

4 Classification Essays: Moving from Paragraph to Essay



Thousands of natural redheads from around the world gather each year for the Redhead Days Festival in Breda, Netherlands.

OBJECTIVES

- Understand similarities between paragraphs and essays
- Use subject adjective clauses
- Brainstorm with a cluster diagram
- Write a classification essay

FREWRITE

Look at the photo and read the caption. Besides hair color, what are other ways that people classify themselves? On a separate piece of paper, write about different ways you classify yourself or others.

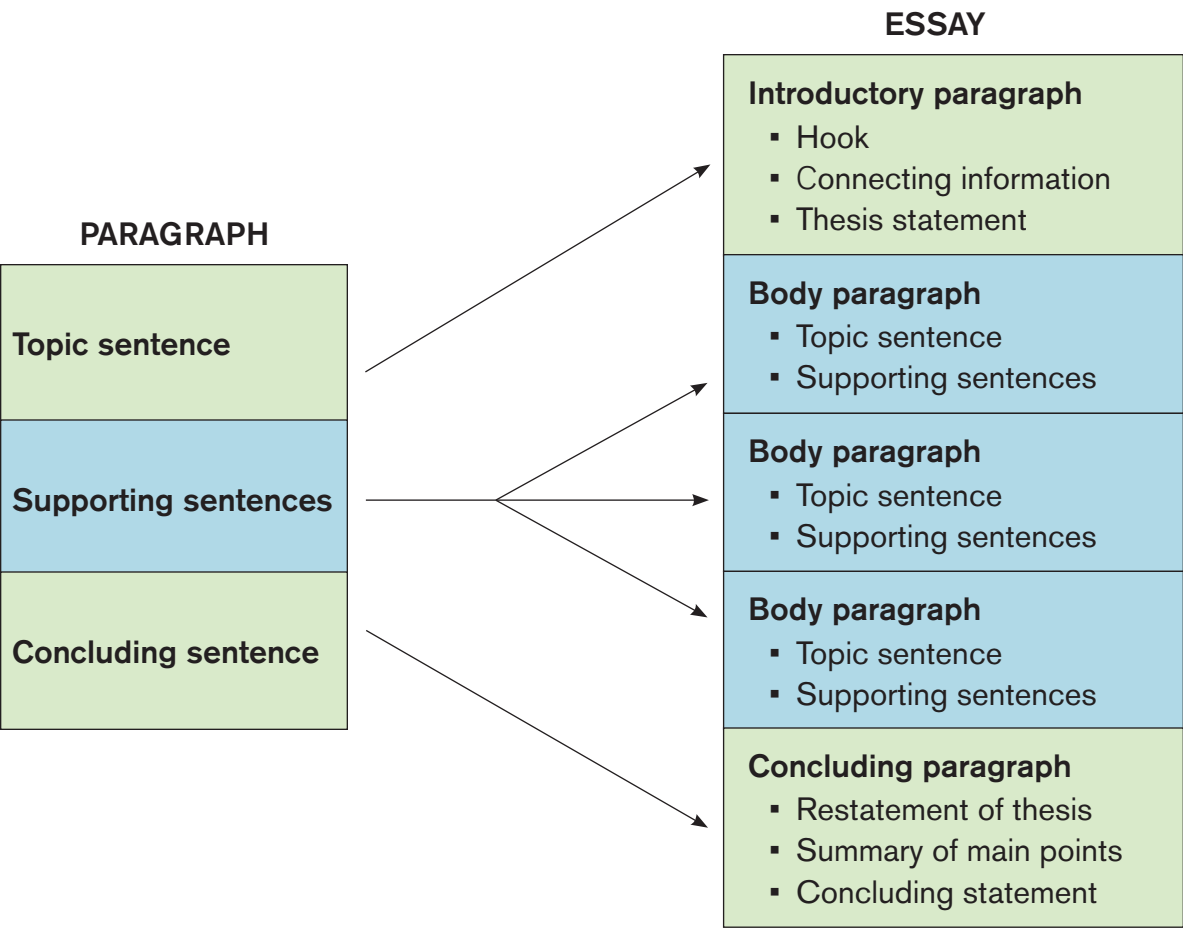
ELEMENTS OF GREAT WRITING

Comparing Paragraphs and Essays

In Units 1–3, we reviewed the basics of paragraph writing. We learned that a paragraph is a group of sentences about one idea that includes a main topic and a controlling idea.

An **essay** is similar to a paragraph in its organization and order, but an essay includes more information about a topic. In an essay, each main point is presented in an individual body paragraph. The paragraph supports the point with examples, explanations, and details.

Notice the relationship between the parts of a paragraph and the parts of an essay.



ACTIVITY 1 | Analyzing a paragraph

Read the paragraph and answer the questions that follow.

WORDS TO KNOW Paragraph 4.1

classify: (v) to put in groups with similar characteristics

form: (n) type; kind

PARAGRAPH 4.1

The Many Faces of Acting

Modern acting comes in a variety of **forms** and can be **classified** into three types: stage acting, television acting, and film acting. Stage acting, which is the oldest form of acting, occurs in front of a live audience, in places ranging from large performance halls to small theaters. The next and probably the most well-known category of acting is television acting. This type of acting is for weekly programs that are produced in a TV studio. The third and final type of acting is film acting for a movie. Film acting is similar to TV acting, but the process is more complex, and it takes longer to make a movie. Regardless of the type of acting, audience members appreciate actors for the many hours of enjoyment they provide.

- 1. What three forms of acting are discussed?

- 2. How could you expand this paragraph into an essay? What information could you add?

- 3. How many body paragraphs would there probably be in the essay? What would the topic of each one be?

The Introductory Paragraph in an Essay

In an essay, the introductory paragraph starts with a hook, followed by connecting information, which leads to the thesis statement.

The Hook

A hook is found on the end of a fishing line and is used to catch fish. In writing, a **hook** is a sentence (or sentences) that catches the reader's attention at the beginning of the essay. Good writers use a hook to get the reader interested in the first paragraph of an essay. The hook gives the reader a reason to keep reading. Hooks can be questions, quotes, descriptions, or other interesting pieces of information that attract the reader.



Connecting Information

After the hook, the writer usually gives several sentences with **connecting information**, leading from the hook to the topic. These sentences logically lead to the thesis.

The Thesis Statement

The key sentence in a paragraph is called a topic sentence. In an essay, the key sentence is in the introductory paragraph and is called the **thesis statement**. The thesis statement gives the reader a clear idea of how the essay will be developed. The thesis statement may also include the **points of development**, or the main ideas that will be developed in the supporting paragraphs. It is often, but not always, the last sentence in the introduction. Sometimes the main idea or thesis may be found in two sentences.

Study the following introductory paragraph.

On hearing the word *vacation*, most people react positively. It can be a weekend trip, a last-minute getaway, or a trip around the world. Prospective travelers spend days, if not weeks, researching their travel destination. While the destination has a lot to do with the success of a trip, there are other factors to consider. Experienced travelers will argue that more important than where they go on vacation is who they go with. Vacations can be classified on the basis of who vacationers choose to travel with: with family, with friends, or alone.

Hook

Connecting information

Thesis statement with points of development

ACTIVITY 2 | Analyzing an essay

Read the essay based on Paragraph 4.1 and answer the questions that follow.

WORDS TO KNOW Essay 4.1

crucial: (adj) extremely important
entertaining: (adj) interesting and enjoyable
generation: (n) a group of people of approximately the same age
household: (n) home
practically: (adv) nearly, almost
range from: (v phr) to extend from; to cover

rehearse: (v) to practice, prepare for a performance
replacement: (n) a person or thing that takes the place of another
unique: (adj) one of a kind
visual: (adj) able to be seen
whichever: (adj) one or the other; no matter what

ESSAY 4.1

The Many Faces of Acting

1 Did you know that as recently as a few **generations** ago, one of the most common forms of entertainment was listening to actors in radio dramas? During the 1930s, for example, radio audiences had to imagine the scenery, the action, and even the physical appearance of the performers. Nowadays, it is difficult to imagine acting as a form of entertainment without a **visual** format. Modern acting comes in a variety of forms and can be classified into three types: stage acting, television acting, and film acting.



2 Of the modern types of acting, the oldest form is stage acting. Plays, **ranging from** Shakespearean classics to more modern hits, are performed in large theaters and on small community stages. In stage acting, the same performance is repeated, and the stage sets¹ stay the same for each performance. Rehearsing for stage acting can take months because all the actors must memorize their lines. In addition, stage acting is “live,” so the use of understudies—or **replacement** actors—is **crucial**. A star who is injured or cannot perform is replaced by an understudy. Because there is no way to edit the performance as you would edit a film, stage performances can be excellent one day and uneven the next. Many people say that there is nothing more **entertaining** than watching actors performing live on the stage.

3 Perhaps the best-known type of acting is television acting. This type of acting generally is done for television programs produced in a studio. The story lines change from week to week as writers create new dialogs and scenes for the main characters. Actors come to work five days a week to **rehearse** their lines. On the final day, the TV cameras are turned on and filming begins. TV actors have the help of teleprompters² and advice from off-camera directors who can help them to deliver their lines. Television scenes can be filmed repeatedly until the actors get it right. With TVs in **practically** every **household**, it is no wonder this is the most familiar form of acting.

4 Finally, there is film acting. Film acting begins with a screenplay, which includes all the written information about the set and the actors’ dialogs, and grows into a movie. It can be filmed anywhere in the world. For instance, if the story happens to take place in Brazil, the film crew and actors go on location in that country to film. While screenplays have a beginning, a middle, and an end, the filming of movies does not have to be in chronological³ order. That is, actors may have to film the ending of the movie before working on scenes from the beginning. Because it is not a live performance, directors may request that an actor repeat a scene until they are happy with the results, which can mean a lot of work for the actors. For these reasons, film actors must be hard workers and have a lot of flexibility in how, and where, they work.

5 **Whichever** form it takes—stage, television, or film—acting as a form of entertainment ranks very high on most people’s lists of favorite activities to watch. Still, it is interesting to note that different forms of acting have **unique** characteristics. Regardless of the type of acting one prefers, it is safe to say that audience members will continue to appreciate the craft of acting as long as it provides such enjoyable entertainment.

¹set: place where an acting performance is given
²teleprompter: a machine that shows words for a speaker to read
³chronological: in time order



Actors performing a fairytale for children on a street stage in Warsaw, Poland

- 1. Find the hook. Is it a question, quote, description, or other interesting piece of information?

- 2. What connecting information is given between the hook and the thesis statement?

- 3. Underline the thesis statement. What points of development are given in the thesis?

- 4. Look back at the topic sentence of Paragraph 4.1, “The Many Faces of Acting.” Find the sentence in Essay 4.1 that is similar to it. What is the purpose of this sentence in the essay?

- 5. What is an interesting point that the writer makes?

Classification Essays

A **classification essay** organizes or sorts things into categories. With any topic, the key is to select one **principle of organization**. The principle of organization is the method by which the writer analyzes the information in the essay. For example, in classifying types of movies, a writer can choose among several principles of organization: genre or film type, period in which the movie was made, audience type, character roles, etc.

ACTIVITY 3 | Completing the outline of a classification essay
Read the outline for Essay 4.1 to understand the essay’s organization. Use the phrases below to complete the outline.

A lot of work for actors	Sets stay the same
Begins with a screenplay	Stories change every week
Best-known type of acting	Teleprompters give lines
Introduction	Television acting
Must memorize lines	Thesis statement
No editing	Type 3
Range from old plays to new ones	

Title: The Many Faces of Acting

- I. _____
- A. Hook
- B. Connecting information
- C. _____

II. Body Paragraph 1 (Type 1): Stage acting

- SUPPORT
- A. General information
1. Oldest type of acting
2. _____
3. Performed on large and small stages
- B. Performance/set
1. Performance is repeated each night
2. _____
- C. Actors’ responsibilities
1. Rehearse for months
2. _____
3. Importance of understudies
- D. Disadvantages
1. _____
2. Great one day/uneven the next

III. Body Paragraph 2 (Type 2): _____

- SUPPORT
- A. General information
1. _____
2. TV programs
3. Filmed in a studio
- B. Story
1. _____
2. Writers create new dialogs and scenes
- C. Actors’ responsibilities
1. Actors rehearse five days per week
2. Filming on the last day
- D. Advantages
1. _____
2. Director’s help
3. Filmed until it is just right

IV. Body Paragraph 3 (_____): Film acting

- SUPPORT
- A. Process
1. _____
2. Becomes a movie
- B. Filming
1. Filmed on location
2. Scenes can be filmed in any order
- C. Advantages/disadvantages
1. Repeat scenes until good results
2. _____
- D. Actors’ responsibilities
1. Be a hard worker
2. Be flexible in how and where they work

- V. Conclusion**
- A. Restate the thesis statement
- B. Summarize the main points
- C. Concluding statement: a prediction

Grammar: Subject Adjective Clauses

An **adjective clause** adds information about a noun or pronoun. It follows the noun, noun phrase, or pronoun it describes. **Subject adjective clauses** begin with a relative pronoun (*that*, *which*, or *who*) followed by a verb.

EXPLANATION	EXAMPLES
Use <i>that</i> or <i>which</i> for things. (<i>That</i> is more common.)	Gumbo is a thick soup <u>that contains</u> seafood or meat. <div style="text-align: center;"> <div style="border-top: 1px solid black; width: 100%; margin: 0 auto;"></div> <div style="text-align: center; margin-top: -10px;">adjective clause</div> <div style="display: flex; justify-content: center; gap: 50px; margin-top: 10px;"> <div style="text-align: center;">noun</div> <div style="text-align: center;">subj</div> <div style="text-align: center;">v</div> </div> </div>
Use <i>who</i> or <i>that</i> for people. (<i>Who</i> is preferred.)	A goalie is a player <u>who protects</u> his team's goal. <div style="text-align: center;"> <div style="border-top: 1px solid black; width: 100%; margin: 0 auto;"></div> <div style="text-align: center; margin-top: -10px;">adjective clause</div> <div style="display: flex; justify-content: center; gap: 50px; margin-top: 10px;"> <div style="text-align: center;">noun</div> <div style="text-align: center;">subj</div> <div style="text-align: center;">v</div> </div> </div>
No commas are used if the information in the adjective clause is necessary to clarify <i>who</i> or <i>what</i> .	A car <u>that has a large trunk</u> is a good choice for a family. <div style="text-align: center; margin-top: 10px;"> <div style="border-top: 1px solid black; width: 100%; margin: 0 auto;"></div> <div style="text-align: center; margin-top: -10px;">necessary information</div> </div>
Use a comma(s) to separate the adjective clause if the information is not necessary to understand <i>who</i> or <i>what</i> .	A Hyundai Sonata, <u>which has a large trunk</u> , is a good choice for a family. <div style="text-align: center; margin-top: 10px;"> <div style="border-top: 1px solid black; width: 100%; margin: 0 auto;"></div> <div style="text-align: center; margin-top: -10px;">unnecessary information</div> </div>

ACTIVITY 4 | Identifying subject adjective clauses

Underline the adjective clause in each of the following sentences.

1. Actors who perform in stage plays must be able to memorize all their lines.
2. African elephants, which have larger ears, are bigger than Asian elephants.
3. Movie theaters that offer reserved seats and full menus are becoming increasingly popular.
4. Ladders, which can be used to paint a house, can be surprisingly dangerous.
5. Saltwater aquariums, which can hold sharks, require a lot of maintenance.

ACTIVITY 5 | Writing subject adjective clauses

Combine the sentences, making the second sentence an adjective clause. Punctuate as needed.

1. Emma Watson knew she wanted to act at the age of six. She has appeared in all eight *Harry Potter* movies.

- 2.** Movies often make a lot of money. These movies feature superheroes.

- 3.** George W. Bush has taken up painting. He was the 43rd President of the United States.

- 4.** Teachers can reschedule exams for students. These students have a good excuse.

- 5.** Nowadays, many people use phone apps. These phone apps provide directions and traffic information.

- 6.** Shakespeare wrote many plays. His plays were either tragic, humorous, or historical.

ACTIVITY 6 | Analyzing a classification essay

Read the essay and answer the questions that follow.

WORDS TO KNOW Essay 4.2

basis: (n) the main reason for something
face: (v) to meet; to experience; to deal with
factor: (n) a fact to be considered; a cause
flexible: (adj) able to change easily
negotiate: (v) to discuss in order to reach an agreement, bargain
personality: (n) the total effect of a person's qualities

potential: (adj) possible
prospective: (adj) expected to be
react: (v) to respond
skip: (v) to miss, not do
solo: (adj) by oneself, alone

ESSAY 4.2

Vacations for Everyone

1 On hearing the word *vacation*, most people **react** positively. It can be a weekend trip, a last-minute getaway, or a trip around the world. **Prospective** travelers spend days, if not weeks, researching their travel destination. While the destination has a lot to do with the success of a trip, there are other **factors** to consider. Experienced travelers will argue that more important than where they go on vacation is who they go with. Vacations can be classified on the **basis** of who vacationers choose to travel with: with family, with friends, or alone.



Vacationers enjoying a zipline over the Niagara River with a great view of Niagara Falls

2 Family travel is special and creates lasting memories, but it can also have some challenges. For one, the success of a trip often depends on the relationships that the family members have with one another. If two brothers do not get along at home, the chances are that they will fight during a vacation. Another **potential** problem of family travel is transportation. If a family is traveling by air, purchasing plane tickets for everyone can be very expensive. In addition, finding common places of interest is more complicated with family groups. For instance, a father might want to see the alligator farm while a mother wants to visit a museum and the kids scream for a trip to an amusement park. Regardless of the challenges families **may face** when traveling, this type of vacation always creates special memories.

3 Traveling with friends can be an unforgettable experience for several reasons. Close friends often have similar **personalities**, so they generally get along with each other and fight less than family members might on a trip. If differences over which sights to see do come up, good friends can often **negotiate** those differences rather quickly. Because each person covers only his or her individual expenses, costs tend not to be an issue. Furthermore, if friends are close, even a terrible trip will not ruin the friendship. In fact, friendships are often strengthened when friends share both good and bad travel memories. However, if friends do not know each other well or have not traveled together before, vacationing together may do more harm than good. All in all, traveling with friends can be a positive experience that results in a great vacation and, likely, a stronger friendship.

4 Finally, people can choose to travel alone. It takes a special person to attempt this type of travel as most travelers enjoy having company, but there can be some surprising benefits. For instance, **solo** travelers can be more **flexible** with transportation than those traveling in a large group. They can change plans more easily and have better chances of getting a seat on buses or planes since they only need one. Sightseeing and scheduling are also not a problem for solo travelers. They can choose to wake up late in the day, sightsee at night, or **skip** lunch if they feel like it. In addition, solo travelers are more likely to meet locals or other vacationers because they are more likely to want to talk with others. On the other hand, solo travelers might experience loneliness from not being able to share the amazing experiences they are having with someone. In spite of this, many solo travelers love the adventure and say that they learn a lot about themselves while traveling alone.

5 Different forms of travel are available to everyone. People who are comfortable with relatives enjoy family vacations. People who want to be sure to have the best time possible while avoiding arguments may travel with their closest friends. People who are comfortable alone and love the excitement of seeing new places may choose to travel alone. Whatever the personal preference, there is a travel choice for everyone.

1. What is the purpose of this essay? Begin your sentence with *The purpose ...*

2. Underline the thesis statement. What three points of development are given in the thesis statement?

3. Underline the topic sentences in the three body paragraphs in this essay. (The topic sentence is not always the first sentence.)

4. Underline the concluding sentences in the three body paragraphs.

5. What is an interesting point that the writer included?

The Five-Paragraph Essay

An **essay** is a collection of paragraphs, organized much like an individual paragraph with an introduction, a body, and a conclusion. An essay can have as few as three paragraphs or as many as 10 (or more) paragraphs.

In this book, you will study the five-paragraph essay, a good model for writing all kinds of essays. In some classes, you may have to write a much longer essay, but the basic organization of a five-paragraph essay can easily be expanded for any kind of essay.

A five-paragraph essay consists of the following parts:

- 1. Introductory paragraph
- 2. First body paragraph
- 3. Second body paragraph
- 4. Third body paragraph
- 5. Concluding paragraph

ACTIVITY 7 | Analyzing an essay

Answer the following questions about Essay 4.2.

1. In the first body paragraph, what are some of the supporting details?

2. In the second body paragraph, what are some of the supporting details?

3. What are the advantages and disadvantages listed in body paragraph 3?

4. Is there any place where you would like more explanation or detail? If so, where?

5. Does the conclusion of the essay end with a suggestion, an opinion, or a prediction?

Understanding the Writing Process

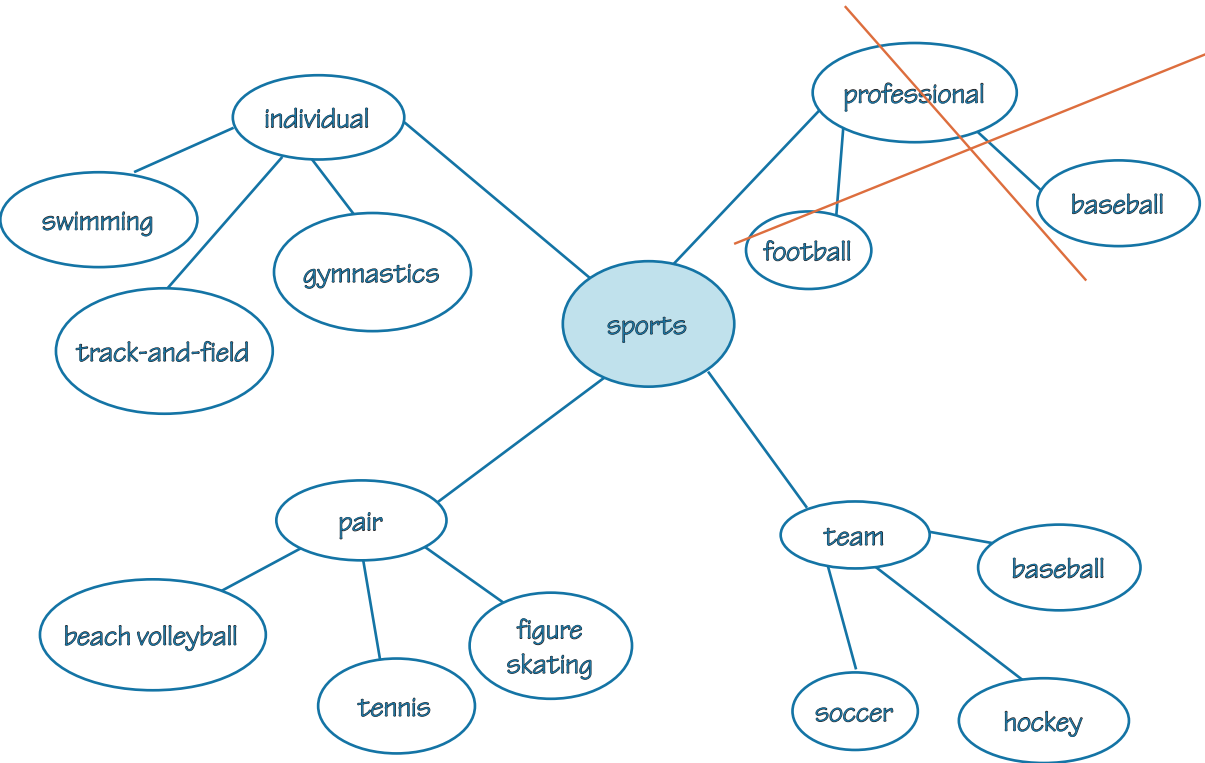
No writer—not even a professional writer—sits down and writes an essay from the introduction to the conclusion. Effective writers approach an essay as many small pieces of writing that are done step by step. Here are seven steps that many writers follow when they write.

Step 1: Choose a topic. You can choose a topic in a couple of ways.

- a. Choose something familiar. It is easier to write about something you know well. It is even better to write about something you care or are excited about.
- b. Choose something that you are interested in and want to learn about. For example, if you have an interest in skydiving but have never tried it, you might decide to write about it.

Step 2: Brainstorm ideas for your topic. Here are three techniques you can try.

- a. **List ideas.** Write down everything about the topic that comes to mind. Do not worry about grammar, spelling, order, or organization. Just list ideas as fast as they come to you.
- b. **Make a cluster diagram.** Write down an idea and draw a circle around it. Branching off from that idea, draw lines to related ideas. For an essay about types of sports, a cluster diagram might look like this.



- c. **Freewrite.** Freewriting is a technique in which a writer writes whatever comes to his or her mind. The idea is to keep writing without stopping. Set a time limit and write continuously until that time has passed. This is a good technique to use when you are having trouble coming up with ideas.

Step 3: Select a purpose and outline. It is important to be clear on the purpose of the essay. Are you going to classify something? Compare two things? Show cause and effect? Present a problem and solution? Look at your brainstorming notes and circle the ideas that would fit your purpose. It is also helpful to create a purpose statement and refer to it as you write.

After deciding on the purpose of your essay, it is time to organize your ideas in a simple outline. Circle the best ideas in your brainstorming notes. Then group those ideas into three main categories. These will be the three points of development for your three body paragraphs.

There are several ways to write an outline, but many writers use this traditional format:

- I. Introduction
- II. Body
- III. Body
- IV. Body
- V. Conclusion

Step 4: Write the first draft. No two writers approach a writing assignment the same way. Some writers begin with the introduction and proceed from paragraph to paragraph. Other writers prefer to work on various paragraphs at different times. In fact, you do not need to start with the introductory paragraph. Some writers find it best to write a first draft of the introductory paragraph after they have completed the whole essay. Choose the order that works best for you.

Step 5: Get feedback. One of the best ways to improve your writing is to have someone else review it and offer suggestions. Review the explanation of Peer Editing in Unit 1, page 30.

Step 6: Reread, rethink, rewrite. Because it is hard to write a perfect paper on the first try, it is important to edit and make changes to improve the essay. As you revise your first draft, incorporate feedback from others and add any new ideas that you have to improve the essay.

Step 7: Proofread the final draft. Proofreading your final draft is an important final step in the writing process. Review the Five Proofreading Strategies in Unit 2, pages 56–57.

ACTIVITY 8 | Brainstorming with a cluster diagram

Choose one of the topics below or write your own. On a separate piece of paper, make a cluster diagram. Use the example in Step 2 as a model and add as many ideas as you can.

- Types of free entertainment
 - Types of universities
- Types of shoppers
 - Types of _____



Bikers wear face masks to protect themselves against pollution in Hanoi, Vietnam.

ACTIVITY 9 | Identifying a purpose

Read the following topics for a classification essay. Work with a partner to discuss the purpose and possible points of development for each. For item 4, use information from your cluster diagram in Activity 8.

- 1.** Title: Types of Pollution

Purpose: The purpose of this essay is to describe three types of pollution and ways to reduce each.

Three points of development: fossil fuel emissions, animal farming, landfills/waste
- 2.** Title: Types of Food

Purpose: _____

Three points of development: _____
- 3.** Title: Airplane Passengers

Purpose: _____

Three points of development: _____
- 4.** Title: _____

Purpose: _____

Three points of development: _____

BUILDING BETTER VOCABULARY

WORDS TO KNOW

- basis (n)

classify (v) AW

crucial (adj) AW

entertaining (adj)

face (v)

factor (n) AW

flexible (adj) AW

form (n)
- generation (n) AW

household (n)

negotiate (v)

personality (n)

potential (adj) AW

practically (adv)

prospective (adj) AW

range from (v phr) AW
- react (v) AW

rehearse (v)

replacement (n) AW

skip (v) AW

solo (adj)

unique (adj) AW

visual (adj) AW

whichever (adj pron) AW

ACTIVITY 10 | Word associations

Circle the word that is more closely related to the bold word on the left.

1. **classify**

2. **crucial**

3. **factor**

4. **form**

5. **negotiate**

6. **potential**

7. **practically**

8. **react**

9. **skip**

10. **unique**
- teach

unimportant

cause

type

disagree

unlikely

nearly

respond

copy

different
- group

essential

truth

subject

bargain

possible

carefully

ignore

miss

similar

ACTIVITY 11 | Collocations

Fill in the blank with the word or phrase that most naturally completes the phrase.

employees	face	factor	flexible	member
-----------	------	--------	----------	--------

1. a(n) _____ approach
2. a(n) _____ of the household
3. _____ challenges
4. prospective _____
5. a(n) _____ in our decision

basis	generations	personality	ranging from	whichever
-------	-------------	-------------	--------------	-----------

6. a few _____ ago
7. a caring _____
8. _____ very poor to extremely wealthy
9. _____ one you want
10. classified on the _____ of

ACTIVITY 12 | Word forms

Complete each sentence with the correct word form. Use the correct form of the verbs.

NOUN	VERB	ADJECTIVE	ADVERB	SENTENCES
basis	base	basic	basically	<div>1. They _____ their decisions on a wide range of considerations.</div> <div>2. Trees can be identified on the _____ of their leaves.</div>
classification	classify	classified		<div>3. Students learned about the _____ of plants and animals.</div> <div>4. The department _____ students according to their test scores.</div>
generation	generate	generational	generationally	<div>5. Some attitudes are _____; the views of younger people are different from their parents'.</div> <div>6. The next _____ will probably not have landlines in their homes.</div>

NOUN	VERB	ADJECTIVE	ADVERB	SENTENCES
personality	personalize	personal	personally	<p>7. Employees should avoid making _____ calls at work.</p> <p>8. One way to _____ your office space is with photos.</p>
replacement	replace	replaceable		<p>9. The movie director needs to find a _____ for the role.</p> <p>10. Some people _____ their smartphones every year.</p>

ACTIVITY 13 | Vocabulary in writing

Choose five words from Words to Know. Write a complete sentence with each word.

1. _____
2. _____
3. _____
4. _____
5. _____

BUILDING BETTER SENTENCES

ACTIVITY 14 | Error correction

Read the sentences below. Each sentence has one error. Find and correct the errors.

1. Hippos have unusual sweat who turns red when they are upset.
2. The meteorologist's weather predict turned out to be completely wrong.
3. A research suggests that 95 percent of people text things that they would never say.
4. Holding hands while they sleep keep sea otters from drifting apart.
5. Easter Island is famous for their giant statues, which are hundreds of years old.

ACTIVITY 15 | Combining sentences

Combine the ideas into one sentence. You may change the word forms, but do not change or omit any ideas. There may be more than one answer.

1. Elephants have domes.
The domes are on their heads.
African elephants have one dome.
Asian elephants have two domes.

2. Saudi Arabia has no rivers.
The United Arab Emirates has no rivers.
Both have *wadis*.
Wadis are riverbeds.
The riverbeds are often dry.

3. There is a garbage patch.
It is in the Pacific Ocean.
It is full of plastic.
The plastic was brought there by ocean currents.



ACTIVITY 16 | Writing about a photo

Write five to eight sentences about the photo on a separate piece of paper. Make sure that you include at least one subject adjective clause.



Picnic parties fill Ueno Park during cherry blossom season in Tokyo, Japan.

WRITING

ACTIVITY 17 | Choosing a topic

Follow these steps to think about topics you could write about.

- 1. List at least three things that you know well.

- 2. List two topics that you are interested in and want to learn about.

- 3. Choose a topic from the list below or choose one of the topics you are interested in from step 2. This topic will be the subject of your classification essay.

Types of transportation

Types of places to relax

Types of English language classes

Types of video games

Your topic:

ACTIVITY 18 | Brainstorming

On a separate piece of paper, brainstorm your topic. Use a method that works for you: listing, making a cluster diagram, or freewriting.

WRITER'S NOTE Thesis Statements

Remember that the thesis statement guides the focus of the essay. There are two types of thesis statements: direct and indirect.

Direct thesis: The main points are clearly stated in the thesis statement.

Buyers should keep in mind several factors when purchasing a car: price, gas mileage, and functionality.

Indirect thesis: The main points are not stated directly. Instead, they are implied in the thesis statement.

There are many factors to consider when buying a car.

ACTIVITY 19 | Selecting a purpose and outlining

Follow these steps to prepare your outline.

- 1. Write a purpose statement for your essay. What information do you want to share with your audience, and why? Start with *The purpose of my essay is to ...*

- 2. Based on your brainstorming, decide what information you are going to include in your essay and how it will be organized. Then list your three main points of development.

3. Decide if your thesis will be direct or indirect. Write it below and circle the type.
- Thesis statement: _____
- _____ (direct / indirect)
4. Now write an outline on a separate piece of paper.
5. Exchange outlines with a partner. Use the Peer Editing Form for Outlines in the *Writer’s Handbook* to help you comment on your partner’s outline. Use your partner’s comments to revise your own outline.

ACTIVITY 20 | Writing the first draft

On a separate piece of paper or on a computer, write the first draft of your essay. If you are handwriting your first draft, remember to skip lines because it will be easier for you to make changes. This first draft is not your final draft.

ACTIVITY 21 | Getting feedback from a peer

Exchange first drafts with a partner. Read your partner’s draft. Then use Peer Editing Form 4 in the *Writer’s Handbook* to help you comment on your partner’s writing. Consider your partner’s comments as you revise your essay.

ACTIVITY 22 | Reread, rethink, rewrite

Use all the feedback that you have received, including peer feedback, instructor comments, and self-evaluation, to revise your first draft. Then write a final draft on a separate piece of paper.

WRITER’S NOTE Using Transitions

As you revise your essay, see if you can improve the quality and clarity of your writing by adding transition words and phrases. Transitions show the relationships between ideas and improve the flow and coherence of your essay. For more information, see the *Writer’s Handbook*.

ACTIVITY 23 | Proofreading the final draft

Use the following checklist to review your final draft. In addition, try reading your essay aloud. When you finish, add a title to your essay.

- ☐ I have a hook in my introduction.
- ☐ My thesis statement gives a clear idea of how the essay will be developed.
- ☐ Each body paragraph has a clear topic sentence.
- ☐ I use subject adjective clauses correctly.
- ☐ My conclusion summarizes the main idea and gives the reader something to think about.

Additional Topics for Writing

Here are five ideas for a classification essay. Choose a topic and follow your teacher’s instructions.

- TOPIC 1: Classify a collection of something, such as cars or things found in nature, into distinct categories.
- TOPIC 2: Classify the most popular college majors (areas of study).
- TOPIC 3: Write about different types of ethnic restaurants.
- TOPIC 4: Classify parenting styles.
- TOPIC 5: Write an essay classifying tourist attractions.

TEST PREP

TIP

When writing an essay, it is important to have a strong thesis statement with a main idea. It may also include the points of development. Remember that if your thesis statement is not clear, the reader will have difficulty following the supporting ideas in the body paragraphs.

You should spend about 40 minutes on this task. Write a five-paragraph essay about the following topic:

Classify friends into three main types.

Include any relevant examples from your own knowledge. Be sure that the points of development are clear. Check for correct use of subject adjective clauses. Write at least 250 words.