burn calories that are stored in the fat of our body. Active sports like basketball or tennis can easily burn over 500 calories per hour, while even moderate activities like walking or housework use around 200 calories each hour. In addition to burning fat, exercise builds muscle. This is useful for maintaining a healthy body weight because muscle burns more calories, even when we are resting, than non-muscle. In short, a regular exercise routine is important for keeping a trim, healthy body.

# Part 4

## Writing Good Paragraphs

A paragraph is a group of sentences about one topic. A paragraph can stand by itself, or it can be a part of a larger essay. This chapter explains how to write good paragraphs, which is an essential skill for college students.

### **In this section:**

#### **4.1 Paragraph Structure**

#### **4.2 Topic Sentence**

#### **4.3 Supporting Sentences**

#### **4.4 Concluding Sentence**

#### **4.5 Paragraph Unity**

#### **4.6 Paragraph Cohesion**

#### **4.7 Paragraph Coherence**

##### **4.7.1 Logical Order**

##### **4.7.2 Transition Signals**

## 4.1 Paragraph Structure

A **paragraph** is a group of sentences about one topic. Paragraphs have three parts:

- **topic sentence**  
This sentence introduces the main idea of the paragraph. (See page 32.)
- **supporting sentences**  
These sentences provide more information about the topic. They explain and provide examples, facts, and details to support the topic sentence. (See page 34.)
- **concluding sentence**  
This sentence may repeat the idea expressed in the topic sentence, summarize the main points of the paragraph, or offer a final thought on the topic. (See page 36.)

The example below shows these three parts of a paragraph:

A diagram illustrating the structure of a paragraph. On the left, three rectangular boxes are stacked vertically, each with a pointer pointing to a specific part of a paragraph on the right. The top box is labeled 'topic sentence' and points to the first sentence of the paragraph. The middle box is labeled 'supporting sentences' and points to the three sentences in the middle of the paragraph. The bottom box is labeled 'concluding sentence' and points to the final sentence of the paragraph. The paragraph itself is enclosed in a large rectangular frame and contains the following text:

Akiko Yamada – English 1-2  
May 8, 2009

Creation Myths

*Creation myths can be found in almost every culture.*

One Native American tribe, the Kwakiutl, tells of how the earth was created by a raven which needed a place to land. Similarly, in the Japanese creation myth, two heavenly spirits, Izanagi and Izanami, create the islands of Japan. Finally, in the classical Greek myth of Hesiod, the Earth Mother, Gaia, and her son, Kronos, create the first mortal beings in the world. *There is a remarkable similarity in the creation stories of major religions and in the myths and legends of ethnic groups, such as Native Australians and Native Americans.*

## 4.2 Topic Sentence

The **topic sentence** is the most important sentence in a paragraph. It is usually the first sentence in the paragraph. The topic sentence has two parts: the **topic** and the **controlling idea**.

The **topic** tells what the paragraph is about. It is usually a noun or noun phrase<sup>1</sup>.

The **controlling idea** is a specific comment about the topic. This limits the information in the paragraph to just this one aspect of the topic.

Example topic sentences:

- **New York City** is a popular tourist destination.  
topic controlling idea
- **New York City** has a rich history of professional baseball.  
topic controlling idea

The examples above have the same topic, New York City. However, the controlling idea is different in each sentence, so the information that follows each of these topic sentences should also differ. The two paragraphs below show this:

Paragraph 1:

Akiko Yamada – English 1-2  
May 8, 2011

Tourist Attractions in New York City

**New York City is a popular tourist**

**destination.** The famous Statue of Liberty is perhaps the most recognized attraction, with about 15,000 people from around the world visiting this landmark each day. Another magnet for travelers is the Empire State Building, which was the tallest building in the world for over 40 years and has been featured in many movies. More than three million people visit this historic building's observation deck each year. Central Park, with its festivals and live performances year round, is a third popular tourist destination, drawing over 25 million people annually. All told, more than 40 million visitors pour into New York City to visit these and dozens of other sites each year.

<sup>1</sup> noun phrase = 名詞句



Paragraph 2:

Akiko Yamada – English 1-2  
May 8, 2011

Professional Baseball in New York City

**New York City has a rich history of professional baseball.** Some of the best players of all time, like Babe Ruth, Joe DiMaggio and Willie Mays, all played for New York teams. Similarly, Jackie Robinson, the man who broke the color barrier and opened the doors for other men of color to play major league baseball, played for the Brooklyn Dodgers. Some of the best teams in history come from New York as well. New York teams have won 36 World Series, with the Yankees claiming an amazing 29 of them. New York City has been an exciting hotspot of professional baseball for over 100 years.

The topic sentence is useful for both the writer and the reader because:

- It helps the *writer* decide which information to include and which information not to include in a paragraph.
- It tells the *reader* what the paragraph is going to be about. This prepares the reader to better understand the content of the paragraph.

For each paragraph you write, you should take great care in writing a topic sentence that (a) states the topic of the paragraph and (b) has a controlling idea that focuses on just one aspect of the topic.

## 4.3 Supporting Sentences

The topic sentence of a paragraph often expresses a view that requires additional information in order to be convincing. The **supporting sentences** provide this information.

There are many ways to support a topic sentence. The most common are **specific examples or details, statistics, and expert views**.

The paragraph below contains all three:

- Dharavi, India is a **specific example** of a place with a housing shortage.
- The number of people living in Dhavavi is a **statistic**.
- The number of people living in slums world- wide is a **statistic**.
- The number of people expected to be living in slums in 20 years is a **statistic** and an **expert view**.
- The number of required new housing units is a **statistic**.

Akiko Yamada – English 1-2  
May 8, 2011

### The Global Housing Crisis

In many places around the world, there is a severe shortage of suitable housing. In *Dharavi*, India, for example, **over 600,000 people** survive in simple huts with no sewage or running water. Worldwide, roughly **one billion people** live in slums like Dharavi. According to the United Nations Housing Settlement Program, this number will grow to **nearly three billion people** over the next 20 years, both in developing and developed nations. To avoid this, **experts believe 96,150 new housing units** per day for the next 25 years are required. It is clear that if something is not done about this crisis, the number of people living in unsuitable housing will increase dramatically.

**Personal opinions, experiences, and anecdotes** are considered weak support but can be effective if combined with specific examples, statistics, or expert views.

In the example below, a personal experience has been added to the paragraph from the previous page.

personal experience

Akiko Yamada – English 1-2  
May 8, 2009

### The Global Housing Crisis

In many places around the world, there is a severe shortage of suitable housing. **This was apparent to me when I visited Osaka last year and saw dozens of homeless people living in cardboard boxes near Tennoji Zoo.** In Dharavi, India, over 600,000 people survive in simple huts with no sewage or running water. Worldwide, roughly one billion people live in slums like Dharavi. According to the United Nations Housing Settlement Program, this number will grow to nearly three billion people over the next 20 years, both in developing and developed nations. To avoid this, 96,150 new housing units per day for the next 25 years are required. It is clear that if something is not done about this crisis, the number of people living in unsuitable housing will increase dramatically.

## 4.4 Concluding Sentence

The **concluding sentence** is the final sentence in a paragraph, and it is a signal that the paragraph is finishing. A concluding sentence can be written in three different ways. It can:

- repeat the idea expressed in the topic sentence
- summarize the main ideas in the supporting sentences
- offer a final thought on the topic

Here is an example paragraph with the first kind of concluding sentence:

Akiko Yamada – English 1-2  
May 8, 2011

### Television Not for Babies

Babies should not spend much time in front of the television. First, television is harmful for the development of good vision. During the first year of life, babies need a lot of 3-dimensional stimulation to develop their eyesight. The 2-dimensional TV screen doesn't allow babies' vision to fully develop. Second, for verbal development, babies need to hear a lot of short, simple sentences about the things around them. Most TV shows are too abstract to help their language development. Instead of listening to TV, babies benefit more from hearing simple messages from their parents. Finally, time in front of the television does nothing to help babies develop interpersonal relationships. Babies need to interact with others in order to become socially competent adults. **In short, watching television is not an appropriate activity for babies.**

This concluding sentence repeats the idea expressed in the topic sentence of the **paragraph**.

Here are two more example concluding sentences for the paragraph above.

This concluding sentence summarizes the supporting sentences.

**In brief, television is harmful for the development of babies' vision, language, and social skills.**

This concluding sentence expresses a final thought on the topic.

**Thus, instead of turning on the TV, it is better to offer babies stimulating toys; let them explore their worlds; or engage them in simple games, song, and conversation.**

A concluding sentence is not absolutely necessary. In multi-paragraph essays, concluding sentences at the end of each paragraph are somewhat unusual. Similarly, a concluding sentence is not necessary in a very short paragraph.

However, for most paragraphs, a concluding sentence often functions as an important signal to the reader that the paragraph is finished.

Below are some words and phrases commonly used at the beginning of a concluding sentence.

<b>Phrases Used at the Beginning of a Concluding Sentence</b>			
	<b>Type of Concluding Sentence</b>		
	Repeat the idea expressed in the topic sentence	Summarize the main ideas in the supporting sentences	Offer a final, important thought
<b>These are followed by a comma:</b>			
In conclusion,	✓		✓
In summary,		✓	
In brief,	✓	✓	
In short,	✓	✓	
Therefore,	✓		✓
Thus,	✓		✓
As a result,	✓		✓
Indeed,	✓		✓
<b>These are not followed by a comma:</b>			
We can see that	✓		✓
It is clear that	✓		✓
These examples show that	✓		✓
There can be no doubt that	✓		✓
The evidence suggests that	✓		✓

A concluding sentence can also be written without using any of the words or phrases above.

## 4.5 Paragraph Unity

Good paragraphs have **unity**. This means that each supporting sentence directly supports the idea expressed in the topic sentence. In other words, all of the sentences in a paragraph are about just one topic.

If any sentence fails to support the topic sentence, it is said to be **irrelevant** and should be removed.

In the example paragraph below, one sentence should be removed to improve unity:

Akiko Yamada – English 1-2  
May 8, 20xx

Medical Technologists

Medical technologists play a key role in the field of medicine. First, they help physicians identify a patient's illness and decide the best treatment. To do this, medical technologists perform tasks like x-raying and blood work. **X-rays produce radiation which can be harmful in high quantities.** Second, medical technologists aid in medical research. Their skill with laboratory equipment enables them to help researchers answer key questions about health and disease. Indeed, medical technologists provide an important service to humankind.

This sentence is **irrelevant** because it is not about the topic, medical technologists. Instead, it is about x-rays and should be removed.

Writers should carefully check for unity in their work and remove any irrelevant sentences.

## 4.6 Paragraph Cohesion

Good paragraphs have **cohesion**. This means all of the sentences in the paragraph flow smoothly from one to the next. There are no sudden jumps. Below are several ways to improve cohesion.

### Using Pronouns

**Pronouns** which refer to something mentioned in a previous sentence also improve cohesion. We can see an effective use of pronouns in the example paragraph:

**They** refers to medical technologists, which was mentioned in the previous sentence.

**Their** and **them** also refer to medical technologists.

Akiko Yamada – English 1-2  
May 8, 2009

Medical Technologists

Medical technologists play a key role in the field of medicine. First, **they** help physicians identify a patient's illness and decide the best treatment. To do this, medical technologists perform tasks like x-raying and blood work. Second, medical technologists aid in medical research. **Their** skill with sophisticated laboratory equipment enables **them** to help researchers answer key questions about health and disease. Indeed, medical technologists provide an important service to humankind.

Be careful to use pronouns **consistently**. Some writers change between **you** and **they**, for example. This can confuse the reader.

This is confusing because the writer uses **they**, then **you**, and finally **they** again.

Successful language learners have several good study habits that **they** use regularly. First of all, it is important that **you** do not worry about making mistakes. Learners who are scared of being told **they** are wrong will not be able to practice using new language and will stay at the same level.

This is better because the writer uses **they** consistently.

Successful language learners have several good study habits that **they** use regularly. First of all, it is important that **they** do not worry about making mistakes. Learners who are scared of being told **they** are wrong will not be able to practice using new language and will stay at the same level.

### Repeating Key Nouns

**Repeating key nouns** can also improve cohesion. In the example below, the topic of the paragraph, *medical technologists*, appears four times:

Akiko Yamada – English 1-2  
May 8, 2009

#### Medical Technologists

**Medical technologists** play a key role in the field of medicine. First, they help physicians identify a patient's illness and decide the best treatment. To do this, **medical technologists** perform tasks like x-raying and blood work. Second, **medical technologists** aid in medical research. Their skill with sophisticated laboratory equipment enables them to help researchers answer key questions about health and disease. Indeed, **medical technologists** provide an important service to humankind.

Writers must be careful when repeating key nouns because if the technique is overused, the writing will sound repetitive and boring.

### Using Synonyms

**Synonyms** can sometimes be used, instead of repeating key nouns, to avoid sounding repetitive. In the example below, instead of repeating the word *illness*, the word *disease* is used.

Akiko Yamada – English 1-2  
May 8, 2009

#### Medical Technologists

Medical technologists play a key role in the field of medicine. First, they help physicians identify a patient's **illness** and decide the best treatment. To do this, medical technologists perform tasks like x-raying and blood work.. Second, medical technologists aid in medical research. Their skill with sophisticated laboratory equipment enables them to help researchers answer key questions about health and **disease**. Indeed, medical researchers provide an important service to humankind.



### Using Transition Signals

**Transition signals** improve cohesion because they act as bridges from one idea to the next. In the paragraph about Medical Technologists below, the words **first**, **second**, and **indeed** are transitions that add cohesion.

Akiko Yamada – English 1-2

May 8, 2009

#### Medical Technologists

Medical technologists play a key role in the field of medicine. **First**, they help physicians identify a patient's illness and decide the best treatment. To do this, medical technologists perform tasks like x-raying and blood work. **Second**, medical technologists aid in medical research. Their skill with sophisticated laboratory equipment enables them to help researchers answer key questions about health and disease. **Indeed**, medical technologists provide an important service to humankind.

See page 47 for more information on transition signals.

## 4.7 Paragraph Coherence

Good writing needs to have **coherence**. Coherence means that the ideas are explained clearly and logically. There are several ways to produce coherent writing.

### 4.7.1 Logical Order

One way to improve coherence is to write your ideas in a **logical order**. This means that information should be presented so that it is easy for the reader to follow. The best way to do this depends on the type of writing:

#### 1. Chronological (Time) Order

Processes or historical events are usually written about in time order. That is, the events are described in the order that they happened.

Below is an example of chronological order in a paragraph about the history of the Olympic Games:

Ako Yamada – English 1-2  
May 8, 2009

The History of the Olympic Games

The Olympic Games have had a long and varied history. Records suggest that the **first games were held in 776 BC** in Olympia, Greece. At that time, no women were allowed to compete, athletes were usually naked, and the winners received only olive wreaths. **After more than 1,000 years of competition, the Olympics were cancelled** by the Roman Emperor Theodosius I. **The modern Olympic Games began in 1896**, when Greece was again chosen to be the host country. Later games have been held in different cities around the world. The modern Olympics have changed remarkably – from 214 athletes in 1896 to about 10,500 in **Beijing in 2008**. However, with this growth have come several problems, including using drugs to cheat, boycotts, and terrorism. Despite these difficulties, the Olympic Games remain among the most popular events in the world.

The Olympics began in 776 BC.

They were cancelled 1,000 years later.

They started again in 1896.

The latest Olympics were in 2008.

## 2. Classifying Ideas

One of the most common ways to organize information is to **classify ideas**. This means to put related ideas into groups or categories. Each group can then be described in turn.

The example paragraph below classifies three kinds of problems with the modern Olympics:

The first kind of problem is boycotts.

The second kind is terrorism.

The third kind is drug cheats.

Akiko Yamada – English 1-2  
May 8, 2009

### Problems with the Modern Olympic Games

The modern Olympics have been affected by three major problems. **The first of these has been boycotts.** The most famous boycotts were when 64 countries stayed away from the Moscow Olympics in 1980, and the Soviet Union and its allies replied by missing the Los Angeles Olympics four years later. **Another problem has been terrorism.** In 1972, eleven Israeli athletes were killed by terrorists in Munich, and in 1996 a bomb killed two people in Atlanta. **Perhaps the most serious problem for the future of the Olympics is drug abuse by athletes.** In their efforts to achieve fame and fortune, some athletes have used chemicals to improve their performances. Now, people are beginning to wonder whether the Olympics have lost their ideals.

### 3. Comparison / Contrast

In academic writing, it is very common to write about the similarities and differences between two things. This is known as **comparing** and **contrasting**.

For this kind of writing, it is best to put all of the similarities together in one section, and all of the differences together in another section.

The example paragraph below compares and contrasts the ancient Olympics and the modern Olympics.

The first part discusses the **similarities** between the ancient and the modern Olympics.

The second part discusses the **differences**.

Akiko Yamada – English 1-2  
May 8, 2009

The Ancient and Modern Olympics: A Comparison

**While the Olympic Games have changed a lot in modern times, it is still possible to see some connections with the ancient era.** Many of the events that we see today, for example, have their origins in the ancient Olympics. The sprints, marathon, jumping events, discus and javelin were all practiced in the early Games. Another similarity is the fame and fortune that winners receive. **There are, however, clear differences as well.** One difference is athletes' clothing. While modern athletes wear ultra-light clothes developed with the latest technology, early athletes were usually naked! Another difference is the athletes themselves. In the ancient Games, only young men who could speak Greek were allowed to compete. The Olympics are now open to anyone – male or female, from any country, with no limits on age. By balancing tradition with change, the Olympics have adapted to the modern world.

#### 4. Cause and Effect

A **cause** is the reason an event happens, while an **effect** is the result of something happening. It is natural to want to know why something happens, or what the results of something are, so many paragraphs and essays discuss cause and effect.

The example paragraph below discusses how money has caused change in the modern Olympic Games.

Akiko Yamada – English 1-2  
May 8, 2009

##### Reasons for Change in the Modern Olympics

The modern Olympics have undergone many changes since they began in 1896, but nothing has had more of an impact than money. **Originally, only amateur athletes were allowed to take part in the Games because it was thought that allowing professionals would be unfair. Now though, Olympic planners want to attract as many fans as possible to support the costs of the Games, and this means allowing professional athletes to compete.** Another noticeable change has been in advertising. For most of the 20<sup>th</sup> century, advertising at the Olympics was limited. Since the 1980s however, the cost of hosting the Games has risen considerably, and therefore companies have been asked to pay huge sums to be linked with the Games. The price to become an Olympic sponsor is now \$50 million every four years. Some people feel that too much money has damaged the Olympics and changed the Games into a carnival, rather than a celebration of sport. However, the Games are now such a huge event that it may be difficult to avoid the influence of money completely.

First effect: Amateur athletes are allowed become professionals.

Second effect: More advertising money is needed to support the cost of the Games.

## 5. Persuading an Audience

There are many topics on which people disagree. For this reason, writers sometimes have to **persuade** their readers that they are correct.

Persuasive writing often begins with an opinion, and then offers several reasons for the opinion. Each reason is usually followed by examples or facts to support it.

In the example paragraph below, the author argues that the Olympic Games should be smaller:

A diagram illustrating the structure of a persuasive paragraph. On the right is a text box containing a paragraph. On the left are four callout boxes, each with an arrow pointing to a specific part of the paragraph. The callout boxes explain the writer's opinion, the first reason (cost), and the second reason (quality), along with examples for each.

Akiko Yamada – English 1-2  
May 8, 2009

Olympic Games: Bigger not Always Better

The Olympic Games have grown into an enormous event. At the Beijing Olympics, which cost approximately \$40 billion to host, there were 11,208 athletes from 208 countries. However, **there are now strong arguments for making the Games smaller.**

**The first reason for this is simply cost.** Many countries cannot afford to spend \$40 billion, and so there is a danger that only large, rich countries will be able to have host cities in the future. In fact, Montreal, which hosted the 1976 Games, spent so much money that the city was in debt for thirty years afterwards.

**Another reason for slimming the Games down is related to the quality of the sport.** For track and field athletes, the Olympics is their major event, but soccer, basketball, and some other sports all have their own World Championships. Because of this, the Olympic champion in these sports is not the best in the world, and this weakens the Olympics. The Olympic Games should travel the world, showing sport at its highest quality, and to do that it needs to be smaller and simpler.

The writer's opinion is that the Olympic Games should be smaller.

The first reason is cost.

These examples explain the first reason.

The second reason is quality.

These examples explain the second reason.

## 4.7.2 Transition Signals

Another way to improve coherence is the use of **transition signals**. Transition signals are words or phrases that help to show how ideas are related. For example, when a writer wants to add to a previous idea, they might write **in addition**, **also**, or simply **and**. These are transition signals. These transitions have very similar meanings, but they are used in different ways. The three main types of transition signals are listed below:

- coordinators (see page 76)
- subordinators (see the section on complex sentences, page 80)
- sentence connectors (below)

### Sentence Connectors

**Sentence connectors** are words and phrases like **however**, **in addition**, and **therefore**.

Sentence connectors often appear at the beginning of a sentence, but they can also appear in the middle or at the end.

Sentence connectors are always separated from the other words by commas.

In the examples below, **however** is used at the beginning, middle, and end of the sentence. Notice the commas:

The weather forecast said it would rain. **However**, it has been sunny all day.

The TV report said it would rain. The weather, **however**, has been sunny all day.

The TV report said it would rain. The weather has been sunny all day, **however**.

Sentence connectors can also join two independent clauses. In this case, a semi-colon and a comma are used.

The TV report said it would rain; **however**, it has been sunny all day.

**Table of Sentence Connectors**

Meaning/ Function	Sentence Connector	Example Sentences
<b>To give a similar additional idea</b>	also	There are thousands of reference books in the library. <i>Also</i> , there are computers and DVDs.
	besides	I'm too busy to go to the party. <i>Besides</i> , I need to save some money.
	furthermore	I'm disappointed that you arrived late twice this week. <i>Furthermore</i> , your work has been poor.
	in addition	The opening ceremony is at 6:00. <i>In addition</i> , there will be a welcome party at 7:30.
	moreover	The storm damaged buildings and roads. <i>Moreover</i> , many people were trapped in their homes.
	too	I have to get a new passport before my trip. I need to renew my credit card, <i>too</i> .
<b>To give an opposite idea or to contrast</b>	however	The typhoon came close to our city; <i>however</i> , there was little damage.
	in contrast	Kyoto is famous for its historical treasures. Sapporo, <i>in contrast</i> , is a modern, American-style city.
	instead	The Prime Minister cancelled his vacation. <i>Instead</i> , he visited the earthquake-hit region.
	nevertheless	The economy has been bad for a few years. <i>Nevertheless</i> , it is expected to improve.
	on the other hand	Staying in hotels is very relaxing. Backpacking, <i>on the other hand</i> , is more exciting.
<b>To compare things</b>	also	This new computer is fast and powerful. <i>Also</i> , it is light and easy to take with you.
	likewise	Shops are selling healthier food. <i>Likewise</i> , fast-food chains are offering more salads.
	similarly	Japan's population is getting older. <i>Similarly</i> , many European countries have falling birth rates.
	too	Gentle walking is a good form of exercise. Swimming, <i>too</i> , is good for all-round health.
<b>To give an example</b>	for example	There are many advantages to working at home. <i>For example</i> , we do not have to travel to the office every day.
	for instance	Several products are available to help people quit smoking. <i>For instance</i> , shops now sell nicotine gum, nicotine patches, and even fake cigarettes.
<b>To show order of importance</b>	above all	There are many questions to consider when choosing a job. <i>Above all</i> , what are your interests?
	most importantly	Our finances have improved for a number of reasons. <i>Most importantly</i> , sales have risen.
	primarily	Global warming may have several causes. <i>Primarily</i> , it is due to human activity.

(continued on next page)



Table of Sentence Connectors (page 2)

Meaning/ Function	Sentence Connector	Example Sentences
<b>To show chronological (time) order</b>	first, second, etc.	It is easy to make Japanese curry. <b>First</b> , peel some potatoes.
	first of all	The President revealed his plan for the economy yesterday. <b>First of all</b> , taxes will be cut.
	then	The thief broke into the bank through a window. <b>Then</b> he tried to open the safe.
	next	We will first introduce the two proposals. <b>Next</b> , we will have some time for questions.
	lastly	Make sure everything has been tidied away. <b>Lastly</b> , turn off the lights before you leave.
	finally	The audience applauded at the end of the play. <b>Finally</b> , the actors gave a bow and left the stage.
	meanwhile	Put the soup in a pan and leave it to boil gently for 20 minutes. <b>Meanwhile</b> , cut some bread.
	after that	Nelson Mandela was released from prison in 1990. <b>After that</b> , he became a politician.
since then	Colin gave up drinking alcohol three years ago. <b>Since then</b> , his personality has really improved.	
<b>To show an effect or result</b>	as a result	He spoke very rudely to the President. <b>As a result</b> , he lost his job.
	as a consequence	Children spend more time watching TV these days. <b>As a consequence</b> , they are gaining weight.
	consequently	Health care has improved a lot in the last fifty years. <b>Consequently</b> , people are living longer.
	hence	He spent five years living in Mexico. <b>Hence</b> , his Spanish is nearly perfect.
therefore	Pele scored more than 1,000 goals in his career. <b>Therefore</b> , many people think he is the greatest soccer player of all time.	
<b>To emphasize</b>	in fact	Our company has had a successful year. <b>In fact</b> , it has been our most profitable year ever.
<b>To offer an alternative</b>	otherwise	She decided to retire from athletics. <b>Otherwise</b> , her knee injury might have become more serious.
<b>To conclude</b>	in conclusion	<b>In conclusion</b> , while there are some risks to starting a small company, there are many more advantages.
	in summary	<b>In summary</b> , Ryoma Sakamoto lived a dangerous life, but without his efforts Japan could not have become the country it is today.

# Part 5

## Writing Good Essays

An academic essay is produced by a scholar for other scholars. It is about a topic that would interest others in the academic community. An essay can be as short as two or three paragraphs, or as long as a book. This section explains the basic structure of any academic essay.

### In this section:

#### 5.1 From Paragraphs to Essays

#### 5.2 Introduction

##### 5.2.1 Thesis Statements

##### 5.2.2 Listing Subtopics in the Thesis Statement

#### 5.3 Introduction Styles

##### 5.3.1 General to Specific Introductions

##### 5.3.2 Historical Introductions

##### 5.3.3 Anecdotal Introductions

##### 5.3.4 Surprising Introductions with Facts or Statistics

#### 5.4 Body

##### 5.4.1 Transition Sentences

##### 5.4.2 Supporting Information

#### 5.5 Conclusion

##### 5.5.1 Signaling a Conclusion

##### 5.5.2 Reviewing Main Points

##### 5.5.3 Final Comments

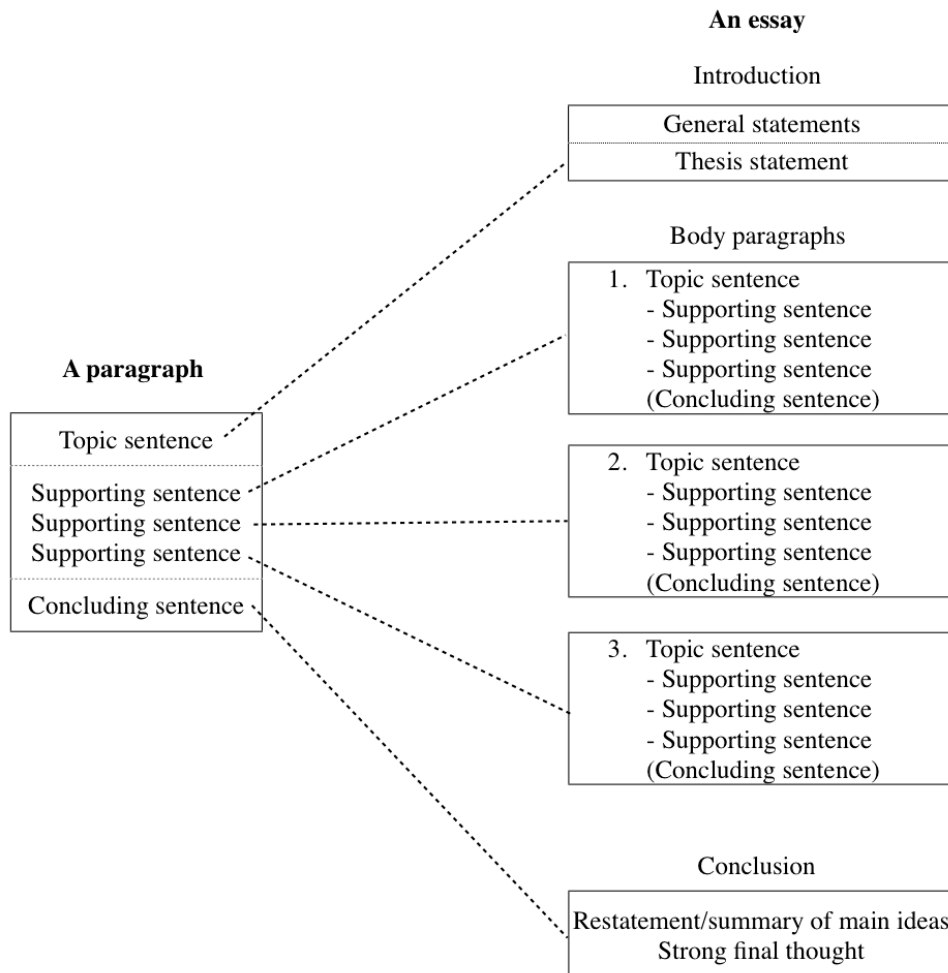
## 5.1 From Paragraphs to Essays

Part 4 of this handbook explained that a paragraph is a group of sentences about one topic. It has three important parts:

- A **topic sentence** that gives the main idea of the paragraph
- **Supporting sentences** that give details and examples
- A **concluding sentence** that signals the end.

In a paragraph, you can discuss a simple topic. However, to discuss more complex topics, a paragraph is too short. You will need to write an **essay**.

An essay is a group of paragraphs about one topic. It also includes three parts that are similar to the parts of a paragraph. Look at the diagram:



As you can see, the parts of an essay have similar functions to the parts of a paragraph.

Below is an example essay about the famous Japanese baseball player Ichiro Suzuki.

**introduction**

**body**

**Ichiro Suzuki: Reasons for His Fame**

It has been nine years since Ichiro left his native Japan to play baseball in the major leagues, but his popularity back home is as high as ever. His performances are shown on the TV news almost every night, and he makes newspaper headlines regularly. The list of records that Ichiro has broken continues to grow every year. However, Ichiro is famous not only for his playing ability but also his hard work ethic and personality.

First, Ichiro is famous because of his incredible talent for baseball. From the moment he joined the first-team of the Orix Bluewave in Japan, his hitting made him a star player. Even as a young player, he won many awards and broke several records, including the record for the number of hits in a season. His amazing performances have continued in the United States, where both his batting and fielding have made him a regular all-star player. Detroit Tigers third baseman, Brandon Inge says, "I wish you could put a camera at third base to see how he hits the ball... He has amazing technique."

In addition to his athletic ability, Ichiro's determination to work hard and improve himself makes him an outstanding athlete. From the age of seven, he worked on a tough training program with his father so that he could become a professional player. He would throw 50 pitches, field 100 balls, and hit 500 pitches every day. Even though he is now a star player, he always arrives early for games and exercises while he is on the field.

(continued on next page)

body

While many sports players are well-known for their talents, Ichiro's personality also helps him stand out. For example, his sense of humor has made him popular with his teammates and the U.S. media. He is also interested in performing on camera. In fact, he regularly appears on TV commercials in Japan and has even acted in a crime drama. According to Ichiro's agent, "When you mail Ichiro something from the States, you only have to use that name on the address and he gets it [in Japan]. He's that big."

conclusion

Clearly, Ichiro is no ordinary baseball player. He has experienced continued success from his time as a rookie to the present day. His constant efforts to improve himself come directly from his strict childhood training program. Finally, his warm personality and his interest in being a performer set him apart from most other professional athletes. Baseball is a sport in which history, personality and performance are highly valued. Therefore, when he one day retires, Ichiro will surely deserve to be considered a legend of the game.

In the following sections, we will look at each of the parts of an essay.

## 5.2 Introduction

The first part of an essay is the **introduction**, which has two main functions:

- It **creates interest** in the topic of the essay.
- It gives the main idea of the essay – the **thesis statement**.

Here is the introduction from the example essay about Ichiro Suzuki:

**Ichiro Suzuki: Reasons for His Fame**

It has been nine years since Ichiro left his native Japan to play baseball in the major leagues, but his popularity back home is as high as ever. His performances are shown on the TV news almost every night, and he makes newspaper headlines regularly. The list of records that Ichiro has broken continues to grow every year.

**However, Ichiro is famous not only for his playing ability but also his hard work ethic and personality.**

thesis statement

### Creating Interest

One important job of a writer is to **interest the reader in the topic**. Readers who are interested want to continue reading, and teachers often give higher grades for interesting essays.

There are several ways to write an interesting introduction:

1. State the topic clearly. In the example above, Ichiro is mentioned in the first sentence.
2. Give background information to help the reader understand the topic. In the example, the reader learns about Ichiro's nationality, job, popularity, and success.
3. Choose information or language that creates emotions such as surprise, disbelief, or curiosity in the reader.

## 5.2.1 Thesis Statements

A thesis statement is similar to the topic sentence in a paragraph. It is **one sentence that gives the main idea of the whole essay**. The thesis statement is often the last sentence in the introduction.

Good thesis statements have the following characteristics:

- They usually give the writer's opinion on the topic.
- They are neither too general nor too specific.
- They can stand alone as a plan for the whole essay.
- They may show how the essay is organized.
- They may also contain key words from the title or body paragraphs.

Here are some examples of thesis statements:

**Poor** – There is no opinion and it is too general.

People use the Internet a lot.

**Poor** – Although there is an opinion here, it is too general and unclear.

The Internet is dangerous.

**Possible** – This may be too specific. It might be difficult to develop this thesis into an essay.

The Internet can be dangerous because people use it to steal private information.

**Better** – The writer's opinion is clear, and it is not too general or too specific.

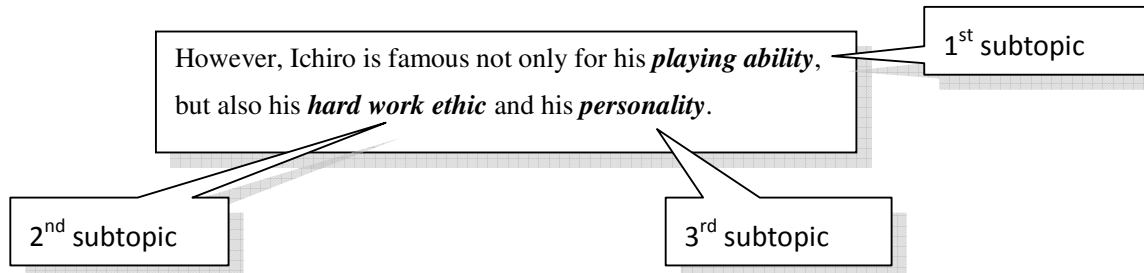
Although the Internet can improve lives, it also has several problems that should be considered.

**Better** – There is a clear opinion, and the reader can see how the essay is organized.

Although the Internet can improve lives, cybercrime, dangerous information and addiction are all problems that should be considered.

## 5.2.2 Listing Subtopics in the Thesis Statement

Sometimes the thesis statement lists the **subtopics** of the essay. The subtopics are the topics of each body paragraph. For example:



In the example above, the writer used the ***not only... but also...*** pattern to list the subtopics. The patterns ***both... and...*** and ***neither... nor...*** can also be used in this way.

Below are examples:

Ichiro is also famous for ***both*** his hard work ethic ***and*** his personality.

When Ichiro arrived in America in 2001, ***neither*** his manager, Lou Piniella, ***nor*** his teammates could have predicted the amazing success he has had in the Major Leagues.

Another way to introduce subtopics is to use a ***colon (:)***

Although the Internet can improve our lives, there are three problems we should be careful about: cybercrime, dangerous information and addiction.



## 5.3 Introduction Styles

As you have seen, the purpose of the introduction is to create interest in the topic and to give the main idea of the essay.

However, the introduction does not usually provide the thesis statement immediately. Instead, it **guides the reader gradually towards the thesis statement**. Several common introduction styles do this:

- General to Specific (page 58)
- Historical (page 59)
- Anecdotal (page 60)
- Surprising Facts or Statistics (page 62)

### 5.3.1 General to Specific Introductions

One common way to write an introduction is to **begin with a general idea** and then **continue with increasingly specific information**. Finally, the thesis statement gives the main idea of the essay.

Study the example below:

The **first sentence** creates interest.

The **second sentence** introduces a general topic: young people's feelings about work and life have changed.

The **next two sentences** give examples of young people's interests and introduce a specific topic: *freeters*.

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

Freeters: Their Effect on Japan

**Young Japanese people are making a new world for themselves.** In the past, most university graduates found a job that they remained in for their entire working lives, but now young people want more experiences in life. **They want to travel overseas, enjoy hobbies, and spend time with friends. This has created a new type of Japanese worker: the freeter, or underemployed worker.** The number of freeters is growing, and this is affecting both Japanese society and the economy.

### 5.3.2 Historical Introductions

For some essays, giving the historical background to a topic may be a good way to begin. In this case, you **begin with the earliest information and finish the introduction with the main idea of the essay.**

Study the example below:

The diagram consists of a large rectangular box on the right containing a paragraph about convenience stores in Japan. Three smaller rectangular boxes on the left have callout lines pointing to specific parts of the paragraph. The top callout points to the first sentence, the middle callout points to the middle sentences, and the bottom callout points to the final sentence.

The **first sentence** describes the origins of convenience stores.

The **middle sentences** then explain how convenience stores became popular.

The **thesis statement** is the topic of the essay: Japanese convenience stores.

Convenience Stores in Japan  
**In 1927, the Southland Ice Company began to sell bread, milk and eggs at its factory in Dallas, Texas.** It was a successful plan because the ice kept the products fresh, and customers also liked the long opening hours – from 7 a.m. to 11 p.m. Other people began to copy the idea, including farmer J.J. Lawson, who started to sell milk in 1939. By the 1950s, there were hundreds of these shops – convenience stores – in the U.S. Convenience stores began to spread across the world in the 1970s and 1980s. **In fact there are now over 40,000 *conbinis* in Japan, many of which are 7-Eleven and Lawson stores.**

### 5.3.3 Anecdotal Introductions

An **anecdote** is a personal story. If you are writing on a topic that arouses strong emotions, such as fear, anger, or happiness, you may want to **highlight these feelings by writing an introduction in an anecdotal style**.

Two styles of anecdotes are described below.

#### First-Person Anecdote

A **first-person anecdote** is a story about oneself. It uses words like ***I, me*** and ***my***. Below is an example:

The ***whole first part of the paragraph*** is a personal story with a first-person subject (I).

The ***thesis statement*** relates the story to the topic of the essay: 'Managing Fears'.

#### Managing Fears

On October 7<sup>th</sup>, 2005, I was at Heathrow Airport waiting to catch a flight to Rome for a business trip. However, when the flight was announced, I couldn't move. My hands were sweaty, my heart was racing, and I felt sick. I knew I couldn't get on the plane. I went home and called my boss to say I was ill. I have no idea why my fear of flying started, but it caused me terrible problems over the next few years – I lost my job, I gained weight, and I broke up with my girlfriend. Happily, I can now fly again after finally overcoming my fear. **This experience has taught me three lessons for managing fears.**

### Third-Person Anecdote

A *third-person anecdote* is a story about another person or other people. Below is an example:

The *whole first part of the paragraph* contains the personal stories of Don, Max & Sarah.

The *thesis statement* relates the story to the topic of the essay: 'Becoming Homeless'.

#### Becoming Homeless

Don Walters worked in a car factory in New Jersey for 25 years. In 2005, he lost his job after a knee injury prevented him from working. Max Thomas began drinking alcohol when he was 11 years old, and by his 20s, he was an alcoholic. Sarah Valentine's violent husband would often hit her and her children. Don, Max and Sarah were all forced to live on the streets, joining the thousands of homeless people in the United States. After years spent sleeping in doorways or stations and receiving food from soup kitchens, all three have managed to find homes and jobs again. **However, their stories should not be forgotten, as they highlight the different ways people can become homeless.**

### 5.3.4 Surprising Introductions with Facts or Statistics

Another way to make a reader interested in a topic is to **begin with a surprising fact or statistic**. Below is an example:

The first sentence grabs the reader's attention because it is an order: "Think about this."

The ***whole middle part of the paragraph*** presents some surprising facts.

The ***thesis statement*** shows the essay's organization.

#### The Disappearing Tuna

**The next time you sit down at a sushi restaurant and order a plate of *honmaguro*, think about this: in the last fifty years, bluefin tuna stocks have fallen by about 75%.** In 2008, the world ate 1.6 million tons of this fish, 24% of which was consumed in Japan. These numbers are a clear sign that the countries of the world must work together to save this species. **There are three different plans for preventing the complete disappearance of the bluefin tuna.**

## 5.4 Body

The **body** of an essay contains one or more paragraphs. Each body paragraph explains just one **subtopic**, or theme.

Below is the thesis statement and three body paragraphs from the example essay on pages 52-53.

**The thesis statement** gives the three subtopics.

**The first body paragraph** explains one subtopic.

**The second body paragraph** explains another subtopic.

**The third body paragraph** explains the final subtopic.

.....However, Ichiro is famous not only for his playing ability but also his hard work ethic and personality.

First, Ichiro is famous because of **his incredible talent for baseball**. From the moment he joined the first-team of the Orix Bluewave in Japan, his hitting made him a star player. Even as a young player, he won many awards and broke several records, including the record for the number of hits in a season. His amazing performances have continued in the United States, where both his batting and fielding have made him a regular all-star player. Detroit Tigers third baseman, Brandon Inge says, "I wish you could put a camera at third base to see how he hits the ball... He has amazing technique."

In addition to his athletic ability, **Ichiro's determination to work hard and improve himself** makes him an outstanding athlete. From the age of seven, he worked on a tough training program with his father so that he could become a professional player. He would throw 50 pitches, field 100 balls, and hit 500 pitches every day. Even though he is now a star player, he always arrives early for games and exercises while he is on the field.

While many sports players are well-known for their talents, **Ichiro's personality** also helps him stand out. For example, his sense of humor has made him popular with his teammates and the U.S. media. He is also interested in performing on camera. In fact, he regularly appears on TV commercials in Japan and has even acted in a crime drama. According to Ichiro's agent, "When you mail Ichiro something from the States, you only have to use that name on the address and he gets it [in Japan]. He's that big."

## 5.4.1 Transition Sentences

Each body paragraph of an essay begins with a **transition sentence**. The transition sentence has two functions:

- It is the **topic sentence** of the paragraph. (See page 32 for more information on topic sentences.)
- It acts as a **transition** between the two paragraphs. A transition is a word, phrase, or clause that signals a change in topic. Because each paragraph in an essay contains a different sub-topic, it should begin with a transition.

Below you can see the transitions in the example essay about Ichiro.

This paragraph begins with a **transition word** (showing this is the first reason).

**First**, Ichiro is famous because of his incredible talent for baseball. From the moment he joined the first-team of the Orix Bluewave in Japan, his hitting made him a star player. Even as a young player, he won many awards and broke several records, including the record for the number of hits in a season. His amazing performances have continued in the United States, where both his batting and fielding have made him a regular all-star player. Detroit Tigers third baseman, Brandon Inge says, "I wish you could put a camera at third base to see how he hits the ball... He has amazing technique."

This paragraph begins with a **transition phrase** (showing an additional reason).

**In addition to his athletic ability**, Ichiro's determination to work hard and improve himself makes him an outstanding athlete. From the age of seven, he worked on a tough training program with his father so that he could become a professional player. He would throw 50 pitches, field 100 balls, and hit 500 pitches every day. Even though he is now a star player, he always arrives early for games and exercises while he is on the field.

This paragraph begins with a **transition clause**<sup>1</sup> (showing a contrast between Ichiro and other players).

**While many sports players are well-known for their talents**, Ichiro's personality also helps him stand out. For example, his sense of humor has made him popular with his teammates and the U.S. media. He is also interested in performing on camera. In fact, he regularly appears on TV commercials in Japan and has even acted in a crime drama. According to Ichiro's agent, "When you mail Ichiro something from the States, you only have to use that name on the address and he gets it [in Japan]. He's that big."

<sup>1</sup> See page 71 for more information on clauses.



## 5.4.2 Supporting Information

The supporting sentences in each body paragraph of an essay are similar to the supporting sentences in a single paragraph. Their purpose is to provide **examples, specific details, facts** or **expert opinions** that support the subtopic.

Below is the essay about Ichiro Suzuki with each kind of supporting information highlighted:

First, Ichiro is famous because of his incredible talent for baseball. From the moment he joined the first-team of the Orix Bluewave in Japan, his hitting made him a star player. Even as a young player, he won many awards and broke several records, including **the record for the number of hits in a season**. His amazing performances have continued in the United States, where both his batting and fielding have made him a regular all-star player. Detroit Tigers third baseman, Brandon Inge says, "I wish you could put a camera at third base to see how he hits the ball... He **has amazing technique**."

In addition to his athletic ability, Ichiro's determination to work hard and improve himself makes him an outstanding athlete. **From the age of seven, he worked on a tough training program with his father** so that he could become a professional player. **He would throw 50 pitches, field 100 balls, and hit 500 pitches every day**. Even though he is now a star player, he always arrives early for games and exercises while he is on the field.

While many sports players are well-known for their talents, Ichiro's personality also helps him stand out. **For example, his sense of humor has made him popular with his teammates** and the U.S. media. He is also interested in performing on camera. In fact, he regularly appears on TV commercials in Japan and has even acted in a crime drama. According to Ichiro's agent, "**When you mail Ichiro something from the States, you only have to use that name on the address and he gets it [in Japan]. He's that big.**"

**a specific detail** of a record which Ichiro broke

an **expert opinion** from another player

**examples** of his hard work ethic

**facts** about Ichiro's training program

**example** of his outgoing personality

an **opinion** from Ichiro's agent

The body paragraphs are important because they contain the details and the examples that support the thesis statement. Good writers research their topic carefully and plan their body paragraphs so that they are clearly written, have a variety of supporting information, and are interesting.

## 5.5 Conclusion

The conclusion is the final part of the essay. There are three purposes of this section:

- It signals to the reader that the essay is finishing.
- It reviews the writer's main points.
- It gives the writer's final comment on the topic.

Below is the conclusion from the example essay about Ichiro Suzuki.

The diagram illustrates the structure of a conclusion paragraph. It features a large rectangular box containing the text of the conclusion. To the left of this box are three smaller boxes, each with a callout line pointing to a specific part of the conclusion text. The first callout points to the opening sentence, the second to the middle sentences, and the third to the final two sentences.

The first sentence signals that the essay is finishing.<sup>1</sup>

The middle sentences review the main points of the essay.

The final two sentences give a final comment on the topic.

**Clearly, Ichiro is no ordinary baseball player.** He has experienced continued success from his time as a rookie to the present day. His constant efforts to improve himself come directly from his strict childhood training program. Finally, his warm personality and his interest in being a performer set him apart from most other professional athletes. **Baseball is a sport in which history, personality and performance are highly valued.** **Therefore, when he one day retires, Ichiro will surely deserve to be considered a legend of the game.**

A conclusion should not include any new details. The main information in an essay goes in the body, and the job of the conclusion is to end the essay clearly and emphatically.

---

<sup>1</sup> See page 67 for more information on signaling a conclusion.

## 5.5.1 Signaling a Conclusion

The first sentence of the conclusion acts as a transition from the body to the conclusion.

Below are some transition expressions that are used at the beginning of this sentence. Though these expressions are often used, some writers avoid them because they are very common.

### **These are followed by a comma:**

In conclusion,

In summary,

In brief,

In short,

Clearly,

### **These are not followed by a comma:**

For these reasons, we can see that

We can see that

It is clear that

These examples show that

There can be no doubt that

The evidence suggests that

## 5.5.2 Reviewing Main Points

In the conclusion, reviewing the main ideas of the essay reinforces its message. There are two ways to do this:

### Summarizing the Main Points

The first way is to **summarize the main points of the whole essay**. Study the conclusion below from the example essay about Ichiro Suzuki:

This sentence summarizes the **first** body paragraph of the essay.

This sentence summarizes the **second** body paragraph of the essay.

This sentence summarizes the **third** body paragraph of the essay.

Clearly, Ichiro is no ordinary baseball player. **He has experienced continued success from his time as a rookie to the present day.** His constant efforts to improve himself come directly from his strict childhood training program. **Finally, his warm personality and his interest in being a performer set him apart from most other professional athletes.** Baseball is a sport in which history, personality and performance are highly valued. Therefore, when he one day retires, Ichiro will surely deserve to be considered a legend of the game.

### Repeating the Thesis Statement

Another way to review the main points of an essay is to **repeat the thesis statement using other words**. Below is an alternative conclusion for the essay.

These two sentences repeat the ideas in the **thesis statement** of the essay.

The thesis statement from page 52 was:

*However, Ichiro is famous not only for his playing ability but also his hard work ethic and personality.*

**It is clear that we should not view Ichiro as just a talented player. His skills have come from countless hours of hard work and practice, and his warmth and curiosity help him stand out from other, more typical athletes.** Baseball is a sport in which history, personality and performance are highly valued. Therefore, when he one day retires, Ichiro will surely deserve to be considered a legend of the game.

The two methods above often produce similar conclusions. What is important is that the conclusion reflects the main idea of the whole essay.

### 5.5.3 Final Comments

You should finish the conclusion with your **final comment** on the topic. Good writers try to make the final comment an emphatic idea that the reader will remember. There are several ways to do this:

#### Offer a Strong Opinion

This is an opinion on Ichiro's future status.

Baseball is a sport in which history, personality and performance are highly valued. Therefore, when he one day retires, Ichiro surely deserves to be considered a legend of the game.

#### Give a Warning

This is a warning about the Internet.

Technology has enormous power both to improve our lives and also to harm them. While we celebrate the wonders of the Internet, we should also be wary of the dangers it poses to modern society.

#### Ask a Question

Here is a question about *freeters*.

Young people's views on life are changing the world, and Japan is no exception. As the number of part-time workers continues to rise, will we one day have a society in which everyone is a *freeter*?

#### Make a Suggestion

This is a suggestion about weight loss.

Globally, obesity is increasing, so the issue of weight loss is very important. Governments, companies and individuals should all consider what can be done to reduce our waist sizes.

#### Make a Judgment

Here is a judgment on tuna fishing.

For hundreds of years, tuna has been an important food source for many cultures. However, it is clearly a mistake to catch so many of these fish that they disappear from our planet forever. Commercial tuna fishing should be limited until the species can recover.

#### Offer a Prediction

This is a prediction about convenience stores.

Convenience stores are popular because in modern society, many people do not have time for cooking or regular shopping trips. In the coming years, it is possible that convenience stores will offer even more services and become an essential part of everyday life.

# Part 6

## Sentence Structure

University students sometimes struggle to write sentences that are grammatically correct. However, the rules are not particularly difficult to learn, and once you understand them, your writing will dramatically improve. This section offers a step-by-step explanation of these rules along with numerous examples.

### In this section:

#### 6.1 Clauses

6.1.1 Multiple Subjects and Verbs in a Clause

6.1.2 Independent and Dependent Clauses

#### 6.2 Sentences

#### 6.3 Compound Sentences

6.3.1 Compound Sentences with Coordinators

6.3.2 Compound Sentences with Semicolons

6.3.3 Compound Sentences with Sentence Connectors

#### 6.4 Complex Sentences

6.4.1 Noun Clauses

6.4.2 Adverb Clauses

6.4.3 Adjective Clauses

#### 6.5 Compound-Complex Sentences

#### 6.6 Basic Sentence Patterns

## 6.1 Clauses

A **clause** is a group of words that has at least a subject and main verb. Here are some examples:

- Mary is speaking  
S V
- the three women studied  
S V
- the most interesting chapter in Japanese history had ended  
S V

A clause may contain information in addition to the subject and main verb. For example:

- Mary is speaking *about her experiences abroad*  
S V prepositional phrase
- Mary is speaking about her experiences abroad *at the meeting*  
S V prepositional phrase prepositional phrase
- Mary is speaking about her experiences abroad at the meeting *today*  
S V prepositional phrase prepositional phrase adverb
  
- the three women studied  
S V
- *for three weeks* the three women studied  
prepositional phrase S V
- for three weeks the three women studied *French history*  
prepositional phrase S V object
- for three weeks the three women studied French history *together*  
prepositional phrase S V object adverb

The following examples are **not** clauses because they are missing either a subject or main verb:

- lives in a large hut  
V
- the chief of the small village  
S
- the chief of the small village living<sup>1</sup> in a large hut  
S

---

<sup>1</sup> *Living* is not a main verb. *Is living*, *lives*, and *lived* are examples of main verbs.

## 6.1.1 Multiple Subjects and Verbs in a Clause

### Multiple Subjects

The subject of a clause can have more than one noun or noun phrase. For example:

- Oxford<sub>1st</sub> and Cambridge<sub>2nd</sub> are excellent British universities
- the gods of ancient Greece<sub>1st</sub> and those of ancient Rome<sub>2nd</sub> are similar
- prehistory<sub>1st</sub>, ancient times<sub>2nd</sub>, the middle ages<sub>3rd</sub>, and the modern era<sub>4th</sub> are the four eras of history

### Multiple Verbs

A clause can also have more than one main verb. For example:

- psychologists describe<sub>1st</sub> and explain<sub>2nd</sub> behavior
- Bill Gates left<sub>1st</sub> Harvard University in 1975 and later developed<sub>2nd</sub> Microsoft
- mammals have<sub>1st</sub> hair, feed<sub>2nd</sub> milk to their young, and maintain<sub>3rd</sub> a constant body temperature

### Punctuating Multiple Subjects and Multiple Verbs

When a clause has at least three subjects or verbs, a comma is needed between each one. For example:

- chimpanzees,<sub>comma</sub> dolphins,<sub>comma</sub> and orangutans are among the most intelligent animals
- yoga may have begun several thousands of years ago,<sub>comma</sub> was developed in and around India,<sub>comma</sub> and is now popular around the world

The comma between the last two subjects or verbs is optional:

- chimpanzees,<sub>comma</sub> dolphins<sub>no comma</sub> and orangutans are among the most intelligent animals
- yoga may have begun several thousands of years ago,<sub>comma</sub> was developed in and around India<sub>no comma</sub> and is now popular around the world



## 6.1.2 Independent and Dependent Clauses

There are two kinds of clauses: **independent** and **dependent**.

### Independent Clauses

An independent clause contains at least a subject and a main verb, and it expresses a complete thought. It is a **simple sentence**.

Here are some examples:

- Upton Sinclair was a well known American writer.  
subject main verb
- Sinclair published his most famous novel, *The Jungle*, in 1906.  
subject main verb

All of the examples of the previous two pages are independent clauses, too.

### Dependent Clauses

A dependent clause also contains at least a subject and a main verb, but it does not express a complete thought. A dependent clause is not a sentence.

Here is an example:

- After Sinclair wrote *The Jungle*  
subject main verb

The example above is not a complete thought because it does not tell us what happened after Sinclair wrote *The Jungle*. We can complete the thought by adding more information:

- After Sinclair wrote *The Jungle*, **he became internationally famous**.  
subject main verb

Dependent clauses often begin with a **subordinator**. Here is a list of common subordinators in English:

although	even though	unless	because
since	if	while	whether
before	after	when	while
so that	though	until	where

See the section on complex sentences (beginning page 80) for more information on subordinators.

## 6.2 Sentences

A sentence is a group of words that expresses a complete thought. All sentences must have:

- at least one independent clause<sup>1</sup>,
- a capital letter at the beginning, and
- a period, question mark, or exclamation point at the end.

Example sentences:

- Adam Smith was a famous economist.
- He lived in the 18<sup>th</sup> century.
- Smith was born in the city of Fife, Scotland.
- Smith's most famous work was *The Wealth of Nations*.

These are not sentences:

- Before Adam Smith was a famous economist. (no independent clause)
- he lived in the 18<sup>th</sup> century. (no capital letter at the beginning)
- Smith was born in the city of Fife, Scotland (no end punctuation)

In academic writing, you should be careful to always write in complete sentences.

---

<sup>1</sup> See page 74 for an explanation of independent clauses.

## 6.3 Compound Sentences

In English, you can combine two independent clauses to form a longer, more interesting sentence called a **compound sentence**. There are three ways to form a compound sentence:

1. Use a **coordinator** between the two clauses. For example:

- I like baseball, **but** I never have time to play.

See page 76 for more information on this.

2. Use a **semicolon** between the two clauses. For example:

- Real Madrid is a great soccer team; they have won more championships than any other Spanish club.

See page 78 for more information on this.

3. Use a **sentence connector and a semicolon** between the two clauses. For example:

- Technology is very useful; **however**, it can also control our lives.

See page 79 for more information on this.

### 6.3.1 Compound Sentences with Coordinators

A **coordinator**<sup>1</sup> can be used to combine independent clauses into longer, more interesting sentences. In English, there are seven coordinators:

for            and            nor            but            or            yet            so

The first letters of these words can be arranged to spell **FANBOYS**, an easy way to remember them. Below is more information on each coordinator:

**FOR**            **For** is similar in meaning to *because*. However, it is rarely used as a coordinator in modern English, except in literature:

- I didn't eat a thing, for I wasn't hungry at all.

**AND**            **And** is used to provide additional information:

- She was very excited, and she jumped for joy.

**NOR**            **Nor** means **not this and not that**. It is used to connect two negative verbs:

- I don't like card games, **nor** do I like chess.

The sentence above means, "I don't like card games, and I don't like chess."

(See page 77 for more information on **nor**.)

**BUT**            **But** is used to join clauses that are opposite or unexpected:

- I asked him to help, but he refused.

**OR**            **Or** is used to join clauses that describe choices or alternatives:

- People should ride bicycles to work, or they should use public transportation.

**YET**            **Yet** is similar in meaning to *but*; however, *yet* expresses an idea that is unexpected and surprising:

- I am afraid of heights, yet I love rock climbing.

**SO**            **So** is used when the second clause expresses the result of the first clause:

- I'm tired, so I'm going to go to bed early tonight.

---

<sup>1</sup> Coordinators are also sometimes called **coordinating conjunctions**.

### Using Nor

The clause following **nor** should have **question word order**. This means that an auxiliary verb (*do, did, am, is, was, can, will, have, etc.*) appears before the subject in this clause.

- Teenagers cannot vote in Japan, **nor can they drink** alcohol.
- The government will not reduce taxes, **nor will it increase** benefits.
- The team didn't lose all last year, **nor have they lost** so far this year.

### Punctuation with Coordinators

Use a comma before a coordinator to join clauses:

- I went to the library to study for my test, but it was already closed.

If both clauses are short, the comma can be omitted.

- I apologized but she was still angry.

### Using Two Coordinators

It is possible to use **two** coordinators to connect **three** independent clauses, but you cannot use the same coordinator twice in the same sentence:

- I like tennis, and I play everyday, but I'm just not very good. (correct)
- I like tennis, but I'm not very good, but I play everyday. (incorrect)

## 6.3.2 Compound Sentences with Semicolons

Another way to form a compound sentence is to join two independent clauses with a **semicolon**.

This is usually done when the two clauses are closely related in meaning. Also, the second clause often clarifies the idea in the first clause.

- Cars burn fossil fuels; they use gasoline.
- Hokkaido is Japan's largest prefecture; it makes up 22% of the total land area.
- Students in this university can study in exchange programs all over the world; we now have such programs in 92 different countries.

Notice that the clause after the semicolon does not begin with a capital letter.

Normally, semicolons are not used with coordinators. However, if the two clauses are quite long and already contain commas, a semicolon and coordinator together can be used to join two clauses.

- In the evening, there are a lot of activities in the wellness center, the union, and in the dorms; **but** you will find most accounting students in the library.

### 6.3.3 Compound Sentences with Sentence Connectors

A third way to form a compound sentence is to join two independent clauses with a **sentence connector**. Below is a list of common sentence connectors:

also	in addition	similarly	however
on the other hand	on the contrary	for example	then
in fact	as a result	therefore	first, second, etc.
in conclusion	in summary	furthermore	nevertheless

Sentence connectors can be used in two ways. If you use a **period** before the sentence connector, the result is two **simple sentences** (not a compound sentence):

- I enjoy most kinds of music. However, I do not really like opera.
- The school has been completely repainted. In addition, there are two new computer labs for students.

If you use a **semicolon** before the sentence connector, the result is a compound sentence:

- I enjoy most kinds of music; however, I do not really like opera.
- The school has been completely repainted; in addition, there are two new computer labs for students.

#### Notes:

- Both methods are correct, but the use of sentence connectors to make compound sentences is less common.
- A comma is necessary after most sentence connectors.<sup>1</sup>

---

<sup>1</sup> No comma is needed after **then**.

## 6.4 Complex Sentences

A **complex sentence** contains one independent clause and one or more dependent clauses. (Independent and dependent clauses are explained on page 73.)

The following examples are all complex sentences. The independent (IC) and dependent clauses (DC) are shown:

- We need to study how global warming is changing the climate.  
IC DC
- What we eat every day affects our physical and mental health.  
DC IC
- My mother moved to Arizona because she dislikes cold winters.  
IC DC
- Because she dislikes cold winters, my mother moved to Arizona.  
DC IC
- British women who are pregnant can take 39 weeks maternity leave.  
1st part of IC DC 2nd part of IC
- In this area, there are houses that sell for up to \$1 million.  
IC DC

There are three kinds of dependent clauses in English: noun clauses (page 81), adverb clauses (page 85), and adjective clauses (page 93).



## 6.4.1 Noun Clauses

A **noun clause** is a dependent clause that functions as a noun. It can be the subject or object of a sentence.

- I have always thought that foreign cultures are interesting.  
S V noun clause as an object
- What my brother likes is sports.  
noun clause as a subject V complement

Noun clauses begin with the following subordinators:

- **Wh-Words** (page 81)
- **That** (page 82)
- **If** or **Whether** (page 83)

### Noun Clauses Beginning with Wh-Words

Noun clauses often begin with **wh-words**. Here is a list of common wh-words:

who	what	where	when
which	how	why	whose
whoever	whatever	whichever	however
how much	how many		

Noun clauses do not, however, use question word order.

- I don't know **where is it.** (incorrect)
- I don't know **where it is.** (correct)
  
- **What did he say** surprised everyone. (incorrect)
- **What he said** surprised everyone. (correct)

## Noun Clauses Beginning with *That*

Noun clauses also commonly begin with **that**. There are three sentence patterns that use *that*-clauses:

### 1. verb + *that*-clause

In this pattern, the *that*-clause is used as the object of a **transitive verb**.

- The Presidents agreed that their countries should work together.  
S V noun clause as object
- We realized that we had made an important discovery.  
S V noun clause as object

The following verbs often use this pattern:

agree	assume	believe	claim	conclude
decide	discover	estimate	explain	know
learn	maintain	notice	perceive	require

### 2. *be*-verb + adjective + *that*-clause

This pattern is common when the subject is **a person** or **it**. When the subject is **a person**, these adjectives are common:

afraid	amazed	angry	aware	certain
confident	disappointed	glad	pleased	proud
relieved	sorry	sure	surprised	worried

- We are confident that our experiment will be a success.  
person + be + adjective noun clause

When the subject is **it**, these adjectives are common:

amazing	clear	good	important	impossible	interesting
likely	obvious	possible	strange	surprising	true
undeniable	unlikely	well known			

- It is possible that a comet will strike the earth one day.  
it + be + adjective noun clause

### 3. *that*-clause as subject

A *that*-clause can also be used as the subject of a sentence, though this is uncommon.

- That computers have changed the world is obvious to everyone.  
noun clause as subject V complement

### **Noun Clauses Beginning with *if* or *whether***

Noun clauses that are formed from yes/no questions begin with *if* or *whether*. With **whether**, the phrase **or not** can be added after whether or at the end of the noun clause.

The three examples below all have the same meaning:

- We do not know whether a cure for cancer will be found.
- We do not know whether **or not** a cure for cancer will be found.
- We do not know whether a cure for cancer will be found **or not**.

With **if**, the phrase **or not** can be added only at the end of the noun clause. The two examples below both have the same meaning:

- I am not sure if it is a good idea.
- I am not sure if it is a good idea **or not**.

### Verb Tense of the Noun Clause

When a noun clause is used as an object, the independent clause is called the introductory clause. The introductory clause limits the tenses that can be used for the verb in the noun clause.

When the verb in the introductory clause is in the **simple present, present perfect, or future tense**, the verb in the noun clause can be in any tense that expresses the meaning the introductory clause intends.

Introductory Clause	Noun Clause
<b>Simple present</b>	
I think	that aliens exist. <b>(simple present)</b>
I think	that they are watching us. <b>(present progressive)</b>
I think	that they visited us last week. <b>(simple past)</b>
<b>Present perfect</b>	
I have always believed	that aliens have visited us before. <b>(present perfect)</b>
I have always believed	that they have been watching us. <b>(present perfect progressive)</b>
I have always believed	that they are intelligent. <b>(simple present)</b>
<b>Future</b>	
One day, maybe I will doubt	that aliens have come here before. <b>(present perfect)</b>
One day, maybe I will doubt	that they will visit us soon. <b>(simple future)</b>

When the verb in the introductory clause is in the **past tense**, the verb in the noun clause is usually also a past tense.

Introductory Clause	Noun Clause
<b>Simple past</b>	
I believed	that aliens existed. <b>(simple past)</b>
I believed	that they were watching us. <b>(past progressive)</b>
<b>Past progressive</b>	
The scientist was explaining	that aliens had visited us before. <b>(past perfect)</b>
<b>Past perfect</b>	
We had discovered	that aliens would visit us soon. <b>(would = past tense of will)</b>

When the verb in the introductory clause is in the past tense, the verb in the noun clause can be in the present tense when it is describing a **general truth**, for example:

- My teacher explained that water boils at 100° Celsius.

## 6.4.2 Adverb Clauses

An **adverb clause** is a dependent clause that functions as an adverb. That is, it adds information about time, reason, result, condition, place, manner, purpose, and contrast.

Adverb clauses take the following form:

subordinator + independent clause

### Punctuating Adverb Clauses

When the adverb clause appears before the independent clause, a **comma** should be used to separate the clauses.

- When I lived in New York, I studied art history.

When the adverb clause follows the independent clause, **no comma** is necessary.

- I studied art history when I lived in New York.

This rule is true for almost all subordinators. Subordinators which do not follow this rule are described in the sections below:

- **Time Clauses** (see page 86)
- **Reason Clauses** (see page 87)
- **Result Clauses** (see page 88)
- **Condition Clauses** (see page 89)
- **Place Clauses** (see page 90)
- **Manner Clauses** (see page 90)
- **Purpose Clauses** (see page 91)
- **Contrast Clauses** (see page 92)

## Time Clauses

**Time clauses** give information about when an action happens.

Some common subordinators for time clauses are:

Subordinator	Meaning / Examples
<b>after</b>	at a later time than <ul style="list-style-type: none"><li>• <u>After I started working</u>, I met a lot of new people.</li><li>• I will feel better <b>after</b> <u>I take some medicine</u>.</li></ul>
<b>before</b>	at an earlier time than <ul style="list-style-type: none"><li>• <b>Before</b> <u>the typhoon came</u>, this was a beautiful area.</li><li>• We will elect a new president <b>before</b> <u>the year is over</u>.</li></ul>
<b>when</b>	at/during that time / just after that time <ul style="list-style-type: none"><li>• <b>When</b> <u>I left the house</u>, it started to rain.</li><li>• We studied Latin <b>when</b> <u>I was in high school</u>.</li><li>• <b>When</b> <u>the storm had finished</u>, the sun came out.</li></ul>
<b>while</b>	during that time / in the middle of that time <ul style="list-style-type: none"><li>• I read a lot of books <b>while</b> <u>I was in hospital</u>.</li><li>• <b>While</b> <u>we were working</u>, the lights went out.</li></ul>
<b>as</b>	while / when <ul style="list-style-type: none"><li>• <b>As</b> <u>I was walking by the river</u>, the sky turned a beautiful pink.</li><li>• The thief was caught <b>as</b> <u>he was running from the bank</u>.</li></ul>
<b>by the time</b>	one event is completed before another event <ul style="list-style-type: none"><li>• <b>By the time</b> <u>he was 15</u>, he was already a famous singer.</li></ul>
<b>since</b>	continuing from that time to the present <ul style="list-style-type: none"><li>• She has not lived in the US <b>since</b> <u>she was a child</u>.</li></ul>
<b>until</b>	continuing to a certain time, then stopping <ul style="list-style-type: none"><li>• I lived in Tokyo <b>until</b> <u>I was 12</u>.</li></ul>
<b>whenever</b>	every time <ul style="list-style-type: none"><li>• I eat <i>okonomiyaki</i> <b>whenever</b> <u>I visit Hiroshima</u>.</li></ul>
<b>as soon as</b>	immediately / very soon after <ul style="list-style-type: none"><li>• <b>As soon as</b> <u>the soup boils</u>, you should turn off the heat.</li></ul>

### Verb Tenses for Adverb Clauses of Time

To express a present meaning, the verbs in both clauses should be in a **present tense**.

- When I go to Barcelona, I always visit the Sagrada Familia.

To express a past meaning, the verbs in both clauses should both be in a **past tense**.

- When I went to Barcelona, I visited the Sagrada Familia.

To express a future meaning, the verb in the independent clause should be in a future tense, but the verb in the time clause should be in a **present tense**.

- When I go to Barcelona, I will visit the Sagrada Familia.

### Reason Clauses

**Reason clauses** explain why something happened. The most common subordinators for reason clauses are:

Subordinator	Meaning / Examples
<b>because</b>	for the reason that
<b>since</b>	<ul style="list-style-type: none"><li>• Many people are wearing masks <b>because</b> the air is dirty.</li><li>• <b>Since</b> the climate is changing, humans will have to adapt to different weather conditions.</li></ul>
<b>as</b>	<ul style="list-style-type: none"><li>• <b>As</b> it is such a nice day, we should go to the beach.</li></ul>

Notes:

- **Since** and **as** can also be used to refer to time. (See page 86.)
- **Since** is used to express reason much more in academic writing than in spoken English.
- **As** is used to express time more than reason.

## Result Clauses

**Result clauses** explain the effect or consequence of an event.

The following subordinators express results:

Subordinator	Meaning / Examples
<b><i>so + adjective/adverb + that</i></b>	with the result that <ul style="list-style-type: none"><li>The weather is <b><u>so</u></b> hot <b><u>that</u></b> people are <u>getting sick</u>.</li></ul>
<b><i>such a(n) + noun phrase + that</i></b>	<ul style="list-style-type: none"><li>The party was <b><u>such</u></b> a success <b><u>that</u></b> we are <u>going to do it again next year</u>.</li></ul>
<b><i>so much/many + noun phrase + that</i></b>	<ul style="list-style-type: none"><li>He has <b><u>so much</u></b> money <b><u>that</u></b> he does not <u>need to work</u>.</li></ul>
<b><i>so little/few + noun phrase + that</i></b>	<ul style="list-style-type: none"><li>There were <b><u>so few</u></b> regular customers <b><u>that</u></b> <u>the restaurant had to close</u>.</li></ul>



## Condition Clauses

**Condition clauses** explain what is necessary for an event to happen.

The most common condition subordinators are:

Subordinator	Meaning / Examples
if	on the condition that <ul style="list-style-type: none"><li>• <u>If taxes are increased</u>, the government will lose support.</li></ul>
unless	if not <ul style="list-style-type: none"><li>• <u>Unless the economy improves</u>, unemployment will rise.</li></ul>
even if	the condition does not matter – the result is the same <ul style="list-style-type: none"><li>• People won't vote for him <u>even if he tries to be friendly</u>.</li></ul>
whether or not	neither condition matters – the result is the same <ul style="list-style-type: none"><li>• People won't vote for him <u>whether or not he tries to be friendly</u>.</li></ul>
in case	the condition probably won't happen, but it might <ul style="list-style-type: none"><li>• People are saving money <u>in case taxes are increased</u>.</li></ul>
only if	there is only one condition that will cause a result <ul style="list-style-type: none"><li>• The government will stay in power <u>only if the Prime Minister resigns</u>.</li></ul>

### Using Only If

When **only if** appears before the independent clause, the independent clause uses question word order. No commas are used in this case.

- Only if politicians listen to younger people will the country improve.  
question word order

When **only if** appears after the independent clause, normal statement word order is used.

- The country will improve only if politicians listen to younger people.  
statement word order

## Place Clauses

**Place clauses** explain where an event happens.

The subordinators for place clauses are:

Subordinator	Meaning / examples
<b>where</b>	a particular place <ul style="list-style-type: none"><li>I can go <b>where</b> I want.</li></ul>
<b>anywhere</b>	any place <ul style="list-style-type: none"><li>Please put the books <b>anywhere</b> there is space.</li></ul>
<b>wherever</b>	any place <ul style="list-style-type: none"><li>I will work <b>wherever</b> I can find a job.</li></ul>
<b>everywhere</b>	every place <ul style="list-style-type: none"><li>She makes friends <b>everywhere</b> she goes.</li></ul>

## Manner Clauses

**Manner clauses** explain the way the events happen or the way they appear to happen.

The subordinators for manner clauses are:

Subordinator	Meaning / examples
<b>as</b>	in the way that <ul style="list-style-type: none"><li>Laws on smoking in public have been introduced in Japan <b>as</b> they <u>have in the US and Europe</u>.</li></ul>
<b>as if</b>	seeming that <ul style="list-style-type: none"><li>It looks <b>as if</b> our plan has succeeded.</li></ul>
<b>as though</b>	seeming that <ul style="list-style-type: none"><li>It seems <b>as though</b> <u>young people prefer using the Internet to watching television</u>.</li></ul>

## Untrue Statements with *as if* and *as though*

**As if** and **as though** can both be used to describe a situation that is not actually true. In this case, **were**, not **was**, should be used with both singular and plural subjects. For example:

- She dressed as though it was a wedding party. (incorrect)
- She dressed as though it were a wedding party. (correct)

## Purpose Clauses

**Purpose clauses** explain the reason that something happens.

The following subordinators express purpose:

Subordinator	Meaning / examples
so that	for the purpose of <ul style="list-style-type: none"><li>He unlocked the door quietly <b>so that he would not wake up his family</b>.</li></ul>
in order that	<ul style="list-style-type: none"><li>The department store reduced its prices by 10% <b>in order that more customers might visit during the New Year holiday</b>.</li></ul>

### Notes:

- **So that** and **in order that** often appear with the modals **can/could, have to, may/might,** and **will/would**.
- **So that** and **in order that** are both used in academic writing, but **in order that** is more formal.

### Contrast Clauses (Unexpected Results)

Some **contrast clauses** are used to show that events are unexpected. The subordinators that show unexpected results are:

Subordinator	Meaning / examples
although	unexpected result
even though	<ul style="list-style-type: none"><li>• <b>Although</b> the volcano has become quiet, we should still be careful.</li></ul>
though	<ul style="list-style-type: none"><li>• She stole from a shop <b>even though</b> she is a famous actress.</li><li>• <b>Though</b> there are laws against using a cellphone while driving, many people still do this.</li></ul>

#### Note:

- **Although** is particularly common in academic writing.

### Contrast Clauses (Direct Contrast)

**Direct contrast clauses** show a complete difference or opposite situation to the information in the independent clause. The subordinators for direct contrast clauses are:

Subordinator	Meaning / examples
while	in contrast with
whereas	<ul style="list-style-type: none"><li>• <b>While</b> some people say computers are bad for young people's social skills, others say they are good for creativity.</li><li>• Christmas is celebrated in many countries on December 25<sup>th</sup>, <b>whereas in</b> Russia it is celebrated on January 7<sup>th</sup>.</li></ul>

#### Notes:

- **Whereas** usually appears only in academic writing.
- **While** is also used in time clauses. However, it is usually used to show contrast in academic writing.
- **While** is sometimes used in academic writing to show that a writer disagrees with a certain opinion. For example:

While some people believe that taxes should be lowered, higher taxes could offer several benefits.  
writer's opinion

- In contrast clauses, commas are usually used even when the adverb clause appears after the independent clause. For example:

The President refused to resign, although people protested his decision.

The U.S. and the U.K. supported the Iraq War, whereas France favored diplomacy.

### 6.4.3 Adjective Clauses

Adjectives modify nouns or pronouns. Likewise, **adjective clauses**<sup>1</sup> add information to nouns or pronouns in independent clauses (IC).

The following are examples of adjective clauses:

- The Obon festival, which is in August, marks the return of spirits to their family homes.  
1st part of IC                      adjective clause                      2nd part of IC
- People who are bilingual suffer less from brain diseases.  
1st part of IC                      adjective clause                      2nd part of IC
- We are sending money to the country that was hit by an earthquake.  
IC                      adjective clause
- Orphans are children whose parents have both died.  
IC                      adjective clause
- The job for which I am applying has a good salary.  
1st part of IC                      adjective clause                      2nd part of IC
- This is the hospital where I was born.  
IC                      adjective clause

#### Relative Pronouns and Relative Adverbs

Most adjective clauses begin with a relative pronoun. The relative pronouns are:

who                  whom                  that                  which                  whose

Some adjective clauses begin with a relative adverb. The relative adverbs are:

when                  where

---

<sup>1</sup> Adjective clauses are sometimes also called *relative clauses*.

### Position of Adjective Clauses

Adjective clauses should be placed after the noun they describe and as close to it as possible.

- I left the **book** on the table **that I wanted to read.** (poor)  
IC adjective clause
- I left the **book** **that I wanted to read** on the table. (better)  
1st part of IC adjective clause 2nd part of IC

Sometimes, however, the meaning is clearest when a prepositional phrase comes between the adjective clause and the noun it modifies.

- Poutine is a dish **that contains fried potatoes, cheese, and gravy** from Canada. (poor)  
1st part of IC adjective clause 2nd part of IC
- Poutine is a dish from Canada **that contains fried potatoes, cheese, and gravy.** (better)  
IC adjective clause

### Verb Agreement in Adjective Clauses

Verbs in adjective clauses should agree with the noun that they modify.

- The **professor** who **teaches** me English is kind. (the professor teaches)
- The **professors** who **teach** us English are kind. (the professors teach)

## Punctuation of Adjective Clauses

Adjective clauses can be either **restrictive** or **nonrestrictive**.

**Restrictive adjective clauses** identify the noun that they describe. The information in the adjective clause is necessary to understand the sentence.

Let's look at an example:

- Chicken that hasn't been cooked properly shouldn't be eaten.  
1st part of IC                      adjective clause                      2nd part of IC

If the adjective clause is removed, the meaning of the sentence changes:

- Chicken shouldn't be eaten. (**All** chicken shouldn't be eaten?)

The adjective clause identifies which chicken the writer is describing. It *restricts* the meaning from **all chicken** to **chicken that hasn't been cooked properly**. Without the clause, we cannot understand the writer's opinion.

Restrictive adjective clauses do not have commas between the clauses.

- The house, which Sinclair Lewis lived in as a child, is in Sauk Centre, Minnesota. (incorrect)  
comma                      comma
- The house which Sinclair Lewis lived in as a child is in Sauk Centre, Minnesota. (correct)  
no comma                      no comma

**Nonrestrictive adjective clauses** do not identify the noun they describe. They just give extra information about it. Here is an example:

- Mount Fuji, which is the most famous symbol of Japan, is 3,800m high.  
1st part of IC                      adjective clause                      2nd part of IC

If the adjective clause is removed, the meaning does not change:

- Mount Fuji is 3,800m high.

In this case, *Mount Fuji* in the first sentence is the same as *Mount Fuji* in the second sentence. The only difference is that we have lost some extra information: *Mount Fuji is the most famous symbol of Japan*.

Nonrestrictive adjective clauses are separated from the independent clause with commas.

- Sinclair Lewis who won the Pulitzer Prize in 1925 was a famous American author. (incorrect)  
no comma                      no comma
- Sinclair Lewis, who won the Pulitzer Prize in 1925, was a famous American author. (correct)  
comma                      comma

### Adjective Clause Pronouns Used as Subjects

The relative pronouns **who**, **that**, and **which** can be the subjects of their clauses. Subject relative clauses take the following form:

*who*  
*that* + predicate<sup>1</sup>  
*which*

These relative pronouns are used in different ways.

Describing humans	
<b>restrictive clauses</b> <b>who / that</b>	<ul style="list-style-type: none"><li>• People <b>who</b> <u>exercise regularly</u> live healthier lives.</li><li>• People <b>that</b> <u>exercise regularly</u> live healthier lives.</li></ul>
<b>nonrestrictive clauses</b> <b>who</b>	<ul style="list-style-type: none"><li>• The comedian Kanpei Hazama, <b>who</b> <u>ran and sailed around the world</u>, returned to Japan in January, 2011.</li></ul>
Describing nonhumans and things	
<b>restrictive clauses</b> <b>that / which</b>	<ul style="list-style-type: none"><li>• Swimming is an activity <b>that</b> <u>exercises the whole body</u>.</li><li>• Swimming is an activity <b>which</b> <u>exercises the whole body</u>.</li></ul>
<b>nonrestrictive clauses</b> <b>which</b>	<ul style="list-style-type: none"><li>• The Boston Marathon, <b>which</b> <u>began in 1897</u>, is the world's oldest annual marathon.</li></ul>

### ***That and Which***

In spoken English, **that** is much more common than **which** for restrictive clauses. In academic writing, however, **which** is more common.

---

<sup>1</sup> The predicate of a sentence is usually the main verb and everything after it.



### Adjective Clause Pronouns Used as Objects

The relative pronouns **who/whom, that,** and **which** can act as the direct objects of their clauses. **Object relative clauses** take the following form:

*who/whom*

*that* + independent clause

*which*

In restrictive adjective clauses, the relative pronouns can be left out. This is called a **zero pronoun**, and is given the symbol  $\emptyset$ .

Relative pronouns as objects are used in the following ways:

Describing humans	
<b>restrictive clauses</b> <b>who / whom, that, <math>\emptyset</math></b>	<ul style="list-style-type: none"> <li>The people <b>who</b> I met at the <u>gym</u> were friendly.</li> <li>The people <b>whom</b> I met at the <u>gym</u> were friendly.</li> <li>The people <b>that</b> I met at the <u>gym</u> were friendly.</li> <li>The people <u>I met at the gym</u> were friendly.</li> </ul>
<b>nonrestrictive clauses</b> <b>who / whom</b>	<ul style="list-style-type: none"> <li>Kanpei Hazama, <b>who</b> I interviewed after his <u>marathon</u>, was a very interesting man.</li> <li>Kanpei Hazama, <b>whom</b> I interviewed after his <u>marathon</u>, was a very interesting man.</li> </ul>
Describing nonhumans and things	
<b>restrictive clauses</b> <b>that, which, <math>\emptyset</math></b>	<ul style="list-style-type: none"> <li>The marathon <b>that</b> I ran last year was hard.</li> <li>The marathon <b>which</b> I ran last year was hard.</li> <li>The marathon <u>I ran last year</u> was hard.</li> </ul>
<b>nonrestrictive clauses</b> <b>which</b>	<ul style="list-style-type: none"> <li>The Boston Marathon, <b>which</b> I ran in <u>2009</u>, attracts almost 40,000 runners.</li> </ul>

### Who and Whom

In spoken English, **whom** has become rare, and most speakers use **that** or **who** instead. However, **whom** is still used in academic writing.

### Relative Clauses with *Whose*

The relative pronoun **whose** is used to show possession. **Whose** replaces possessive forms of nouns (*the teacher's, Japan's, George's*) and pronouns (*his, her, their, our, its*).

**Whose** can act as the subject or object of its clause.

#### **Whose as a Subject**

When **whose** is used as a subject, the clause has the following form:

*whose* + predicate

**Whose** is used as a subject in the following ways:

Describing humans, nonhumans, and things	
<b>restrictive clauses</b> <b>whose</b>	<ul style="list-style-type: none"><li>• The students <b>whose</b> exams are <u>finished</u> look happy.</li><li>• AIDS is a disease <b>whose</b> origin is <u>uncertain</u>.</li></ul>
<b>nonrestrictive clauses</b> <b>whose</b>	<ul style="list-style-type: none"><li>• Alexander Fleming, <b>whose</b> <u>discovery of penicillin changed modern medicine</u>, was awarded the Nobel Prize in 1945.</li><li>• The World Health Organization, <b>whose</b> <u>work involves controlling and fighting diseases</u>, is a part of the United Nations.</li></ul>

#### **Whose as an Object**

When **whose** is used as an object, the clause takes the following form:

*whose* + noun + independent clause

**Whose** is used as an object in the following ways:

Describing humans, nonhumans, and things	
<b>restrictive clauses</b> <b>whose</b>	<ul style="list-style-type: none"><li>• Workers <b>whose</b> <u>taxes the government has raised</u> sometimes protest on the streets.</li></ul>
<b>nonrestrictive clauses</b> <b>whose</b>	<ul style="list-style-type: none"><li>• Marchesa, <b>whose</b> <u>designs Sandra Bullock wore at the 2010 Oscars</u>, is a fashion brand from New York.</li></ul>

### Adjective Clauses with *When* and *Where*

The relative adverbs **when** and **where** can be used in adjective clauses to modify times and places. These clauses take the following form:

*when*  
*where* + independent clause

**When** and **where** can both be used in restrictive and nonrestrictive clauses:

Describing times	
restrictive clauses <b>when</b>	<ul style="list-style-type: none"><li>The Roppongi district in Tokyo was badly damaged on the morning <b>when</b> the Great Kanto earthquake struck.</li></ul>
nonrestrictive clauses <b>when</b>	<ul style="list-style-type: none"><li>A happier day in Roppongi was April 23<sup>rd</sup>, 2003, <b>when</b> the <u>Roppongi Hills complex was opened</u>.</li></ul>
Describing places	
restrictive clauses <b>where</b>	<ul style="list-style-type: none"><li>Roppongi is a district <b>where</b> many embassies are located.</li></ul>
nonrestrictive clauses <b>where</b>	<ul style="list-style-type: none"><li>Roppongi, <b>where</b> there are many nightclubs and bars, is one of Tokyo's entertainment districts.</li></ul>

#### Note:

- When** can be omitted in restrictive clauses. For example:

The Roppongi district in Tokyo was badly damaged on the morning the Great Kanto earthquake struck.

- **Relative Pronouns Used as Objects of Prepositions**

The relative pronouns **which** and **whom** can be used as objects of prepositions in the adjective clause.

For example:

- We visited the house **which** William Shakespeare was born **in**.
- We visited the house **in which** William Shakespeare was born.

The two sentences have the same meaning. However, the second is more formal, and is commonly used in academic writing.

Adjective clauses using this grammar pattern take the following form:

preposition +   
                   whom  
                   which + independent clause

<b>Describing humans</b>	
<b>restrictive clauses</b> <b>whom</b>	<ul style="list-style-type: none"> <li>• People <u>with <b>whom</b> I spoke</u> said that the president is doing a good job.</li> </ul>
<b>nonrestrictive clauses</b> <b>whom</b>	<ul style="list-style-type: none"> <li>• President Obama, <u>for <b>whom</b> many young people voted</u>, is a fan of many sports.</li> </ul>
<b>Describing nonhumans and things</b>	
<b>restrictive clauses</b> <b>which</b>	<ul style="list-style-type: none"> <li>• These are the difficulties <u>with <b>which</b> we must live</u>.</li> </ul>
<b>nonrestrictive clauses</b> <b>which</b>	<ul style="list-style-type: none"> <li>• Latin, <u>from <b>which</b> many English words are formed</u>, is still studied in some schools.</li> </ul>

## 6.5 Compound-Complex Sentences

Compound sentences (page 75) and complex sentences (page 93) can be combined to create **compound-complex sentences**. A compound-complex sentence contains two or more independent clauses and one or more dependent clauses.

In the following example, **but** joins two independent clauses. These are joined to a dependent time clause with **when**:

- The boxer Muhammad Ali was born as Cassius Clay, **but** he changed his name  
independent clause independent clause  
**when** he converted to Islam in 1975.  
dependent clause

In the next example, **because** joins a dependent clause to an independent clause. This is then joined to another independent clause with **consequently**:

- Ali refused to fight in the Vietnam War **because** he thought the war was wrong;  
independent clause dependent clause  
**consequently,** he was arrested and put on trial.  
independent clause

In the final example, **who** joins a dependent clause to an independent clause. This is then joined to another independent clause with **and**:

- Nowadays, even people **who** do not like boxing know Muhammad Ali,  
1st part of IC dependent clause 2nd part of IC  
**and** they respect him for his support for human rights.  
independent clause

## 6.6 Basic Sentence Patterns

There are a number of sentence patterns that are commonly used in English. Learning them is a good way to improve fluency. Try to use the sentence patterns listed here in your own writing.

### PATTERN 1: Subject + Verb

In this pattern, the subject of the sentence is followed by an **intransitive verb**. Intransitive verbs do not take objects, but they are often followed by prepositional phrases or adverbs.

Subject	Verb	Prepositional Phrase	Adverb
His grandfather	died.		
Joe	is living	in New York.	
She	left		quickly.

### PATTERN 2: Subject + Verb + Direct Object

Here, the verb is a **transitive verb**, which can be followed by an object.

Subject	Verb	Direct Object	Prepositional Phrase / Adverb
I	broke	the vase.	
Thomas	ate	the hamburger	quietly.
We	were watching	movies	at home.

### PATTERN 3: Subject + Linking Verb + Subject Complement

Linking verbs are verbs that do not express actions. Some examples of linking verbs are *appear, be, become, feel, seem, smell, and taste*.

These verbs link the subject to an adjective or noun phrase that describes it.

Subject	Linking Verb	Subject Complement
Frank	looks	worried.
Snowboarding	is	an exciting sport.
Tokyo	became	the capital of Japan.

#### PATTERN 4: Subject + Verb + Indirect Object + Direct Object

This pattern is often used when an object or some information is passed from one person to another. The indirect object receives the direct object.

Subject	Verb	Indirect Object	Direct Object	Indirect Object
I	gave	my brother	a birthday present.	
My parents	bought	me	a car.	

With **to**, the indirect object can either appear before or after the direct object:

Subject	Verb	Indirect Object	Direct Object	Indirect Object
The teacher	explained		the problem	<b>to me.</b>
The teacher	explained	<b>to me</b>	the problem.	

#### PATTERN 5: There + Verb + Subject

Sometimes a sentence in English will begin with **there**, and the actual subject will appear after the verb.

The verb in this pattern is usually a form of **be**.

This pattern is often used when the writer wants to give new information. Words such as **there is/are** prepare the reader for this new information.

There / It	Verb	Subject	Description
There	are	some nice beaches	in Hawaii.
There	is	a famous beach	in Honolulu.

#### PATTERN 6: It + Verb + Adjective/Noun + Subject

With **it**, an adjective or a noun can be used after the verb, and the subject can be an infinitive verb:

It	Verb	Adjective/Noun	Subject
It	is	okay	to go home early.
It	is	nice	to meet you.
It	was	a surprise	to see him at the party.
It	is	an honor	to meet you.

### PATTERN 7: Verb + Remainder of the Predicate

This pattern is used to give commands, or strong advice. It is sometimes called an *imperative sentence*.

In this pattern, there is no subject. This is because the writer is talking directly to the readers. The readers understand that they are the subject.

Subject	Verb	Remainder of Predicate
	Remember	this information.
	Drive	carefully.
	Don't eat	too much.
	Don't give	your children too many presents.

This pattern does not often appear in academic writing, but it is sometimes used when the writer wants the reader to seriously consider something, for example:

The Disappearing Tuna

The next time you sit down at a sushi restaurant and order a plate of *honmaguro*, **think about this**: in the last fifty years, bluefin tuna stocks have fallen by about 75%. In 2008, the world ate 1.6 million tons of this fish, 24% of which was consumed in Japan. These numbers are a clear sign that the countries of the world must work together to save this species. There are three different plans for how to prevent the bluefin tuna from disappearing completely.

### PATTERN 8: Subject + Verb + Direct Object + Verb

This pattern is used when the subject causes the object to do something.

Notice that the second verb is sometimes an **infinitive** (to + verb) and sometimes the **dictionary form** (verb):

Subject	Verb	Direct Object	Verb
My boss	makes	us	work late.
The police officer	allowed	him	to go home.
The wind	caused	me	to fall off my bike.



Verbs that are often used in this pattern are:

Followed by Infinitive		Followed by Dictionary Form
allow	request	have
ask	require	let
cause	permit	make
force	persuade	
get	tell	
help		

**PATTERN 9: Subject + Verb + Direct Object + Verb or Gerund**

In this pattern, the subject observes the direct object as it does something. Some verbs that are often used in this pattern are *feel, hear, listen to, look at, notice, observe, see,* and *watch*.

Subject	Verb	Direct Object	Dictionary Form or Gerund
I	watched	Mark	steal a book.
We	listened to	the rain	falling on the roof.

**PATTERN 10: Subject + Transitive Verb + Direct Object + Object Complement**

In this pattern, the direct object is followed by an object complement. This is an adjective that describes the object or a noun that renames it.

Some verbs that can be used in this pattern are *appoint, call, consider, elect, find, make, name,* and *paint*.

Subject	Transitive Verb	Direct Object	Object Complement
Sean	left	his door	unlocked.
We	have named	our cat	Fudge.
The people	elected	her	president.

# Appendix A: Writing Titles

The title of a paragraph or essay is the first part others will read. This section explains how to do write good titles.

## **In this section:**

**A.1 The Mechanics of Writing a Title**

**A.2 Writing an Effective Title**

## A.1 The Mechanics of Writing a Title

Below are several rules for writing the title of your academic paragraph or essay.

1. You should capitalize<sup>1</sup> the **first word** of the title, the **last word**, and **all other words except**:

- Articles: *a, an, the*
- Coordinators: *for, and, nor, but, or, yet, so*
- Prepositions: *under, over, on, in, through, to* (and many others)

**Incorrect:**

The **h**istory of **m**iyazaki

The History **O**f Miyazaki

**Correct:**

The History of Miyazaki

**Note:**

MIC Students should use APA or Chicago style for the senior thesis. The rule above is slightly different in these two systems.

2. You should not put a period at the end of a title.

**Incorrect:**

The History of Miyazaki.

**Correct:**

The History of Miyazaki

3. You should not use abbreviations in a title.

**Incorrect:**

U.S. History since World War II

**Correct:**

United States History since World War II

---

<sup>1</sup> In English, when we say you should capitalize a word, it means the first letter should be capital, and all of the other letters should be lower case.

4. You should not put quotation marks around a title.

**Incorrect:**

“The History of Miyazaki”

**Correct:**

The History of Miyazaki

5. A title is usually not a complete sentence. Instead, a title is usually a noun or noun phrase.

**Incorrect:**

Miyazaki Has a Fascinating History

**Correct:**

The Fascinating History of Miyazaki

## A.2 Writing an Effective Title

### Basic

Most importantly, the title should provide information about the main ideas of a paragraph or essay. As a result, the information in the title is often similar to the information in the topic sentence or thesis statement. For example:

#### Topic Sentence:

New York is a popular tourist destination.

#### Title:

Tourist Attractions in New York

#### Thesis Statement:

Ichiro is famous not only for his playing ability but also his hard work ethic and personality.

#### Title:

Ichiro Suzuki: Reasons for His Fame

### Advanced

Some academic essays have a title and a subtitle which are separated by a colon. Below are four different ways to use this technique.

1. The title provides the topic of the essay, and the subtitle is a question that is answered in the essay. For example:

The Global Housing Crisis: What Are the Causes?

2. The title provides the topic of the essay, and the subtitle lists the main parts of the essay. For example:

Motivation in Education: Theory, Research, and Applications

Life in America: Race, Religion, and Politics

3. The title provides the topic of the essay, and the subtitle provides additional focus. For example:

Japan: An Anthropological Introduction

Superstitions in Japan: A Sociological View

4. In a title, a colon can replace the verb be. For example:

**Incorrect:**

The example below is incorrect because it is a complete sentence.

The Global Housing Crisis **Is** a Challenge for the Future

**Correct:**

The Global Housing Crisis: A Challenge for the Future

Note, when you separate two parts of a title with a colon, the first word after the colon is always capitalized.

# Appendix B: Avoiding Plagiarism

Using someone else's ideas without giving them credit is called plagiarism, and it is a serious offense. This section explains how to avoid plagiarism in your writing.

## In this section:

### B.1 Plagiarism

### B.2 Proper Use of Sources

#### B.2.1 Direct Quotes

#### B.2.2 Indirect Quotes

#### B.2.3 Paraphrases

#### B.2.4 Summaries

### B.3 Citations and References

## B.1 Plagiarism

According to plagiarism.org, all of the following are considered **plagiarism**:

- handing in someone else's work as your own
- copying words or ideas from someone else without giving credit
- translating someone else's work into another language without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not

Plagiarism in academic writing is an extremely serious offense. Plagiarism may result in a failing grade on an assignment or for an entire course. In extreme cases, a student who plagiarizes may not be allowed to graduate.

The following sections explain how to avoid this problem.

## B.2 Proper Use of Outside Sources

When writing academic essays, students typically use **outside sources** of information such as books, journal articles, class readings, newspapers, and the Internet.

This section provides four ways to properly use outside sources without plagiarizing them:

- Direct Quotes (page 113)
- Indirect Quotes (page 115)
- Paraphrases (page 117)
- Summaries (119)



## B.2.1 Direct Quotes

Whenever you repeat someone's exact words, it is called a **direct quote**. Direct quotes may come from books, journals, websites, interviews, or any other source of communication.

Each time you use a direct quote in academic writing, you should:

- use quotation marks
- cite the source (see page 121)

### Punctuation for Direct Quotes

There are many rules for punctuating direct quotes. Here are some basic guidelines.

1. Put **quotation marks** at the beginning and end of the direct quote:

- Shakespeare wrote the famous line, "To be or not to be."

2. If there are words **before** the direct quote, use a **comma** like the example below.

- According to *Lonely Planet: Japan*, "Kyoto is a great city to explore on a bicycle."

3. If there are words **after** the direct quote, use a **comma** (instead of a period) like the example below:

Correct: "Kyoto is a great city to explore on a bicycle," according to *Lonely Planet: Japan*.

Incorrect: "Kyoto is a great city to explore on a bicycle." according to *Lonely Planet: Japan*.

4. However, if the direct quote ends in a **question mark** or **exclamation mark**, use it instead of a comma:

- "What is the purpose of donating money to the poor?" Professor Stevens asked.
- "Boys, be ambitious!" William Smith Clark said.

5. End punctuation of the direct quote (period, question mark, exclamation mark, or comma) goes **before** the end quotation mark:

- Shakespeare wrote the famous line, "To be or not to be."
- "Boys, be ambitious!" William Smith Clark said.
- "What is the purpose of donating money to the poor?" Professor Stevens asked.

6. Capitalize the first word of the direct quote.
7. If you omit part of a direct quote, use an ellipsis (...):
  - As *Lonely Planet: Japan* states, “Lake Biwa-ko... has a variety of attractions.”
8. If you break a direct quote into two parts, use commas like the example below.
  - “Kyoto,” according to *Lonely Planet: Japan*, “is a great city to explore on a bicycle.”

## B.2.2 Indirect Quotes

When you report what someone else said or wrote without using exactly the same words, it is called an **indirect quote**.

Below is a comparison between direct and indirect quotation styles. Notice that:

- Direct quotes use quotation marks; indirect quotes do not.

Direct: Barnett said, “The war is costing too much money.”

Indirect: Barnett said the war was costing too much money.

- It is optional to use the word **that** before an indirect quote.

Direct: Harmon said, “The story of Adam and Eve is a wonderful creation myth.”

Indirect: Harmon said the story of Adam and Eve was a wonderful creation myth.

Indirect: Harmon said **that** the story of Adam and Eve was a wonderful creation myth.

- In indirect quotes, the tense of the quoted verb must sometimes be changed.

Simple present tense verbs change to the simple past:

Direct: My advisor explained, “It **takes** six years or more to complete a PhD.”

Indirect: My advisor explained that it **took** six years or more to complete a PhD.

Simple past or present perfect verbs change to the past perfect:

Direct: My advisor said, “It **took** me just four years to complete my PhD.”

Indirect: My advisor said that it **had taken** her just four years to complete her PhD.

**Can** changes to **could**:

Direct: Jordan insisted, “I **can** keep working!”

Indirect: Jordan insisted that he **could** keep working.

- In indirect quotes, pronouns must sometimes be changed to convey the correct meaning.

Direct: My advisor said, “It took **me** just four years to complete my PhD.”

Indirect: My advisor said that it had taken **her** just four years to complete her PhD.

Here is an example paragraph using direct and indirect quotes:

**Kojima’s Rooftop Gardens**

Summer temperatures of many large cities are on the rise due to what is known as the “heat island effect.” Heat from heavy traffic, industry, and thousands of air conditioners gets trapped in the concrete and asphalt of the city. With city planners looking for ways to beat the heat, Tokyo’s Kazuyoshi Kojima may have found a solution: rooftop gardens.

According to Kojima, **rooftop gardens help to absorb heat and keep temperatures inside of buildings lower.** **“We used to set the air conditioner at 20 degrees Celsius, and it was still unbearably hot. By having the garden up top, a setting of 27 or 28 degrees is just right.”** He adds that **in the winter the building only needs one hour of heating because the garden helps contain the heat, reducing electricity costs.** Kojima’s plan – now required by law in Tokyo’s Shibuya Ward – has been so successful that it has attracted a lot of attention. He says **he has even gotten phone calls from foreign embassies asking for details about how it is done.**

The diagram consists of four rectangular callout boxes on the left side of the text, each with a pointer pointing to a specific part of the paragraph. The first callout, labeled 'Indirect quote', points to the sentence 'According to Kojima, rooftop gardens help to absorb heat and keep temperatures inside of buildings lower.' The second callout, labeled 'Direct quote', points to the bolded text: '“We used to set the air conditioner at 20 degrees Celsius, and it was still unbearably hot. By having the garden up top, a setting of 27 or 28 degrees is just right.”' The third callout, labeled 'Indirect quote', points to the bolded text: 'in the winter the building only needs one hour of heating because the garden helps contain the heat, reducing electricity costs.' The fourth callout, labeled 'Indirect quote', points to the bolded text: 'he has even gotten phone calls from foreign embassies asking for details about how it is done.'

(Adapted from *Tokyo turns to rooftop gardens to beat the heat*, Daily Yomiuri August 13, 2002.)

When quoting outside sources of information, good writers use both direct and indirect quotes to give their writing variety and make it more interesting to read.

## **B.2.3 Paraphrases**

**Paraphrasing** is another way to include information from an outside source in your own academic writing. When you paraphrase an outside source, you include all or almost all of the original ideas but significantly change the wording and sentence structure.

Many students avoid paraphrasing because they believe their own words and writing style are not as good as the original source. However, paraphrasing is common in academic writing. In addition, paraphrasing is an especially important skill for students because it shows that you understood the original source of information.

**To paraphrase properly, follow the following steps:**

1. Read the original work several times until you understand it well. Use a dictionary if necessary, and take notes to remember the important points.
2. Put the original work away. Use your notes to write your paraphrase, trying to include all of the key points from the original work.
3. Compare your paraphrase to the original. Check that your information is accurate and that the style and wording are your own.
4. Finally, include a citation to the original source of information. (see page 121).

The example below shows both acceptable and unacceptable paraphrases:

### Original Passage

Language is the main means of communication between peoples. But so many different languages have developed that language has often been a barrier rather than an aid to understanding among peoples. For many years, people have dreamed of setting up an international, universal language which all people could speak and understand. The arguments in favor of a universal language are simple and obvious. If all peoples spoke the same tongue, cultural and economic ties might be much closer, and good will might increase between countries.

*By Robert Kispert*

### Unacceptable Paraphrase

Here, the writer just changed a few words and slightly changed the sentence patterns.

This is plagiarism because it is too similar to the original source.

Language is the principal means of communication between peoples. However, because there are numerous languages, language itself has frequently been a barrier rather than an aid to understanding among the world population. For many years, people have envisioned a common universal language that everyone in the world could communicate in. The reasons for having a universal language are clearly understandable. If the same tongue were spoken by all countries, they would undoubtedly become closer culturally and economically. It would probably also create good will among nations (Kispert).

### Acceptable Paraphrase

This is acceptable because different words, sentence structure, and style are used.

Humans communicate through language. However, because there are so many languages in the world, language is an obstacle rather than an aid to communication. For a long time, people have wished for an international language that speakers all over the world could understand. A universal language would certainly build cultural and economic bonds. It would also create better feelings among countries (Kispert).

(Examples above are from *Writing Academic English: Third Edition*, pages 90-91.)

## B.2.4 Summaries

When you repeat what someone has said or written using significantly fewer words, it is called a **summary**.

A paragraph can be summarized in one or two sentences, and an essay in just one paragraph. A longer article or book may require one or more pages to summarize.

The key to writing a good summary is including the main points, while omitting the details that support each point. You should also use your own words and writing style rather than copying the original source.

To summarize properly, follow these steps:

1. Read the original work several times until you understand it very well. Use a dictionary if necessary, and take notes to help you remember the important points.

Optionally, make an outline instead of taking simple notes. Organize your outline so that it shows the main ideas and the supporting details.

2. Write your summary from your notes or outline. Use your own words and writing style, and don't include the supporting details.
3. Compare your summary to the original source, checking for accuracy.
4. Include a citation to the original source of information (see page 121).

The example below shows the original source of information, an outline of the original source, and finally a summary of the original source.

### Original Passage

Considering the unbelievably high number of social and environmental problems that exist at this moment in history, it should be clear that there is something deeply wrong with how humans are interacting both with each other and with nature. The root cause of nearly every environmental problem is the way of life based on over-consumption and too much industrial production. Changes in lifestyle, politics, and economy will be necessary if we are to overcome the present problems and move toward a world of human well-being, social justice and environmental health (Hesse et al).

### Outline

1. social & environmental problems today: caused by humans
  - a. interaction with each other
  - b. interaction with nature
2. cause
  - a. overconsumption
  - b. industry production
3. solution: changes in
  - a. how we live
  - b. politics
  - c. economy

### Summary

The serious social and environmental problems humans face today are caused by over-consumption and over-production. To solve these problems, we must change how we live and govern ourselves (Hesse, et al).

(Text above adapted from *Make it or Break It: The Future of Our Environment*, p70.)



## B.3 Citations and References

In academic writing, whenever you use information from an outside source, you should tell your readers where that information came from. This is called a **citation**.

There are several reasons for using citations:

- They are the only way to use outside sources without plagiarizing (see page 111).
- They show interested readers where they can find more information about your topic.
- They can show that scholars and other experts share your ideas; this can strengthen the arguments in your writing.

### How to Cite Outside Sources

Generally, writers use a **citation** each time they refer to an outside source of information. Though there are different styles, a citation typically looks like this:

Students who have frequent interactions with teachers outside of class show greater academic gains than other students (Whitt, et al., 1999).

McVeigh (2002) notes that extracurricular activities play a particularly important role in the daily lives of Japanese university students.

At the end of the essay, writers provide a reference list, which includes detailed information about each outside source of information that was used. A reference list looks like this:

#### REFERENCES

McVeigh, B.J. (2002). *Japanese higher education as myth*. New York: M.E.Sharpe.

Whitt, E.J., Edison, M., Pascarella, E.T., Nora, A., & Terenzini, P.T. (1999). Interactions with peers and objective and self-reported cognitive outcomes across 3 years of college. *Journal of College Student Development*, 40 (1), 61-78.

MIC students can find more detailed information about how to cite outside sources at <http://sekai/thesis/styles/documentation.html>.

# MIC Writing Correction Code

Symbol	Meaning of Symbol	Example Error	Example Correction
A/P	<b>ACTIVE/PASSIVE VOICE</b> Change to the active voice or passive voice.	<sup>A/P</sup> I <b>surprised</b> by my talented classmate.	I <b>was surprised</b> by my talented classmate.
MW	<b>MISSING WORD(S)</b> Add one or more words.	<sup>MW</sup> This summer she plans to go Bali.	This summer she plans to go <b>to</b> Bali.
NA	<b>NOT ACADEMIC/NOT APPROPRIATE</b> Use more appropriate wording for academic writing.	<sup>NA</sup> There are <b>a bunch of</b> farms there.	There are <b>many</b> farms there.
NC	<b>NOT A COMPLETE SENTENCE</b> Make sure it is a complete sentence (see page 74).	<sup>NC</sup> She enjoys reading. <b>Especially comics.</b>	She enjoys reading, <b>especially comics.</b>
P	<b>PUNCTUATION</b> Add, delete, or change the punctuation.	<sup>P</sup> She enjoys sports music and reading.	She enjoys sports, music and reading.
SP	<b>SPELLING</b> Correct the spelling mistake.	<sup>SP</sup> My <b>classmat</b> is from Hyuga.	My <b>classmate</b> is from Hyuga.
SVA	<b>SUBJECT/VERB AGREEMENT</b> Make sure the subject and verb of the sentence agree.	<sup>SVA</sup> Her best friends still <b>lives</b> in Hiroshima.	Her best friends still <b>live</b> in Hiroshima.
UW	<b>UNNECESSARY WORD</b> Remove this word.	<sup>UW</sup> Later today she will go <b>to</b> shopping.	Later today she will go shopping.
VT	<b>VERB TENSE</b> Change the tense of the verb.	<sup>VT</sup> Yesterday she <b>go</b> to a jazz concert.	Yesterday she <b>went</b> to a jazz concert.
WF	<b>WORD FORM</b> Use a different form of the same root word.	<sup>WF</sup> She also plays the piano <b>wonderful</b> .	She also plays the piano <b>wonderfully</b> .
WO	<b>WORD ORDER</b> Put the words in the proper order.	<sup>WO</sup> She likes <b>best</b> Economics class.	She likes Economics class <b>best</b> .
WW	<b>WRONG WORD</b> Try using a different word.	<sup>WW</sup> Her hometown is very <b>countryside</b> .	Her hometown is very <b>rural</b> .
#	<b>SINGULAR/PLURAL</b> Change the noun to singular or plural.	<sup>#</sup> She has several <b>hobby</b> .	She has several <b>hobbies</b> .
//	<b>NEW PARAGRAPH</b> Begin a new paragraph.		
?	<b>I DON'T UNDERSTAND THIS</b> Try writing this with different words or simpler grammar.		