

Read each paragraph. Circle the topic sentence that best presents the topic and controlling idea. Then write it on the line.

## PARAGRAPH 1

## Starting Out

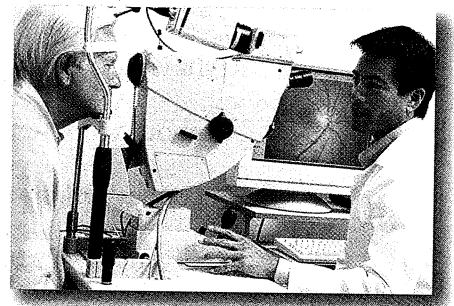
\_\_\_\_\_ One similarity between the first day at a new school and the first day at a new job is the feeling of nervousness and anxiety that comes from the unknown. Students have to find classrooms, the cafeteria, and other important places on campus. They are afraid that they will get lost and be late, and they think that everyone will notice their mistakes. Likewise, new employees must become familiar with their surroundings. They feel just as confused and insecure as new students until they learn their way around. Another feeling that new students and employees usually have in common is the fear of failure. Students wonder if they will be able to meet the demands of their classes. New employees also worry about their assigned workload. Both groups are concerned about making a good impression on an instructor or a boss and figuring how to use the books, computers, and other materials they will need to succeed. Finally, there is the feeling of being alone. Students worry about not having friends at their new school. Similarly, new employees are often uncertain about who they will work with, eat lunch with, or talk to during break time. In conclusion, the feelings of students on their first day at a new school and feelings of employees on their first day at a new job are remarkably similar.

- a. There are similarities and differences between the first day at a new school and the first day at a new job.
- b. There are three major differences between the first day at a new school and the first day at a new job.
- c. There are similarities between the first day at a new school and the first day at a new job.
- d. There are feelings of loneliness for students on their first day at a new school and for employees at a new job.

(continued on next page)

## Choosing an Eye Care Professional

Optometrists and ophthalmologists offer many of the same services. Like optometrists, ophthalmologists give eye exams to find out if their patients have 20/20 vision. If not, the two kinds of eye doctors prescribe glasses or contact lenses to correct the problem. In addition, both optometrists and ophthalmologists diagnose and treat injuries and common diseases of the eye. However, there are differences between optometrists and ophthalmologists that are related to their education and training. Optometrists usually receive a Doctor of Optometry (O.D.) degree after four years of study at the undergraduate level and four years of graduate school. In contrast, ophthalmologists complete four years of undergraduate study, four years of medical school, and a one-year internship before they receive the Doctor of Medicine (M.D.) degree. They then finish at least three years of residency training. Because they are medical doctors, ophthalmologists can prescribe more kinds of medicine and do more in-depth treatment than optometrists. Most importantly, optometrists cannot perform surgery, but ophthalmologists can. In short, both optometrists and ophthalmologists can provide the eye care that most people need. However, only ophthalmologists have the training to treat certain eye problems, especially problems that require surgery.



- a. Both optometrists and ophthalmologists are qualified eye doctors, but they are not the same.
- b. Optometrists cannot perform eye surgery, but ophthalmologists can.
- c. Optometrists and ophthalmologists are two very different kinds of eye doctors.
- d. It is very difficult to see the difference between optometrists and ophthalmologists.

**PRACTICE 3****Identifying Point-by-Point and Block Paragraphs**

Reread the paragraphs in Practice 2. Notice how the supporting sentences are organized. Write "Point-by-Point" or "Block" next to each paragraph.

**PRACTICE 4****Arranging a Comparison / Contrast Paragraph in Logical Order**

Work with a partner. Read the sentences. They are not in logical comparison / contrast order. Number the sentences (1 through 11) to show the correct order.

**Opposing Styles of Management**

- \_\_\_\_\_ a. On the other hand, bottom-up decision-making moves slowly because of the number of people who are involved in the process.
- \_\_\_\_\_ b. In contrast, the owner of the company welcomes the opinions and suggestions of her employees in the bottom-up approach.
- \_\_\_\_\_ c. However, a result of bottom-up management is that employees feel like members of a team, so they are more likely to do whatever it takes for their company to be successful.
- \_\_\_\_\_ d. The top-down approach to management is effective when decisions have to be made quickly because they are based solely on the knowledge and desires of the boss.
- \_\_\_\_\_ e. In the end, business leaders should identify the management style that is best for their company—top-down, bottom-up, or a combination of the two.
- \_\_\_\_\_ f. The first and most obvious difference between the two management styles is who makes decisions.
- \_\_\_\_\_ g. The final difference, the attitude of employees, is also related to where and how decisions are made.
- \_\_\_\_\_ h. A second but related difference is the amount of time needed to make a decision.
- \_\_\_\_\_ i. With top-down management, employees are more likely to have a negative attitude because they do not understand or like their work.
- 1 \_\_\_\_\_ j. Top-down and bottom-up management are two very different ways of running a business.
- \_\_\_\_\_ k. In the top-down approach, the owner of a small company, for example, is completely in charge of all decision-making.

Read the paragraph. Then write an appropriate concluding sentence on the line.

### Short-Term and Long-Term Memory

As a student, you use two different kinds of memory: short-term memory and long-term memory. Short-term memory is "active" memory. You remember information briefly and use it. Then you let go of it, and it vanishes from your memory. For example, when your professor tells you to open your book to page 179 and you remember the number just long enough to find the correct page, your short-term memory is at work. According to researchers, short-term memory is limited. It can hold about seven pieces of information for 20–30 seconds. One simple way that you can overcome the limitations of short-term memory is to pay attention. Another way is to say the information that you want to remember aloud. In contrast, long-term memory is "storage" memory. The brain keeps information in long-term memory and takes it out when the information is needed. When you remember a skill that you have learned or remember answers for an exam, you are using long-term memory. Unlike short-term memory, long-term memory has no limits in terms of the amount of information it can store or the length of time it can store it. The problem is how to retrieve and restore information. One solution, especially for students, is to rehearse. If you want your long-term memory to function well, you must study and practice and then frequently review. \_\_\_\_\_

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## SENTENCE STRUCTURE

You have used signal words to show time and cause / effect relationships. Now you will learn to use words and phrases to clarify similarities and differences.

### ANALYZING THE MODEL

The model is about British English and American English. As you read the paragraph, look for words and phrases such as *both . . . and*, *although*, and *in contrast*.

Read the model. Then answer the questions

#### Model

### Two Varieties of English

1 Both British English and American English are commonly taught in schools around the world. 2 Although these two varieties of English are mutually understandable, there are quite a few differences between them. 3 One difference is spelling. 4 Some words are *spelt* one way in Great Britain but *spelled* another way in the United States. 5 A person goes to a British *theatre* but to an American *theater*. 6 British students *theorise*, *analyse*, and *socialise*, whereas American students *theorize*, *analyze*, and *socialize*. 7 A second area of difference is vocabulary. 8 For example, the word *college* names two very different types of schools in Great Britain and the United States—pre-university level in Great Britain and university level in the United States. 9 In addition, British university students live in *halls* on campus and in *flats* off campus, but American students live in *dormitories* on campus and in *apartments* off campus. 10 Finally, just as there are differences in spelling and vocabulary, there are many differences in pronunciation. 11 In Great Britain, the letter *a* in the words *path*, *laugh*, *aunt*, *plant*, and *dance* is pronounced like the /a/ sound in *father*. 12 In the United States, in contrast, the letter *a* in the same words is pronounced like the /a/ sound in *cat*. 13 All in all, students of English will notice the differences between the language used in Britain and in the United States, yet they are still learning the same language.



#### Questions about the Model

1. In which sentence(s) does the writer mention similarities between British English and American English? Circle the number(s) of the sentence(s).
2. Underline the topic sentence. Does it indicate that the paragraph will discuss mostly similarities or mostly differences?
3. Circle the words in Sentences 2, 4, 5, and 6 that show contrast.

## TRANSITION SIGNALS FOR COMPARISON

In Chapter 4 and again in Chapter 7, you learned how to use transition signals to write coherent paragraphs with sentences that are well-connected and flow smoothly. Review the rules and explanations for transition signals on pages 161–163.

This chart shows some transition signals that you can use to express similarity. It is followed by rules, explanations, and examples that add to what you learned in Chapter 4 and Chapter 7.

SIGNALS TO SHOW SIMILARITIES				
Sentence Connectors	Coordinating Conjunctions	Paired Conjunctions	Subordinating Conjunctions	Others
similarly	and . . . (too)	both . . . and	as	similar
likewise		not only . . . but also	just as	equal
also				the same
too				similar to
				equal to
				(just) like
				the same as
				equally

### Sentence Connectors

*Also* often appears in the middle or at the end of a sentence. Don't use *also* with a semicolon.

British English reverses the order of subjects and verbs in questions.  
American English **also** changes word order for questions.

British English reverses the order of subjects and verbs in questions.  
American English changes word order for questions **also**.

*Too* usually comes at the end of a sentence. It often appears together with the coordinating conjunction *and*. Some writers put a comma before *too* at the end of a sentence, but it is not required.

British English uses *do* and *did* for negative statements in the simple present and the simple past; American English uses these auxiliary verbs, **too**.

British English uses *do* and *did* for negative statements in the simple present and the simple past, and American English uses these auxiliary verbs **too**.

3. Latin / the Greek language / the origin of many English words (**like**)

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4. Loan words such as *mosquito*, *patio*, and *plaza* / spelling / in English and Spanish (**the same**)

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5. Word knowledge/cultural experience/a role in language learning (**both . . . and**)

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## TRANSITION SIGNALS FOR CONTRAST

This chart shows transition signals that you can use to express differences. The rules, explanations, and examples that follow add to what you learned in Chapter 4 and Chapter 7.

SIGNALS TO SHOW DIFFERENCES			
Sentence Connectors	Coordinating Conjunctions	Subordinating Conjunctions	Others
in contrast	but	while	different(ly) from
on the other hand	yet	whereas	unlike
however		although	differ (from) (in)
		even though	
		though	

### Sentence Connectors

*In contrast*, *on the other hand*, and *however* can be used as synonyms.

In Great Britain, the letter *a* in the words *path*, *laugh*, *aunt*, *plant*, and *dance* is pronounced like the /a/ sound in *father*. In the United States, **in contrast / on the other hand / however**, the letter *a* in the same words is pronounced like the /a/ sound you hear in *cat*.

### Coordinating Conjunctions

Use *but* when the ideas are exact opposites.

College classes are pre-university level in Great Britain, **but** they are university level in the United States.

Use *yet* when one idea is a surprising or unexpected continuation of the other idea. It is also possible to use *but*.

All in all, students of English will notice the differences between the language used in Britain and in the United States, **yet** they are still learning the same language.