

## *Along These Lines: Writing Paragraphs and Essays*

### **Review by Cui Zhang**

Northern Arizona University

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*ALONG THESE LINES: WRITING PARAGRAPHS AND ESSAYS*, 5/E. Biays, J.S., & Wershoven, C. Upper Saddle River, NJ: Prentice Hall. 2010. ISBN-10: 0205649297. ISBN-13: 9780205649297. 688 pp. \$86.60 (pbk).

The book *Along These Lines: Writing Paragraphs and Essays* (5th ed.) is a textbook specifically designed for teaching writing to beginner writers, including ESL students. Designed based on the process orientated approach to writing, this textbook provides ample practice for the four stages of writing: prewriting, planning, drafting, and polishing. Focusing on the paragraph structure, it walks the students through the four stages of writing with various activities to practice topic sentences and supporting details.

Three major parts constitute the content of the textbook: Writing in Stages, Grammar Focus, and Reading Selections. The section entitled “Writing in Stages” focuses on paragraph writing. Nine types of paragraphs are included, each of which is illustrated with examples and provided with exercises. By the end of this section, essay structure, research method, and MLA style citation are also introduced. The “Focusing on Grammar” section includes explanations and exercises of various grammar points and provides extra grammar practice for ESL students. A set of additional readings provided at the end of the book can be used as sample essays.

This textbook provides great support for classroom instruction by including an instructor’s manual and an online writing lab. The manual includes teaching tips and answers to the exercises in the student’s book. Students’ access to the online writing lab enables them to work on writing projects and track their progress. Learners can also use it as a self-study tool because of the precise instructions and step-by-step practice with each writing project.

Even with these great features, there are a few points a potential consumer might be cautious about. First of all, it might not be suitable for an EAP program because of little academic material involvement. Moreover, only one chapter focuses on research and citation skills. To strengthen students’ research skills, an instructor will need to supplement materials to this chapter. Finally, there is ample content in this book so teachers could use it for two semesters or be selective for a one-semester curriculum.

On the whole, this textbook could serve both native speakers of English and intermediate ESL students who are in English-speaking countries. It is valuable for teaching writing to beginning writers with great emphasis on the writing process and student engagement.

### **About the Reviewer**

*Cui Zhang is a doctoral student in the Applied Linguistics program at Northern Arizona University. Her interest areas include second language reading and writing. She currently teaches Reading and Writing in Intensive English at Northern Arizona University.*