Thousands of natural redheads from around the world gather each year for the Redhead Days Festival in Breda, Netherlands.

4 Classification Essays: Moving from Paragraph to Essay

OBJECTIVES
• Understand similarities between paragraphs and essays
• Use subject adjective clauses
• Brainstorm with a cluster diagram
• Write a classification essay

FREEWRITE
Look at the photo and read the caption. Besides hair color, what are other ways that people classify themselves? On a separate piece of paper, write about different ways you classify yourself or others.
The Many Faces of Acting

Modern acting comes in a variety of forms and can be classified into three types: stage acting, television acting, and film acting. Stage acting, which is the oldest form of acting, occurs in front of a live audience, in places ranging from large performance halls to small theaters. The next and probably the most well-known category of acting is television acting. This type of acting is for weekly programs that are produced in a TV studio. The third and final type of acting is film acting for a movie. Film acting is similar to TV acting, but the process is more complex, and it takes longer to make a movie. Regardless of the type of acting, audience members appreciate actors for the many hours of enjoyment they provide.

1. What three forms of acting are discussed?

2. How could you expand this paragraph into an essay? What information could you add?

3. How many body paragraphs would there probably be in the essay? What would the topic of each one be?
The Introductory Paragraph in an Essay
In an essay, the introductory paragraph starts with a hook, followed by connecting information, which leads to the thesis statement.

The Hook
A hook is found on the end of a fishing line and is used to catch fish. In writing, a hook is a sentence (or sentences) that catches the reader’s attention at the beginning of the essay. Good writers use a hook to get the reader interested in the first paragraph of an essay. The hook gives the reader a reason to keep reading. Hooks can be questions, quotes, descriptions, or other interesting pieces of information that attract the reader.

Connecting Information
After the hook, the writer usually gives several sentences with connecting information, leading from the hook to the topic. These sentences logically lead to the thesis.

The Thesis Statement
The key sentence in a paragraph is called a topic sentence. In an essay, the key sentence is in the introductory paragraph and is called the thesis statement. The thesis statement gives the reader a clear idea of how the essay will be developed. The thesis statement may also include the points of development, or the main ideas that will be developed in the supporting paragraphs. It is often, but not always, the last sentence in the introduction. Sometimes the main idea or thesis may be found in two sentences.

Study the following introductory paragraph.

On hearing the word vacation, most people react positively. It can be a weekend trip, a last-minute getaway, or a trip around the world. Prospective travelers spend days, if not weeks, researching their travel destination. While the destination has a lot to do with the success of a trip, there are other factors to consider. Experienced travelers will argue that more important than where they go on vacation is who they go with. Vacations can be classified on the basis of who vacationers choose to travel with: with family, with friends, or alone.

ACTIVITY 2 | Analyzing an essay
Read the essay based on Paragraph 4.1 and answer the questions that follow.

ESSAY 4.1

The Many Faces of Acting

1 Did you know that as recently as a few generations ago, one of the most common forms of entertainment was listening to actors in radio dramas? During the 1930s, for example, radio audiences had to imagine the scenery, the action, and even the physical appearance of the performers. Nowadays, it is difficult to imagine acting as a form of entertainment without a visual format. Modern acting comes in a variety of forms and can be classified into three types: stage acting, television acting, and film acting.
2 Of the modern types of acting, the oldest form is stage acting. Plays, ranging from Shakespearean classics to more modern hits, are performed in large theaters and on small community stages. In stage acting, the same performance is repeated, and the stage sets stay the same for each performance. Rehearsing for stage acting can take months because all the actors must memorize their lines. In addition, stage acting is "live," so the use of understudies—or replacement actors—is crucial. A star who is injured or cannot perform is replaced by an understudy. Because there is no way to edit the performance as you would edit a film, stage performances can be excellent one day and uneven the next. Many people say that there is nothing more entertaining than watching actors performing live on the stage.

3 Perhaps the best-known type of acting is television acting. This type of acting generally is done for television programs produced in a studio. The story lines change from week to week as writers create new dialogs and scenes for the main characters. Actors come to work five days a week to rehearse their lines. On the final day, the TV cameras are turned on and filming begins. TV actors have the help of teleprompters and advice from off-camera directors who can help them to deliver their lines. Television scenes can be filmed repeatedly until the actors get it right. With TVs in practically every household, it is no wonder this is the most familiar form of acting.

4 Finally, there is film acting. Film acting begins with a screenplay, which includes all the written information about the set and the actors’ dialogs, and grows into a movie. It can be filmed anywhere in the world. For instance, if the story happens to take place in Brazil, the film crew and actors go on location in that country to film. While screenplays have a beginning, a middle, and an end, the filming of movies does not have to be in chronological order. That is, actors may have to film the ending of the movie before working on scenes from the beginning. Because it is not a live performance, directors may request that an actor repeat a scene until they are happy with the results, which can mean a lot of work for the actors. For these reasons, film actors must be hard workers and have a lot of flexibility in how, and where, they work.

5 Whichever form it takes—stage, television, or film—acting as a form of entertainment ranks very high on most people’s lists of favorite activities to watch. Still, it is interesting to note that different forms of acting have unique characteristics. Regardless of the type of acting one prefers, it is safe to say that audience members will continue to appreciate the craft of acting as long as it provides such enjoyable entertainment.

Classification Essays

A classification essay organizes or sorts things into categories. With any topic, the key is to select one principle of organization. The principle of organization is the method by which the writer analyzes the information in the essay. For example, in classifying types of movies, a writer can choose among several principles of organization: genre or film type, period in which the movie was made, audience type, character roles, etc.
ACTIVITY 3 | Completing the outline of a classification essay

Read the outline for Essay 4.1 to understand the essay’s organization. Use the phrases below to complete the outline.

Title: The Many Faces of Acting
I. ________________________________
   A. Hook
   B. Connecting information
   C. ________________________________
II. Body Paragraph 1 (Type 1): Stage acting
   A. General information
      1. Oldest type of acting
      2. ________________________________
      3. Performed on large and small stages
   B. Performance/set
      1. Performance is repeated each night
      2. ________________________________
   C. Actors’ responsibilities
      1. Rehearse for months
      2. ________________________________
      3. Importance of understudies
   D. Disadvantages
      1. ________________________________
      2. Great one day/uneven the next

III. Body Paragraph 2 (Type 2): ________________________________
   A. General information
   1. ________________________________
   2. TV programs
   3. Filmed in a studio
   B. Story
      1. ________________________________
      2. Writers create new dialogs and scenes
   C. Actors’ responsibilities
      1. Actors rehearse five days per week
      2. Filming on the last day
   D. Advantages
      1. ________________________________
      2. Director’s help
      3. Filmed until it is just right

IV. Body Paragraph 3 (______________): Film acting
   A. Process
      1. ________________________________
      2. Becomes a movie
   B. Filming
      1. Filmed on location
      2. Scenes can be filmed in any order
   C. Advantages/disadvantages
      1. Repeat scenes until good results
      2. ________________________________
   D. Actors’ responsibilities
      1. Be a hard worker
      2. Be flexible in how and where they work

V. Conclusion
   A. Restate the thesis statement
   B. Summarize the main points
   C. Concluding statement: a prediction
3. George W. Bush has taken up painting. He was the 43rd President of the United States.

4. Teachers can reschedule exams for students. These students have a good excuse.

5. Nowadays, many people use phone apps. These phone apps provide directions and traffic information.

6. Shakespeare wrote many plays. His plays were either tragic, humorous, or historical.

---

**Grammar: Subject Adjective Clauses**

An adjective clause adds information about a noun or pronoun. It follows the noun, noun phrase, or pronoun it describes. Subject adjective clauses begin with a relative pronoun (*that, which, or who*) followed by a verb.

<table>
<thead>
<tr>
<th>EXPLANATION</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use <em>that</em> or <em>which</em> for things. (<em>That</em> is more common.)</td>
<td>Gumbo is a thick soup that contains seafood or meat.</td>
</tr>
<tr>
<td>Use <em>who</em> or <em>that</em> for people. (<em>Who</em> is preferred.)</td>
<td>A goalie is a player who protects his team's goal.</td>
</tr>
<tr>
<td>No commas are used if the information in the adjective clause is necessary to clarify who or what.</td>
<td>A car that has a large trunk is a good choice for a family.</td>
</tr>
<tr>
<td>Use a comma(s) to separate the adjective clause if the information is not necessary to understand who or what.</td>
<td>A Hyundai Sonata, which has a large trunk, is a good choice for a family.</td>
</tr>
</tbody>
</table>

---

**Activity 4 | Identifying subject adjective clauses**

Underline the adjective clause in each of the following sentences.

1. Actors who perform in stage plays must be able to memorize all their lines.

2. African elephants, which have larger ears, are bigger than Asian elephants.

3. Movie theaters that offer reserved seats and full menus are becoming increasingly popular.

4. Ladders, which can be used to paint a house, can be surprisingly dangerous.

5. Saltwater aquariums, which can hold sharks, require a lot of maintenance.

---

**Activity 5 | Writing subject adjective clauses**

Combine the sentences, making the second sentence an adjective clause. Punctuate as needed.

1. Emma Watson knew she wanted to act at the age of six. She has appeared in all eight *Harry Potter* movies.

2. Movies often make a lot of money. These movies feature superheroes.

---

**Activity 6 | Analyzing a classification essay**

Read the essay and answer the questions that follow.

**Essay 4.2**

**Vacations for Everyone**

1. On hearing the word vacation, most people react positively. It can be a weekend trip, a last-minute getaway, or a trip around the world. Prospective travelers spend days, if not weeks, researching their travel destination. While the destination has a lot to do with the success of a trip, there are other factors to consider. Experienced travelers will argue that more important than where they go on vacation is who they go with. Vacations can be classified on the basis of who vacationers choose to travel with: with family, with friends, or alone.
2. Family travel is special and creates lasting memories, but it can also have some challenges. For one, the success of a trip often depends on the relationships that the family members have with one another. If two brothers do not get along at home, the chances are that they will fight during a vacation. Another potential problem of family travel is transportation. If a family is traveling by air, purchasing plane tickets for everyone can be very expensive. In addition, finding common places of interest is more complicated with family groups. For instance, a father might want to see the alligator farm while a mother wants to visit a museum and the kids scream for a trip to an amusement park. Regardless of the challenges families may face when traveling, this type of vacation always creates special memories.

3. Traveling with friends can be an unforgettable experience for several reasons. Close friends often have similar personalities, so they generally get along with each other and fight less than family members might on a trip. If differences over which sights to see do come up, good friends can often negotiate those differences rather quickly. Because each person covers only his or her individual expenses, costs tend not to be an issue. Furthermore, if friends are close, even a terrible trip will not ruin the friendship. In fact, friendships are often strengthened when friends share both good and bad travel memories. However, if friends do not know each other well or have not traveled together before, vacationing together may do more harm than good. All in all, traveling with friends can be a positive experience that results in a great vacation and, likely, a stronger friendship.

4. Finally, people can choose to travel alone. It takes a special person to attempt this type of travel as most travelers enjoy having company, but there can be some surprising benefits. For instance, solo travelers can be more flexible with transportation than those traveling in a large group. They can change plans more easily and have better chances of getting a seat on buses or planes since they only need one. Sightseeing and scheduling are also not a problem for solo travelers. They can choose to wake up late in the day, sightsee at night, or skip lunch if they feel like it. In addition, solo travelers are more likely to meet locals or other vacationers because they are more likely to want to talk with others. On the other hand, solo travelers might experience loneliness from not being able to share the amazing experiences they are having with someone. In spite of this, many solo travelers love the adventure and say that they learn a lot about themselves while traveling alone.

5. Different forms of travel are available to everyone. People who are comfortable with relatives enjoy family vacations. People who want to be sure to have the best time possible while avoiding arguments may travel with their closest friends. People who are comfortable alone and love the excitement of seeing new places may choose to travel alone. Whatever the personal preference, there is a travel choice for everyone.

1. What is the purpose of this essay? Begin your sentence with The purpose ...

2. Underline the thesis statement. What three points of development are given in the thesis statement?

3. Underline the topic sentences in the three body paragraphs in this essay. (The topic sentence is not always the first sentence.)

4. Underline the concluding sentences in the three body paragraphs.

5. What is an interesting point that the writer included?
Understanding the Writing Process

No writer—not even a professional writer—sits down and writes an essay from the introduction to the conclusion. Effective writers approach an essay as many small pieces of writing that are done step by step. Here are seven steps that many writers follow when they write.

**Step 1: Choose a topic.** You can choose a topic in a couple of ways.
- **Choose something familiar.** It is easier to write about something you know well. It is even better to write about something you care or are excited about.
- **Choose something that you are interested in and want to learn about.** For example, if you have an interest in skydiving but have never tried it, you might decide to write about it.

**Step 2: Brainstorm ideas for your topic.** Here are three techniques you can try.
- **List ideas.** Write down everything about the topic that comes to mind. Do not worry about grammar, spelling, order, or organization. Just list ideas as fast as they come to you.
- **Make a cluster diagram.** Write down an idea and draw a circle around it. Branching off from that idea, draw lines to related ideas. For an essay about types of sports, a cluster diagram might look like this.
- **Freewrite.** Freewriting is a technique in which a writer writes whatever comes to his or her mind. The idea is to keep writing without stopping. Set a time limit and write continuously until that time has passed. This is a good technique to use when you are having trouble coming up with ideas.

The Five-Paragraph Essay

An essay is a collection of paragraphs, organized much like an individual paragraph with an introduction, a body, and a conclusion. An essay can have as few as three paragraphs or as many as 10 (or more) paragraphs.

In this book, you will study the five-paragraph essay, a good model for writing all kinds of essays. In some classes, you may have to write a much longer essay, but the basic organization of a five-paragraph essay can easily be expanded for any kind of essay.

A five-paragraph essay consists of the following parts:
1. Introductory paragraph
2. First body paragraph
3. Second body paragraph
4. Third body paragraph
5. Concluding paragraph

**Activity 7 | Analyzing an essay**

Answer the following questions about Essay 4.2.

1. In the first body paragraph, what are some of the supporting details?

2. In the second body paragraph, what are some of the supporting details?

3. What are the advantages and disadvantages listed in body paragraph 3?

4. Is there any place where you would like more explanation or detail? If so, where?

5. Does the conclusion of the essay end with a suggestion, an opinion, or a prediction?
ACTIVITY 9 | Identifying a purpose

Read the following topics for a classification essay. Work with a partner to discuss the purpose and possible points of development for each. For item 4, use information from your cluster diagram in Activity 8.

1. Title: Types of Pollution
   Purpose: The purpose of this essay is to describe three types of pollution and ways to reduce each.
   Three points of development: fossil fuel emissions, animal farming, landfills/waste

2. Title: Types of Food
   Purpose: 
   Three points of development: 

3. Title: Airplane Passengers
   Purpose: 
   Three points of development: 

4. Title: 
   Purpose: 
   Three points of development: 

ACTIVITY 8 | Brainstorming with a cluster diagram

Choose one of the topics below or write your own. On a separate piece of paper, make a cluster diagram. Use the example in Step 2 as a model and add as many ideas as you can.

- Types of free entertainment
- Types of students
- Types of universities
- Types of shoppers
- Types of bikers

Bikers wear face masks to protect themselves against pollution in Hanoi, Vietnam.
### BUILDING BETTER VOCABULARY

<table>
<thead>
<tr>
<th>Words to Know</th>
<th>Origin</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>basis (n)</td>
<td>basic</td>
<td>generating from a small or limited basis</td>
</tr>
<tr>
<td>classify (v)</td>
<td>classify</td>
<td>making a classification or division</td>
</tr>
<tr>
<td>crucial (adj)</td>
<td>crucial</td>
<td>essential or very important</td>
</tr>
<tr>
<td>entertaining (adj)</td>
<td>entertaining</td>
<td>giving entertainment or amusement</td>
</tr>
<tr>
<td>face (v)</td>
<td>face</td>
<td>to come face to face with a situation or problem</td>
</tr>
<tr>
<td>factor (n)</td>
<td>flexible</td>
<td>having the quality of being easily adaptative or changeable</td>
</tr>
<tr>
<td>form (n)</td>
<td>range</td>
<td>taking on one of a number of possible forms</td>
</tr>
<tr>
<td>generation (n)</td>
<td>generation</td>
<td>the quality of being generated or produced</td>
</tr>
<tr>
<td>household (n)</td>
<td>household</td>
<td>a family living together</td>
</tr>
<tr>
<td>negotiate (v)</td>
<td>negotiate</td>
<td>to come to terms or agreement</td>
</tr>
<tr>
<td>personality (n)</td>
<td>personality</td>
<td>the quality of being unique and distinct</td>
</tr>
<tr>
<td>potential (adj)</td>
<td>potential</td>
<td>having the capability or possibility of achieving something</td>
</tr>
<tr>
<td>practically (adv)</td>
<td>practical</td>
<td>relating to or based on the practical or practical considerations</td>
</tr>
<tr>
<td>prospective (adj)</td>
<td>flexible</td>
<td>having the quality of being adaptable or changeable</td>
</tr>
<tr>
<td>range from (v phr)</td>
<td>range</td>
<td>to vary or change from one extreme to another</td>
</tr>
<tr>
<td>react (v)</td>
<td>react</td>
<td>to respond or react to something</td>
</tr>
<tr>
<td>replacement (n)</td>
<td>replacement</td>
<td>something that takes the place of something else</td>
</tr>
<tr>
<td>skip (v)</td>
<td>skip</td>
<td>to omit or bypass something</td>
</tr>
<tr>
<td>solo (adj)</td>
<td>solo</td>
<td>relating to or being performed by an individual</td>
</tr>
<tr>
<td>unique (adj)</td>
<td>unique</td>
<td>being one of a kind or the only one</td>
</tr>
<tr>
<td>visual (adj)</td>
<td>visual</td>
<td>relating to or being perceived by the sense of sight</td>
</tr>
<tr>
<td>whichever (adj pron)</td>
<td>whatsoever</td>
<td>any of the members of a group or class</td>
</tr>
</tbody>
</table>

### ACTIVITY 10 | Word associations

Circle the word that is more closely related to the bold word on the left.

| 1. classify | teach | group | basis |
| 2. crucial | unimportant | essential | base |
| 3. factor | cause | truth | basic |
| 4. form | type | subject | basically |
| 5. negotiate | disagree | bargain | classification |
| 6. potential | unlikely | possible | classified |
| 7. practically | nearly | carefully | classify |
| 8. react | respond | ignore | crucial |
| 9. skip | copy | miss | factor |
| 10. unique | different | similar | form |

### ACTIVITY 11 | Collocations

Fill in the blank with the word or phrase that most naturally completes the phrase.

<table>
<thead>
<tr>
<th>employees</th>
<th>face</th>
<th>factor</th>
<th>flexible</th>
<th>member</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a(n)</td>
<td>approach</td>
<td>factor</td>
<td>flexible</td>
<td>member</td>
</tr>
<tr>
<td>2. a(n)</td>
<td>of the household</td>
<td>factor</td>
<td>flexible</td>
<td>member</td>
</tr>
<tr>
<td>3.</td>
<td>challenges</td>
<td>factor</td>
<td>flexible</td>
<td>member</td>
</tr>
<tr>
<td>4. prospective</td>
<td></td>
<td>factor</td>
<td>flexible</td>
<td>member</td>
</tr>
<tr>
<td>5. a(n)</td>
<td>in our decision</td>
<td>factor</td>
<td>flexible</td>
<td>member</td>
</tr>
</tbody>
</table>

### ACTIVITY 12 | Word forms

Complete each sentence with the correct word form. Use the correct form of the verbs.

<table>
<thead>
<tr>
<th>NOUN</th>
<th>VERB</th>
<th>ADJECTIVE</th>
<th>ADVERB</th>
<th>SENTENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>basis</td>
<td>generations</td>
<td>personality</td>
<td>ranging from</td>
<td>whichever</td>
</tr>
<tr>
<td>6. a few</td>
<td>ago</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. a caring</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. very poor to extremely wealthy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. one you want</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. classified on the</td>
<td>of</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| classification | classify | classified | | |
| 3. Students learned about the | of plants and animals. | | | |
| 4. The department | | | | |
| 5. Some attitudes are | of younger people are different from | | | |
| 6. The next | will probably not have landlines in | | | |

| generation | generate | generational | generationally | |
| 5. Some attitudes are | the views of younger people are different from | their parents’; | | |
| 6. The next | will probably not have landlines in | their homes. | | |
ACTIVITY 15 | Combining sentences

Combine the ideas into one sentence. You may change the word forms, but do not change or omit any ideas. There may be more than one answer.

1. Elephants have domes. African elephants have one dome. Asian elephants have two domes.

2. Saudi Arabia has no rivers. The United Arab Emirates has no rivers. Both have wadis. Wadis are riverbeds. The riverbeds are often dry.

3. There is a garbage patch. It is in the Pacific Ocean. It is full of plastic. The plastic was brought there by ocean currents.

ACTIVITY 13 | Vocabulary in writing

Choose five words from Words to Know. Write a complete sentence with each word.

1. _______________
2. _______________
3. _______________
4. _______________
5. _______________

BUILDING BETTER SENTENCES

ACTIVITY 14 | Error correction

Read the sentences below. Each sentence has one error. Find and correct the errors.

1. Hippos have unusual sweat who turns red when they are upset.
   Correct: Hippos have unusual sweat that turns red when they are upset.

2. The meteorologist’s weather predict turned out to be completely wrong.
   Correct: The meteorologist’s weather prediction turned out to be completely wrong.

3. A research suggests that 95 percent of people text things that they would never say.
   Correct: A research suggests that 95 percent of people text things that they would never say.

4. Holding hands while they sleep keep sea otters from drifting apart.
   Correct: Holding hands while they sleep keeps sea otters from drifting apart.

5. Easter Island is famous for their giant statues, which are hundreds of years old.
   Correct: Easter Island is famous for its giant statues, which are hundreds of years old.
3. Choose a topic from the list below or choose one of the topics you are interested in from step 2. This topic will be the subject of your classification essay.

   Types of transportation    Types of places to relax
   Types of English language classes    Types of video games

Your topic:___________________________

**ACTIVITY 18 | Brainstorming**

On a separate piece of paper, brainstorm your topic. Use a method that works for you: listing, making a cluster diagram, or freewriting.

**WRITER’S NOTE Thesis Statements**

Remember that the thesis statement guides the focus of the essay. There are two types of thesis statements: direct and indirect.

**Direct thesis:** The main points are clearly stated in the thesis statement.

   Buyers should keep in mind several factors when purchasing a car: price, gas mileage, and functionality.

**Indirect thesis:** The main points are not stated directly. Instead, they are implied in the thesis statement.

   There are many factors to consider when buying a car.

**ACTIVITY 19 | Selecting a purpose and outlining**

Follow these steps to prepare your outline.

1. Write a purpose statement for your essay. What information do you want to share with your audience, and why? Start with *The purpose of my essay is to ...*

2. Based on your brainstorming, decide what information you are going to include in your essay and how it will be organized. Then list your three main points of development.

---

**WRITING**

**ACTIVITY 17 | Choosing a topic**

Follow these steps to think about topics you could write about.

1. List at least three things that you know well.

2. List two topics that you are interested in and want to learn about.

---

**ACTIVITY 16 | Writing about a photo**

Write five to eight sentences about the photo on a separate piece of paper. Make sure that you include at least one subject adjective clause.

Picnic parties fill Ueno Park during cherry blossom season in Tokyo, Japan.
**ACTIVITY 23** | Proofreading the final draft

Use the following checklist to review your final draft. In addition, try reading your essay aloud. When you finish, add a title to your essay.

- [ ] I have a hook in my introduction.
- [ ] My thesis statement gives a clear idea of how the essay will be developed.
- [ ] Each body paragraph has a clear topic sentence.
- [ ] I use subject adjective clauses correctly.
- [ ] My conclusion summarizes the main idea and gives the reader something to think about.

**Additional Topics for Writing**

Here are five ideas for a classification essay. Choose a topic and follow your teacher’s instructions.

**TOPIC 1:** Classify a collection of something, such as cars or things found in nature, into distinct categories.

**TOPIC 2:** Classify the most popular college majors (areas of study).

**TOPIC 3:** Write about different types of ethnic restaurants.

**TOPIC 4:** Classify parenting styles.

**TOPIC 5:** Write an essay classifying tourist attractions.

**TEST PREP**

You should spend about 40 minutes on this task. Write a five-paragraph essay about the following topic:

Classify friends into three main types.

Include any relevant examples from your own knowledge. Be sure that the points of development are clear. Check for correct use of subject adjective clauses. Write at least 250 words.