

根据教育部最新教学大纲编写

大学高级英语系列教材（非英语专业本科用）

高级英语写作

主审◎杨树臣 主编◎田育英 张玉荣 白松

An
Advanced
Course of
English
Writing

中国人民大学出版社

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(非英语专业本科用)

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前言

近 20 年来, 我国的大学英语教学取得了举世瞩目的伟大成就, 与之密切相关的大学英语四、六级考试也产生了巨大的影响, 并得到了国际语言学界的广泛认同。然而, 随着我国改革开放的力度不断加大, 随着我国成功地加入世贸组织, 我国的经济建设需要越来越多既懂专业又熟练掌握外语的优秀人才。社会各界对大学生的外语水平, 尤其是他们的外语应用能力提出了更高的要求。越来越多的大学生也希望在步入社会之前把外语学得更好, 以便日后能胜任自己将要承担的工作。所有这一切都使我国的大学英语教学面临新的挑战。

正是在这种催人奋进的新形势下, 我校的大学英语教学开始了新一轮的改革。去年我们启动了“大学英语教学模式创新试点”这一教改项目, 其核心内容是开设三门高级选修课。而与之配套的三种教材的编写则是整个教改项目中的重要一环。奉献在读者面前的这套《大学高级英语系列教材》正是这一教改立项的成果之一。

这套系列教材共三种, 分别是《高级英语口语》、《高级英语写作》和《英美文学欣赏》。前两种实用型教材旨在提高学生的英语应用能力, 使他们的书面和口头表达能力登上一个新台阶。而《英美文学欣赏》则旨在提高大学生文学艺术修养, 了解并欣赏英美文学史上的名篇佳作。

《大学高级英语系列教材》的使用对象为修完基础阶段大学英语课程的非英语专业本科生。本套教材具有下列特点:

1. 教材编写过程中紧紧把握《大学英语教学大纲》提高阶段的教学要求, 从选材上尽量保证文理科的通用性。
2. 本系列教材根据各自的课型自成体系, 又相互配合, 形成一个整体。学生在学其中一种教材时, 也会对另两种教材产生兴趣。
3. 按照教学大纲的要求, 本系列教材努力为课堂教学提供最佳的语言样本及有系统性和针对性的语言实践活动。
4. 本系列教材注重处理好知识性与可思性、系统性与灵活性、可接受

性与前瞻性、语言典范与时代气息的关系。

5. 本系列教材注重东西文化的对比，以唤起学生跨文化的交流意识，帮助学生开阔视野，加深对外部世界特别是西方文化的了解，提高自己的文化素养。

6. 本系列教材借鉴了国外优秀教材在练习设计上的多样性，力求以生动有趣并富有挑战性的练习项目让学生学会如何更好地使用英语。

《大学高级英语系列教材》得以顺利出版，首先要感谢中国人民大学副校长、博士生导师林岗教授。是他最早提出编写这套教材的建议，并一直关注着教材编写的进展情况。中国人民大学出版社外语部主任刘敏博士及鞠方安博士也对这套教材的编写和出版给予了大力支持和帮助。在此，一并向他们表示衷心的感谢。

我们热切地期待着广大师生对本教材的批评和建议。

杨树臣

2003年5月于人大林园

使用 说明

《高级英语写作》的使用对象是进入大学时已经通过国家四级英语考试的非英语专业本科生，和经过大学两年英语学习通过四级并达到 70 分以上的学生。依据高等学校本科英语教学大纲的相关规定，在进行“高级英语写作教学”之前，他们已经具备了一定的听、说、读、写的能力。在写作方面，学生能就特定的话题或提纲在半小时之内写出 120~150 词的短文，思想表达较清楚，无重大语言错误。

《高级英语写作》旨在提高和完善学生英语书面表达能力。在听、说、读、写、译几项技能中，学生的写作能力是最为薄弱也是最难以提高的。本教材力求通过提高学生写作能力使学生进一步了解东西方文化在思维和写作模式方面的异同，培养学生运用英语的逻辑思维能力、思维的条理性、对问题的深入认识和分析归纳及概括能力，以及提高学生运用语言的综合素质，从而实现书面交流的有效性和准确性，为社会培养和输送高素质的人才。

依据教育部最新英语教学大纲的要求，我们在编写《高级英语写作》时，特别是在章节中各部分的设计和各種体裁安排上，充分考虑了目前学生的英语水平、写作中存在的普遍问题以及信息化社会的飞速发展对高素质人才的要求等多种因素，既注重完善学生英语写作的基本技能，同时又注意强化学生在进入社会后所应具备的篇章写作能力。

《高级英语写作》共有 18 章。我们在 1 章~3 章中详细讲解了英语写作最基本和最常用的写作原则。英语写作中的一致性原则、条理性原则和连贯性原则是一切写作的基础，只有在了解和掌握这些基本技能的基础上才能进而有效地学习写各种体裁的文章。

第 4 章~6 章讲解了写作的过程。写作的准备过程是写作成功与否的关键环节。在写作中如何激发思维、拓展思路，如何有条理地组织思想、把握写作步骤，如何写好第一段以及得当地处理好结尾段，都是困扰学生的常见问题。我们希望学生在这个阶段能够牢牢地把握住这些方法，从而实

现写作能力的飞跃。

描写、叙述、说明和议论四种体裁是7章~13章的内容。第7章~9章以演示描写和叙述文的写作技能为主；10章~11章、12章~13章分别详细阐述了说明文和议论文的写作方法和技巧。说明文和议论文是实际生活中最常用的体裁，也是大学阶段写作教学的重点。但是需要说明的是，四种文体之间的关系是互为补充、相辅相成，而不是相互排斥。它们的主要区别是写作方法不同，而采用何种写作方法应视内容而定。一篇被定义为说明文的文章是指它运用的主要表达方式是说明，并不意味着在说明文中不能运用别的写作方法。实际生活中，在一种体裁中使用多种表达方式，不仅是允许的，而且在很多情况下是必需的。

本书介绍了四种类型应用文的写作方法——演讲、书信、简历和概要。编者详细演示和讲解了写作技巧和一些固定格式。掌握这些应用文体对学生的继续深造和工作都具有实际意义。需要指出的是，英语写作的基本技能是写好应用文的基础。所以，学生在进行写作训练时要注意打好基础。

此外，依据教师是教学中的主导和学生是主体的指导思想，我们对每章中的各个部分做了精心的设计。除个别章节外，每章划分为七部分：范文点评(Comment on Essays)，课堂讨论(Workshop)，语言功能(Functional Concepts)，收获佳句(Sentence Crafts)，修辞基础(Rhetorical Focus)，写作任务(Writing Tasks)，佳作赏析(Additional Samples)。写作能力的实现取决于多种因素，编者希望通过这七个部分的有机结合，满足学生在写作时的多种需要和不同水平学生的不同需要。

范文点评荟萃了编者精心挑选的英语原文佳作，每一篇范例都具有典型性、知识性、哲理性和趣味性。编者的点评彰显了文体的显著特征，能有效地满足学生的认知需要。学生中的佼佼者或许不再需要浏览安排在范例后写作技能的讲解，而需要补充这部分写作知识的学生则可以细细地品味该文体的每一演绎步骤。我们力求通过范文点评这个栏目，使读者对本章的重点一览无余，并为学生自主学习留有充分的空间。

课堂讨论是检测学生是否领悟和把握写作技能的关键，也是教师对学生进行检查和指导的重要手段。为了协助使用者把握好这一关，本栏目提供了经典范文，并从多层面、多角度设计出了问题。这些问题颇具匠心，涉及语篇、语段、主题思想、文章的铺叙方法、技巧、语言功能以及修辞等方面。灵活运用这些问题有助于提高课堂讨论的质量，并加强学生对有效英文书面表达的认识。

本书为写作训练设计了两大板块。一是从语言功能、收获佳句、修辞基础这三个不同的角度，从句子层次上帮助学生夯实语言的基本功。语言功能以各章的文体特征为核心讲解了表达方法；收获佳句摘录了范文中的标

准句型，这些句型带有鲜明的语篇特征，希望学生能够模仿使用。修辞基础为学生介绍了必要的修辞知识。表达的准确与否在很大程度上取决于句子的表述水平，编者希望使用者能以提供的范例为模式，从三个层面进行有效的写作练习。写作任务是进行写作训练的第二个板块。各章围绕本章讨论的文体，设计了以段落和篇章写作为主的参考题目。使用时，教师可根据学生情况选用或自拟题目，写作部分答案在本节末给出，以供参考。

佳作赏析中的范例与范文点评和课堂讨论中的范例一样，都是编者精心挑选的佳作。希望学生通过阅读相关文体，增强对不同体裁文章的感受力。

编者认为《高级英语写作》起点较高，每一章节内容丰富，有经典范文，有详细讲解，有多角度的问题供讨论，还有语言功能、修辞、练习和写作实践等，这些内容在一次课内很难完成。而写作课是一门实践课，不是理论课。所以，我们建议根据学生的不同情况制定不同的教学进度和教学要求。

优秀的学生可在一学期内完成本教材。写作水平的提高是一个循序渐进的过程，即使是出类拔萃的学生也很难在短期内实现这个过程，但是这些学生一旦掌握较全面的写作知识和常用的写作技巧，就可以在日后的实践中通过自学逐渐实现这一过程。如若学生在写作方面有较多困难，也可放慢进度，安排两周学一章，或者依据实际需要重点学某些章节。

无论安排何种进度，都要采用课内外相结合的形式。教师要根据学生的情况安排学生课前预习。写作课不同于阅读课，要立足在“写”上，实际动手操练是提高写作水平的关键。编者建议对于需要阅读的部分应提前预习，课内以讨论、写作、作文讲评为主。

写作能力是一项综合运用语言的能力，涉及学生的词汇、语法、篇章、文体等多方面的知识和能力。因此，在使用本书时，应注意不能局限于写作知识的传授，而要特别注重学生语言能力的全面发展。

编者

2003年5月

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In this chapter, you will learn:

- What unity is in writing
- How to achieve paragraph unity
- How to achieve essay unity
- How to establish the thesis statement and the topic sentence
- How to expand simple sentences

I. Introduction

Unity is one of the essential principles in English writing. A well-written paragraph or essay must have unity. A unified paragraph is one in which all the sentences are clearly and directly related to the main idea, usually stated in the topic sentence. An essay, like a paragraph, should be unified, with every part clearly related to the central idea expressed in the thesis statement. To fulfill this purpose, both paragraphs and essays require thorough supporting detail and explanation.

II. Making a Unified Paragraph

Paragraphs have several important roles in an essay, depending on where they are located. The opening paragraph should catch your readers' attention and present your main idea; the body paragraphs support and develop your main idea, and the concluding paragraph brings your essay to a close with a sense of completeness. The following discussion focuses on the writing of body paragraphs.

The best way to be certain that your paragraph has unity is to construct a specifically focused topic sentence that states the main idea of the paragraph, and then develop it through the entire paragraph. If the paragraph sticks to what is promised in the topic sentence, it has unity. Any sentence that does not develop the topic violates the unity of the paragraph and should be omitted.

The following paragraph is unified, with the first sentence functioning as the topic sentence and the rest of the sentences as supporting sentences.

Topic sentence	<p><u>Some of the greatest scientific discoveries are the result of inspirations caused by chance occurrences.</u> Three brief examples can demonstrate this point. <u>First</u>, Archimedes' noticing the rise of water level as he submerged himself in a tub led to the formulation of the laws of liquid displacement, the foundation of many of the laws of modern physics. <u>Second</u>, Sir Isaac Newton discovered the law of gravity because an apple fell on his head while he was sitting under a tree. <u>Third</u>, after being caught in a strong current of hot rising air while flying his gas balloon, George Alexander Whitehead thought about the occurrence and developed the fundamental principles of meteorology.</p>	Support by examples
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Read another example of a unified paragraph:

Topic sentence	<p><u>While the cost and convenience of the home video are attractive, the true experience of movie-going is lost unless one goes to the theater.</u> Movies were designed and made for the large screens, and no home television can duplicate the effect. The darkness all around and the large screen in front focus the viewers' attention and energies on the movie alone. Many scenes would appear diminished on the small screen at home. <u>Also</u>, attending the theater is a community experience; one shares with others the same movie at the same time, not isolated at home. There is something special about the neon lights, the titles of movies and stars in large block letters, the overpriced popcorn, and the murmuring crowds that reminds viewers that they are taking part in a communal ritual descended from the ancient Greek theaters.</p>	Support by reasons
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These examples illustrate two strategies that help achieve paragraph unity—using the topic sentence, and then relating each sentence to the main idea.

1. Using Topic Sentences

You can create unified paragraphs by making sure that each paragraph has a topic sentence that shapes and controls the content of the rest of the paragraph. The topic sentence can be located in several places in a paragraph.

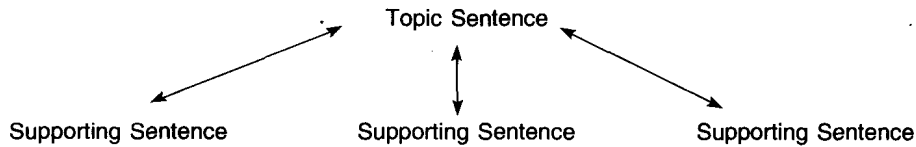
1) Topic sentence at the beginning

A topic sentence placed at the beginning of a paragraph is the clearest kind of paragraph organization. It tells readers what to expect and helps them understand the paragraph's main idea immediately. Also, it helps you stay focused on your subject.

Television's contribution to family life has been equivocal. For while it has, indeed, kept the members of the family from dispersing, it has not served to bring them together. By its

domination of the time families spend together, it destroys the special quality that distinguishes one family from another, a quality that depends to a great extent on what a family does, what special rituals, games, recurrent jokes, familiar songs, and shared activities it accumulates.

The structure of a paragraph with topic sentence at the beginning



2) Topic sentence in the middle

The topic sentence appears in the middle of some paragraphs, either because of the need to provide readers with background information at the beginning or because of the writer's desire to build momentum.

In 1945 English philosopher Bertrand Russell and others, including Albert Einstein, urged full, global disarmament, but the advice was disregarded. Instead, the world set about building the arsenals that we possess today. The period of grace we had in which to ward off the nuclear peril before it became a reality—the time between the moment of the invention of the weapons and the construction of the full-scale machinery for extinction—was squandered, and now the period that Russell foresaw is upon us. Indeed, if we are to be honest with ourselves we have to admit that unless we rid ourselves of our nuclear arsenals a holocaust not only might occur but will occur—if not today, then tomorrow; if not this year, then the next. We have come to live on borrowed time: every year of continued human life on earth is a borrowed year, every day a borrowed day.

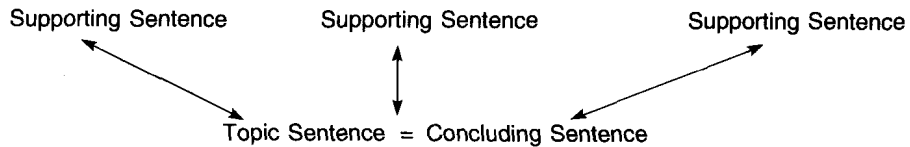
3) Topic sentence at the end

Some paragraphs reveal the supporting details before the main idea. The topic sentence, therefore, comes at the end of a paragraph. This approach is particularly effective for building suspense and for dramatic effect.

When the person with a sense of humor laughs in the face of his own failure, he is showing that his perspective transcends the particular situation he is in, and that he does not have an egocentric, overly precious view of his own endeavors. This is not to say that he lacks self-esteem—quite the contrary. It is because he feels good about himself at a fundamental level that this or that setback is not threatening him. The person without real self-esteem, on the other hand, who is unsure of his own worth, tends to invest his whole sense of himself in each of his projects. Whether he fails or succeeds, he is not likely to see things in an objective way; because his ego rides on each of the goals he sets for himself,

and failure will constitute personal defeat and any success personal triumph. He simply cannot afford to laugh at himself, whatever happens. So having a sense of humor about oneself is psychologically healthy. As A. Penjon so nicely said, it “frees us from vanity, on the one hand, and from pessimism, on the other hand, by keeping us larger than what we do, and greater than what can happen to us.”

The structure of a paragraph with topic sentence at the end

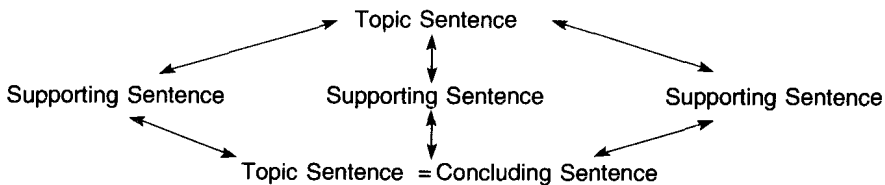


4) Topic sentence at the beginning and end

Sometimes you will state a topic sentence at the beginning of the paragraph and then refer to it in a slightly different form at the end. Such an “echo” of the topic sentence adds emphasis, pointing up the importance you attach to the idea. In the following paragraph, the writer begins with a topic sentence announcing a problem. The last sentence restates the topic sentence as a proposal for solving the problem.

Many of the difficulties we experience in relationships are caused by the unrealistic expectations we have of each other. For example, women are expected to feel comfortable doing most of the sacrificing. They are supposed to stay fine, firm, and forever twenty-two, while doing double duty in the home and in the workplace. The burden on men is no easier. They should be tall, handsome, and able to wine and dine the women. Many women go for the flirt and then expect these men to calm down once in a relationship and become faithful, resistive, supportive, and loving. Let's face it. Both women and men have been unrealistic. It's time we develop a new sensitivity toward each other and ask ourselves what it is we need from each other that is realistic and fair.

The structure of a paragraph with topic sentence at the beginning and end



5) Topic sentence implied

Some paragraphs make a unified statement without the use of a topic sentence. Writers must construct such paragraphs carefully so that readers can easily discern the main idea.

Parents who are concerned that their children get enough to eat during the growing years often not only overfeed their children but also cause them to establish lifelong habits of overeating. The person who is constantly praised for cleaning up his or her plate as a child later on experiences a sort of gratification while cleaning up all too many plates. The easy availability of so much food is a constant temptation for many people, particularly the types of foods served in fast-food restaurants and the snack foods advertised on television. Such foods, because they are laced with salt and sugar, tend to be more tempting than other sorts. But many people don't need temptation from the outside; their overeating is a result of such psychological factors as nervousness, loneliness, insecurity, or an indisposition to be active or to exercise.

The details in this paragraph, taken together, point toward a clear central idea: *Overeating is caused by several factors.*

Effective paragraphs without stated topic sentences are hard to write; even if they are well done, they still make an extra demand on the reader. For the kind of writing you will do in the classroom and on the job, the best advice is to develop your paragraphs from clearly expressed topic sentences.

2. Relating Each Sentence to the Main Idea

To achieve unity in writing a paragraph, you must make sure that each supporting sentence is related to the main idea, which is usually expressed in the topic sentence. The following paragraph lacks unity because it is only a collection of unrelated ideas. Notice how the student writer discussed a number of topics, all of which were abandoned:

One of the first problems that students have is learning to use a computer. All students were required to buy a computer before school started. Throughout the first semester we took a special course to teach us to use a computer. My notebook computer has a large memory and can do word processing and spreadsheets. It has a hard drive and a modem. My parents were happy that I had a computer, but they were concerned about the price. Tuition was high, and when they added in the price of the computer, it was almost out of reach. To offset expenses, I got a part-time job in the school library. Now I am determined to overcome "computer anxiety" and to master my computer by the end of the semester.

Before revising this paragraph, the writer had to decide what the main idea actually was. Then he deleted the sentences about his parents' financial situation and the computer's characteristics, keeping only those details related to the main idea (expressed in the topic sentence below).

One of the first problems that I had was learning to use a computer. All first-year college students were required to buy a computer before school started. Throughout the first semester we took a special course to teach us to use a computer. In theory this system

sounded fine, but in my case it was a disaster. In the first place, the closest I had ever come to a computer was the hand-held calculator I used in math class. In the second place, I could not type. And to make matters worse, many of the people in my computer orientation course already knew how to operate a computer. By the end of the first week I was convinced that I would never be able to work with my computer.

III. Making a Unified Essay

An essay can be regarded as a series of paragraphs about one main idea. The main idea of the essay is usually expressed in a thesis statement, a sentence that tells the reader what the essay will cover. In other words, a thesis statement reveals, usually in one sentence, the controlling or main idea of the essay.

College essays usually follow a general pattern composed of three main parts: an introduction, a body and a conclusion. In college writing, usually the thesis statement is the last sentence in the introduction part of an essay.

The following is a unified essay. The first paragraph concludes with the thesis statement, the next three paragraphs make up the body, with each of them developing one aspect of the thesis statement, and the conclusion ties the essay together.

Structure	Essay	Comments
Introduction	<p style="text-align: center;">Commercialism at Holiday Time Benefits the Nation</p> <p>Signs of commercialism at holiday time are easy to see in the United States. Christmas decorations begin their call to consumers in October. Memorial Day and Labor Day remind shoppers to prepare for the seasonal change in clothing fashions. Halloween and Easter mean children can make toll calls to the Great Pumpkin or the Easter Bunny. Some people disapprove of these commercial uses of holidays in the United States. These people feel that the meaning of a holiday gets lost when television is blaring news of the latest holiday sale or expensive gift item. Many people also feel that the proliferation of gifts and greeting cards creates stressful pressure on budgets and ruins any pleasure derived from giving and receiving. No one, however, has to forget the meaning of a holiday simply because commerce is involved. <i>After all, commercial uses of holidays benefit the nation's economy and lift people's spirits.</i></p>	Thesis statement
Body	<p><u>Commerce at holiday time in the United States enriches the economy.</u> Prosperity in the United States is based on the ongoing circulation of money, which holidays encourage. When people spend money on gifts and holiday products, jobs are created. The jobs are in many sectors of the economy: manufacturing, distribution, advertising, and retailing. Jobs help people support their families. Profits help business and industry grow. Salaries and profits bring about tax revenues that support schools, police, hospitals, and other government services.</p>	Topic Sentence Support 1 (1st reason)

Conclusion	<p><u>In addition to economic benefits, commercial activity enhances the spirit of holidays.</u> Most people feel more cheerful at holiday time. Everyone takes part in one big party. Advertising related to holidays, along with stores filled with holiday products, creates an atmosphere of festivity across the nation. Being able to say “Happy Thanksgiving” or “Merry Christmas” to strangers while shopping breaks down barriers and helps everyone feel part of one big family. The festivity on the streets, in malls, and in stores is infectious. Giving and getting gifts and greeting cards helps people stay in touch with each other and express their feelings. Children look forward all year to wearing a store-bought costume for Halloween, sitting on Santa’s lap in a department store, and talking to the Easter Bunny at the local shopping mall.</p>	Topic Sentence	Support II (2nd reason)
	<p><u>The holiday activities that help businesses prosper also inspire many businesses to improve everyone’s quality of life.</u> Many companies, for example, organize collections of clothing and preparation of hot meals for needy people at holiday time. Toy stores often give away toys for Christmas and Hanukah to children in hospitals and in caretaking home. Macy’s department store annually delights people of all ages with its Thanksgiving Day Parade in New York City. The entire nation is invited to enjoy the parade in person or on television. In small towns and large cities, many businesses sponsor fireworks, mounted and displayed safely by professionals, to celebrate the Fourth of July. Good will and good business go together to everyone’s benefit at holiday time.</p>	Topic Sentence	Support III (3rd reason)
	<p>The United States is a nation blessed with economic strength and resourceful people. While commercialism can detract from the true meaning of a holiday, it does not have to. People can discipline themselves to balance the spiritual with the commercial. Americans recognize that the advantages of a stimulated economy and a collective festive spirit are worth the effort of such self-discipline.</p>		

The essay is unified and well-structured.

The introductory paragraph gives background and concludes with the thesis statement, setting forth clearly the controlling idea of the essay.

The body paragraphs develop and support the thesis effectively, with sufficient reasons, facts and examples. Each of the body paragraphs develops a single point supporting the thesis, and that point is expressed in a focused topic sentence (located at the beginning of the paragraph). The topic sentence, in turn, is supported by sentences that develop the paragraph topic. The sentences in a body paragraph support the topic sentence in the same way that the body paragraphs support the essay’s thesis statement, so that the result is a unified whole.

The concluding paragraph wraps up the discussion by restating the thesis and