



FOR RESALE
IN A SIO7
G CRAW-H
ONATI
ON NUL

READ

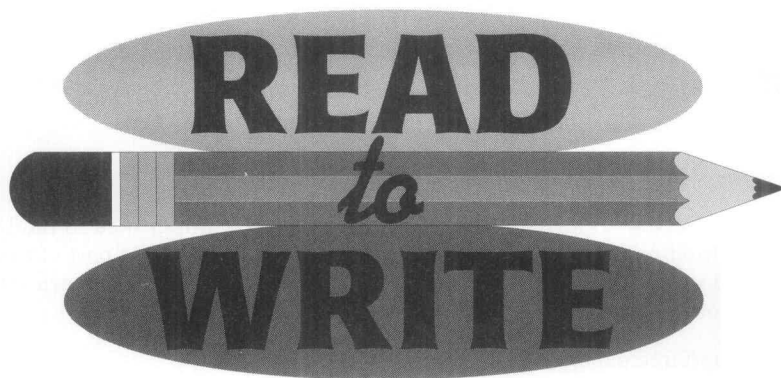


to

WRITE

4065834

GILLIE • INGLE • MUMFORD



*An Integrated Course
for
Nonnative Speakers of English*

Jeri Wyn Gillie

Susan Ingle

Heidi Mumford

The McGraw-Hill Companies, Inc.

New York St. Louis San Francisco Auckland Bogotá Caracas
Lisbon London Madrid Mexico City Milan Montreal New Delhi
San Juan Singapore Sydney Tokyo Toronto



This is an book.

McGraw-Hill

A Division of The McGraw-Hill Companies

Read to Write

An Integrated Course for Nonnative Speakers of English

Copyright © 1997 by The McGraw-Hill Companies, Inc. All rights reserved. Printed in the United States of America. Except as permitted under the United States Copyright Act of 1976, no part of this publication may be reproduced or distributed in any form or by any means, or stored in a data base or retrieval system, without prior written permission of the publisher.

This book is printed on acid-free paper.

7 8 9 10 11 12 DOC/DOC 0 9 8 7 6 5 4

ISBN 0-07-023721-2

This book was set by York Graphic Services.
The editors were Tim Stookesberry, Bill Preston, Don Linder, and Terri Wicks.
The production supervisor was Rich Devitto.
The cover was designed by Suzanne Montazer.
Project supervision was done by York Production Services.
This book was printed and bound by RR Donnelley & Sons Company.

Gillie, Jeri Wyn.

Read to write: an integrated course for nonnative speakers of English / Jeri Wyn Gillie, Susan Ingle, Heidi Mumford.

p. cm.

Includes index.

ISBN 0-07-023721-2

1. English language—Textbooks for foreign speakers. 2. English language—Rhetoric—Problems, exercises, etc. 3. College readers.

I. Ingle, Susan. II. Mumford, Heidi. III. Title.

PE1128.G526 1996

808'.0427—dc21

96-46646

CIP

LITERARY ACKNOWLEDGMENTS 1. For "Thinking - A Neglected Art": From *Newsweek*, Dec. 14, 1981, p19. Reprinted by permission of the author. 2. For "American Mama": From *US Express*, Dec. 1990 issue. Copyright© 1990 by Scholastic Inc. Reprinted by permission of the author. 3. For "Tale of Two Schools": Reprinted with permission from the Nov. 1991 *Reader's Digest*. Copyright© 1991 by The Reader's Digest Assn., Inc. 4. For "Go Ahead, Take A Nap": Copyright© 1993 by The New York Times Company. Reprinted by permission. 5. For "You Just Don't Understand": Copyright© 1990 by Deborah Tannen. 6. For "Music Soothes the Savage Brain": From *Newsweek* 10-25-93, Newsweek, Inc. All rights reserved. Reprinted by permission. 7. For "On Friendship": Copyright© 1961...1970 by Margaret Mead and Rhonda Metraux. 8. For "You're Full of Goodness, Spread It Around": Reprinted by permission of the author. 9. For "Take Time to Take on Some Travel Manners": Reprinted by permission: Tribune Media Services. 10. For "Why Do We Cry?": Reprinted with permission from the Feb.© 1987 *Reader's Digest*. Copyright© 1987 by The Reader's Digest Assn., Inc. 11. For "Do You Have a Green Thumb for Marriage?": Reprinted by permission of Norman M. Lobsenz. 12. For "Obituaries: Grave Injustice": Reprinted with permission from *Psychology Today Magazine*, copyright© 1993 (Sussex Publishers, Inc.) 13. For "Envy vs. Jealousy": Reprinted with permission from *Psychology Today Magazine*, copyright© 1994 (Sussex Publishers, Inc.) 14. For "I, Too, Am a Good Parent": From *Newsweek* 7-4-94, Newsweek, Inc. All rights reserved. Reprinted by permission. 15. For "Needing and Wanting Are Different": Reprinted by permission of the author.

PHOTO CREDITS Cover: Daniel Grogan and Bob Llewellyn / Uniphoto; Page 11: Hank Morgan / Science Source / Photo Researchers; 17: Ed Castle / Folio, Inc.; 35: UPI / Corbis-Bettman; 54: Alain Evrard / Photo Researchers; 84: Harald Sund / The Image Bank; 140: Duane Hanson, *Tourists II*, 1988 (by permission of the Estate of Duane Hanson); 178: Gregg A. Rummel 1994 / Folio, Inc.; 183 top: David Young-Wolff / PhotoEdit; 183 bottom: © Jim Ward; 226: Gerard Vandystadt / Agence Vandystadt / Photo Researchers; 235: Stephen Frisch / Stock Boston; 265: Michel Tcherevkoff / The Image Bank; 281: Joel Gordon.

*To Our Students, from Whom
We Have Learned the Most.*

Preface

Read to Write: An Integrated Course for Nonnative Speakers of English is for intermediate-level ESOL students. It is composed of eight chapters focusing on traditional rhetorical forms. An important goal of this text is to make students aware of how reading and writing are connected, interrelated processes. Moreover, the dual focus on reading and writing is aimed to show students that developing skills in one area will improve their skills in the other. Our hope is that this text, by leading students through a systematic process of generating and developing ideas, applying the appropriate rhetorical forms, and writing, evaluating, and revising their essays, will provide them with the tools necessary to function successfully in an academic setting.

A key feature of *Read to Write* is the generous number of readings in each chapter, exposing students to several different essays for each rhetorical form and, thus, better preparing them to write in each form. In addition, there is a wide variety of subject matter and writing styles presented in each chapter, including “authentic” material by professional writers and essays written by teachers and international students.

This textbook teaches both reading and writing skills. However, the reading material in this book is not intended to be the students’ sole source of reading. Rather, it is intended to give them practice reading *intensively*, using various reading skills and strategies. In order to become fluent readers, students must also read *extensively*, preferably in literature—both fiction and nonfiction.

Chapter Organization

Chapter 1 of *Read to Write* is an introduction to reading and writing. It reviews basic paragraph writing, introduces essay writing, and presents some basic reading skills. Chapters 2 through 8 present the different rhetorical forms, beginning with the more personal styles of biography, description, and narration, and progressing to more formal styles of cause and effect and persuasion. The purpose of this organization is to have students begin with rhetorical forms that relate to subject matter for which they already possess considerable personal schemata—that is, material that allows them to draw on their personal experience and background knowledge. Later, students move to other forms which may require them to learn about subject matter that is somewhat unfamiliar. We suggest that students progress through the book sequentially. You may, of course, vary the order of chapters depending on your particular students’ needs.

The objective of each chapter is to allow students to become familiar with the organization of the rhetorical form and the corresponding model readings. Once familiar with a particular form, students then write, evaluate, and rewrite an essay in that form. Each chapter is divided into three parts; in Chapters 2 through 8, which deal with specific rhetorical forms, these parts have the same organization and function.

- In **Part One**, students are introduced to a particular rhetorical form and practice some prewriting strategies and skills. At the end of Part One, they write the first draft of an essay in the rhetorical form.
- In **Part Two**, students identify organizational styles in different readings, focusing on essential rhetorical and stylistic conventions such as topic sentences, supporting details, introductions, conclusions, and paragraph coherence. Students then apply what they have learned by developing and revising their first drafts.
- In **Part Three**, students review skills previously presented and concentrate on fine-tuning their final drafts, focusing particularly on cohesive devices.

Within each of these three chapter parts, the reading skills of skimming, scanning, inferring, guessing meaning from context, and understanding the main idea are presented in conjunction with the writing skills related to the rhetorical forms.

Special Features

Following are highlights of special features included in each chapter.

Chapter Opening Pages. The first page of each chapter contains an illustration relating to the chapter focus, along with a box giving a brief description of the kind of writing that will be presented in the chapter, explaining the uses of the particular rhetorical form, and previewing some of the skills that will be introduced in the chapter.

Activities. After the chapter opener, there is a schema-building activity designed to introduce students to the rhetorical form that is the focus of that chapter. This activity gives students the opportunity to interact with each other. It may also activate ideas for writing that students can use later in the chapter.

Prereading Activities. Prereading material, in the form of a brief introduction to the reading and pre-

reading discussion questions, is meant to activate students' schemata. Sharing what they already know about the subject allows students to pool their knowledge and get the most from the readings.

Vocabulary. Chapter 1 provides students with strategies for learning vocabulary on their own. Other chapters include some vocabulary exercises which give students the opportunity to practice the essential skill of determining the meaning of unfamiliar words from context. In addition, many readings are preceded by special **Vocabulary Watch** boxes, containing lists of vocabulary with which students may not be familiar. Words and expressions listed in these boxes appear in boldface type in the readings.

About the Reading. Questions following many of the readings are meant to give students the chance to think and write about aspects of the readings. Some questions ask for specific information from the readings in order to check comprehension, while others are discussion questions aimed at getting students to share personal information and go beyond the text. You may choose to have students write answers to these questions or discuss them as a class or in groups, depending on your course goals. The last question in these sections is called **What Do You Think?** These open-ended questions are meant to be used as topics for journal entries or informal writing assignments.

Exercises. Explanations of each reading and writing skill are followed by exercises that allow students to practice the skills that have been presented. The exercises also encourage students to apply these skills to their own essays. Answers to exercises are available in a separate Answer Key.

Getting Started. Near the end of Part One in each chapter is a section of brainstorming exercises to help students generate ideas from which they can select or develop their essay topics and write their first drafts.

Checklists. A checklist appears at the end of each chapter part. Students are encouraged to use these checklists to evaluate each draft they have written. Each checklist requires students to review their writing to see if they have incorporated the skills presented in the corresponding part of the chapter. In addition, students are instructed to use the **Second Draft Checklist** as part of a peer-evaluation activity. Because the checklists are cumulative throughout the chapter, they may also be used as criteria for grading the students' essays.

Idea Generator. At the end of each chapter are two "idea generators" designed to creatively reinforce and extend principles taught in the chapter. These activities are intended to stimulate further student reading, writing, group work, and presentation projects.

Acknowledgments

We would like to thank our families, colleagues, and people at McGraw-Hill for their interest in and support of this textbook. In particular, our thanks to the following people at McGraw-Hill: to Tim Stookesberry for having the initial vision of what the book could be, to Bill Preston for directing the project and for tips on the initial organization, and to both Bill Preston and Don Linder for editing the final manuscript. Also, we thank Gina Martinez, Pam Tiberia, and Cheryl Besenjak for their assistance in acquiring permissions.

Many thanks to our colleague Laurie Shin, who was involved in the initial stages of *Read to Write* and who further contributed by writing essays for the book and giving both creative and stylistic feedback.

We give special thanks to Lynn Henrichsen at Brigham Young University for his guidance and encouragement in the early stages of the book, and for his invaluable vision which helped shape its later development.

We thank our fellow ESL teachers at Brigham Young University's English Language Center, who offered their encouragement and expertise.

And, of course, we thank our students, from whom we have learned the most. Their enthusiasm and essays have added so much to our teaching and to this book.

Finally, we wish to thank the following reviewers whose comments, both favorable and critical, were of great value in the development of this text: Laurie Blass; J. Marcia Le Roy, Englobus Communications and Development Group; Joanne Marino, Cape Fear Community College; Gerri McFadden, Babson College; Lisa Rost, State University of New York, New Paltz; and Elizabeth Templin, University of Arizona, Tucson.

About the Authors

Jeri Wyn Gillie has an M.A. in TESL. She teaches ESL at Brigham Young University's English Language Center, where she has coordinated both the reading and writing programs. Currently, she is conducting classroom research on skills integration.

Susan Ingle has an M.A. in TESL. She has developed and taught ESL reading and writing courses in both academic and workplace settings. She is co-founder of Education Works, Inc., a workplace training company located in Salt Lake City, Utah.

Heidi Mumford has an M.A. in TESL. She has taught reading and writing in intensive English programs at Brigham Young University and Utah Valley State College. She has also designed and taught ESL and U.S. culture courses for visiting students and scholars at Arizona State University.

Summary of Reading/Writing Skills and Activities

Following is a chart of the reading and writing skills and the activities in each chapter. Many skills that are embedded into main sections of each chapter have not been included here. For example, the “Prereading” sections will give students practice with predicting and formulating schema. In the “About the Reading” sections, students will practice finding the main idea, topic sentences, and thesis statements, as well as inference, and reading comprehension. In the “Essay Writing” sections, students will practice organizing and writing in a specific genre, revising, peer-reviewing and editing.

Chapter	Reading Skills	Writing Skills	Activities
One	<ul style="list-style-type: none">• identifying topics and topic sentences• identifying main ideas• making predictions• skimming for main ideas• scanning for specific information• guessing meaning from context	<ul style="list-style-type: none">• identifying audience• understanding purpose• narrowing topics• identifying supporting details• making paragraphs unified• reviewing punctuation and paragraph form• writing introductions to essays• writing conclusions to essays	<ul style="list-style-type: none">• writing two letters about weekend plans, each for a different audience• writing synonyms
Two	<ul style="list-style-type: none">• guessing meaning from context• identifying main ideas• scanning for specific information• inferring information• identifying chronological connectors	<ul style="list-style-type: none">• brainstorming with a timeline• using details to describe events or time periods• using chronological connectors	<ul style="list-style-type: none">• sharing stories• making a timeline• talking about important ages and life events• talking about events in the lives of famous people
Three	<ul style="list-style-type: none">• identifying descriptive detail• identifying similar meanings• guessing meaning from context• analyzing descriptive detail• identifying spatial organization• identifying topic sentences• identifying supporting detail• identifying similes• making predictions	<ul style="list-style-type: none">• adding descriptive detail• brainstorming sensory details• writing supporting details in a paragraph• creating similes• organizing description	<ul style="list-style-type: none">• describing objects, people, places• writing descriptions to share and compare• writing a description of a special place, using senses to add detail
Four	<ul style="list-style-type: none">• scanning for information• identifying audience and purpose• guessing meaning from context• understanding meaning from context• identifying narrative elements• identifying detail• identifying quoted and reported speech• sequencing• identifying chronological connectors	<ul style="list-style-type: none">• brainstorming—writing without stopping• using narrative elements to write a story• adding detail• punctuating quoted speech• changing quoted speech to direct speech• changing reported speech to quoted speech• using chronological connectors	<ul style="list-style-type: none">• telling stories• watching short segments on television or video; retelling segments in groups, then writing them down• writing stories of important events in life; exchanging them with peers, and adding details

Chapter	Reading Skills	Writing Skills	Activities
Five	<ul style="list-style-type: none"> • identifying detail • identifying purpose • guessing meaning from context • identifying expository organization • analyzing introductions to essays • analyzing conclusions to essays • predicting a conclusion • identifying cohesive devices • recognizing textual highlighting techniques • reviewing reading skills • reading carefully for details 	<ul style="list-style-type: none"> • brainstorming by mapping • organizing expository essays • writing sentences using new vocabulary • writing introductory paragraphs • writing concluding paragraphs • adding cohesive devices 	<ul style="list-style-type: none"> • sharing information, ideas, and opinions • creating and conducting a survey • writing and sharing paragraphs
Six	<ul style="list-style-type: none"> • identifying and expanding descriptive language • comparing major points • identifying similarities and differences • guessing meaning from context • identifying comparison and contrast organization • determining methods of organization in comparison and contrast • understanding how examples are used to support a thesis statement • finding support from the text • scanning for idiomatic expressions • identifying comparison and contrast constructions 	<ul style="list-style-type: none"> • brainstorming topics with partners • brainstorming similarities and differences • outlining • using comparison and contrast constructions • unifying paragraphs 	<ul style="list-style-type: none"> • identifying similarities and differences between pictures • designing an advertising campaign • comparing and contrasting a given product with others on the market • comparing and contrasting what is considered beautiful in different countries
Seven	<ul style="list-style-type: none"> • inferring meaning • identifying causes and effects • identifying cause-and-effect organization • diagramming causes and effects • completing an outline • understanding idiomatic expressions • identifying connections between paragraphs • identifying thesis statements and their controlling ideas • identifying logical connectors 	<ul style="list-style-type: none"> • brainstorming causes and effects • outlining • writing surprise introductions • writing dramatic introductions • writing transitions between paragraphs • using logical connectors • writing good thesis statements 	<ul style="list-style-type: none"> • identifying causes and effects • discussing causes and effects of global and personal experiences • telling chain reaction stories
Eight	<ul style="list-style-type: none"> • identifying persuasive support • identifying persuasive organization • identifying strong opinions as thesis statements • guessing meaning from context • identifying coherent paragraphs • skimming 	<ul style="list-style-type: none"> • brainstorming for persuasive support • writing rebuttals • reviewing rhetorical forms • writing thesis statements • reviewing cohesive devices • using cohesive devices • reviewing transitions between paragraphs • writing transitions between paragraphs 	<ul style="list-style-type: none"> • debating an issue • analyzing persuasive advertising • reading and writing editorials

CONTENTS

PREFACE *x*

Summary of Reading/Writing Skills and Activities *xii–xiii*

CHAPTER 1: Introduction to Reading and Writing *1*

Part One

The Paragraph *2*

Christmas (1) *2*

Christmas (2) *3*

Diabetes *4*

Managing Your Diabetes *4*

Childbirth *12*

Pressure in School *13*

Two Seasons in My Hometown *13*

Part Two

The Essay *17*

Culture Shock *18*

Part Three

Basic Reading Skills *22*

Fight Sleepism Now *24*

The Fox and the Grapes *28*

CHAPTER 2: Biography *31*

Part One

Reading and Writing Biography *32*

My Life *33*

Mother Teresa *35*

My Journey *40*

Part Two

Developing Biographies *42*

Ghandi: Man of Truth *43*

Much Uncertainty *47*

An American Story *50*

Part Three

Refining and Reviewing 53

Escape from Vietnam 54

A Short Biography of the Long Life of Benjamin Franklin 58

CHAPTER 3: Description 67

Part One

Reading and Writing Description 68

Hopkins 69

The Shoes 71

My Dad 73

Memory Lane Isn't What it Used to Be 75

My House 77

Part Two

Developing Descriptions 80

Vacation at Grandma's 81

Paradise 84

What's For Dinner? 88

Part Three

Refining and Reviewing 91

My Unforgettable Teacher 92

Jorge 95

My Dorm Room 95

Angela the "Angel" 96

CHAPTER 4: Narration 99

Part One

Reading and Writing Narration 100

Why the Willows Are Many Colors 101

How I Met My Wife 102

How I Met My Husband 103

Short Life of Crime 104

The Unforgettable Race 106

Get Up and Close the Door 109

Part Two

Developing Narratives 112

Camping with a Wolf! 114

The Birthday Heart (1) 115

The Birthday Heart (2) 116

American Mama 119

Part Three

Refining and Reviewing 122

The Ghost 124

Old King 128

CHAPTER 5: Exposition 135

Part One

Reading and Writing Exposition 136

Despite Cutthroat Job Market, Study Shows Diplomas

Do Pay Off 137

Time to Take on Some Travel Manners 139

You're Full of Goodness: Spread it Around 142

Part Two

Developing Exposition 148

Birth Order 150

Beautiful South Korea 155

Why Do We Cry? 158

Part Three

Refining and Reviewing 163

Do You Have a "Green Thumb" for Marriage? 166

Music Soothes the Savage Brain 171

CHAPTER 6: Comparison and Contrast 175

Part One

Reading and Writing Comparison and Contrast 176

Grave Injustice 177

Rapport-Talk and Report-Talk 179

Public Companies vs. Private Companies 181

Japanese and American Baths 183

Envy vs. Jealousy: A Devastating Difference 185

Part Two

Developing Comparison and Contrast Essays 190

The Birth of a Baby (1) 191

The Birth of a Baby (2) 192

Tale of Two Schools 196

Part Three

Refining and Reviewing 203

Dating Customs 206

On Friendship 211

CHAPTER 7: Cause and Effect 217

Part One

Reading and Writing Cause and Effect 218

The Environmental Effects of Armed Conflict 219

Needing and Wanting Are Different 222

Why I Run 226

The Ill Effects of Prejudice 227

Part Two

Developing Cause and Effect 230

Stress 232

Why Gangs? 236

Put It Off 242

Learning a Foreign Language 245

Part Three

Refining and Reviewing 249

Volcanoes 251

CHAPTER 8: Persuasion 257

Part One

Reading and Writing Persuasion 258

Hemp Can Help Heal 259

Pot Promotes Further Drug Use Problems 262

Clean Water: Our Most Valuable Resource 264

Part Two

Developing Persuasive Writing 272

Against Dishwashers 273

I, Too, Am a Good Parent 276

Accept or Reject Foreigners 281

Defend the Forests 284

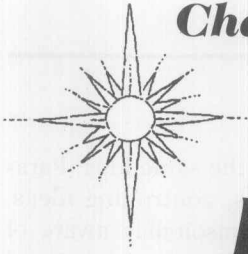
Part Three

Refining and Reviewing 287

There Are No Heels in Heaven 290

Thinking: A Neglected Art 293

INDEX 297



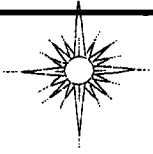
Introduction to Reading and Writing



In this book, you will learn how to write paragraphs and essays using various rhetorical forms, such as description, narration, comparison and contrast, and persuasion. Knowing how to use these different forms when you write will enable you to choose a form that will most effectively communicate your ideas to your reader.

To be a good writer, you must also be a good reader. The readings and activities in this book will help you improve both your reading and your writing skills, as well as your understanding of vocabulary.

This chapter provides an overview of several important skills and elements of reading and writing. Each element or skill is discussed again in subsequent chapters of the book, so you will be given ample opportunity to practice them. In later chapters, when you are asked to use these skills, you may want to refer back to this chapter for review.



The Paragraph

A *paragraph* is a group of sentences that are all related to the same idea. Paragraphs contain certain elements, such as topic sentences, controlling ideas, and supporting details. As a reader, you are often not consciously aware of these elements, but learning to identify them can assist you in recognizing and understanding the main idea. As a writer, you should learn to use these elements effectively. Later in this chapter, you will explore these elements of a paragraph in the context of reading and writing. Before you begin to write, however, it is important to consider two things:

1. Your *audience*—to whom you are writing
2. Your *purpose*—why you are writing

Audience

When people write, they usually have in mind a certain *audience*, or group of readers to whom they are writing. That audience influences the writer's style and choice of details and vocabulary. As a writer, you will need to write in a way that will interest your readers and that will enable them to understand what you want to communicate. Before you begin writing, you should ask yourself the following questions:

1. What does my audience already know about this topic?
2. What does my audience need to know about this topic?
3. What form of writing will best communicate this topic to my audience?

Exercise



Audience. Following are two paragraphs on the same topic: Note, however, that the paragraphs are aimed at two different audiences. As you read each paragraph, think about the intended audience.

Christmas (1)

Christmas is the most widely celebrated holiday in the United States. It is celebrated on December 25th each year. Many people celebrate the whole season surrounding Christmas. This time, referred to as "the holidays," begins after Thanksgiving (the end of November) and continues through New Years Day (the first day of January). Although Christmas is a Christian religious holiday, many people who are not Christians take part in some Christmas customs. On this holiday, people exchange gifts with friends and families. Most people have time off from work, and they spend this vacation time with their families. Students come home from college, and people often

travel long distances to return home. Many children receive gifts from “Santa Claus,” a legendary character who does good things for children. People also prepare special foods and often bring small gifts of food to their neighbors. Sometimes when people visit their neighbors, they sing special songs of the season, called carols. During this season, it seems as though everything and everyone is filled with happiness and goodwill. Christmas is really a delightful time of year in the United States.

- Who is the audience for this paragraph? How do you know?

Christmas (2)

Christmas is a holiday that brings back many wonderful memories. My favorite part of Christmas was waking up early Christmas morning after not sleeping most of the night to rush to the living room and find the gifts from Santa. Every year without fail there was a huge red, white, and green stocking hanging from the fireplace, filled with treats: crunchy apples, fragrant oranges, rich chocolate, and peppermint candy canes. After we discovered the contents of our stockings, we would open up the brightly colored packages from our family and friends with great anticipation. After the gifts were opened we would have a special breakfast made by our father—crepes filled with fruit and cream. Later that day we would put on our warm winter clothing and go out to sing Christmas carols to our neighbors, who would often invite us in and serve us hot chocolate or cider. When we came home, our father would read us the Christmas story while we stared at the twinkling Christmas lights and tinsel on the huge fir tree. I always fell asleep satisfied and exhausted on Christmas night.

- Who is the audience for this paragraph? How do you know?

Purpose

In addition to knowing the audience for your writing, you must know your *purpose*—the reason why you are writing something. Audience and purpose are very closely tied, in that the purpose usually depends on the audience. For example, the intended audience for the first paragraph on Christmas is someone who is unfamiliar with how Christmas is celebrated in the United States. Hence, the author’s purpose is to explain how Christmas is celebrated in the United States. In contrast, the audience for the second paragraph on Christmas is someone who already knows about Christmas. Hence, the author doesn’t need to explain *about* Christmas and can simply share a personal experience with the reader.

If your topic were illegal drugs, and your audience were a group of adolescents, your purpose might be to inform them of the consequences of using these drugs and to persuade them to avoid the drugs. On the other hand, if

your audience were a group of medical professionals, your purpose might be to explain how to treat drug addiction.

As a reader, determining the author's purpose may help you to focus on the author's message. As you read, ask yourself the following questions about the author's purpose: Is it to inform you about something or to explain a process? Is it to persuade you to believe a particular opinion? Is it to share an experience or a story? Or, is it merely to entertain?

Exercise

2

Identifying a Purpose. The following two paragraphs are written about the same topic. However, each is written for a different purpose. Read each paragraph, and identify the author's purpose, as well as the intended audience.

Diabetes

Diabetes is a disease that prevents your body from properly using the food you eat. When people eat, food is changed into fuel for the body. This fuel is called "glucose." The glucose is carried to the cells in the body by the blood. The body makes a special hormone called "insulin," which allows the glucose to be used by the cells. When a person has diabetes, his or her body does not make enough insulin. Without enough insulin, the body cannot effectively use the food that it takes in. When glucose can't be used for energy, the body burns fat for energy. When the body burns fat for energy, acid wastes, called "ketones," are formed. If a person's body has too much of this waste, physical problems can occur. Diabetes is a serious disease, and, if left untreated, it may result in death.

- What is the purpose of this paragraph? How do you know?
- Who is the audience for this paragraph? How do you know?

Managing Your Diabetes

There are several things you can do to manage your diabetes. The first way to control diabetes is with good nutrition. Good nutrition helps to keep the amount of glucose in your blood as close to normal as possible. Here are some points to remember for good nutrition: Eat less fat, eat more carbohydrates, eat less sugar, use less salt, and use alcohol only in moderation. Another way to help manage your diabetes is to exercise daily. Daily exercise also aids in keeping the amount of glucose in your blood regulated. Further, exercise keeps you at a reasonable body weight, which is another important factor in fighting the effects of diabetes. Finally, when exercise and good nutrition are not enough to control the disease, you may need to take insulin. By taking daily doses of the hormone insulin, people who cannot produce their own insulin are able to use the food that they consume as energy. Following these three suggestions will help you better manage your diabetes.

- What is the purpose of this paragraph? How do you know?
- Who is the audience for this paragraph? How do you know?

Exercise 3 **Writing for Audience and Purpose.** You have practiced identifying the audience and purpose for a few paragraphs. Now you will have a chance to practice writing paragraphs with your own audiences and purposes in mind. First, choose one topic from the following list, or select your own topic.

Sample Topics

1. A social problem
2. Caring for a pet
3. Learning a foreign language

Next, think about two paragraphs you can write on your topic, each with a different audience and purpose. Write each topic, as well as your audience and purpose for each topic, on the lines below. Use these following two examples from the paragraphs on diabetes to help you.

Paragraph 1

Topic: Diabetes

Audience: People unfamiliar with diabetes

Purpose: To inform about the effects of diabetes

Paragraph 2

Topic: Managing your diabetes

Audience: People who have diabetes

Purpose: To explain ways to cope with diabetes

Your paragraphs:

Paragraph 1

Your topic: _____

Your audience: _____

Your purpose: _____

Paragraph 2

Your topic: _____

Your audience: _____

Your purpose: _____