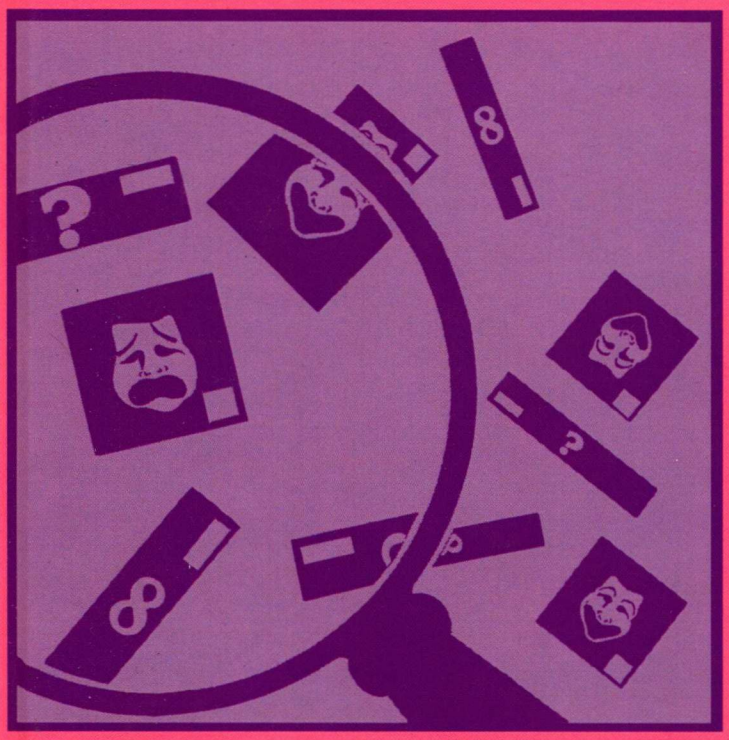
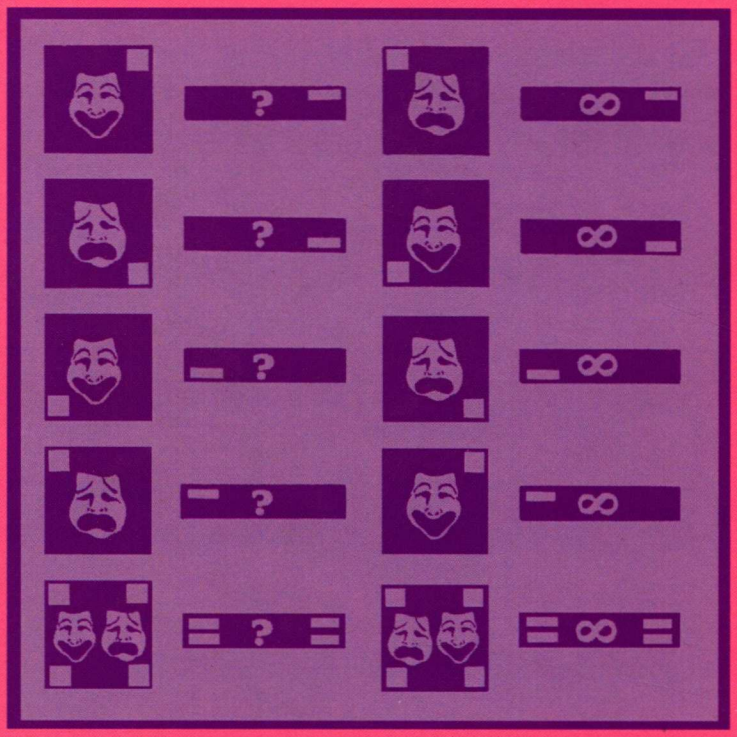
Arthur Whimbey & Elizabeth Lynn Jenkins





ANALYZE ORGANIZE WRITE

REVISED • EDITION

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A Structured Program for Expository Writing

Many students today lack the ability to write clearly and effectively, which handicaps them in school and will limit their job opportunities. *Analyze, Organize, Write* presents a systematic method for teaching writing skills by carefully detailing how to write each major type of paper (thesis-support, classification, and comparison-contrast), by demonstrating verbal reasoning underlying effective prose and providing numerous exercises and opportunities for the reader to imitate good writing.

The reader is given jumbled sentences to arrange to form model essays—a technique that Benjamin Franklin, according to his autobiography, used as a teenager. Those exercises are followed by guided, independent writing assignments. An "Analysis of Sample Papers" near the end of each chapter fully discusses specific points related to each rhetorical pattern.

Writing has always been an important skill, but it is one that will be increasingly stressed as the emphasis on teaching critical thinking grows. You can help your students—whether at the high school or college level—learn to write well by using the step-by-step method detailed in *Analyze, Organize, Write.*

ABOUT THE AUTHORS

Arthur Whimbey developed the "pair problem solving" method, which is widely used in high schools and colleges and is described in his book, *Problem Solving and Comprehension* (written with Jack Lochhead). An educational consultant, Dr. Whimbey gives frequent lectures and workshops on teaching problem solving, reading, and writing. He is also author of *Analytical Reading and Reasoning, Mastering Reading Through Reasoning,* and (with Jack Lochhead) *Developing Mathematical Skills.*

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a structured program for expository writing

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Arthur Whimbey
Elizabeth Lynn Jenkins

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Thinking aloud problem solving helps me to look carefully at all of the parts of the problem, just like looking through a magnifying glass. Then I can fit all the facts and ideas into whole relationships.

Writing extends this precision that speech brings to thought.

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For my grandparents, Emil and Anna Busch, for exemplifying the values of clear thinking and hard work.

Arthur Whimbey

Preface To Students

Most professional writers agree that the surest way to become a better writer is to read, think, and write a great deal. *Analyze, Organize, Write* is an intensive program in doing this. Many of the exercises present you with a set of jumbled sentences which are like pieces of a puzzle that can be arranged into a complete picture. You will read the sentences and analyze the ideas to see how each piece fits together with the other pieces to form a coherent description or argument. Then you will write the sentences (from memory as much as possible) in the best logical order to form a convincing, informative paper. In some units you will be asked to organize and write sentences for several such papers before beginning your own, original papers. Do not think this is a waste of time. These exercises give you firsthand experience with a variety of ideas as well as sentence and argument patterns that you can employ in your own writing. Of course you also will be asked to write original papers. You will be given guidance in going through the steps used by successful writers. In fact, units 8 and 9 are totally devoted to helping you write your own generalization–specifics papers—the type required on many writing exams. But the sentence-arranging exercises will provide a foundation of experience with language and idea patterns that you can draw upon for these original papers.

Units 2, 4, 6, 7, 10, and 11 begin with a short introduction and then ask you to arrange sentences into papers. At the end of these units is a section called Analysis Of Papers. Read the analyses carefully because they highlight major features of the writing patterns focused on in the units. In fact, many important features are not mentioned in the unit introductions but only in the analyses, where they can be illustrated with examples from the papers you have already worked on. In unit 11, for instance, the difference between the denotative and connotative meanings of a word is only discussed in the analysis, after you

have worked through a paper, "Stepparent Blues," illustrating the difference. Reading the analyses will teach you important concepts and techniques that you can use in your own writing.

Peer Response to Writing

For exercises in which you arrange jumbled sentences into a paper, your teacher might ask you to compare your arrangement with that of another student, and if there are any differences, discuss and explain why you believe your arrangement is better.

For exercises in which you write original papers, your teacher might suggest some or all of these activities.

1. Before starting to write, discuss the topic of the paper with one or several classmates to get ideas. You may take brief notes to remember key words and examples.
2. Write a first draft by yourself.
3. Exchange papers with another student and read each other's paper, or read your paper to a small group of classmates. Classmates will tell you what they like about your paper—its strong points—and also where you might express thoughts more clearly or add examples to support ideas.

   You respond in the same way to classmates' papers. First discuss the paper's strengths: its interesting introduction, insightful observations, good examples, well-constructed sentences, and appropriate conclusion. Then point to any sections which you find unclear, and make suggestions on how certain parts could be written more effectively or could use additional details.
4. Rewrite your paper based on any comments you found useful and any new ideas of your own.
5. Reread your entire paper to see whether it can be improved still further by adding more information or expressing points differently.
6. Proofread your paper for spelling and grammar errors. Reading a paper out loud often helps writers find such errors.

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Unit 1

Combining And Rewriting Sentences

One of the most important abilities for good writing is the ability to write effective sentences. If your sentences are not well constructed, your writing will not impart the impressions you are trying to create. Read the following paragraph and consider the effect of its sentences.

A cat chased a lizard. The cat was big. The cat was fat. His fur was thick. The lizard was tiny. The lizard was a chameleon. A chameleon can change color. The color will be whatever the lizard touches. The lizard ran. It ran from place to place. It ran so fast. The colors even became confused. It was green. It should have been brown. It was red. It should have been grey. It was polka-dotted. It should have been striped. The lizard ran under the steps. It was safe. It would rest in the shade. The cat was frustrated. He yawned. He stretched. He curled up. He would sleep in the sun. This game would continue. It would continue the next time the cat saw the lizard.

What do you think about this paragraph? You must have noticed that the sentences lack style. They are all short and choppy, making the paragraph boring and immature sounding. The exercises in this unit will sharpen your skill to write powerful, informative sentences that hold the attention of your readers.

If you do not understand any of the grammatical terms used in this book, please refer to the Glossary.

Section 1 Adding Descriptive Words (Adjectives & Adverbs) To A Sentence

Here is a pair of sentences that can be easily combined into one, more informative sentence.

The wolf bared its teeth.
The wolf was hungry.

Combined: The hungry wolf bared its teeth.

In this example, the second sentence provides a word (hungry) describing the wolf. The word "hungry" is simply added before the word "wolf" in the combined sentence. (A word like "wolf" that represents a thing is called a *noun*. A word like "hungry" that describes a thing is called an *adjective*.)

Two descriptive words can be added to a sentence by placing a comma between them, as shown in the next example.

A Cadillac stopped outside.
It was large and black.

Combined: A large, black Cadillac stopped outside.

comma omit "and"

A word providing more detail about an action (verb) can also be added easily. (This type of word is an *adverb*.)

The man talked about his daughter.
He was talking proudly.

Combined: The man proudly talked about his daughter.

Note that a word adding more description about a thing is placed in front of the thing: The blue truck stopped. But a word adding more description about an action often can be placed either in front of or behind the main action word: The truck quickly stopped, or The truck stopped quickly. Use whichever position sounds and fits your meaning best.

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The following exercises illustrate how information from as many as five simple sentences can be combined into one, richer sentence. Try the sample exercise before reading the answer below.

Sample Exercise

Combine the information from all four sentences into one sentence.

A mechanic sold her a car.
The mechanic was honest.
He sold it gladly.
The car was safe and economical.

Combined:

Here is how the sentences could be combined.

An honest mechanic gladly sold her a safe, economical car.

comma

Now try the exercises.

EXERCISES

Instructions. Each exercise presents a main sentence and one or more sentences with additional descriptive details. Add the details to the main sentence, using the patterns illustrated above.

1. The hikers were glad to reach camp.
   They were tired.

   Combined:

2. A couch faced the door.
   It was new and red.

   Combined:

3. An intelligent, responsible adult learns that he cannot drink and drive. He learns it quickly.

   Combined:

4. The thief entered a house.
   He entered it quietly.
   The house was large and dark.

   Combined:

5. The woman bragged about her daughter.
   The woman was elderly.
   The bragging was done shamelessly.
   The daughter was financially successful.

   Combined:

6. A writer with knowledge can find a job writing brochures.
   The writer is skillful.
   The knowledge is technical.
   He or she can always find a job.
   The job is high paying.
   The brochures are commercial.

   Combined:

7. The horse jumped over the fence.
   The horse was grey.
   The jump was done gracefully.
   The fence was low and made of brick.

   Combined:

8. A child obeys relatives.
   The child is well-behaved.
   He or she promptly obeys.
   The relatives are adults.

   Combined:

9. Write three separate sentences that could be combined into one sentence. Then write the combined sentence.

Section 2 Adding Information With "Which"

Part 1. Adding Extra (Nonessential) Details With "Which" and Commas

In the last section you added simple one- or two-word descriptions to sentences, as in this example.

The explosion injured 25 people.
It was a gas explosion.

Combined: The gas explosion injured 25 people.

If you wanted to give more information about the explosion, you could do it with the word "which" and commas like this.

The explosion injured 25 people.
The explosion was caused by a defective gas valve.

Combined: The explosion, which was caused by a defective gas valve, injured 25 people.

comma comma

This method of adding information has the following general pattern.

The explosion, which ___EXTRA INFORMATION___, injured 25 people. Note that the word "which" replaces "the explosion" in the second sentence when it is added to the first. Try the sample exercise before reading the answer below.

Sample Exercise

Add the information from the second sentence into the first sentence by using "which" and commas.

Her balancing skill drew cheers from the audience.
The skill came from years of practice.

Combined:

Here is how the sentences could be combined.

Combined: Her balancing skill, which came from years of practice, drew cheers from the audience.

Note that the word "which" replaces "the skill" in the second sentence when it is added to the first.

The skill came from years . . .

Her balancing skill, which came from years . . .

Note also that the first comma and "which" immediately follow the word "skill" in the combined sentence. ALWAYS put the first comma and "which" right after the word that you are giving more information about.

Now try the exercises

EXERCISES

Instructions. Each exercise presents two sentences. Add the information from the second sentence into the first sentence by using "which" and commas.

1. The Acme printing company went out of business.
   The company owed money to many people.

   Combined:

2. Pollen allows plants to reproduce.
   The pollen is carried from flower to flower by bees.

   Combined:

3. The Hawaiian Islands remain popular with tourists because of their mild climate and pleasant people.
   The Hawaiian Islands are located in the beautiful Pacific.

   Combined:

4. The novel Oliver Twist is about an orphan boy.
   It was written by Charles Dickens.

   Combined:

5. The mushrooms are poisonous.
   Bob found them in the woods.
   Hint: Drop the word "them" from the second sentence and put "which" before Bob.

   Combined:

Part 2. Adding Essential Details With "Which" but NO Commas

Compare the meaning of these two sentences. The only difference between them is that the first one has commas.

The bedroom, which has a green rug, is in the back of the house.
The bedroom which has a green rug is in the back of the house.

Which of these two sentences refers to a house with only one bedroom? The first sentence does. The commas indicate a pause or break in the sentence during which extra information is presented about "the bedroom." The second sentence suggests a house with several bedrooms, one of which has a green rug. There are no commas around "which has a green rug" because this is not extra information. It is essential in identifying which bedroom is in the back of the house.

The difference between the two situations can be seen from the simple sentences underlying the combined sentences.

The bedroom is in the back of the house.
The bedroom has a green rug.

Combined: The bedroom, which has a green rug, is in the back of the house.

One of the bedrooms is in the back of the house.
This bedroom has a green rug.

Combined: The bedroom which has the green rug is in the back of the house.

For the exercises that follow, the information added with "which" is essential in identifying an object, so commas should not be used. Try the sample exercise before reading the answer below.

Sample Exercise

Drop the word "certain" from the first sentence. Also drop "These companies" from the second sentence. Then add the information from the second sentence by using "which" but no commas.

Certain companies should be severely punished.
These companies violate anti-pollution laws.

Combined:

Here is how the sentences can be combined.

Combined: Companies which violate anti-pollution laws should be severely punished.

Notice that in the combined sentence the word "certain" is deleted because those particular companies are identified as the ones "which violate anti-pollution laws."

EXERCISES

Instructions. Add the information from the second sentence to the first by using "which" but no commas. Drop the word "certain."

1. Certain cars should be kept off the street.
   These cars fail safety inspections.

   Combined:

2. Certain typewriters are now available for less than $400.
   These typewriters can remember several lines of print.

   Combined:

3. Certain flowers cannot survive in low temperature.
   The flowers normally bloom in the summer.

   Combined:

4. Vocabulary. Pesticide: chemical used to kill pests such as insects.
   Certain pesticides are no longer used in farming.
   These pesticides have been proven harmful to humans.

   Combined:

5. Certain diseases are called zoonoses.
   These diseases are given to humans by animals.

   Combined:

6. A certain cat belongs to my cousin.
   It scratched me.

   Combined:

Here is how the sentences could be combined.

The cat which scratched me belongs to my cousin.

Notice that the combined sentence begins "The cat" rather than "A cat" because it is talking about a specific cat, the one that scratched. Use this idea in the next two exercises.

7. A certain car has a dent in its right fender.
   The car hit the child.

   Combined:

8. A certain small plane is lost at sea.
   It took off at 3 o'clock.

   Combined:

FINAL NOTE. Sometimes you can use the word "that" instead of "which." "That" can be used when adding essential information (without commas) but not when adding extra information (with commas).

The stories <u>which</u> Jim told were very funny.
The stories <u>that</u> Jim told were very funny.

You can use "that" in your own writing whenever you are adding necessary information and "that" sounds better than "which."

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