



Lesson 7

Classification Paragraph

Classification

The process of grouping a long list into categories is **classification**.

Classification is such a common way of thinking, it is also a popular type of **theme development**. The groupings automatically provide us with the theme's organization and help us see what we want to say about the groups, our thesis.

Organization

Since it breaks a topic into packages, classification results in a simple pattern that matches the model for the multi-paragraph essay. Each category forms a central paragraph:



You need to avoid 3 potential pitfalls:

1-The first problem is **limiting** the subject you intend to classify.(limit the subject until it includes a workable number of items.)

Example:

Subject: Ethnic Group

You limit to: Major Ethnic Groups in San Francisco

2-**Unity:** If more than one kind of grouping shows up in your theme, you've failed to maintain unity and readers who are troubled by the grouping themselves probably will not be convinced by your argument

Example:

American	Japanese	Luxury
German	Italian	

“ **Luxury**” is not country origin, The grouping is unacceptable.

3- you need to realize that many classifications that work well for grouping items actually have minor flaws.

Example: grouping cars , trucks and buses as motorize passenger vehicles does not cover the special vehicle that looks like a large station wagon.

Thesis

Classification leads logically to one of two types of thesis:

1-The classification itself may be the thesis **if it reveals striking groupings.**

Example: “Today there are two types of politicians: the dishonest and the half honest.”

2-The classification may be only the means of organizing the argument **that persuades the readers to accept a thesis.**

Example: “Although there are four types of door lock available for home use, an expert burglar can fool any of them”.

Example of Classification Paragraph

There are three kinds of book owners. The first has all the standard sets and best sellers--unread, untouched. (**This deluded individual owns wood pulp and ink, not books.**) The second has a great many books--a few of them read through, most of them dipped into, but all of them as clean and shiny as the day they were bought. (**This person would probably like to make books his own, but is restrained by a false respect for their physical appearance.**) The third has a few books or many—every one of them dog-eared and dilapidated, shaken and loosened by continual use, marked and scribbled from front to back. (**This man owns books.**)



Adjectives and Adverbs

Adjectives and adverbs are descriptive words. Their purpose is to make the meaning of the words they describe more specific.

Adjectives

What Are Adjectives?

Adjectives describe nouns (names of persons, places, or things) or pronouns.

Charlotte is a *kind* woman. (The adjective *kind* describes the noun *woman*.)

He is *tired*. (The adjective *tired* describes the pronoun *he*.)

An adjective usually comes before the word it describes (as in *kind woman*).

But it can also come after forms of the verb *be* (*is, are, was, were, and so on*).

Less often, an adjective follows verbs such as *feel, look, smell, sound, taste, appear, become, and seem*.

The bureau is *heavy*. (The adjective *heavy* describes the bureau.)

These pants are *itchy*. (The adjective *itchy* describes the pants.)

The children seem *restless*. (The adjective *restless* describes the children.)

Using Adjectives to Compare

For most short adjectives, add *-er* when comparing two things and add *-est* when comparing three or more things.

I am *taller* than my brother, but my father is the *tallest* person in the house.

The farm market sells *fresher* vegetables than the corner store, but the *freshest* vegetables are the ones grown in my own garden.

For most *longer* adjectives (two or more syllables), add *more* when comparing two things and *most* when comparing three or more things.

Backgammon is *more enjoyable* to me than checkers, but chess is the *most enjoyable* game of all.

My mother is *more talkative* than my father, but my grandfather is the *most talkative* person in the house.

Points to Remember about Adjectives

- Be careful not to use both an *-er* ending and *more*, or both an *-est* ending

Incorrect

Football is a *more livelier* game baseball.

Tod Traynor was voted the *most likeliest* to succeed in our High school class.

Correct

Football is a *livelier* game than baseball.

Tod Traynor was voted the *most likely* to succeed in our High school class.

- Pay special attention to the following words, each of which has irregular forms.

	Comparative (Two)	Superlative (Three or More)
bad	worse	worst
good, well	better	best
little	less	least
much, many	more	most

Adverbs

What Are Adverbs?

Adverbs describe verbs, adjectives, other adverbs, or whole phrases. An adverb usually ends in *-ly*.

Charlotte spoke *kindly* to the confused man. (The adverb *kindly* describes the verb *spoke*.)

The man said he was *completely* alone in the world. (The adverb *completely* describes the adjective *alone*.)

Charlotte listened *very sympathetically* to his story. (The adverb *very* describes the adverb *sympathetically*.)

A Common Mistake with Adjectives and Adverbs

Perhaps the most common mistake that people make with adjectives and adverbs is to use an adjective instead of an adverb after a verb.

Incorrect

Tim breathed *heavy*.

I rest *comfortable* in that chair.

She learned *quick*.

Correct

Tim breathed *heavily*.

I rest *comfortably* in that chair.

She learned *quickly*.

Well and Good

Two words often confused are *well* and *good*. *Good* is an adjective; it describes nouns. *Well* is usually an adverb; it describes verbs. *Well* (rather than *good*) is also used when referring to a person's health.

Here are some examples:

I became a *good* swimmer.

(*Good* is an adjective describing the noun *swimmer*.)

For a change, two-year-old Rodney was *good* during the church service.

(*Good* is an adjective describing Rodney and comes after *was*, a form of the verb *be*.)

Maryann did *well* on that exam.

(*Well* is an adverb describing the verb *did*.)

I explained that I wasn't feeling *well*.

(*Well* is used in reference to health.)

Punctuation:

“Semicolons”

The semicolon is used most often to combine two related sentences. Once you get used to using the semicolon, you will find that it is a very easy and useful punctuation tool to vary your sentences in your writing.

- Use a semicolon when you want to connect two simple sentences.
- The function of semicolon is similar to that of a period. However, in order to use a semicolon, there must be a relationship between the sentences.

Joey loves to play tennis. He has been playing since he was ten years old.

Joey loves to play tennis; he has been playing since he was ten years old.

Both sentence pairs are correct. The main difference is that the semicolon in the second example signals the relationship between the in the two sentences. Notice also that *he* is not capitalized in the second example.

Your Mission for the Next Session

- 1 Review the Lesson
- 2 Complete the Activities
- 3 Visit your peers web pages
- 4 Write an essay based on the instructions in "Your Mission" part