Focus on WRITING 4

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**STEP 3**
**Revising**
- Analyzing a model paragraph
- Identifying word forms
- Applying the Revision Checklist and writing the second draft

**STEP 4**
**Editing**
- Reviewing simple present, present perfect, and simple past
- Incorporating the grammar in sentences
- Editing a paragraph for grammatical correctness
- Applying the Editing Checklist and writing the final draft

**Learning Outcome**
- Can develop clear paragraphs expanding and supporting the main points with relevant details and examples.
- Can explain the advantages and disadvantages of various options.

**Focus on Grammar**
**Level 4, Fourth Edition**
- **Unit 1**
  - Simple Present and Present Progressive
- **Unit 2**
  - Simple Past and Past Progressive
- **Unit 3**
  - Simple Past, Present Perfect, and Present Perfect Progressive

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**STEP 3**
**Revising**
- Analyzing a model persuasive essay
- Writing sentences with correct word forms
- Applying the Revision Checklist and writing a second draft

**STEP 4**
**Editing**
- Reviewing *make, have, let, help, and get*
- Incorporating the grammar in sentences
- Editing a paragraph for grammatical correctness
- Applying the Editing Checklist and writing the final draft

**Learning Outcome**
- Can write essays that develop an argument giving reasons in support of or against a particular point of view.
- Can write clear, detailed essays in an assured, personal, natural style targeted to a specific audience.

**Focus on Grammar**
**Level 4, Fourth Edition**
- **Unit 10**
  - *Make, Have, Let, Help, and Get*

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**STEP 3**
**Revising**
- Analyzing a model problem-solution essay
- Using collocations in sentences
- Applying the Revision Checklist and writing the second draft

**STEP 4**
**Editing**
- Reviewing modals
- Incorporating the grammar in sentences
- Editing a paragraph for grammatical correctness
- Applying the Editing Checklist and writing the final draft

**Learning Outcome**
- Can write essays that evaluate different ideas or solutions to a problem.
- Can check information and explain problems with reasonable precision.

**Focus on Grammar**
**Level 4, Fourth Edition**
- **Unit 15**
  - Modals and Similar Expressions

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**Writing Focus**
- Using a compare-contrast chart
- Using new words
- Using various levels of formality in writing
- Choosing a writing assignment for a compare-contrast essay
- Freewriting about the topic
- Sharing ideas and details about two inventions or events

**Reading**
- *Talk of The Times: The Good Old Days*, a blog about adapting to change
- *Happiness May Come with Age*, an article about research on happiness and aging

**Writing Focus**
- Using a cause-effect web
- Using reporting verbs
- Using reliable sources
- Choosing a writing assignment for a cause-effect essay
- Freewriting about the topic
- Sharing points of view

**Reading**
- *Happiness May Come with Age*, an article about research on happiness and aging

**Writing Focus**
- Using a T-chart, problem-solution chart, or cause-effect web
- Using idioms
- Choosing an organizational structure to accomplish the purpose for writing
- Choosing a writing assignment for an essay with multiple structures
- Freewriting about the topic
- Sharing points of view on the topic

**Reading**
- *Ethics 101*, a professor’s lecture notes and assignment
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<td></td>
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<td>Editing a report for grammatical correctness</td>
<td>Can synthesize information and arguments from a number of sources.</td>
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<td></td>
<td>Applying the Editing Checklist and writing the final draft</td>
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<td>Reviewing real and unreal conditionals</td>
<td>Can produce clear, smoothly flowing, complex essays that present a case.</td>
<td>Unit 21 Present Real Conditionals</td>
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<td>Incorporating the grammar in sentences</td>
<td>Can provide an appropriate and effective logical structure that helps the reader to find significant points.</td>
<td>Unit 22 Future Real Conditionals</td>
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<tr>
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<td>Editing sentences for grammatical correctness</td>
<td></td>
<td>Unit 23 Present and Future Unreal Conditionals</td>
</tr>
<tr>
<td></td>
<td>Applying the Editing Checklist and writing the final draft</td>
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Scope and Sequence  
XV
You will be writing a persuasive essay about whether or not it is a good idea for young children or teens to enter the professional world.

On May 22, 2010, at the age of 13, Jordan Romero became the youngest person ever to climb Mount Everest, the highest mountain peak in the world. He did not face this challenge alone. With him were a team of climbers, including his father and his stepmother. There were also three Sherpas, people in Nepal and Tibet who are famous for their mountaineering skills. Before and after this event, people around the world debated whether it was a good idea to let a young teenager attempt such a dangerous climb. What do you think?
Planning for Writing

BRAINSTORM

A. Look at this list of activities. Beside each activity, write the age at which you think it is OK for someone to do the activity for the first time. Put an X if you think the activity is not appropriate at any age. Then work with a partner. Discuss the reasons for your answers.

1. take public transportation alone
2. watch a violent movie
3. stay out with friends until midnight
4. get a part-time job
5. live away from the family
6. drink alcohol
7. babysit a younger sibling or neighbor
8. have a credit card
9. go out on a date
10. go to a dance club
11. join the military
12. take a vacation with friends
13. drop out of school
14. go hunting
15. get a pilot’s license
16. go skydiving

B. Using a T-chart. As you learned in Unit 1, you can use a T-chart to list your thoughts about two sides of an issue.

Imagine that you are the parent of a 13-year-old who wants to climb Mount Everest, the world’s highest mountain, with a team of experienced climbers. Before you decide if you should let your child go, consider the potential benefits and drawbacks. Share with a partner or work with a group.

<table>
<thead>
<tr>
<th><strong>Benefits (advantages)</strong></th>
<th><strong>Drawbacks (disadvantages)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>He could become famous.</td>
<td>He might have to face dangerous situations.</td>
</tr>
</tbody>
</table>
Read the online news article about Jordan Romero.

At 13, is Jordan Romero too young to climb Mount Everest?

1. He’s en route to potentially becoming the youngest to summit at Mount Everest, but some experts say the risks outweigh the reward.

2. Jordan Romero recently finished his algebra homework in a tent located 6,500 metres above sea level.

3. The 13-year-old’s social studies lessons on Mount Everest have been even more unorthodox — ranging from meeting Nepalese girls to real-world applications of communications technology. “Hi Mom,” he said, during a recent CNN interview broadcast from his tent.

4. In a month or so, the floppy-haired California teen plans to be the youngest person to climb the world’s highest peak. His father, Paul Romero, and stepmother, Karen Lundgren, will guide him up another 2,300 metres from his current location at advanced base camp. “I think it’s pretty responsible parenting,” Mr. Romero said recently. “I’m taking my son around the world, trying to give him the best education, the best life experiences.”

5. But what Jordan calls a dream come true is raising serious concerns within the climbing community. His case has already sparked debate in mountaineering blogs and publications about how young is too young to climb. Some worry whether a 13-year-old can fully comprehend the risks he faces on a peak that has already claimed about 200 lives.

6. “He’s got his whole life to climb Everest,” said Todd Burleson, leader of eight expeditions and founder of a Seattle-based guide company and mountaineering school, Alpine Ascents International. “Being the youngest boy to climb is a fashionable, celebrity-oriented sort of thing. But it’s not about [loving] the mountains. It’s like trying to get your PhD at 10.”

7. Jordan’s father, a flight paramedic, and stepmother, a personal trainer, have no previous experience on Everest. Both are adventure racers, however. The trio has climbed several major peaks, including Kilimanjaro when Jordan was 9. The highest was Aconcagua in Argentina, which stands at about 7,000 metres.

8. For Everest, they have trained with hypoxic altitude tents and hired Sherpas to accompany them to the 8,848-metre high peak on the border of China and Nepal. Mr. Romero has said he’s confident in his decision to avoid the $65,000 (U.S.) fee for a professional guide. “We know when to step back, we know when to turn around,” he told CNN.

9. But Mr. Burleson warns that Everest is unpredictable. Extreme heights and quickly changing weather can leave climbers vulnerable to frostbite, altitude sickness and death. “Let me tell you: The Himalayas are a whole other world,” he said.

1. unorthodox: unusual, not typical or traditional
2. sparked: started, as with a first
3. hypoxic altitude tent: a special tent used to train people to tolerate low oxygen levels at high altitudes
The Romeros have also made the unusual decision to take the northern route on the Chinese side of the mountain, he said. While the north side has cheaper permit fees and offers more challenges, it also has fewer supports, such as the medical tent on the southern Nepalese side, where Mr. Burleson and other long-term guide companies operate. Generally, the north side attracts budget outfitters with less experience, he said.

Comparing the two routes is like comparing "New York City to some wilderness area in Alaska," he said. Even if he makes it up and down part of the mountain safely, leading experts say Jordan risks long-term brain damage.

Recent Spanish research found that extreme expeditions left climbers with permanent damage to the frontal lobe, an area that helps people plan, focus and make complex decisions.

"These were MRIs showing structural damage and it was permanent," Dr. Fields said. "Many high-altitude climbers come back impaired. They get spacey, have trouble focusing."

Mr. Romero has pointed out that there’s no scientific proof that growing brains are harmed by extreme elevations. That’s true, Dr. Fields says, but adds that scientists haven’t yet studied young children. Only a handful of teens have reached Everest’s summit in recent years — including two 17-year-old American boys and a 15-year-old Nepalese girl.

There are two competing theories about the effects of Everest-related hypoxia on growing brains, says Peter Hackett, an emergency physician in Colorado and one of the leading authorities on altitude sickness. "One school of thought is that the not-fully mature brain is more resilient and thus better able to cope with hypoxic stress," he said in an e-mail from Nepal. "Another is that the immature brain is more vulnerable because all connections are not yet formed."

Despite the criticism they face, the Romeros say they’re happy with their decision to facilitate their son’s dream. At 9, Jordan saw a picture of the seven peaks at his school in Big Bear, Calif., and decided he wanted to climb them all. After Everest, the only peak he has left is Vinson Massif in Antarctica; a trip is planned for December.

"Yes, I do feel a bit overwhelmed," he told a reporter earlier this week. "I do respect the boundaries and dangers of the mountain. But we’re taking all the precautions. We’re being as safe as we can. I think we’re doing it for all the right reasons."

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### The Seven Summits

These are mountains Jordan Romero has climbed.

<table>
<thead>
<tr>
<th>Date</th>
<th>Peak</th>
<th>Country</th>
<th>Continent</th>
<th>Elevation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr 2006</td>
<td>Kilimanjaro</td>
<td>Tanzania</td>
<td>Africa</td>
<td>5,892 m 19,340 ft</td>
</tr>
<tr>
<td>Jul 2007</td>
<td>Elbrus</td>
<td>Russia</td>
<td>Europe</td>
<td>5,642 m 18,510 ft</td>
</tr>
<tr>
<td>Dec 2007</td>
<td>Aconcagua</td>
<td>Argentina</td>
<td>South America</td>
<td>6,962 m 22,841 ft</td>
</tr>
<tr>
<td>Jun 2008</td>
<td>McKinley (Denali)</td>
<td>Alaska, USA</td>
<td>North America</td>
<td>6,194 m 20,320 ft</td>
</tr>
<tr>
<td>Sep 2009</td>
<td>Carstensz Pyramid</td>
<td>Indonesia</td>
<td>Oceania</td>
<td>4,884 m 16,024 ft</td>
</tr>
<tr>
<td>May 2010</td>
<td>Everest</td>
<td>China/Nepal</td>
<td>Asia</td>
<td>8,848 m 29,035 ft</td>
</tr>
<tr>
<td>Planned</td>
<td>Vinson Massif</td>
<td>—</td>
<td>Antarctica</td>
<td>4,897 m 16,066 ft</td>
</tr>
</tbody>
</table>

Source: "At 13, is Jordan Romero too young to climb Mount Everest?" adapted from "At 13, is Jordan Romero too young to climb Mount Everest?" by Hayley Mick, GLOBE AND MAIL, April 29, 2010. Copyright CTVglobemedia Publishing Inc. All Rights Reserved. Reprinted by permission.
Building Word Knowledge

Using Word Forms. Many English words have a variety of forms, including verb (v.), noun (n.), adjective (adj.), and adverb (adv.) forms. When you write, be sure to use the correct form of each word.

Look at the chart below. Find the words and their different forms in the reading on page 28. Circle them and notice how they are used. Add the words you find to the chart. Also fill in other forms of these words that you may know. There is no form for the shaded areas.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>climb</td>
<td>young</td>
<td></td>
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<tr>
<td>risk</td>
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<td>recently</td>
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<td>safely</td>
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<td>mature</td>
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<td>mature</td>
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</tr>
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<td></td>
<td>responsible</td>
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Focused Practice

A. Read the article again. With a partner, write T (true) or F (false). Discuss the reasons for your answers and correct any false statements. Write the number of the paragraph where the information for each statement is found.

Paragraph(s)

_____ 1. Paul Romero sees himself as a good father.

_____ 2. Todd Burleson thinks Jordan should wait a few years to climb Everest.

_____ 3. Paul Romero hired a professional guide to lead the expedition up Everest.

_____ 4. Climbers risk frostbite, altitude sickness, brain damage and even death.
5. Taking the north side of Everest is riskier than taking the southern side.

6. Many teens have reached the top of Everest.

B. Read Paul Romero's statement. Do you agree or disagree? Discuss your opinion with a partner.

“I think it's pretty responsible parenting. I'm taking my son around the world, trying to give him the best education, the best life experiences.” —Paul Romero

C. Read the Tip for Writers. Then answer the question in five or six complete sentences. Think about your audience as you write.

**Do you think it is a good idea to let a 13-year-old climb one of the highest mountains in the world?**

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D. Discuss your answer with a partner. What did you write to help your reader understand the situation and convince him or her of your point of view?
Writing a Persuasive Essay

An essay is a group of paragraphs about one topic. It is similar to a paragraph in many ways, but it is longer and more developed. An essay usually has an introductory paragraph, one or more body paragraphs, and a concluding paragraph.

You are going to write a persuasive essay that tries to convince people to share your point of view about an issue. You will write a four-paragraph essay that provides a clearly stated opinion on an issue and a well-organized convincing argument that supports your opinion.

Like a persuasive paragraph, a persuasive essay contains three parts. The chart below compares the structure of a persuasive paragraph and a persuasive essay. Note the similarities between the two.

The thesis statement in an essay is like the topic sentence in a paragraph. The thesis states the topic and controlling idea of the whole essay.

The body paragraphs are the middle paragraphs of an essay. They divide the supporting ideas of the essay into separate paragraphs. Like a single paragraph, a body paragraph usually begins with a topic sentence that states the controlling idea of the paragraph. Both a single paragraph and a body paragraph in an essay contain supporting details to explain the topic sentence.

The concluding paragraph in an essay is like the concluding sentence(s) in a paragraph. It includes a restatement of the essay’s controlling idea and a concluding strategy that ends the essay in an interesting way.
Step 1  Prewriting

For a persuasive essay, the first step is to select a topic that people have different opinions about. The prewriting step also includes considering various opinions and arguments about the topic before deciding on your opinion. As you decide on your own view or belief, be sure to consider the opposite points of view as well. It is important to think about why people might disagree with your argument.

Your Own Writing

Choosing Your Assignment

A. Choose Assignment 1 or Assignment 2.

1. Many teenagers play competitive sports from the time they are young children. Some start as young as five years old. Some even leave their homes and schools to join professional teams. Should exceptionally talented young athletes be allowed to play professional sports when they are still in their early teens even if it means they will have to move away from home and leave school? Write a persuasive essay that develops and supports your opinion on this issue.

2. Many people dream of becoming famous television or movie actors, and sometimes such fame begins at an early age. Child stars often get their education through private tutoring and have only limited opportunities for social interaction with other children outside of the acting profession. Should parents encourage their young children to become famous movie or television stars? Write a persuasive essay that develops and supports your opinion on this issue.

B. Freewrite for ten minutes on your assignment. Here are some questions to get you started:

- Why did you choose this assignment?
- What kind of life do you think a young person would have in an adult professional world? What would be some of the benefits? What would be some of the drawbacks?
- Have you ever known or heard about someone who had to make a similar choice?
- Why might someone disagree with your point of view?
- What more do you want to find out?

C. Checking in. Work with a partner who chose the same assignment. Discuss the ideas and details you wrote in Exercise B. Ask your partner some questions about his or her topic. Did your partner . . .

- express an opinion about what life would be like for a young person in a professional world?
- talk about benefits and drawbacks?
- consider other people’s points of view?

Share your point of view about your partner’s topic. Based on your discussion, make changes and additions to your writing.
D. Complete the T-chart. List the benefits and drawbacks of letting young people enter the professional world. Focus only on the assignment you chose on page 33. Try to fill in at least three points on both sides of the issue. You will have a chance to review, change, or add information later in the unit.

<table>
<thead>
<tr>
<th>Benefits (advantages)</th>
<th>Drawbacks (disadvantages)</th>
</tr>
</thead>
<tbody>
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</table>
The introductory paragraph of an academic essay contains two parts:

1. **Background information** about the topic of the essay helps your reader understand and become interested in the topic. Before you begin writing, ask yourself: *What important background information does my reader need to know? or What’s the situation that I am writing about?* Do not give too many details—provide only what the reader needs.

2. **The thesis statement** presents the controlling idea of the essay. It may be one or two sentences. In a persuasive essay, your thesis statement will include your opinion or point of view on the issue. The thesis statement is typically the last sentence of the introductory paragraph.

In a persuasive essay, the background often includes opposing views people have about the issue. Then the thesis statement presents the writer's opinion or point of view. The thesis statement in a persuasive essay is similar to the topic sentence in a persuasive paragraph because you want to convince your reader to share your point of view. Therefore, your thesis statement should also have *persuasive language*—words and phrases that suggest that you are giving an opinion. You learned about some of these words and phrases in Unit 1. Other examples of persuasive language include:

- I strongly believe that . . .
- It is irresponsible to . . .
- It is a good idea to . . .
- It is a mistake to . . .
- It is definitely the right decision to . . .

***Example:***

[Children are full of energy and ideas; however, their ideas don’t always make sense. Sometimes their ideas might even be dangerous. The role of parents is to guide their children and, when necessary, to make proper decisions for their protection. This can be tricky. On the one hand, parents don’t want to put their child in harm’s way, but on the other hand, they don’t want to step on their child’s dreams either. Paul Romero faced such a challenge when his nine-year-old son, Jordan, expressed a desire to climb the Seven Summits, the highest peaks on each of the seven continents. I can appreciate his desire to educate his son and help Jordan pursue his dreams.] [However, I strongly believe that Paul Romero’s decision to allow Jordan to climb these mountains was foolish and irresponsible.]
Notice that the background information in the example gives some details about the topic and then briefly presents different perspectives on the issue. The writer also provides basic information about Paul and Jordan Romero, and expresses an understanding of why Paul Romero made the choice he did. Then in the thesis statement, the writer uses the transition word however and persuasive language to express his contrasting point of view, which he will develop and support in the rest of the essay.

**Focused Practice**

A. Read the following essay assignment and the sentences. Check (✓) the details that you might use as background information for an introductory paragraph on this topic. Discuss your answers with a partner. Give reasons for your choices when you and your partner have different opinions.

**Do you agree or disagree with the decision to let a thirteen-year-old climb Mount Everest?**

___ 1. Jordan Romero is 13 years old.
___ 2. Jordan Romero is from California.
___ 3. The decision to let Jordan Romero climb Mount Everest is very controversial.
___ 4. Mount Everest is the tallest peak in the world.
___ 5. Jordan Romero studies algebra.
___ 6. It was Jordan's dream to climb the seven tallest summits in the world.
___ 7. Mountain climbing is a dangerous sport.
___ 8. Jordan wants to climb Mount Vinson Massif in Antarctica next.

B. Review the essay assignment in Exercise A and read the sentences below. Check (✓) the sentences that would make a good thesis statement for an essay on this topic. Discuss your answers with a partner. Give reasons for your choices when you and your partner have different opinions.

___ 1. Therefore, I think it is a mistake to let such a young boy make such a dangerous climb.
___ 2. In my opinion, a 13-year-old is too young to take such a risk.
___ 3. I agree with Paul Romero.
___ 4. If I were his parent, I would not allow him to climb Mount Everest.
___ 5. A 13-year-old should focus on other things.
___ 6. If we examine the specifics of this case, it is clear that the decision to allow Jordan Romero to climb Mount Everest was the right one.
___ 7. Jordan Romero's father made the right decision to allow his son to follow his dreams and pursue his passion.
___ 8. I wish I could have climbed up Mount Everest with Jordan and his group.
C. Review the essay assignment in Exercise A and this model of an introductory paragraph. Then answer the questions with a partner.

When you meet Jordan Romero, he may seem to be an ordinary 13-year-old boy, but his goals and passions are anything but ordinary. One day when he was just nine years old, Jordan saw a picture of the Seven Summits, the highest mountains in the world, and told his father, Paul, that he wanted to climb them all. Wanting to encourage his son and give him the best education possible, Paul Romero began working hard to help make his son’s dream come true. He has arranged for Jordan to climb many of the highest peaks in the world, including Mount Everest, the highest. Some may see Paul Romero as the perfect father. However, I strongly disagree. Regardless of the boy’s desire to climb Mount Everest, it was irresponsible for the adults in his life to let him make such a dangerous climb.

1. Which information from Exercise A did the writer include as background? Write the numbers of the statements here: ____________________

2. Where does the writer present the other side of the issue? Underline the sentence(s) that express a point of view that is different from the writer's.

3. What opinion does the thesis statement express? Circle the words the writer uses to express his opinion.

Your Own Writing

Finding Out More

A. You may want to learn more about the topic you chose on page 33.

• If you chose Assignment 1, online or at the library, find out more about young athletes. Look for information about the careers of athletes who turned pro when they were still in their teens. Find out more about specific athletes who chose not to turn pro at a young age. When you search for information online, use keywords such as child athlete or turning pro, and names such as Monica Selles, Freddy Adu, and Michelle Wie.

• If you chose Assignment 2, online or at the library, find out more about young movie and TV actors. Look for information about TV or movie actors who began their careers when they were young children. When you search for information online, use keywords such as child stars or child TV stars, and names such as Shirley Temple, Gary Coleman, and Drew Barrymore.
B. Take notes about what you found out. Add new arguments for or against your topic to your T-chart on page 34. Write down specific information about any challenges, rewards, and possible regrets these people experienced as a result of entering the professional world at a young age.

C. Checking in. Share your information with your partner. Did your partner . . .
- find enough information about the topic?
- choose relevant examples for the topic?
- find reasons why people would have an opposing point of view?
- use at least three reliable sources?

Use this information when you write your essay.

Planning Your Introduction

A. List the background information you will need to include in your introduction. Be sure to include information about an opposing point of view.

B. Write a draft of your thesis statement. Make sure your thesis statement clearly presents your opinion. Look back at your freewriting and your T-chart to help you.

C. Checking in. Share your thesis statement with a partner. Did your partner . . .
- clearly state the topic and express an opinion about it?
- include persuasive language to make the argument clear and convincing?

Tell your partner what you like about his or her thesis statement. If you have any suggestions for improving it, share them. Then tell your partner what kind of supporting evidence you expect to see in his or her essay, based on the thesis statement.

D. Based on your partner's feedback, you may want to rewrite your thesis statement.
THE BODY

The body paragraphs of an essay develop and support the point of view that is expressed in the thesis statement. Just as a paragraph has a group of sentences that support the topic sentence, an essay contains one or more paragraphs that provide information in support of the thesis statement.

Writing Topic Sentences

In an essay, each body paragraph usually begins with a topic sentence. These sentences often rephrase and build on the thesis statement. In a persuasive essay, your topic sentences should mention the topic and the controlling idea. They might also include your point of view or opinion. Your topic sentences should include one specific reason that supports the opinion you expressed in your thesis statement. Then the rest of the body paragraph develops and supports that reason with more information, such as explanations, examples, facts, and anecdotes—brief stories from your own experience.

To connect your ideas from paragraph to paragraph, it is important to use transition words. In a persuasive essay, listing order transition words in topic sentences helps your reader to follow your argument. These transition words can be placed in two different groups.

<table>
<thead>
<tr>
<th>Group 1: Often Used with Because</th>
<th>Group 2: Often Used with Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>First,</td>
<td>One reason</td>
</tr>
<tr>
<td>Second,</td>
<td>The second reason</td>
</tr>
<tr>
<td>Additionally,</td>
<td>Another reason</td>
</tr>
<tr>
<td>Most important,</td>
<td>The most important reason</td>
</tr>
<tr>
<td>Finally,</td>
<td>The final reason</td>
</tr>
</tbody>
</table>

Notice that the transition words in Group 1 are followed by a comma. The transition words in Group 2 are often used in a three-part sentence with that . . . is that.

Examples:

First, teenagers like Jordan Romero should not be allowed to make such dangerous climbs because young people need a stable home environment.

One reason that teenagers like Jordan Romero should not be allowed to make such dangerous climbs is that young people need a stable home environment.
Focused Practice

A. Read the following essay assignment. Then combine each set of sentences below into two different topic sentences for a body paragraph, using the transition words. The first one is done for you.

Do you agree or disagree with the decision to let Jordan Romero climb the Seven Summits?

1. Jordan should be encouraged to take these risks.
   He could make a lot of money for himself and his family.

   First, **Jordan Romero should be encouraged to take these risks because he could make a lot of money for himself and his family.**

   The first reason **that Jordan should be encouraged to take these risks is that he could make a lot of money for himself and his family.**

2. I think letting him climb Everest was a mistake.
   Mother Nature is too unpredictable.

   Another reason __________________________

   Additionally, __________________________

3. I think his father made the right decision.
   This is because it is a unique opportunity for Jordan to see the world.

   Most important, __________________________

   The most important reason __________________________

4. I disagree with the decision to let Jordan climb.
   He is not mature enough to make important decisions.

   Finally, __________________________

   The final reason __________________________
5. I disagree with the decision.
   Jordan is simply too young to have such a dangerous hobby.
   More important, ____________________________________________
   _________________________________________________________
   Another important reason ___________________________________
   _________________________________________________________

6. I agree with the decision to allow him to climb Everest.
   It is his dream to do so, and parents should help their children pursue their dreams.
   Second, __________________________________________________
   _________________________________________________________
   The second reason _________________________________________
   _________________________________________________________

B. Review the essay assignment in Exercise A and the following thesis statement. Write a topic sentence for the first body paragraph of the essay. Make sure that your topic sentence includes the issue, your point of view/opinion, and a transition. Compare your topic sentence with a partner's. Then discuss how the sentence might change if it were the topic sentence for the second body paragraph in this essay. Write it below.

Thesis Statement: It was definitely the right decision to allow 13-year-old Jordan Romero to climb the Seven Summits.

Each one of the Seven Summits is different. They are on different continents, so he will learn about those continents. He will meet people from countries nearby and learn about their culture and customs. He might even become interested in their languages. For example, when he climbed Everest, he was in China. He likely met Chinese or Nepalese people and learned to communicate with them. He probably learned about their lives, their families, and their food. The lives of the Sherpas are surely very different from his own. Climbing the Seven Summits is a valuable experience and Jordan is fortunate that his father made it happen for him.

Topic sentence for the second body paragraph: ____________________________________
Developing a Body Paragraph

When you wrote a persuasive paragraph in Unit 1, you learned about supporting an opinion with reasons, examples, facts, and anecdotes. In a persuasive essay, the topic sentences of your body paragraphs will state the reasons for your opinion and you will develop and support those reasons with supporting details such as explanations, examples, facts, or anecdotes.

Examples:

**Fact:** Each of the Seven Summits is on a different continent.

**Explanation:** Because these summits are on different continents, Jordan will be able to learn about the people, customs, and culture in different parts of the world.

**Example:** For example, when he was in China, he probably learned things about the Chinese language, families, and food.

**Fact:** Jordan was nine years old when he first learned about the Seven Summits.

**Explanation:** Wanting to encourage his son and give him the best education possible, Paul Romero began working hard to help make his son’s dream come true. He must have believed that these experiences would have a lasting effect on Jordan and his future.

**Anecdote:** When I was a teen, my family lived in Nepal. I became interested in the art of Nepalese wood carving and its connection to architecture. My experiences there have greatly influenced my decisions about my education and career.

Some writers choose to end a body paragraph with an interesting or thought-provoking comment or question. Others return to the controlling idea in the topic sentence and sum up the reason. You might also choose to wait until the concluding paragraph to summarize your reasoning and argument.

Examples:

**Summary:** Climbing the Seven Summits is a valuable experience, and Jordan is fortunate that his father made it happen for him.

**Thought-Provoking Question:** What better way is there for a teenager to learn about the world?

Focused Practice

A. Read this paragraph. Then check (√) the ways in which the writer supports the controlling idea in the topic sentence. Discuss your answers with a partner.

Secondly, this was the right decision because it is a unique opportunity for Jordan to spend quality time with his father and stepmother. These days it is rare for parents and children to be together and do things as a family. In most families the parents go to work in the morning and the children go to school. After school, family members all have their own activities—shopping, meetings, clubs, and sports. Many teens just waste time hanging out with their friends. Some families might have dinner together or do things together on the weekends, but even this is

(continued)
becoming increasingly rare. Teenagers want their independence. Often, they don’t even want to be seen by their friends in public with their parents. That’s the way I was when I was a teen. I didn’t hate my parents, but it wasn’t “cool” to be seen with them. However, the Romeros are clearly different. Not only are they seen in public together, but they also spend months at a time together. More important, they are building a strong connection and memories that they will share and value for the rest of their lives. We shouldn’t criticize them. We should be jealous.

___ The writer explains what unique opportunity means.
___ The writer gives examples of what he means by quality time.
___ The writer explains why quality time is an issue.
___ The writer explains why he thinks it’s rare for parents and children to spend time together.
___ The writer gives examples of the types of memories the Romeros will share.
___ The writer explains how the Romeros are different from other families.
___ The writer provides an anecdote.

B. Work with a partner. Read the thesis statement and two body paragraphs. Then fill in the examples that best complete each paragraph. One sentence does not fit.

**Thesis Statement:** Allowing his son to climb Mount Everest was probably the smartest decision Paul Romero will ever make.

The first reason that it was a smart idea for Jordan to climb Everest is that he could become rich and famous. The Romeros could take advantage of people’s interest in their family’s adventures.

(continued)
Sports stars like Michael Jordan and Tiger Woods have made millions of dollars from endorsing Nike products.

From the time he was nine years old, Jordan Romero’s dream was crystal clear.

In his poem “A Dream Deferred,” Langston Hughes wonders about all of the unfortunate things that might happen to a dream if we do not pursue it.

As we get older, the challenges of daily life get greater and greater.

For example, Jordan and his father could write a book about how to climb dangerous mountains or about how to face difficult challenges without giving up.

Perhaps people who disagree with the decision to let Jordan climb are just jealous or frustrated because they cannot pursue their own deferred dreams.

Another reason why I think this was a smart decision is that people should follow their dreams while they are young.

We go to college or get a job. Many people get married and have a family. Most people work hard every day just to make ends meet. These daily responsibilities or obligations often cause people to lose sight of their dreams, which is sad.

Does it dry up like a raisin in the sun? Does it smell like rotten meat? Does it explode? Hughes is suggesting that it is a tragedy to ignore a dream. It is the same for Jordan.

These people should congratulate Jordan on fulfilling his dreams and, instead, work on fulfilling their own.
Their poor planning is one reason that I think it was a mistake to let this boy climb Everest. To reach the top safely, a climber or a team of climbers must have a carefully designed plan. The Romeros didn’t have one. First, Paul Romero did not hire a professional guide to lead the expedition. This decision was reckless. Romero and his wife are not trained guides, and Mount Everest is the highest mountain in the world. According to the article “At 13, is Jordan Romero too young to climb Mount Everest?”, more than 200 people have died trying to reach the summit. Furthermore, the article also reports that the Romeros chose to go up the Chinese side of the mountain, which is cheaper but more challenging. These two choices made a dangerous trip even more dangerous.
Your Own Writing
Planning Your Body Paragraphs

A. Before you begin writing your body paragraphs, complete the outline below. Copy your thesis statement from page 38.

- Write a topic sentence and supporting details for each of your body paragraphs.
- If you want to include a concluding sentence, write one for each body paragraph.

Persuasive Essay

- Thesis Statement: ________________________________
- ________________________________________________

- Body Paragraph 1
  - Topic Sentence: ________________________________
  - Supporting Details:
    - ________________________________________________
    - ________________________________________________
  - Concluding Sentence (Optional): ________________________________

- Body Paragraph 2
  - Topic Sentence: ________________________________
  - Supporting Details:
    - ________________________________________________
    - ________________________________________________
    - ________________________________________________
  - Concluding Sentence (Optional): ________________________________

B. Checking in. Share your outline with a partner. Did your partner . . .

- provide interesting reasons to support the thesis statement?
- provide supporting facts, explanations, examples, or anecdotes that are relevant and interesting?

C. Based on your partner’s feedback, you may want to rewrite parts of your outline.
THE CONCLUSION

Just as a paragraph ends with a concluding sentence, an essay ends with a concluding paragraph that returns to the idea in the thesis statement.

In the concluding paragraph, restate the opinion expressed in the thesis statement using different words. Then use a concluding strategy to persuade the reader that the point of view expressed is valid. In the case of an essay about Paul Romero’s decision to let Jordan climb Mt. Everest, for example, you would say whether or not you agree with that decision and restate why. Then you might return to the opposing point of view you mentioned in your introduction and point out why your point of view is better.

Your conclusion does not need to be very long—just long enough to return to the controlling idea in your thesis statement and end in an interesting and persuasive way.

To signal to your reader that you are concluding your essay, you may also want to use a transition word or phrase such as In conclusion . . . to begin your conclusion. However, if you return to the controlling idea in your thesis statement in a clear way, a transition word or phrase may not always be necessary.

To conclude your essay in an interesting, convincing way, use one or more of these strategies:

1. Look to the future of the issue and comment on it.
2. Propose an alternative that should have or could have been done and explain what might have happened as a result.
3. Summarize the opposing point of view that you mentioned in your introduction and show again why your point of view is better.

Focused Practice

Read these concluding paragraphs and answer the questions.

1.

In conclusion, the decision to allow this boy to climb Mount Everest and the other dangerous mountains was a mistake. Like any young teen, he is not physically and mentally prepared to take on such a challenge. He should have waited until he was several years older. Instead of teaching Jordan about “instant gratification,” his father could have given him a valuable lesson in “delayed gratification.” If Jordan had waited, he could have learned even more about the Seven Summits. An older and wiser Jordan would have been able to independently decide what he wanted to do and to be truly proud of his own choices and accomplishments. It’s true that he did climb Mt. Everest. However, he only followed his team up the mountain. As the article stated, he was just a “passenger.” If he had waited a little longer he might have been able to say that he had planned and accomplished it himself.
It is understandable how people might think that letting Jordan Romero climb Everest at such a young age was a mistake; however, if you look at the positive effects, it is clear that the benefits outweigh the drawbacks. Jordan is on track for an incredible future. Not only will he have excitement during his teen years, but he will also learn a lot and be able to make a lot of money. He may also build a successful career as a result of these early adventures. He may only be 13, but he has his whole life ahead of him to look forward to.

1. What is the writer’s restated thesis in each paragraph? Circle the sentence(s).

2. Which strategy or strategies did each writer use to close the essay?

   Paragraph 1: _______________________
   Paragraph 2: _______________________

---

**Your Own Writing**

**Planning Your Conclusion**

A. How will you rephrase your thesis statement in the conclusion? List your ideas here.

   _______________________
   _______________________

B. What strategy will you use to close the essay?

   _______________________

C. Checking in. Share your ideas with a partner. Did your partner . . .
   - discover a new and interesting way to return to the thesis statement?
   - choose an effective concluding strategy?

**Writing Your First Draft**

Read the Tip for Writers. Review your notes on pages 34, 38, and 46. Then write the first draft of your essay. When you are finished, give your essay a working title. Hand in your draft to your teacher.
Step 3 Revising

Revising your work is an essential part of the writing process. This is your opportunity to be sure that your essay has all the important pieces and that it is clear.

Focused Practice

A. You have read parts of this persuasive essay already. Now read the entire essay to see how the parts fit together.

A Parent’s Job Is to Protect

Children are full of energy and ideas; however, their ideas don’t always make sense. Sometimes their ideas might even be dangerous. The role of parents is to guide their children and, when necessary, to make proper decisions for their protection. This can be tricky. On the one hand, parents don’t want to put their child in harm’s way, but on the other hand, they don’t want to step on their child’s dreams either. Paul Romero faced such a challenge when his nine-year-old son, Jordan, expressed a desire to climb the Seven Summits, the highest peaks on each of the seven continents. I can appreciate his desire to educate his son and help Jordan pursue his dreams. However, I strongly believe that Paul Romero’s decision to allow Jordan to climb these mountains, and especially Mt. Everest, was foolish and irresponsible.

First of all, his family should not have let him climb because he is physically too young to do it. Even though at 5’8” and 140 pounds, he is above average for a 13-year-old boy, his body is still growing. His bones and muscles are still growing and his brain is still developing. Researchers are not sure about the effect of high altitudes on teenagers because they have not studied teens specifically. Some say it can cause long-term brain damage. The article, “At 13, is Jordan Romero too young to climb Mount Everest?” quotes a leading authority on altitude sickness, Peter Hackett. He said that some researchers believe that a young brain is more resilient than an adult brain, but others argue that the brains of the young are more vulnerable. Clearly the research is not conclusive. However, I don’t understand why a parent would put a growing child at risk in this way.

Another reason why I think the decision was wrong is that Mother Nature is too unpredictable. We have seen the destructive potential of storms such as Hurricane Katrina in New Orleans, Louisiana. Even specialists could not handle or control the effects of that storm. How will a 13-year-old make the tough decisions (continued)
he needs to when faced with the destructive power of nature? If he makes one mistake, he could affect the lives of those traveling with him. Look at the case of Abby Sunderland, the 13-year-old girl who was encouraged by her father to sail solo around the world. In the end the weather conditions were just too challenging for her to handle. She and her boat were lost at sea. Only after a desperate and expensive search was Abby found and brought home to safety. The event was too much for her and she had to be rescued. Granted, Jordan Romero was not climbing alone, but the natural dangers of Everest were still there. It’s a parent’s responsibility to protect children—not to put them in harm’s way. Why would parents even be willing to let their child be in such a dangerous situation?

I believe that any responsible parent would disapprove of the decision to allow a boy to climb such a dangerous mountain at such a young age. Supporters of Paul Romero point to the fact that this climb was successful. They reached the summit and no one was seriously hurt along the way. However, what will happen next time? Jordan Romero’s climb sends the wrong message to kids and parents. I hope that other families will avoid taking such risks. It’s great to get an education through experience and to follow one’s dreams, but not with the costs of risking good health or life itself.

B. Work with a partner. Answer the questions about the essay.

1. Which sentences give background information about the topic? Label them **background**.

2. Where does the writer refer to the opposing point of view? Circle it.


4. What transition words does the writer use to introduce the topic sentences of the body paragraphs? Circle them.

5. What evidence does the writer give to support and develop the controlling idea in each body paragraph? Double underline the evidence in each body paragraph.


7. Which concluding strategy does the writer use?

C. Checking in. Discuss your marked-up essay with another pair of students. Then in your group, share one thing about the essay that you found the most interesting. Explain your answer.
Building Word Knowledge

Using Word Forms. The writer of “A Parent’s Job Is to Protect” used forms of the words that appear in the chart below.

A. Find and circle these words and their other forms. Notice how they are used. Add other forms to the chart.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>dangers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>challenge</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>protect</td>
<td>responsibility</td>
<td></td>
<td>irresponsible</td>
</tr>
</tbody>
</table>

B. Complete each sentence with the correct word.

1. dangerous, dangerously, dangers
   a. Some parents choose to live ________________, but they shouldn’t allow their children to do so.
   b. Most people don’t realize just how ________________ it is to climb Mount Everest.
   c. Experienced climbers are more likely to be aware of the mountain’s hidden ________________

2. challenge, challenging, challenges
   a. Doing homework at home can be hard, but doing it on a mountain can present even greater ________________.
   b. Heather’s teammates ________________ her to be a better player every day.
   c. Mountain climbing is a ________________ sport.

3. protect, protected, protection
   a. On a mountain climb, there is often little ________________ from the weather.
   b. The adults in Jordan Romero’s life ________________ him from harm.
   c. He doesn’t seem worried at all. I’m sure he feels very ________________

(continued)
4. **responsibility, responsible, responsibly**

   a. If Jordan does not act ______________, he could put other people's lives in danger.

   b. It was really Jordan's ______________ to make sure his school work was finished.

   c. If anything happens to a young person working in an adult profession, it is the child's parents who are ______________ for the child's safety.

C. **Review the draft of your essay.** Notice if you have used any of these words. Circle the words in your essay. Then choose three more words from the chart and use each one in a sentence about your topic. You may want to use these sentences in your essay.

   1. ____________________________________________

   2. ____________________________________________

   3. ____________________________________________

---

**Your Own Writing**

**Revising Your Draft**

A. **Reread the first draft of your essay.** Use the Revision Checklist to identify parts of your writing that might need improvement.

B. **Review your plans and notes and your responses to the Revision Checklist.** Then revise your first draft. Save your revised essay. You will look at it again in the next section.

**Revision Checklist**

Did you . . .

- express the controlling idea of the whole essay in your thesis statement?
- give enough essential background in your introduction?
- present an opposing point of view in your introduction?
- introduce your topic sentences with transition words?
- give enough explanations, facts, examples, or anecdotes to develop and support your controlling ideas?
- restate the controlling idea of the essay in your conclusion?
- use an effective concluding strategy?
- use a variety of word forms correctly?
- give your essay an interesting title?
**Step 4 Editing**

### GRAMMAR PRESENTATION

Before you hand in your revised essay, you must check it for any errors in grammar, punctuation, and spelling. In this section you will learn about the verbs *make, have, let, help,* and *get.* You will focus on this grammar when you edit and proofread your essay.

**Make, Have, Let, Help, and Get**

<table>
<thead>
<tr>
<th>Grammar Notes</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Use <em>make, have</em> and <em>get</em> to talk about things that one person causes another person to do. These verbs show how much choice the other person has about doing the action</strong></td>
<td><strong>Example:</strong>&lt;br&gt;• His parents didn’t make him climb Everest. He wanted to do it.</td>
</tr>
<tr>
<td><strong>a. <em>make</em> + object + base form of the verb</strong>&lt;br&gt;often means to force a person to do something. There is no choice.</td>
<td><strong>Example:</strong>&lt;br&gt;• The climbers didn’t carry their luggage and supplies. They had the porters carry them.</td>
</tr>
<tr>
<td><strong>b. <em>have</em> + object + base form of the verb</strong>&lt;br&gt;often means to cause a person to do a task. There is some choice.</td>
<td><strong>Example:</strong>&lt;br&gt;• Paul Romero got his son to do his algebra homework by threatening to cancel the climb up Everest.</td>
</tr>
<tr>
<td><strong>c. <em>get</em> + object + infinitive</strong>&lt;br&gt;often means to persuade a person to do something by giving rewards or good reasons. There is a choice.</td>
<td><strong>Example:</strong>&lt;br&gt;Not: Team Romero got Sherpas carry their luggage and supplies.</td>
</tr>
<tr>
<td><strong>Make can also mean to have an effect on something or someone.</strong></td>
<td><strong>Example:</strong>&lt;br&gt;• The high altitude made the climbers feel sick.</td>
</tr>
<tr>
<td><strong>Be CAREFUL! <em>Get</em> is always followed by object + infinitive, NOT the base form of the verb.</strong></td>
<td><strong>Example:</strong>&lt;br&gt;Not: How can parents allow their children do something so dangerous?</td>
</tr>
<tr>
<td><strong>2. <em>Let</em> + object + base form of the verb means to allow a person to do something.</strong>&lt;br&gt;<strong>Be CAREFUL! <em>Allow</em> is followed by object + infinitive, NOT the base form of the verb.</strong></td>
<td><strong>Example:</strong>&lt;br&gt;• How can parents let their child do something so dangerous? How can parents allow their children to do something so dangerous? Not: How can parents allow their children do something so dangerous?</td>
</tr>
<tr>
<td><strong>3. <em>Help</em> means to make something easier for a person.</strong></td>
<td><strong>Example:</strong>&lt;br&gt;• Paul Romero is helping Jordan follow his dreams. OR&lt;br&gt;• Paul Romero is helping Jordan to follow his dreams.</td>
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<tr>
<td>Help can be followed by:&lt;br&gt;<strong>object + base form of the verb</strong>&lt;br&gt;<strong>OR</strong>&lt;br&gt;<strong>object + infinitive</strong>&lt;br&gt;The meaning is the same.</td>
<td><strong>Example:</strong>&lt;br&gt;• Paul Romero is helping Jordan follow his dreams. OR&lt;br&gt;• Paul Romero is helping Jordan to follow his dreams.</td>
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Focused Practice

A. Read the sentences. Complete the sentences with make, have, let, help, get, or allow. Use the clue in parentheses as a guide.

1. People debate whether or not it is a good idea to _________ a 13-year-old do something so dangerous. (permit)
2. It was easy to _________ his father to climb these mountains, too. They both love adventure. (persuade)
3. Barbara couldn’t _________ her teenagers to climb a mountain with her. (persuade)
4. Would you _________ your child to do something so dangerous? (permit)
5. I don’t think it is a mistake to _________ a young teen climb Everest. (permit)
6. During the climb they _________ a volunteer take pictures for Jordan’s webpage. (cause)
7. Schools should not _________ young people to leave regular schools until they are at least 16. (permit)
8. Paul Romero is _________ to make his son’s dreams come true. (assisting)
9. They didn’t _________ him go on these adventures. He chose to go. (force)

B. Read and edit the paragraph. There are six errors in the use of make, have, let, help or get. The first error has been corrected for you. Find and correct five more.

Another reason that I do not think it is a mistake is that it is a unique opportunity for him to learn about responsibility. Many people complain that Jordan was too young to make life-or-death decisions on these intense climbs. However, he has proven that he was up to the challenge. Typically, parents try to get their teens take responsibility for things. They let their kids to do chores like taking out the garbage or cleaning their bedrooms. Parents also want their kids to study hard and be respectful of others even when they don’t want to. But it’s really hard
to allow teens do things they don’t want to do. They want independence. They
don’t want to be told what to do. At some point parents have to let their teens to
have some freedom and allow them taking some responsibility. Gradually, they
will learn to accept the consequences of the choices they make. Paul Romero saw
an opportunity to help his son Jordan learns about taking responsibility. Someone
should give him an award for “Father of the Year.”

C. Write five sentences related to the assignment you chose on page 33. Use causative verbs. These
may be sentences you already have in your essay.

1. _______________________________________________________________________

2. _______________________________________________________________________

3. _______________________________________________________________________

4. _______________________________________________________________________

5. _______________________________________________________________________