GREAT WRITING 1

Great Sentences for Great Paragraphs

FOURTH EDITION

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Overview

Framed by engaging National Geographic images, the new edition of the Great Writing series helps students write better sentences, paragraphs, and essays. The new Foundations level meets the needs of low-level learners through basic vocabulary development and spelling practice, and all levels feature clear explanations applied directly to appropriate practice opportunities. The new edition of the Great Writing series develops academic writing skills for learners at all levels.

Great Writing: Foundations focuses on basic sentence construction, emphasizing grammar, vocabulary, spelling, and composition.

Great Writing 1 focuses on sentences as they appear in paragraphs.

Great Writing 2 teaches paragraph development.

Great Writing 3 transitions from paragraphs to essays.

Great Writing 4 focuses on essays.

Great Writing 5 practices more advanced essays.

The earliest ESL composition textbooks were merely extensions of ESL grammar classes. The activities in these books did not practice English composition as much as they did ESL grammar points. Later books, on the other hand, tended to focus too much on the composing process. We feel that this focus ignores the important fact that the real goal for English learners is both to produce a presentable product and to understand the composing process. From our years of ESL and other L2 teaching experience, we believe that the Great Writing series allows English learners to achieve this goal.

Great Writing 1: Great Sentences for Great Paragraphs offers introductory material on writing correct sentences within simple paragraphs. The book is designed for high-beginning to low intermediate-students. Depending on the class level and the amount of writing that is done outside of class, there is enough material for 60 to 80 classroom hours. If a more substantial amount of writing is done outside of class, the number of hours for a faster group can be as few as 50.

Organization

In Great Writing 1, Units 1 and 2 provide an overview of basic sentence and paragraph structure. Units 3 through 7 focus on helping students to write syntactically correct sentences within the framework of five commonly taught grammatical structures. While it is not necessary to cover these five points in their given order, the current sequencing allows for recycling of grammatical, syntactical, and lexical items. Unit 8 is now a streamlined review unit that provides additional guided and free writing practice based on learning objectives from Units 1 to 7. The Brief Writer's Handbook provides additional reference material, while the Appendices contain extra practice material to support both the process and the mechanics of writing.

Contents of a Unit

Although each unit has specific writing objectives (listed at the beginning of the unit), the following features appear in every unit:

Example Paragraphs

Because we believe that writing and reading are inextricably related, the 74 example paragraphs model a grammar or sentence structure and/or provide editing activities. Models are often followed by
questions about organization, syntactic structures, or other composition features. New, potentially unfamiliar vocabulary words are glossed on the side of each paragraph. These words can provide students with a list of vocabulary to add to a separate vocabulary notebook.

**Grammar for Writing**

Since good writing requires knowledge of the mechanics of English, *Great Writing 1* includes clear charts and detailed instruction that relates directly to the writing assignments. In addition, numerous activities give students the opportunity to practice and refine their grammar and writing knowledge and skills.

**Activities**

The new, fourth edition contains 184 activities. In addition, there are 80 suggestions for additional paragraph writing assignments found in the units. These writing, grammar, and vocabulary activities gradually build the skills students need to write well-crafted sentences and simple paragraphs, and provide learners with more input in English composition and paragraph organization and cohesion.

**Building Better Vocabulary**

Each unit includes three vocabulary-building activities to build schema and collocations. In the first activity, *Word Associations*, the student identifies words that best relate to the target vocabulary word. This allows them to build connections to more words and thus grow their vocabulary more quickly. Words from the Academic Word List are starred (see page 245–246 for the complete list). The second activity, *Using Collocations*, helps students learn specific word combinations, or collocations, which will help their original writing sound more advanced. It is helpful to encourage students to use these new words in their Original Student Writing assignment and to add them to a vocabulary notebook. In the final activity, *Parts of Speech*, students study suffixes and parts of speech. Understanding how suffixes are related to the different parts of speech allows students to expand their understanding of word formation in English, giving them a broader vocabulary base and a better understanding of word order for better writing skills.

**Writer's Notes**

*Great Writing 1: Great Sentences for Great Paragraphs* features small pieces of writing advice that help writers understand more about use and format. Content includes word choice, building sentence variety, peer editing guidelines, and tips on common academic writing conventions.

**Building Better Sentences**

Towards the end of Units 1–7, students are asked to turn to Appendix 1 and work on building better sentences. Each practice is intentionally short and includes only three problems. In each problem, there are two to five short sentences that the students must combine into a single sentence that expresses all the ideas in a logical and grammatically correct manner.

**Original Writing**

Each unit includes an activity that requires students to do some form of writing. Original Student Writing includes writing prompts and a set of directions to encourage students to follow the writing process and refer back to the lessons taught in the unit.

Additional Writing Topics give students the opportunity to continue practicing their writing skills. The first topic links back to the opening photograph and writing prompt. It is up to the teacher to decide whether all students will write about the same topic or whether each student is free to choose any of the topics listed.
Peer Editing

At the end of each unit, a peer editing activity offers students the opportunity to provide written comments to one another with the goal of improving their simple paragraphs. A unique peer editing sheet for each unit can be found online at NGL.Cengage.com. Each one provides the guidance and structure that is necessary for students at this level to perform this task with success. We recommend that students spend 15 to 20 minutes reading a classmate’s paragraph and writing comments using the questions on the peer editing sheet.

Timed Writing

One way to improve students’ comfort level with the task of writing under a deadline, such as during a testing situation, is to provide them with numerous writing opportunities that are timed. The final activity in Units 3 through 7 features a timed-writing prompt that is geared toward the grammar and sentence structure presented in that unit. Students are given five minutes to read the prompt and make a quick writing plan, followed by 20 minutes of actual writing. Instructors may use this activity at any time during the lesson.

What’s New in This Edition?

- Engaging images from National Geographic connect learning to the greater world.
- New and updated readings act as springboards and models for writing.
- Updated Grammar for Writing sections clearly present grammar and help students learn the structures for writing.
- Streamlined instruction and practice activities offer step-by-step guidelines to focus writers on both the writing process and product.
- Words from the Academic Word List are highlighted in vocabulary activities, encouraging students to expand their word knowledge.
- The expanded Brief Writer’s Handbook now includes a Useful Vocabulary for Writing section to help writers choose appropriate language for the different rhetorical modes.
- An all-new level, Great Writing: Foundations introduces students to the basics of grammar, spelling, and vocabulary.
- A new Online Workbook encourages learners to further practice grammar, vocabulary, and editing skills. Students can also write paragraphs or essays, and submit them to the instructor electronically.
- An updated Presentation Tool allows instructors to use the book in an interactive whiteboard setting and demonstrate the editing process.
- An eBook provides another option to use Great Writing in a traditional or blended learning environment.

Ancillary Components

In addition to the Great Writing 1: Great Sentences for Great Paragraphs Student Book, the following components help both the instructor and the students expand their teaching and learning.

- **Online Workbook**: Includes a wealth of vocabulary, grammar, writing, and editing practice with immediate feedback.
- **Presentation Tool CD-ROM**: Offers instructors the ability to lead whole-class presentations and demonstrate the editing process.
- **Assessment CD-ROM with ExamView®**: Allows instructors to create and customize tests.
- **Teacher Companion Site at NGL.Cengage.com/GW1**: Provides teachers with answer keys, peer editing sheets, and teacher’s notes.
- **Student Companion Site at NGL.Cengage.com/GW1**: Provides students with peer editing sheets, glossary, and interactive flashcards.
- **eBook**: Offers an interactive option.
Inside a Unit

Great Writing 1: Great Sentences for Great Paragraphs

Framed by engaging National Geographic content, the new edition of the Great Writing series helps students write better sentences, paragraphs, and essays. Great Writing develops academic writing skills for learners at all levels through clear explanations applied directly to appropriate practice opportunities.

Impactful National Geographic images provide engaging topics to encourage student writing.

74 Sample Writing Models focus on specific writing skills and rhetorical modes.

Vocabulary words are glossed to encourage independent mastery of new terms.

Example Paragraph 12

Mark and His Great Job

Mark works at Papa John’s Restaurant. He serves about 80 people every day. Mark once served all the dinner patrons. It was a problem with one of the foods. He takes it back to the kitchen immediately. Maria makes more pizza dough so all her customers have a great meal.

a. My favorite pizza is on the menu.
b. Maria makes pizza dough.
c. Mark’s customers are not happy.

Example Paragraph 13

My Favorite City

There are all the exciting things there. The city is big, exciting, and full of life. It always feels the New York City Building, the Statue of Liberty, and the Empire State Building. At night, I go to the movies on Broadway.

a. The city is exciting.
b. New York is very big.
c. My favorite city is the world in New York.

Can you describe a city you prefer and why you enjoy it?
New **Grammar for Writing** sections provide clear explanations and examples, giving learners easy access to the structures they will use in their writing.

**Guided, structured activities** help students practice writing, grammar, and editing skills.

**Building Better Vocabulary** activities highlight words from the Academic Word List and prompt students to apply their vocabulary and knowledge of collocations.

**Original Student Writing** includes topics and prompts to encourage students to combine the grammar, vocabulary, and writing lessons in personal assignments.

**Peer Editing** activities increase student awareness of common errors.

**Timed Writing** activities prepare students for success on standardized and international writing exams.

The **Brief Writer’s Handbook** includes many resources for the developing writer, including a new **Useful Vocabulary for Better Writing** section.
Technology Great Writing 1

For Instructors:

The Presentation Tool CD-ROM makes instruction clearer and learning easier through editing activities, sentence-building activities, and grammar presentations.

Teacher's Notes, Answer Keys, and Peer Editing Sheets are available online for instructors.

The Assessment CD-ROM with ExamView® allows instructors to create and customize tests and quizzes easily.

For Students:

The Online Workbook: Each level features additional independent practice in vocabulary, grammar, writing, and editing.

Great Writing eBooks are available for all levels and are compatible with tablets, laptops, and smartphones.
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Elena Vestri Solomon
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A ride on the London Eye provides a clear view over the city, including the Palace of Westminster.
OBJECTIVES
To learn how to write correct simple sentences
To learn about subjects, verbs, and objects
To practice the verb *be* and prepositions of place
To practice correct capitalization and punctuation
To understand editing and journaling

Can you describe an amazing place?
What Is a Sentence?

A sentence is a group of words that expresses a complete thought. For example:

Joe likes basketball.
The weather is cold today.

Words can go together to make sentences. Sentences can go together to make a paragraph. Finally, paragraphs can be combined into an essay. In this book, you will study sentences and sentences in paragraphs.

Do You Know?

Do you know what languages the sentences on the right are in? Check your answers on the bottom of page 31.

The class has twelve students.
The student is from Canada.
Mike speaks French and English.
A cat has a tail and four legs.
We want to learn English.

Ci sono dodici studenti nella classe.
这位学生来自加拿大。
Miklős beszél franciaul és angolul.
皮卡有一条尾巴和四条腿。
我想学英语。
ACTIVITY 1 Changing Words into Sentences

Unscramble the words to make correct sentences.

1. My name / Angela / is / . **My name is Angela.**

2. from Kearney, Nebraska / I / am / .

3. in the middle of the United States / a small city / Kearney / is / .

4. have / two parents / I / .

5. have / and one sister / I / three brothers / .

6. like to ride / I / horses / .

7. in the country / like to hike / I / .
8. am / I / an / English teacher / .

9. foreign languages / like to study / I / .

10. like / I / my job / very much / .

**Activity 2 Writing Simple Sentences**

A. Write six to ten sentences about yourself. Follow the examples in Activity 1.

1. ______________________________________________

2. ______________________________________________

3. ______________________________________________

4. ______________________________________________

5. ______________________________________________

6. ______________________________________________

7. ______________________________________________

8. ______________________________________________

9. ______________________________________________

10. ______________________________________________

B. Read your sentences to a classmate. Then your classmate will read his / her sentences to you. Write four things you learned about your classmate.

1. ______________________________________________

2. ______________________________________________

3. ______________________________________________

4. ______________________________________________

**Grammar for Writing**

**Parts of a Sentence: Subjects, Verbs, and Objects**

In this unit, you will learn about a sentence pattern that we call a **simple sentence**. In English, every sentence has two main parts: the subject and the verb. Sometimes there is an object and/or other information after the verb.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>(Object)</th>
<th>(Other Information)</th>
</tr>
</thead>
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<tr>
<td>Maria</td>
<td>sings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>She</td>
<td>plays</td>
<td>the piano.</td>
<td></td>
</tr>
<tr>
<td>Maria</td>
<td>practices</td>
<td></td>
<td>at home.</td>
</tr>
<tr>
<td>She</td>
<td>sings</td>
<td>songs</td>
<td>in the morning.</td>
</tr>
</tbody>
</table>
Subject
The subject is the person or thing that does the action. The subject:
- can be a noun or a pronoun
- can be two (or more) nouns / pronouns. However, the nouns / pronouns must share the same verb(s).

  Maria and her sister go to piano class every week.

Verb
The verb tells what the subject is doing. The verb:
- is usually an action word, such as go, speak, write, swim, and watch
- sometimes does not have much action, such as be (am, is, are, was, were), like, want, and need
- can have two (or more) actions for one subject

  They create and play beautiful music.

Object
The object is the thing or person after the main verb. The object:
- receives the action of the verb
- can be a noun or a pronoun
- can be two (or more) nouns / pronouns

  Maria’s brother plays guitar and violin.

Other Information
Sentences can contain other information after the verb and the object, such as time words / phrases or place phrases. When a sentence has a time word / phrase and a place phrase, the time word / phrase usually comes last.

  Maria and her sister practice the piano at home every day.

ACTIVITY 3 Identifying Subjects, Verbs, and Objects
Read these sentences about making tuna salad. Underline each subject. Circle each verb. Put a box around any objects.

1. Tuna salad is easy to make.

2. The ingredients are simple and cheap.

3. Two ingredients are tuna fish and mayonnaise.

4. I also use onions, salt, and pepper.

5. First, I cut up the onion.
6. Then I add the tuna fish and the mayonnaise.

7. Finally, I add some salt and a lot of pepper.

8. Without a doubt, tuna salad is my favorite food!

ACTIVITY 4 Unscrambling Sentences

Unscramble the words to make correct sentences.

1. in Central America / a small country / Costa Rica / is / .

2. between Panama / and Nicaragua / It / is / .

3. This country / between the Pacific Ocean / is / and the Caribbean Sea / .

4. more than four million / is / The population / of Costa Rica / .
5. Many tourists / there / go /.

6. Wild animals / They / all the time / see / in the jungle /.

7. Is / in the world / the most beautiful country / It /.

8. Hope to visit / one day / I / this beautiful country /.

**Activity 5: Using Subject-Verb Word Order in a Paragraph**

Fill in the missing subjects and verbs from the word bank for each blank. You will use some words more than once. Some blanks can have more than one answer.

<table>
<thead>
<tr>
<th>Caroline</th>
<th>she</th>
<th>her lunch break</th>
<th>Anderson Supermarket</th>
<th>has</th>
<th>is</th>
</tr>
</thead>
<tbody>
<tr>
<td>wakes up</td>
<td>starts</td>
<td>attends</td>
<td>likes</td>
<td>enjoys</td>
<td>works</td>
</tr>
</tbody>
</table>

**Example Paragraph 1**

*A Great Place to Work*

1. ____________ a great job at Anderson Supermarket.

2. ____________ there on Monday, Tuesday, and Thursday. She does not go to work there on Wednesday because

3. ____________ classes at Jefferson Community College. On her workdays, 4. ____________ at

6 A.M. 5. ____________ her workday at 8 A.M.

6. ____________ from 8 A.M. to 5 P.M.

7. ____________ from 12:30 to 1:30.

8. ____________ her job very much.

9. ____________ her coworkers, too. For Caroline, 10. ____________ a great place to work.
Grammar for Writing

A Fragment—An Incomplete Sentence

Every sentence must have a subject and a verb. A sentence without a subject or without a verb is called a fragment. A fragment is a piece of a sentence. It is not a complete sentence.

- John is my brother. Works at Ames Bank. (no subject)
- John is my brother. He works at Ames Bank.
- Many people white car. (no verb)
- Many people have a white car.

In writing, a fragment is a serious mistake. When you write, check each sentence to make sure that there is a subject and a verb.

ACTIVITY 6 Editing: Sentence or Fragment?

Identify each group of words as a fragment (F) or a complete sentence (S). Then add the missing part of the sentence to the fragments to make them complete sentences.

1. S Hans lives in a big apartment.

2. F My mother breakfast every morning.

3. Is incredibly delicious.

4. Karen has a car.

5. They my cousins from Miami.

6. You a student.

7. Michael likes classical music.

8. Nicole and Jean very best friends.

9. The girls play soccer after school.

10. I am from Colombia.
The Verb *Be*

The most frequently used verb in the English language is the verb *be*. *Be* has five main forms: *am*, *is*, *are*, *was*, and *were*.

I *am* a student. My writing *is* good. My classes *are* difficult.

I *was* a good student in kindergarten. The assignments *were* easy.

There are four common sentence patterns for *be*.

<table>
<thead>
<tr>
<th>Subject</th>
<th>+</th>
<th><em>Be</em></th>
<th>+</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
<td><em>am</em></td>
<td></td>
<td>happy.</td>
</tr>
<tr>
<td>Ceviche</td>
<td>+</td>
<td><em>Be</em></td>
<td>+</td>
<td>Noun</td>
</tr>
<tr>
<td>My keys</td>
<td></td>
<td><em>are</em></td>
<td></td>
<td>Place Phrase</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>on the table.</td>
</tr>
</tbody>
</table>

When you begin a sentence with *there*, the subject follows the verb *be*.

<table>
<thead>
<tr>
<th><em>There</em></th>
<th>+</th>
<th><em>Be</em></th>
<th>+</th>
<th>Subject</th>
<th>+</th>
<th>(Extra information: usually place or time)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>There</em></td>
<td></td>
<td><em>is</em></td>
<td></td>
<td>a beautiful painting</td>
<td></td>
<td>on the wall.</td>
</tr>
<tr>
<td><em>There</em></td>
<td></td>
<td><em>were</em></td>
<td></td>
<td>two empty plates</td>
<td></td>
<td>on the table this morning.</td>
</tr>
<tr>
<td><em>There</em></td>
<td></td>
<td><em>was</em></td>
<td></td>
<td>a big meeting</td>
<td></td>
<td>at our company last week.</td>
</tr>
</tbody>
</table>

**Activity 7: Identifying Subjects and Verbs**

Underline the subjects and circle the verbs in the paragraph.

---

1. *There are* four books *on the desk*.
2. The two large books are *textbooks*.
3. The grammar book is *green*.
4. There is a composition book *next to the grammar book*.
5. It is *blue*.
6. The other two books are *smaller*.
7. They are *workbooks*.
8. The textbooks are *easy*, but the workbooks are *difficult*.
ACTIVITY 8 Identifying Words and Phrases

Look at the sentences in Activity 7. Identify the words or phrases in boxes as an adjective, a noun, or a place phrase.

1. on the desk = ______ place phrase

2. textbooks = ____________________________

3. green = ________________________________

4. next to the grammar book = ____________________________

5. blue = _________________________________

6. smaller = ______________________________

7. workbooks = ____________________________

8. easy = _________________________________

9. difficult = _____________________________

ACTIVITY 9 Completing Sentences with Be

Complete each sentence with the correct form of be. Then write two more sentences about the topic using the common sentence patterns with be.

1. There ______ seven colors in a rainbow. These colors are red, orange, yellow, green, blue, indigo, and violet. My favorite rainbow color is green.
2. There ______ twenty-six letters in the English alphabet.

3. There ______ different students in my class.

4. There ______ an insect on the window.

5. There ______ a huge map of the world on the wall in our classroom.

6. There ______ many different animals in a zoo.

---

**Grammar for Writing**

**Prepositions of Place—**At, On, and In**

Three important prepositions are at, on, and in. These prepositions are often used to describe location.

The pyramid design shows the difference in meaning between at, on, and in.

- The top of the pyramid is a small, specific place. We use at for a specific location or building, such as business names and street addresses (number + street).
- The middle of the pyramid is larger than the top. We use on for a street name, which is larger than a specific place like a bank or specific address.
- The bottom of the pyramid is the largest. We use in for a city, state, region, or country—places that are much larger than a street.

There is more information about common time prepositions on pages 240–241 in the *Brief Writer's Handbook*. 
**ACTIVITY 10 Choosing the Correct Preposition**

Fill in each blank with the correct preposition. Use *at, on, or in*.

1. The Sahara is a desert region _____________ Africa.
3. The Eiffel Tower is a famous landmark _____________ Paris.
4. There is a very popular sushi restaurant _____________ Pine Street.
5. Busan is an interesting city _____________ South Korea.
6. My friends and I attend classes _____________ a local university _____________ our city.
7. There are many theaters _____________ Broadway Avenue _____________ New York.
8. The company meeting will be _____________ 1202 Waters Avenue.

**ACTIVITY 11 Choosing the Correct Preposition**

Circle the correct prepositions.

---

**Example Paragraph 3**

**Banks in a Small Town**

It is surprising that Nelson has seven banks. Nelson is a small town (1. at / on / in) California. There are only about 36,000 people (2. at / on / in) this town. However, there are three banks, and each bank has at least two branches. The banks are National, First California, and Trust. National Bank has branches (3. at / on / in) 60 Green Street and (4. at / on / in) Hanks Avenue. First California Bank has branches (5. at / on / in) Princeton Street and (6. at / on / in) Lee Road. Trust Bank has branches (7. at / on / in) 27 Temple Street, (8. at / on / in) Whispering Street, and (9. at / on / in) 445 Orange Avenue. No one understands why there are seven banks (10. at / on / in) a small town like Nelson, California.
Capitalization and Punctuation in a Sentence

In addition to having a subject and verb, a correct sentence must have correct capitalization and punctuation.

**Beginning a Sentence with a Capital Letter**

In English, there are two kinds of letters: **capital letters** (H, R) and **lowercase letters** (h, r).

<table>
<thead>
<tr>
<th>CAPITAL LETTERS</th>
<th>A B C D E F G H I J K L M N O P Q R S T U V W X Y Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>lower case</td>
<td>a b c d e f g h i j k l m n o p q r s t u v w x y z</td>
</tr>
</tbody>
</table>

Most of the time, we use lowercase letters. However, we **always** begin a sentence with a CAPITAL letter.

- X the boxes on the table are heavy.
- ✓ The boxes on the table are heavy.

- X where do you live?
- ✓ Where do you live?

**Ending a Sentence with a Period**

The most common way to end a sentence is with a **period** (.).

- X Brazil is a large country **(no period)**
- ✓ Brazil is a large country.

- X I do not like coffee with sugar **(no period)**
- ✓ I do not like coffee with sugar.

**ACTIVITY 12 Practicing Capitalization and Punctuation**

Unscramble the words to write simple sentences. Use correct capitalization and punctuation.

1. spaghetti / most kids / like

2. enjoy / they / the taste of spaghetti

3. tomato sauce / on their spaghetti / some kids / put

4. the color of spaghetti with the sauce / they / love

5. like / on their spaghetti / cheese / other kids

6. love to eat / most kids / spaghetti
ACTIVITY 13  Writing Simple Sentences

Copy the sentences you unscrambled in Activity 12. In each sentence, change the word *spaghetti* to *ice cream*. Also change *most kids* to *Erika and Zahra*. Make other appropriate vocabulary changes as necessary.

1. 

2. 

3. 

4. 

5. 

6. 

Capital Letters for Proper Nouns

A *proper noun* is a specific person, place, or thing. A proper noun always begins with a capital letter.

<table>
<thead>
<tr>
<th>Proper Noun</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Specific Person</td>
<td>✗ One famous person in history is Nelson Mandela.</td>
</tr>
<tr>
<td></td>
<td>✓ One famous person in history is Nelson Mandela.</td>
</tr>
<tr>
<td>A Specific Place</td>
<td>✗ My favorite city is New York City.</td>
</tr>
<tr>
<td></td>
<td>✓ My favorite city is New York City.</td>
</tr>
<tr>
<td>A Specific Thing</td>
<td>✗ Paco watched the movie <em>Slumdog Millionaire</em> last night.</td>
</tr>
<tr>
<td></td>
<td>✓ Paco watched the movie <em>Slumdog Millionaire</em> last night.</td>
</tr>
<tr>
<td>Days and Months</td>
<td>✗ The first Sunday of July is an important day to me.</td>
</tr>
<tr>
<td></td>
<td>✓ The first Sunday of July is an important day to me.</td>
</tr>
<tr>
<td>Languages and Countries</td>
<td>✗ In India, the most common languages are Hindi and English.</td>
</tr>
<tr>
<td></td>
<td>✓ In India, the most common languages are Hindi and English.</td>
</tr>
</tbody>
</table>

There is a complete list of capitalization rules on page 232 in the *Brief Writer's Handbook*.

ACTIVITY 14  Editing Simple Sentences

In each sentence, correct the capitalization mistake(s) and add a period at the end. Then write the sentences on another piece of paper.

1. My cousin Albert has an interesting job.

2. He is a taxi driver in Chicago

3. Albert owns his own taxi company

4. It is called Lightning Taxi Service

5. Albert drives a taxi every day except Sunday
6. may and june are busy months for albert
7. tourists from canada and europe often use albert's company
8. he drives his passengers to interesting locations
9. he often sees the john hancock observatory, millennium park, and wrigley field
10. my cousin practices english with his customers
11. albert loves his job

**Ending a Sentence with a Question Mark or Exclamation Point**

Not all sentences end with a period. Some sentences are questions, and they end with a question mark (?). Writers do not use question marks very often in academic writing.

- Is Brazil a large country.
- Is Brazil a large country?
- Where do you live.
- Where do you live?

Some sentences end with an exclamation point (!) to show emphasis or emotion. Exclamation points are rarely used in formal academic writing. However, when a sentence expresses surprise or strong emotion, it is appropriate to use an exclamation point.

Simple fact: It is snowing.
With surprise: It is snowing!

Simple fact: My sister had a baby last night.
With surprise: My sister had a baby last night!
ACTIVITY 15  Identifying Statements, Questions, and Exclamations

Identify each sentence as a statement (S), question (Q), or exclamation (E). Then add the correct punctuation to the end of the sentence.

1. **Q** How many days are in a month?

2. **S** The answer depends on the month.

3. **** Only four months have 30 days

4. **** An example of a month with only 30 days is September

5. **** Other months have 31 days

6. **** Examples of months with 31 days are July and December

7. **** Which month never has 30 days

8. **** The answer is February

9. **** February usually has only 28 days

10. **** All my brothers and sisters were born in the first two weeks of February

---

ACTIVITY 16  Taking a World Quiz

Unscramble the words to write questions. Then write the answers in complete sentences. Check for correct word order. Use correct capitalization and end punctuation.

1. what / the capital / of brazil / is

   Question: ______________

   Answer: ______________

2. is / what city / the white house in

   Question: ______________

   Answer: ______________

3. what / in mexico / the biggest city / is

   Question: ______________

   Answer: ______________

4. the eiffel tower in / what city / is

   Question: ______________

   Answer: ______________
5. what continent / the nile river in / is

Question: ___________________________________________

Answer: ___________________________________________

6. the andes mountains / are / where

Question: ___________________________________________

Answer: ___________________________________________

7. is / what / the capital of saudi arabia

Question: ___________________________________________

Answer: ___________________________________________

8. in canada / what / the biggest province / is

Question: ___________________________________________

Answer: ___________________________________________
ACTIVITY 17  Interviewing a Classmate

Rewrite the questions using correct capitalization and end punctuation. Then ask a classmate the questions. (Choose a DIFFERENT partner from the one you used in Activity 2.) Write your classmate's answers in complete sentences. Use correct capitalization and punctuation.

1. what is your name

   Question: ______________________________________________________

   Answer: ______________________________________________________

2. where are you from

   Question: ______________________________________________________

   Answer: ______________________________________________________

3. where do you live

   Question: ______________________________________________________

   Answer: ______________________________________________________

4. how many people are in your family

   Question: ______________________________________________________

   Answer: ______________________________________________________

5. do you have a car

   Question: ______________________________________________________

   Answer: ______________________________________________________

6. what food do you like to eat

   Question: ______________________________________________________

   Answer: ______________________________________________________

7. what is your favorite place to visit

   Question: ______________________________________________________

   Answer: ______________________________________________________

8. what is your favorite movie

   Question: ______________________________________________________

   Answer: ______________________________________________________
ACTIVITY 18  Editing: Grammar and Sentence Review

Correct the paragraph. There are 10 mistakes. The first mistake has been corrected for you.

3 capitalization mistakes 1 missing subject 1 incorrect preposition
2 punctuation mistakes 3 missing verbs

Example Paragraph 4

Making Hummus

Hummus is a very easy snack to make. The ingredients simple and cheap. Chickpeas and crushed Garlic are two ingredients. I also use lemon juice, olive oil, and salt. First, wash and mash the chickpeas at a bowl. Then I add the crushed garlic and salt. Finally, I mix in the lemon juice and olive oil. Some people add tahini paste, too? This fast treat now ready to eat.

Building Better Sentences: For further practice with the sentences and paragraphs in this unit, go to Practice 1 on page 253 in Appendix 1.

Building Better Vocabulary

ACTIVITY 19  Word Associations

Circle the word or phrase that is most closely related to the word or phrase on the left. If necessary, use a dictionary to check the meaning of words you do not know.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>a surprise</td>
<td>known</td>
</tr>
<tr>
<td>2</td>
<td>to work</td>
<td>at the beach</td>
</tr>
<tr>
<td>3</td>
<td>to understand</td>
<td>to add</td>
</tr>
<tr>
<td>4</td>
<td>ingredients</td>
<td>when you cook</td>
</tr>
<tr>
<td>5</td>
<td>simple</td>
<td>difficult</td>
</tr>
<tr>
<td>6</td>
<td>cheap</td>
<td>a high price</td>
</tr>
<tr>
<td>7</td>
<td>finally*</td>
<td>the first</td>
</tr>
<tr>
<td>8</td>
<td>to cut up</td>
<td>to make into many pieces</td>
</tr>
<tr>
<td>9</td>
<td>an addition</td>
<td>something put in</td>
</tr>
</tbody>
</table>

unknown
10. to attend  to be present  to do something

11. a break  a short process  a short rest

12. to enjoy  to dislike  to like

13. a company  a business  a school

14. a region*  a place  something you believe

15. famous  professional  well known

*Words that are part of the Academic Word List. See pages 245–246 for a complete list.

Activity 20 Using Collocations

Fill in each blank with the word that most naturally completes the phrase on the right. If necessary, use a dictionary to check the meaning of words you do not know.

1. popular / capital
   a __________________________ actor

2. to / from
   to add lemon juice ___________________ the hummus

3. a supermarket / a class
   to attend __________________________

4. region / branch
   a bank __________________________

5. result / break
   a surprising __________________________

6. sun / movie
   an interesting __________________________

7. simple / cheap
   a __________________________ answer

8. a chair / a sentence
   to understand __________________________

9. a drink / an onion
   to cut up __________________________

10. meet / add
    to __________________________ salt
ACTIVITY 21  Parts of Speech

Study the word forms. Fill in each sentence with the best word form provided. Use the correct form of the verbs. If necessary, use a dictionary to check the meaning of words you do not know. (NOTE: The word in bold is the original word that appears in the unit.)

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Sentence Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>addition</td>
<td>add</td>
<td>additional</td>
<td>1. She __________ sugar to her coffee.</td>
</tr>
<tr>
<td>attendance</td>
<td>attend</td>
<td>Ø</td>
<td>2. We plan to build an ______________ to our home.</td>
</tr>
<tr>
<td>popularity</td>
<td>Ø</td>
<td>popular</td>
<td>3. Mr. Cox checks the students’ ______________ every day.</td>
</tr>
<tr>
<td>happiness</td>
<td>Ø</td>
<td>happy</td>
<td>4. Do you want to ______________ the concert tomorrow?</td>
</tr>
<tr>
<td>work</td>
<td>work</td>
<td>Ø</td>
<td>5. Taylor is a ______________ singer.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6. The ______________ of motorcycles is incredible!</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7. She is very ______________ because it is her birthday.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8. You cannot buy ______________ with money.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9. My sister ______________ in a supermarket.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10. Do you enjoy your ______________?</td>
</tr>
</tbody>
</table>

Noun endings: -tion, -ance, -ity, -ness

Adjective endings: -al, -y

Original Student Writing

ACTIVITY 22  Original Writing Practice

Follow these instructions:

• Answer the questions, and write eight to ten complete sentences about an interesting country. Put a check (✓) next to each question as you answer it.

• As you write, use at least two vocabulary words or phrases presented in Activities 19, 20, and 21. Underline these words in your writing.

• Use the checklist on the next page to edit your sentences.

   1. What country do you want to visit? ______________________________________________________

   2. Why do you want to visit this country? __________________________________________________

   __________________________________________________

   __________________________________________________

   __________________________________________________

   3. Where is this country located? ________________________________________________________

   __________________________________________________
4. How big is this country?

5. What is the capital of this country?

6. What is one famous monument or important place in this country?

7. Briefly describe this monument or place.

8. What do you know about food in this country?

If you need ideas for words and phrases, see the Useful Vocabulary for Better Writing on pages 247–249.

☑ Checklist
1. ☐ I checked that each sentence has a subject and a verb.
2. ☐ I used correct capitalization and end punctuation.
3. ☐ I used at, on, and in correctly.
4. ☐ I checked the spelling of at least three misspelled words in a dictionary.

Editing Your Writing

Good writers need editors to help them make their writing correct. A good editor checks the grammar, spelling, and punctuation. A good editor also makes sure the writing is clear and easy to understand.

For your writing in this book, there should be two editors:

1. You. After you finish your writing, you will check your own work for mistakes.
2. A classmate. After you have edited your writing, a classmate will read your work and help you find ways to make it better.
ACTIVITY 23  Editing Simple Sentences

Some of the sentences below have mistakes with fragments, punctuation, or capitalization. Decide if the sentence is correct or incorrect, and check the appropriate box. If the sentence contains a mistake, describe the mistake. Then edit the sentence to make it correct.

1. Mexico is not near Great Britain.
   - Correct  ☑  Incorrect  Reason: fragment - missing verb

2. The Statue of Liberty is in New York.
   - Correct  ☑  Incorrect  Reason: missing capitalization

3. Sudan is in Africa.
   - Correct  ☑  Incorrect  Reason: ____________

4. Portland is a popular city in Oregon.
   - Correct  ☑  Incorrect  Reason: ____________

5. Austria and Hungary in Europe.
   - Correct  ☑  Incorrect  Reason: ____________

6. Russia and Canada bigger than the United States.
   - Correct  ☑  Incorrect  Reason: ____________

7. Rains a lot in Southeast Asia during the rainy season.
   - Correct  ☑  Incorrect  Reason: ____________

8. Three main groups of people live in Malaysia.
   - Correct  ☑  Incorrect  Reason: ____________

9. Is between Mexico and Canada.
   - Correct  ☑  Incorrect  Reason: ____________

10. Nepal is north of India.
    - Correct  ☑  Incorrect  Reason: ____________

11. Of Thailand is more than 67,000,000.
    - Correct  ☑  Incorrect  Reason: ____________

    - Correct  ☑  Incorrect  Reason: ____________
Peer Editing

A good way to make sure that your writing is clear is to let someone else read your paper and make suggestions. Other people may notice things that you have missed.

After you have checked your work, it is helpful to have a peer check it, too. A peer is someone who is equal to you. In this class, your classmates are your peers. When a peer edits your writing, it is called peer editing.

This is what usually happens in peer editing:

1. A peer reads your writing.
2. Your peer gives you suggestions and ideas for making your writing better.
3. You listen carefully to what your peer says.
4. You think about making the changes your peer suggests. If the comments are negative, remember that the comments are about the mistakes in your writing, not about you!

There are peer editing sheets that will help you give a classmate good advice about his/her writing on NGL.Cengage.com/GW1. There is a sample in Appendix 3.

ACTIVITY 24 Editing: Grammar and Sentence Review

Correct the paragraph. There are 10 mistakes. The first mistake has been corrected for you.

5 missing be verbs  2 capitalization mistakes
2 missing subjects  1 punctuation mistake
The Beauty of Tuscany

Tuscany is a beautiful region in Italy. It is famous for cities such as Florence, Siena, and Pisa. The amazing Apennine Hills in Tuscany are also famous for the production of beautiful ceramics. For example, bowls, vases, and oil jars are very popular with tourists. Tuscany has so many interesting places to see. Pisa and Siena, two beautiful cities that many people love to visit, is a wonderful place to visit.
Writer’s Note

Writing Helpful and Polite Peer Editing Comments

When you peer edit a classmate’s writing, choose your words carefully. Make sure that:

- Your comments are helpful. Be specific about the mistakes.
  
  Not helpful:  “This is incorrect.”
  Helpful:  “You forgot to put the word at here.”

- Your comments are polite. Say things the way you would want someone to tell you!
  
  Not polite:  “What is this?? It doesn’t make any sense at all!”
  Polite:  “What does this sentence mean? Can you make the meaning clearer?”

Before you write a comment, ask yourself, “Will this be helpful to the writer? Or will it just make the writer feel bad?” Make sure your comments are helpful and polite.

ACTIVITY 25  Editing: Practice with Peer Editing Comments

Look at the paragraph you edited in Activity 24. Imagine that you must give feedback to the writer. Complete the feedback below. (Remember to keep your comments polite and helpful.) Then compare your comments with a classmate.

1. Write one positive comment on the paragraph.

2. Write one thing the writer can improve when he or she rewrites the paragraph.

ACTIVITY 26  Peer Editing

Exchange books with a partner and look at Activity 22. Read your partner’s sentences. Then use Peer Editing Sheet 1 on NGL.Cengage.com/GW1 to help you comment on your partner’s sentences. There is a sample in the Appendix. Be sure to offer positive suggestions and comments that will help your partner improve his or her writing. Consider your partner’s comments as you revise your own sentences.
To improve your writing, it is important to write as much as you can and as often as you can.

The Benefit of Practice

Think about people who play a sport like tennis well. They have to practice. It does not matter if they hit the ball the wrong way at first. The most important thing is to hit the ball again and again. This is how people get better at tennis.

In some ways, you are like a tennis player. You want to be a good writer. Reading books about how to write will help you, but one of the best ways to become a good writer in English is to write, write, and write!

Practice in a Journal

An excellent way to practice is to write in a journal. A journal is a notebook in which you write things regularly.

In a journal:

- You choose a specific topic and write about it.
- You write to express your ideas about the topic so that readers can understand what you mean.
- The topics can be general or specific. Some examples are:
  
  **General Topics:** sports, swimming, food, books, travel, fashion, music
  
  **Specific Topics:** my favorite sport, why I am a vegetarian, my first airplane trip
- You write more about your thoughts and feelings than about facts and “correct” information. For example, if you write about a city, do not take information from a book. Instead, write about why you want to visit that city or about the first time you visited it.
- You often use informal language.

Teacher Response

Your teacher will read your journal from time to time. Here is how a journal usually works:

- You write about a topic in your journal. Your teacher reads your writing.
- Your teacher may write some comments in your journal. The communication is like a conversation between the writer (you) and the reader (your teacher).
- Your teacher might make one or two comments about the language, especially if you repeat the same mistake. However, your teacher will not mark all of the mistakes.
- If you have any questions, you can ask your teacher in your journal. For example, if you want to know if you used a grammar point or a vocabulary word correctly, you can write a question in your journal.
March 21

Sometimes I feel lonely here. My parents are far away, but my brother is here. His name is Jacob. He is two years older than I am. He wants to study business administration. He looks like my father. He is 22 years old.

Before we came here, Jacob and I went to New York City. We visited some cousins there. Hotels in New York are expensive. We stayed with our cousins. That saved us a lot of money.

I do not see my cousins very often, so I was happy. Sometimes I feel bad because I do not know them very well.

This is interesting information. I didn't know that your brother lives here, too. Do you live together? I've been to New York City, too, and I know that hotels are VERY expensive there.

Grammar: I circled two places where you forgot to put a verb. Can you think of some verbs for those sentences?

It was easy to understand the message of your writing here. Keep up the good work!
Additional Topics for Writing

Here are ten ideas for journal writing. Choose one or more of them to write about. Follow your teacher's directions. (We recommend that you skip a line after each line that you write. This gives your teacher a place to write comments.)

PHOTO

TOPIC: Look at the photo on pages 2–3. Describe an amazing place in your country. Explain why this place is so unusual and important to you.

TOPIC 2: Write about your mother or your father. Include his/her name, age, and occupation. What kind of personality does your mother or father have?

TOPIC 3: Write about your favorite pet. Why do you like this animal? Do you have one at home? What does the animal look like? What is its name? How old is it?

TOPIC 4: Write about your favorite type of weather. Why do you like this weather? What kind of activities do you do in this weather?

TOPIC 5: Write about a gadget that you have. What kind of gadget is it? What does it do? Why is it helpful?

TOPIC 6: Write about your experience learning English. Why are you studying English? How do you feel about English? What is easy for you to understand in English? What are some difficulties you have in English?

TOPIC 7: Write about your favorite type of fashion in clothing. What kind is it? Why do you like it?

TOPIC 8: Write about an "extreme" sport, such as bungee jumping. How do you feel about this sport? Do you want to try this sport? Why or why not? Describe the types of people who enjoy these kinds of sports.

TOPIC 9: Write about your home. How many rooms are in your home? What color is it? How old is it? Do you like it? What is your favorite room?

TOPIC 10: Write about what you do in your free time. Who do you spend the time with? What activities do you do? How long do you spend doing these activities? Are your free-time activities the same during the week and on weekends?

Answers to Do You Know? questions on page 4: Italian, Chinese, Hungarian, Romanian, and Arabic.
Professional rock climber Chris Sharma grips a small indentation in Ceues, France.
Can you describe an activity or sport that you enjoy?
**Grammar for Writing**

**Using Adjectives**

When you write, you can make a sentence much more interesting if you add descriptive words. These descriptive words are called *adjectives*. They describe *nouns*.

- A *noun* is the name of a person, place, thing, or idea.
  - student, doctor, city, park, book, pencil, and love
- An *adjective* is a word that describes a noun.
  - good, busy, new, crowded, green, heavy, and beautiful

**Word Order: Adjective + Noun**

Good writers avoid writing too many simple sentences about one subject. When you have two short sentences about the same noun with an adjective, you can combine the sentences by putting the adjective before the noun. This will make your writing more interesting.

<table>
<thead>
<tr>
<th>Two Short Sentences</th>
<th>Better Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>noun adj. I have a book. It is heavy.</td>
<td>adj. noun I have a heavy book.</td>
</tr>
<tr>
<td>noun adj. This is my car. It is new.</td>
<td>adj. noun This is my new car.</td>
</tr>
<tr>
<td>noun adj. Marco goes to a college. The college is excellent.</td>
<td>adj. noun Marco goes to an excellent college.</td>
</tr>
<tr>
<td>adj. noun Rachel draws small pictures. She draws ink pictures.</td>
<td>adj. adj. noun Rachel draws small ink pictures.</td>
</tr>
</tbody>
</table>

**IMPORTANT:** Make sure you put the adjective *before* the noun, not after.

- **X** I have a car red with a top black.
- ✔ I have a red car with a black top.
- **X** We ate a salad green with potatoes fried.
- ✔ We ate a green salad with fried potatoes.

**IMPORTANT:** Adjectives do not have a plural form to describe plural nouns.

- **X** There are rare books in the library.
- ✔ There are rare books in the library.
- **X** Do you like popular songs?
- ✔ Do you like popular songs?

*There is more information about order of adjectives on page 239 in the Brief Writer's Handbook.*

34  **UNIT 2 • Understanding Paragraph Basics**
ACTIVITY 1  Editing: Nouns and Adjectives

Combine the related sentences into one sentence. You will have to eliminate a few words. Remember to use a capital letter at the beginning and a period at the end of each sentence.

1. Rob owns a car. The car is red.
   
   Rob owns a red car.

2. I do not like this weather. The weather is humid.

3. Paris is a city in France. This city is beautiful.

4. Ali has a job. The job is part-time.

5. They like to drink soda. The soda is diet.

6. Nina reads folk tales. They are international.

7. My mother grows roses. The roses are big. The roses are beautiful.

8. Juan works for a company. The company is small. The company is independent.

9. My grandparents live in a town. It is a farming town. The town is small.

10. Sharon rents a house on Smith Street. The house is white. The house is tiny.
Grammar for Writing

Word Order: Be + Adjective

If the main verb of a sentence is be, the adjective can come after the verb.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Be</th>
<th>Adjective(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The boys</td>
<td>are</td>
<td>young.</td>
</tr>
<tr>
<td>I</td>
<td>am</td>
<td>sleepy.</td>
</tr>
<tr>
<td>That house</td>
<td>is</td>
<td>big and green.</td>
</tr>
</tbody>
</table>

Word Order: Linking Verb + Adjective

The verb be is a linking verb. A linking verb connects the subject to the adjective that comes after it. These verbs are often (but not always) related to your five natural senses: sight, taste, touch, smell, and hearing.

If the main verb of a sentence is a linking verb, the adjective can come after the verb.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Linking Verb</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justin</td>
<td>looks</td>
<td>ill.</td>
</tr>
<tr>
<td>The grapes</td>
<td>taste</td>
<td>delicious.</td>
</tr>
<tr>
<td>The hot water</td>
<td>feels</td>
<td>good</td>
</tr>
<tr>
<td>These flowers</td>
<td>smell</td>
<td>really</td>
</tr>
<tr>
<td>Sohee’s plan</td>
<td>sounds</td>
<td>interesting.</td>
</tr>
<tr>
<td>Tony and Ron</td>
<td>seem</td>
<td>very</td>
</tr>
</tbody>
</table>

Many linking verbs can also be actions verbs. When a linking verb is followed by an adjective, it does not have any action.

<table>
<thead>
<tr>
<th>Action Verb</th>
<th>My mother</th>
<th>tastes</th>
<th>her soup.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linking Verb (no action)</td>
<td>The soup</td>
<td>tastes</td>
<td>good.</td>
</tr>
</tbody>
</table>
ACTIVITY 2  Practicing Adjectives

Underline the 11 adjectives in the paragraph. (The numbers in parentheses on the left side of the paragraph tell you how many adjectives are in each line.) Then circle the linking verbs. The first adjective has been underlined for you.

Example Paragraph 6

My Ideal Vacation

(1) I have a dream to visit Alaska. The weather is beautiful there. I love cold weather. When the temperature is low, I have energy! I also want to visit Alaska because I love nature. Alaska looks so pure and natural.

(2) I dream about its scenic landscape. In addition, there are wild animals.

(2) Finally, I want to learn important information about the native people of Alaska. Their culture sounds very interesting to me. I hope to visit this wonderful state soon.

pure: clean; not polluted
scenic: having a beautiful natural landscape
native: born in or originally coming from a certain place or country
ACTIVITY 3  Describing a Scene with Adjectives

Write seven to ten sentences about the market in the photo. Write some sentences using adjective + noun and linking verb + adjective. Try to write a sentence that includes both forms.

1. The market seems busy.

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

10. 

UNIT 2 • Understanding Paragraph Basics
A paragraph is a group of sentences about one specific topic. A paragraph has three main parts: the topic sentence, the body, and the concluding sentence.

**ACTIVITY 4  Studying Paragraphs**

Read each paragraph and answer the questions that follow.

---

**Example Paragraph 7**

The Best Place to Relax

My back **porch** is my favorite place to **relax**. First, it has lots of comfortable chairs with soft pillows. I feel so good when I sit in them. My back porch is also very peaceful. I can sit and think there. I can even read a great book and nobody **bothers** me. Finally, in the evening, I can sit on my porch and watch the sunset. Watching the beautiful colors always calms me. I can relax in many places, but my back porch is the best.

- **a porch**: a part at the front or back of a house with only a floor and a roof
- **to relax**: to rest or do something enjoyable
- **to bother**: to make someone feel worried or upset
Post-Reading

1. How many sentences are in this paragraph? __________________________

2. What is the main topic of this paragraph? (Circle.)
   a. The writer likes watching the sunset.
   b. The writer likes to read a book in a quiet place.
   c. The writer likes to relax on her back porch.

3. What is the first sentence of this paragraph? (This is the topic sentence.) Write it here.
   __________________________________________

4. The writer gives examples of how her porch is relaxing. List the four things the writer does to relax on her porch.
   a. The writer sits in **comfortable chairs**.
   b. __________________________________________
   c. __________________________________________
   d. __________________________________________

5. Read the paragraph again. Find at least two adjectives and write them below.
   __________________________________________
   __________________________________________

6. Read the topic (first) sentence and the concluding (last) sentence of the paragraph. Write down the ideas that these two sentences have in common.
   __________________________________________

---

Example Paragraph 8

Taipei 101

I work in one of the world’s tallest buildings—Taipei 101. This building is in Taipei’s business **district**. Taipei 101 opened to the public in 2004. It is made of **steel** and glass panels, so it has a beautiful silver color. It has 101 **floors**. There are even five more levels below the building! Many international businesses have offices in Taipei 101. There are great places to shop in the building, too. I am **proud** to work in such an important place.

- **district**: an area
- **steel**: a very strong metal
- **floor**: a level of a building
- **proud**: having a very happy feeling of satisfaction
Post-Reading

1. How many sentences are in this paragraph? ________________________________

2. What is the main topic of this paragraph? (Circle.)
   
   a. information about a city
   b. information about a person
   c. information about a building

3. What is the first sentence of this paragraph? (This is the topic sentence.) Write it here.
   ________________________________
4. Answer these questions in complete sentences.

a. Where is the building?

b. How old is the building?

c. What color is the building?

d. How many floors does the building have in total?

5. Read the paragraph again. Find at least four adjectives and write them below.

6. Read the topic (first) sentence and the concluding (last) sentence of the paragraph. Write down the ideas that these two sentences have in common.

**The Title of a Paragraph**

What is the title of this textbook? Look on the front cover. Write the title here.

What is the title of Example Paragraph 6 on page 37? Write the title here.

A title gives the reader information about what is in a book, magazine, song, movie, or paragraph. Here are some rules to follow when you write a title for your paragraphs.

**Rule #1:** A good title is usually short. Sometimes it is only one word. *Titanic* and *Help* are titles.

**Rule #2:** A good title is usually not a complete sentence. Some examples of paragraph titles in this book are *Staying Healthy*, *A World Traveler*, and *An Old Family Photo*.

**Rule #3:** A good title catches a reader’s interest. It tells the reader about the main topic, but it does not tell about everything in the paragraph. *A Long Flight*, *An Important Invention*, and *My First Car* are all titles of paragraphs in this book. Each one gives you a good idea of what the paragraph will be about. However, it does not give you all the information.

**Rule #4:** A good title also follows special capitalization rules. Always capitalize the first letter of the first word. Only capitalize the first letter of the important words in the title. Do not capitalize a preposition or an article unless it is the first word.

**Rule #5:** A title never has a period at the end.
ACTIVITY 5  Working with Titles

Each of these titles breaks at least one of the rules listed on page 42. Rewrite each one correctly. Be prepared to share your answers with your classmates and explain which rule (or rules) the incorrect title breaks.

1. RAP MUSIC AROUND THE WORLD

2. A Handbook For International Students In Canada


4. My Paragraph

5. How to Upload Your Family Vacation Photos to the Internet

6. Buying A New Car Is Easy

7. The ten Best Movies of All Time

8. Today Was the Best day of My Life

Writer’s Note

Indenting the First Line of Every Paragraph

Look at the first line of Example Paragraph 7 on page 39. How is the formatting different from the other lines in the paragraph?

Look at the first line of Example Paragraph 8 on page 40. Do you see how the first line is also moved in? This is called indenting. It is important to indent the first line of every paragraph because it tells the reader that a new paragraph is beginning.
ACTIVITY 6  Copying a Paragraph

On the lines below, copy the six sentences about ice cream from Activity 13 on page 16 (Unit 1). Be sure to indent the first line. Use correct punctuation at the end of each sentence. Give this paragraph a title. When you finish, read your new paragraph.

Example Paragraph 9

ACTIVITY 7  Writing an Original Paragraph

Answer the questions. Use complete sentences.

1. Who is your favorite singer? My favorite singer is

2. What country does he or she come from?

3. What kind of music does he or she sing?

4. What is your favorite song by this singer?

5. Why do you like this singer?
Now write your sentences in paragraph form. Be sure to indent the first line. Give your paragraph a title.

Example Paragraph 10

Parts of a Paragraph: The Topic Sentence

Every good paragraph has a topic sentence. The topic sentence is one sentence that tells the main idea of the whole paragraph.

The topic sentence:

- is usually the first sentence in the paragraph
- should not be too specific or too general
- must describe the information in all the sentences of the paragraph

If a paragraph does not have a topic sentence, the reader may be confused because the ideas will not be organized clearly. Make sure every paragraph has a topic sentence!
ACTIVITY 8  Practicing Topic Sentences

Read each paragraph and the three topic sentences below it. Choose the best topic sentence and write it on the lines. Then read the paragraph again. Make sure that the topic sentence gives the main idea for the whole paragraph. Remember to indent.

Example Paragraph 11

Beautiful Snow?

Snow is beautiful when it falls. After a few days, the snow is not beautiful anymore. It starts to melt, and the clean streets become messy. It is difficult to walk anywhere. The sidewalks are slippery. Snow also causes traffic problems. Some roads are closed. Other roads are hard to drive on safely. Drivers have more accidents on snowy roads. I understand why some people like snow, but I do not like it very much.

a. In December, it usually snows.
b. Some people like snow, but I do not.
c. I love snow.

to melt: to change from ice to liquid
messy: sloppy; dirty
a sidewalk: a paved walkway on the side of roads
slippery: causing a person to slip or slide, usually because of a smooth surface
hard: difficult
an accident: a car crash
Maria and Her Great Job

She works at Papa Joe's Restaurant. She serves about 60 people every day. Maria can remember all the dinner orders. If there is a problem with any of the food, she takes it back to the kitchen immediately. Maria works very hard to make sure all her customers have a great meal.

a. My cousin Maria is an excellent server.
b. My cousin Maria works at Papa Joe's Restaurant.
c. Maria's customers do not eat big meals.

to serve: to give someone food and drink at a restaurant
to take back: to return immediately: at that moment; very quickly

My Favorite City

I love to see all the interesting things there. The city is big, exciting, and full of life. I always visit the Statue of Liberty and the Empire State Building. I also visit Chinatown. At night, I go to shows on Broadway. The food in the city is excellent, too. I truly enjoy New York City.

a. I like to see the Statue of Liberty and the Empire State Building.
b. New York is a very big city.
c. My favorite city in the world is New York.

a show: a live performance on stage
Pasta, Pasta, Pasta

Pasta tastes great. Sometimes I eat it plain. I also like it with butter or Parmesan cheese. Another reason I like pasta is the variety. Pasta includes spaghetti, macaroni, vermicelli, ravioli, lasagna, and many other kinds. In addition, pasta is very easy to prepare. I can make pasta in less than ten minutes. Finally, pasta is a very healthy food for me. A plate of pasta has about 300 calories, but it has only three grams of fat. I love to eat pasta every day!

a. Everybody loves pasta.

b. Spaghetti and macaroni are kinds of pasta.

c. Pasta is my favorite food.

d. Pasta comes from Italy.
d. Some teachers are good, but other teachers are not so good.
c. I like my teachers.
b. Good teachers have special qualities.
a. All good teachers are patient.

Qualities of good teachers:

They read all students the same. These are some of the most important.
They help students understand the subject. Finally, good teachers are firm.
They plan what happens in every class. Good teachers are also encouraging.
Things without getting bored. In addition, they are organized. They
are patient. They never rush their students. Good teachers explain.

First of all, good teachers

Good Teachers
Awesome Internet Radio

First, I can listen to radio stations from around the world, so I have a variety of musical choices. I can choose bhangra from a New Delhi station or the newest music from a station in England. I can also listen to individual music stations that people create. I follow several popular disc jockeys in Los Angeles and New York. I also like Internet radio’s convenience. I do not need to stay at home or use my car to listen to the radio. I can listen on my smartphone and my mp3 player whenever and wherever I want. However, the best thing of all is that Internet radio is free! I cannot imagine music without Internet radio!

a. Before the Internet, people only listened to the radio one way.
b. There are great radio stations all over the world.
c. People all over the world like listening to the radio.
d. Internet radio is the perfect way for me to listen to music.

Grammar for Writing

Subject Pronouns

A pronoun is a word that takes the place of a noun. A subject pronoun is a pronoun that takes the place of a noun that is the subject in a sentence.

<table>
<thead>
<tr>
<th>Subject Pronoun (Singular)</th>
<th>Subject Pronoun (Plural)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>We</td>
</tr>
<tr>
<td>You</td>
<td>You</td>
</tr>
<tr>
<td>He / She / It</td>
<td>They</td>
</tr>
<tr>
<td>live in Panama.</td>
<td>live in Panama.</td>
</tr>
<tr>
<td>work in a bank.</td>
<td>work in a bank.</td>
</tr>
<tr>
<td>is from Turkey.</td>
<td>are from Turkey.</td>
</tr>
</tbody>
</table>

a disc jockey: a radio announcer who plays music

convenience: an increase in comfort or easiness in work

whenever: at any time

wherever: in any place
Object Pronouns

An **object pronoun** is a pronoun that takes the place of a noun that is the **object** in a sentence.

<table>
<thead>
<tr>
<th>Mona likes</th>
<th>me.</th>
<th>Mona likes</th>
<th>us.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know</td>
<td>you.</td>
<td>I know</td>
<td>you.</td>
</tr>
<tr>
<td>Kevin understands</td>
<td>him / her / it.</td>
<td>Kevin understands</td>
<td>them.</td>
</tr>
</tbody>
</table>

An object pronoun can also replace the noun after a **preposition**. A preposition is a word that shows location, time, or direction. Some common prepositions are in, on, to, and near.

<table>
<thead>
<tr>
<th>Preposition</th>
<th>Object Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assad walks</td>
<td>me.</td>
</tr>
<tr>
<td>They give help</td>
<td>to</td>
</tr>
<tr>
<td>Jessica lives</td>
<td>near</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVITY 10** **Using Subject Pronouns**

Replace the noun(s) in parentheses with a subject pronoun.

**Example Paragraph 17**

**Two Doctors**

Rosemarie Bertrand and Michael Scott are interesting people. Rosemarie is a doctor in Scotland. (1. Rosemarie Bertrand) **She** is married to Michael. (2. Michael Scott) is also a doctor. (3. Rosemarie and Michael) live in Edinburgh. (4. Edinburgh) is a historic city. Dr. Bertrand and Dr. Scott have an office together downtown.

(5. The office) is busy every day. (6. Rosemarie and Michael) work hard five days a week. On weekends, however, (7. Rosemarie and Michael) like to travel to the countryside. (8. The countryside) is a beautiful and relaxing escape from all their hard work.
ACTIVITY 11  Using Object Pronouns

Replace the noun(s) in parentheses with an object pronoun.

Example Paragraph 18

My Best Friend

My best friend is Gretchen. I met (1. Gretchen) ______ (her) ten years ago. She is from Alabama. She comes from a very large family. She has four brothers and three sisters. She does not live with (2. her brothers and sisters) _____________. They live in Alabama with their parents. Gretchen studies veterinary medicine at the University of Florida in Gainesville. She loves (3. her career choice) __________ very much because she really loves animals. Gretchen has three pets. She has a cat, a small bird, and a large boa constrictor, Hal. She likes (4. her pets) ____________ all very much. However, she likes Hal the best. Gretchen takes (5. Hal) ____________ with (6. Gretchen) __________ everywhere! In her free time, Gretchen plays tennis, reads books, and cooks gourmet meals. I love (7. Gretchen) __________ like a sister. I hope that our friendship will stay with (8. Gretchen and me) __________ for many years.

veterinary: medical care of animals

gourmet: producing extremely good food and drink
### Writer's Note

**Using Pronouns to Make Your Writing More Interesting**

When you write about a noun, using the same noun again and again in your paragraph can make your writing sound repetitive.

- Alisa lives in the city. **Alisa** likes the noise and the crowds, but **Alisa** does not like the stress.
- Kris has a **new car**. He washes his **new car** every day. **His new car** is fun, and **his new car** is fast!

To make your writing more interesting, replace some nouns with pronouns.

- Alisa lives in the city. **She** likes the noise and the crowds, but **she** does not like the stress.
- Kris has a **new car**. He washes **it** every day. **His new car** is fun, and **it** is fast!

### ACTIVITY 12 Using Subject and Object Pronouns for Variety

This paragraph uses the same nouns too many times. Cross out some nouns, and replace them with subject or object pronouns.

### Example Paragraph 19

**Our Big Move**

Amy and I are moving into our new apartment today. **We** are very excited. Amy and I have many big things to put in our new apartment. I have a large flat screen **TV**. Amy and I plan to put the television next to the window. Amy's brother and his friends will help Amy and I move today, too. Amy's brother and his friends will move our large **couch** and chairs. Amy and I want to put the couch and chairs in front of the television. Finally, Amy's brother and his friends will move in our beds. It may take a long time to move the beds because the beds are so big. However, Amy and I are not worried because our strong helpers will make the move easy!

**a couch**: a piece of furniture big enough for three or more people to sit on

### Parts of a Paragraph: The Body

Every good paragraph must have sentences that support the topic sentence. These supporting sentences are called the **body** of a paragraph.

The supporting sentences:

- **give more information, such as support, details, or examples**, about the topic sentence
- **must be related to the topic sentence**
- **should not include ideas that are unrelated or unconnected to the topic sentence**

A good body can make your paragraph stronger, so make sure EVERY sentence in your body is related to the topic sentence.

One mistake that many writers make is writing sentences that are not related to the topic sentence. Be sure to cut out any unrelated or unconnected ideas.
ACTIVITY 13  Working with the Body of a Paragraph

Read each paragraph carefully. Underline the topic sentence. In each paragraph, one supporting sentence does not belong because it is not directly connected to the topic sentence. Cross out the unrelated sentence.

Example Paragraph 20

Keeping Score in American Football

Keeping score in American football is more difficult than keeping score in soccer. In soccer, each goal is worth one point. For example, if a team scores five goals in a game, then the team's score is five points. In American football, the scoring system is different. When a player carries the ball across the end zone, he scores a touchdown. A touchdown is worth six points. When a player kicks the football between the goal posts, that team gets one point or three points. Another sport that has easy scoring is basketball. It is definitely harder to keep score for American football than it is for soccer.

Example Paragraph 21

Making Chili

Chili is an easy dish to prepare. Fried chicken is also easy to prepare. To make chili, cut up one large onion. Then fry it in a little vegetable oil. You can add fresh garlic and some diced chili peppers. When the onions are soft, add one pound of ground beef. Stir the onions and beef until they are fully cooked. Sprinkle one tablespoon of red chili powder on top. Next, add four cups of diced tomatoes, one cup of water, and one can of red beans. Finally, add salt and pepper. Cover the saucepan and cook over low heat for about one hour. If you follow this simple recipe, you will have a delicious meal!

keeping score: maintaining a count of the total points in a game
worth: equal to; valued at
definitely: clearly, without question
chili: a thick stew made with meat, beans, and tomatoes
diced: cut into little squares
ground: broken into small pieces
to stir: to mix
fully: completely; entirely
a recipe: directions for cooking food
a meal: breakfast, lunch, or dinner
Celsius and Fahrenheit Temperatures

Changing temperatures from Celsius to Fahrenheit is not difficult. First, multiply the Celsius temperature by 9. Then divide this answer by 5. When you finish, add 32 degrees to your answer. The result is the temperature in Fahrenheit. Many countries report temperatures in Celsius, but the United States uses Fahrenheit. For example, if the Celsius temperature is 20, you multiply 20 by 9. Then you divide the answer, 180, by 5. The result is 36. Next, add 32, and you have the correct Fahrenheit temperature. Now you know how to change a temperature from Celsius to Fahrenheit.

to multiply: \(2 \times 2 = 4\)
to divide: \(15 \div 3 = 5\)

A degree: a unit of measurement for temperature: \(98^\circ = 98\) degrees

---

**Grammar for Writing**

**Possessive Adjectives**

When you want to talk about something that belongs to someone or something, you use a **possessive adjective**. A possessive adjective answers questions related to ownership such as *Whose house? Whose books?* and *Whose television?*

Like regular adjectives, a possessive adjective always comes before the noun that it describes.

<table>
<thead>
<tr>
<th>Subject Pronoun</th>
<th>Possessive Adjective</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>my</td>
<td>My house is on Mariposa Avenue.</td>
</tr>
<tr>
<td>you</td>
<td>your</td>
<td>Do you have your ticket for the airplane?</td>
</tr>
<tr>
<td>he</td>
<td>his</td>
<td>Nick lives with his father.</td>
</tr>
<tr>
<td>she</td>
<td>her</td>
<td>Her purse is red and black.</td>
</tr>
<tr>
<td>it</td>
<td>its</td>
<td>A butterfly moves its wings quickly.</td>
</tr>
<tr>
<td>we</td>
<td>our</td>
<td>We write all our papers on a computer.</td>
</tr>
<tr>
<td>they</td>
<td>their</td>
<td>The students will bring their CDs.</td>
</tr>
</tbody>
</table>
### ACTIVITY 14  Using Possessive Adjectives

Fill in each blank with the correct possessive adjective.

#### Example Paragraph 23

**Kate and Her Siblings**

Kate has two sisters and one brother. 1. **Their** names are Ashley, Julia, and Nick. Ashley and Julia live with 2. ____________ parents. They are high school students. Ashley likes to play sports. 3. ____________ favorite sport is softball. She is a very good player. Julia does not like sports, but she loves music. She plays 4. ____________ guitar every afternoon after school. Ashley and Julia have the same friends. 5. ____________ friends go to the same school. 6. ____________ brother, Nick, is in college. 7. ____________ major is business administration. Kate’s brother and sisters are all very different, but she loves 8. ____________ siblings very much.

![a sibling: a brother or a sister](image)

### ACTIVITY 15  Practicing Subject Pronouns and Possessive Adjectives

Underline the correct pronoun or possessive adjective.

#### Example Paragraph 24

**I / My) Grandmother**

A very important person in 1. I / my) life is (2. I / my) grandmother. 3. She / Her) name is Evelyn Anna Kratz. 4. She / Her) life is very interesting. 5. She / Her) is 89 years old. 6. She / Her) comes from Poland. 7. She / Her) can speak English well, but (8. she / her) first language is Polish. My grandmother comes from a large family. (9. She / Her) has two brothers. (10. They / Their) names are Peter and John. (11. I / My) grandmother has two sisters, too. (12. They / Their) names are Karina and Maria. (13. I / My) like to listen to (14. my / her) grandmother's stories because (15. they / their) are so interesting. In (16. I / my) opinion, they are the most interesting stories in the world.
**ACTIVITY 16 Working with the Body of a Paragraph**

Read each paragraph carefully. In each paragraph, there are two sentences that do not belong. Put parentheses ( ) around the two unrelated sentences.

---

**Example Paragraph 25**

**The New States**

Four U.S. states begin with the word *new*. New Hampshire, New Jersey, and New York are in the Northeast, but New Mexico is in the Southwest. Arizona is also in the Southwest. New Hampshire is a small state with just over one million people. New Jersey is also a small state, but its population is almost nine million people. The most *well-known* of the *new* states is New York. With twenty million people, its population is the largest of all the *new* states. Finally, there is New Mexico. It is the largest in size of these four states, but its population is really quite small with a little over two million people. There are no states that begin with the word *old*. Although all these states begin with *new*, they are all very different.

*well-known*: popular, familiar, famous
An Incredible Neighbor

My neighbor Mrs. Wills is an amazing person. She is 96 years old. My grandmother lived to be 87. Mrs. Wills lives alone, and she takes care of herself. In the morning, she works in her beautiful garden. She also does all of her own cooking. She does not like to cook rice. She cleans her own house. She even puts her heavy garbage can by the street for trash collection. She pulls it slowly to the curb, and she goes up and down the steps to her door without help. I hope to have that much energy and ability when I am 96 years old.

My Office

My office has everything I need to do my work. On the left side of the room, there is a big wooden desk. My computer sits on top of the desk, and the printer sits under it. I keep paper files in its drawers. On the right side of the room, there are two beautiful bookcases. My father makes bookcases and other wood furniture. They are full of books, magazines, and computer software. There is also a telephone and a fax machine on a small table next to my closet. I have trouble remembering my fax number. All my office supplies are in it. I enjoy my office very much.

ACTIVITY 17 Review: Identifying Subject and Object Pronouns and Possessive Adjectives

Look at the paragraphs in Activity 16 again. Circle all the subject pronouns. Underline all the possessive adjectives. Put a box around the object pronouns. Check your answers with a classmate.

Writer’s Note

Avoiding Fragments: Checking for the Verb

As you write, remember that every sentence needs a verb. A sentence without a verb is a fragment. It is a piece of a sentence, not a complete sentence.

- My father’s name Samuel. (Correct: My father’s name is Samuel.)
- Many people in Switzerland French. (Correct: Many people in Switzerland speak French.)
- Some elementary schools computers for the students. (Correct: Some elementary schools have computers for the students.)
ACTIVITY 18 Editing: Checking for Verbs

Five sentences below are missing the verb be. Add the correct form of be to the incomplete sentences. Then put the sentences in the correct order. The first missing be verb has been corrected for you.

Staying Healthy

a. Doctors say that one hour of exercise each day can keep you in good shape.

b. First, think about the food you eat.

c. It easy to stay healthy if you follow some simple steps.

d. This allows your body to rest and become stronger.

e. You can follow these steps to help yourself stay healthy.

f. The best types of food fruits and vegetables.

g. In addition, exercise good for your mind and emotions.

h. Finally, relaxation very important.

i. It important to eat a lot of them every day.

j. Next, consider some exercise.

to follow: to obey, do
steps: directions

to consider: to think about

type: a kind

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ACTIVITY 19  Self-Editing: Checking for Verbs

Turn back to Activity 9 on page 12 in Unit 1. Check your sentences for missing verbs. Rewrite three of your sentences with missing verbs correctly on the lines below (even if your teacher already corrected your work). If you did not make any mistakes, good job! Use the lines below to write about a new topic using the same format as Activity 9.

------------------------
------------------------
------------------------
------------------------

Parts of a Paragraph: The Concluding Sentence

In addition to a topic sentence and body, every good paragraph has a concluding sentence. The concluding sentence ends the paragraph with a final thought.

The concluding sentence:

- often gives a summary of the information in the paragraph
- often gives information that is similar to the information in the topic sentence
- can be a suggestion, opinion, or prediction
- should not give any new information about the topic

Look at the topic sentences and concluding sentences from a few paragraphs in this unit.

<table>
<thead>
<tr>
<th>Topic Sentence</th>
<th>Paragraph 6, Page 37</th>
<th>Paragraph 7, Page 39</th>
<th>Paragraph 8, Page 40</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a dream to visit Alaska.</td>
<td>My back porch is my favorite place to relax.</td>
<td>I work in one of the world's tallest buildings—Taipei 101.</td>
<td></td>
</tr>
<tr>
<td>I hope to visit this wonderful state soon.</td>
<td>I can relax in many places, but my back porch is the best.</td>
<td>I am proud to work in such an important place.</td>
<td></td>
</tr>
</tbody>
</table>
ACTIVITY 20 Working with Concluding Sentences

Copy the topic sentence and concluding sentence from each paragraph indicated. How are the two sentences the same? How are they different? Discuss your answers with a partner.

1. Example Paragraph 11, page 46
   
   Topic sentence: _______________________________________________________
   
   Concluding sentence: ________________________________________________

2. Example Paragraph 12, page 47
   
   Topic sentence: _______________________________________________________
   
   Concluding sentence: ________________________________________________

3. Example Paragraph 13, page 47
   
   Topic sentence: _______________________________________________________
   
   Concluding sentence: ________________________________________________

4. Example Paragraph 14, page 48
   
   Topic sentence: _______________________________________________________
   
   Concluding sentence: ________________________________________________

5. Example Paragraph 15, page 49
   
   Topic sentence: _______________________________________________________
   
   Concluding sentence: ________________________________________________

6. Example Paragraph 16, page 50
   
   Topic sentence: _______________________________________________________
   
   Concluding sentence: ________________________________________________
ACTIVITY 21 Choosing Concluding Sentences

Read each paragraph and the three concluding sentences below it. Choose the best concluding sentence and write it on the lines. Then read the paragraph again. Make sure that the concluding sentence gives a final thought for the whole paragraph.

Example Paragraph 28

Monday

I hate Monday for many reasons. One reason is work. I get up early to go to work on Monday. After a weekend of fun and relaxation, I do not like to do this. Another reason that I do not like Monday is that I have three meetings every Monday. These meetings last a long time, and they are extremely boring. Traffic is also a big problem on Monday. There are more cars on the road on Monday. Drivers are in a bad mood, and I must be more careful than usual. ____________________________

a. Monday is worse than Tuesday, but it is better than Sunday.
b. I do not like meetings on Monday.
c. These are just a few reasons why I do not like Monday.

Example Paragraph 29

Buying a Car

Buying a car requires careful planning. Do you want a new or a used car? This depends on how much money you can spend. Sometimes a used car needs repairs. What style of car do you want? You can look at many different models to help you decide. Next, do you want extra features in your new car? Adding lots of extra features makes a car more expensive. Finally, you have to decide where you will buy your car. ____________________________

a. It is important to think about all of these things when you are buying a car.
b. The most important thing is the kind of car that you want to buy.
c. Will you buy your new car from a friend or a car dealer?
Hanami

Hanami is a very popular Japanese tradition. Every spring, thousands of cherry trees bloom all over Japan. For two weeks during Hanami, friends and families gather in parks and the countryside to see the beautiful flowers and celebrate the end of their vacation time. People make lots of food and have huge picnics under the lovely trees. There is lots of music and dancing, and large groups of people walk through the parks together. The celebration often continues into the night, and there are lanterns everywhere to light the celebration.

a. People like to be with their family and friends during Hanami.
b. Looking at flowers during Hanami is interesting.
c. This is truly a most beloved Japanese custom.
**Activity 22: Editing: Grammar and Sentence Review**

Correct the paragraph. There are 7 mistakes.

3 adjective mistakes  
2 capitalization mistakes  
2 missing *be* verbs

**Example Paragraph 31**

Aspirin

Aspirin is an incredible type of medicine. This small white pill is not a drug new. We do not know exactly why or how it works. However, millions of people use aspirin every day. We take aspirin for reasons many. Aspirin good for headaches, colds, and pain. Aspirin can help with so many different Health problems. Aspirin is a medicine simple, but it great.

**Building Better Sentences:** For further practice with the sentences and paragraphs in this unit, go to Practice 2 on page 254 in Appendix 1.

---

**Building Better Vocabulary**

**Activity 23: Word Associations**

Circle the word or phrase that is most closely related to the word or phrase on the left. If necessary, use a dictionary to check the meaning of words you do not know.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>an opinion</td>
<td>a belief</td>
</tr>
<tr>
<td></td>
<td>a fact</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>a headache</td>
<td>pain</td>
</tr>
<tr>
<td></td>
<td>relaxation</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>to consider</td>
<td>to talk to</td>
</tr>
<tr>
<td></td>
<td>to think about</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>to spend</td>
<td>money comes in</td>
</tr>
<tr>
<td></td>
<td>money goes out</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>historic</td>
<td>career</td>
</tr>
<tr>
<td></td>
<td>city</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>furniture</td>
<td>a rug</td>
</tr>
<tr>
<td></td>
<td>a sofa</td>
<td></td>
</tr>
</tbody>
</table>
7. to come from
8. afternoon
9. to serve
10. traffic
11. downtown
12. to prepare
13. to organize
14. a variety

a destination
darkness
to give
pedestrians
a city center
food
to make messy
few choices
to take
vehicles
a suburb
a headache
to make neat
many choices

**ACTIVITY 24 Using Collocations**

Fill in each blank with the word that most naturally completes the phrase on the right. If necessary, use a dictionary to check the meaning of words you do not know.

1. idea / ideal
2. of / for
3. do / follow
4. to / for
5. have / make
6. be / get
7. in / on
8. in / on
9. eat / take
10. high / tall

an __________________________ job
a variety __________________________ ideas
to __________________________ a recipe
to prepare __________________________ an emergency
to __________________________ an accident
to __________________________ worth
to major __________________________ engineering
to be __________________________ the third floor
to __________________________ an aspirin
a __________________________ temperature
**ACTIVITY 25  Parts of Speech**

Study the word forms. Fill in each blank with the best word form provided. Use the correct form of the verb. If necessary, use a dictionary to check the meaning of words you do not know. (NOTE: The word in bold is the original word that appears in the unit.)

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Sentence Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>dream</td>
<td>dream</td>
<td>Ø</td>
<td>1. She ___________________________ about becoming a famous singer.</td>
</tr>
<tr>
<td>love</td>
<td>love</td>
<td>lovely</td>
<td>2. My ___________________________ is to travel to India.</td>
</tr>
<tr>
<td>problem</td>
<td>Ø</td>
<td>problematic</td>
<td>3. Your dress is ___________________________.</td>
</tr>
<tr>
<td>enjoyment</td>
<td>enjoy</td>
<td>enjoyable</td>
<td>4. Mario and Yumiko __________________________ hip-hop music.</td>
</tr>
<tr>
<td>patience</td>
<td>Ø</td>
<td>patient</td>
<td>5. There is a ___________________________ with my car’s air conditioning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6. The economic situation is ___________________________.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7. The live music is here for everyone’s ___________________________.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8. We always have an ___________________________ time on vacation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9. Good teachers have a lot of ___________________________.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10. My mother is a very ___________________________ woman.</td>
</tr>
</tbody>
</table>

Noun endings: -ment, -ence

Adjective endings: -ly, -atic, -able

**Original Student Writing**

**ACTIVITY 26  Original Writing Practice**

Follow these instructions:

- Answer the questions about an interesting person that you know. Use a complete sentence for each answer. Put a check (√) next to each question as you answer it.
- As you write, use at least two of the vocabulary words or phrases presented in Activity 23, Activity 24, and Activity 25 in your sentences. Underline these words and phrases in your sentences.
- Copy your sentences into a paragraph on the lines provided on page 67.
- Use the checklist on page 68 to edit your work.

√ 1. Who is the most interesting person you know? ____________________________________________

√ 2. How do you know this person? ____________________________________________

√ 3. Why is this person interesting? List three reasons why this person is so interesting. Give an example to support each reason. (Use adjectives in your descriptions.)

66  UNIT 2  Understanding Paragraph Basics
a. Reason 1: 
Support: 

b. Reason 2: 
Support: 

c. Reason 3: 
Support: 

If you need ideas for words and phrases, see the Useful Vocabulary for Better Writing on pages 247–249.
☑ Checklist

1. □ I used adjectives to describe this person.
2. □ I used adjectives before nouns.
3. □ I used adjectives after linking verbs.
4. □ I indented the first line of my paragraph.
5. □ I used subject and object pronouns to add variety.
6. □ I used possessive adjectives to show ownership.
7. □ I wrote a topic sentence and a concluding sentence. I made sure they are connected in meaning.
8. □ I checked each sentence in my paragraph. I made sure every sentence is related to my topic.
9. □ I gave my paragraph a title.

ACTIVITY 27 Peer Editing

Exchange books with a partner and look at Activity 26. Read your partner’s paragraph. Then use Peer Editing Sheet 2 on NGL.Cengage.com/GW1 to help you comment on your partner’s paragraph. Be sure to offer positive suggestions and comments that will help your partner improve his or her writing. Consider your partner’s comments as you revise your own paragraph.

Additional Topics for Writing

Here are ten ideas for journal writing. Choose one or more of them to write about. Follow your teacher’s directions. (We recommend that you skip a line after each line that you write. This gives your teacher a place to write comments.)

PHOTO

TOPIC: Look at the photo on pages 32–33. Write about an activity or sport that you enjoy. Do you like to practice? How often? Why do you enjoy this activity or sport?

TOPIC 2: Write about an interesting city. What do you know about it? Do you want to visit this city? Why or why not?

TOPIC 3: Write about a good weekend plan. What do you like to do on weekends? Who do you spend your weekends with?

TOPIC 4: Write about how to use an object such as a smartphone or electronic tablet. Explain the steps involved in using this object.

TOPIC 5: Write about credit cards. What is your opinion about them? Are they helpful or dangerous? Do you use them?
TOPIC 6: Write about your favorite kind of music. Why do you like this music? How do you feel when you listen to this music?

TOPIC 7: Choose a person in your class to write about. Explain how the person looks and what his or her personality is like.

TOPIC 8: Write about a famous person you like. Who is this person? What is this person's job? Why do you like this person?

TOPIC 9: Write about something that you do not like. Give three reasons why you do not like this thing. Explain how this thing makes you feel.

TOPIC 10: Write about your favorite subject in school. Why do you like this subject? What kinds of things do you practice in this subject?
Young Rajasthani girls carry water across the desert near Jaisalmer, India.
OBJECTIVES
To learn the simple present tense
To study simple and compound sentences
To practice the articles a and an

Can you write about things you do every day?
**The Simple Present Tense: Statements**

Use the simple present tense to write about:

- **daily habits or routines**
  
  Max checks his e-mail each morning.

- **general truths**
  
  Children go to school.
  
  Fish live in water.

<table>
<thead>
<tr>
<th>Be</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I am</td>
<td>we are</td>
</tr>
<tr>
<td>you are</td>
<td>you (plural) are</td>
</tr>
<tr>
<td>he / she / it is</td>
<td>they are</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Visit / Leave / Carry</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I visit</td>
<td>we visit</td>
</tr>
<tr>
<td>leave</td>
<td>leave</td>
</tr>
<tr>
<td>carry</td>
<td>carry</td>
</tr>
<tr>
<td>you visit</td>
<td>you (plural) visit</td>
</tr>
<tr>
<td>leave</td>
<td>leave</td>
</tr>
<tr>
<td>carry</td>
<td>carry</td>
</tr>
<tr>
<td>he / she / it visits</td>
<td>they visit</td>
</tr>
<tr>
<td>leaves</td>
<td>leave</td>
</tr>
<tr>
<td>carries</td>
<td>carry</td>
</tr>
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<table>
<thead>
<tr>
<th>Have</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I have</td>
<td>we have</td>
</tr>
<tr>
<td>you have</td>
<td>you (plural) have</td>
</tr>
<tr>
<td>he / she / it has</td>
<td>they have</td>
</tr>
</tbody>
</table>

**IMPORTANT:** Verbs for third person singular subjects (he, she, it, Nick, Sylvia) end in -s or -es.

- He __call__ his parents every day.
  
  He calls his parents every day.

- I __be__ a student.

- I __is__ a student.
  
  I am a student.

- He __have__ homework every day.
  
  He has homework every day.
  
  We have homework every day.
ACTIVITY 1  Practicing the Simple Present Tense

Fill in the blanks with the correct simple present tense form of the verb in parentheses.

Example Paragraph 33

Uncle Charlie and Aunt Valerie

My Uncle Charlie and Aunt Valerie (1. be) ________________ successful entrepreneurs. Their restaurant (2. be) ________________ ten years old now, and they (3. enjoy) ________________ great success. The restaurant (4. have) ________________ 15 servers, two managers, and three chefs. Uncle Charlie (5. work) ________________ very hard in his restaurant. Sometimes he (6. be) ________________ there seven days a week. Aunt Valerie always (7. go) ________________ to the restaurant at night to make sure that the customers (8. be) ________________ happy. I (9. love) ________________ my Uncle Charlie and Aunt Valerie, and I really appreciate all their hard work. There (10. be) ________________ no one better than them!

ACTIVITY 2  Practicing the Simple Present Tense

Fill in the blanks with the correct simple present form of the verbs in the word bank. Some verbs may be used more than once.

[love  play  be  speak  come  practice  have]

Example Paragraph 34

My Classmates

My classmates come from all over the world. José 1 ________________ from Spain, so he 2 ________________ Spanish perfectly. Wonbin and Hyun-Ju 3 ________________ Korean, but they 4 ________________ from different cities. Yuri 5 ________________ from Ukraine. He 6 ________________ English all the time and 7 ________________ a great accent. The Al-Alhmad brothers 8 ________________ from Dubai, and they 9 ________________ soccer very well. What about me? I 10 ________________ from Italy, and I 11 ________________ to sing in class. We 12 ________________ all very good friends, and I hope we can be friends forever.
**ACTIVITY 3** Ordering Sentences in a Paragraph

Number the sentences in the correct paragraph order.

---

**Jim’s Daily Routine**

1. After this part-time job, he goes home, eats a quick dinner, studies, and does his homework.
2. He studies engineering at City College.
3. He goes to school for six hours.
4. Jim knows that this lifestyle is stressful.
5. Jim is a very busy student.
6. Every morning, he wakes up at 7:00, takes a shower, and then rushes off to school.
7. He also knows that the stress will end soon, and he will get a professional job.
8. After school, he goes to the local mall where he works in a sporting goods store.

---

**ACTIVITY 4** Changing Singular Verbs to Plural Verbs

Make the following changes to the sentences in Activity 3, and rewrite the paragraph in the correct order.

1. Change the subject of the story from Jim to Jim and Matt.
2. Make any necessary changes to verb forms, nouns, and pronouns.

---

**Example Paragraph 35**

**Jim and Matt’s Daily Routine**

---

Jim and Matt are very busy students.
The City of Budapest

Budapest is one of the most interesting capitals of Europe. It is a romantic city, and it has many interesting tourist places to visit. One example is the Danube River. It separates Budapest into Buda and Pest. In addition, visitors can enjoy traditional Hungarian food. The most popular dish is goulash soup. The people of Budapest are friendly and helpful to tourists. When you travel to Europe, you can visit Budapest and have a very good time.
ACTIVITY 6  Writing a Paragraph from Pictures

Study the pictures on page 76. They tell a story. Then read the incomplete paragraph. Fill in the blanks based on the pictures. You may need to add two or more words in each blank. Write the full sentence for the last two sentences. NOTE: The numbers in the paragraph correspond to the pictures.

One Family's Morning Routine

The Lee family is very busy on weekday mornings. 1 Every morning Susan Lee, the oldest daughter, wakes up and ____________________ for her parents and siblings. She loves to cook in the mornings!
2 When the food is ready, the rest of the family ____________________ .

The kids eat their breakfast quickly. 3 After they eat, Susan's father and mother ____________________ . 4 At 8:30 a.m., Mr. Lee _______________ and sees that it is time to leave. 5 Then he and the kids _______________ to Mrs. Lee. 6 Mr. Lee and the kids ____________________ the minivan so that he can take them to school.
7 ____________________

8 A few minutes later, ____________________ .

The Lees certainly do a lot before their work and school day begins!

Grammar for Writing

There Is / There Are

Use There is and There are to show that something exists in a certain place. Use is with singular subjects. Use are with plural subjects.

<table>
<thead>
<tr>
<th>There</th>
<th>Is / Are</th>
<th>Subject</th>
<th>(Place Phrase)</th>
</tr>
</thead>
<tbody>
<tr>
<td>There</td>
<td>is</td>
<td>a magazine</td>
<td>on the table.</td>
</tr>
<tr>
<td>There</td>
<td>is</td>
<td>milk</td>
<td>in the refrigerator.</td>
</tr>
<tr>
<td>There</td>
<td>are</td>
<td>magazines</td>
<td>at the library.</td>
</tr>
<tr>
<td>There</td>
<td>are</td>
<td>yellow birds.</td>
<td></td>
</tr>
</tbody>
</table>

✗ There is ten people in my office.
✓ There are ten people in my office.
✗ Is a desk in the room.
✓ There is a desk in the room.
✗ Apples on the table.
✓ There are apples on the table.
✗ A concert at the university tomorrow.
✓ There is a concert at the university tomorrow.
My Colorful Classroom

My classroom is a very colorful room. 1 There are twenty desks in the room. Each desk has a dark brown seat and a shiny white top. On the left side of the room, 2 there is a world map. This map shows all the different countries in the world, and each country is a different color. On the right side of the room, 3 there are two posters. The first poster is green. It has a list of fifty common verbs. The second poster has the names and pictures of fruits and vegetables. It is white, but the writing is black. Finally, 4 there are some pictures of famous leaders above the whiteboard. These objects make my classroom colorful.

Post-Reading

1. Is example 1 singular or plural? ________ Why? ____________________________
2. Is example 2 singular or plural? ________ Why? ____________________________
3. Is example 3 singular or plural? ________ Why? ____________________________
4. Is example 4 singular or plural? ________ Why? ____________________________
5. Is there a map in the room? ________ Where? ____________________________
6. Is there a calendar in the room? ________ Where? ____________________________
7. Is there a cat in the room? ________ Where? ____________________________
8. Are there pictures of people in the room? ________ Where? ____________________________
**ACTIVITY 8  Using There Is / There Are**

Write ten sentences about the objects in the picture of the living room. Use *there is* and *there are*. You may use the words in the box to help you. (To see examples of words that begin place phrases, see pages 241–242 in the *Brief Writer’s Handbook.*

<table>
<thead>
<tr>
<th>bookshelf</th>
<th>picture</th>
<th>television</th>
<th>TV console</th>
<th>couch</th>
</tr>
</thead>
<tbody>
<tr>
<td>pillows</td>
<td>coffee table</td>
<td>chair</td>
<td>rug</td>
<td>vase</td>
</tr>
<tr>
<td>bowl</td>
<td>watch</td>
<td>magazines</td>
<td>remote control</td>
<td>books</td>
</tr>
</tbody>
</table>

1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________
5. __________________________________________
6. __________________________________________
7. __________________________________________
8. __________________________________________
9. __________________________________________
10. __________________________________________
The English Alphabet

There have 26 letters in the English alphabet. There is five vowel letters and 21 consonant letters. The five vowels are a, e, i, o, and u. The letters w and y can be vowels when they come after other vowels. There three letters with the a sound in their names. These letters are a, y, and k. Are nine letters with the e sound in their names. These are b, c, d, e, g, p, t, v, and z. If you want to speak English well, you have to learn the 26 letters of the English alphabet.

1. 

2. 

3. 

4. 

Writer's Note

There are vs. They are

Be careful not to confuse There are and They are.

- **There are** shows that something exists in a particular location. The subject of the sentence comes after are (There are + subject).
- **They are** is the beginning of a sentence about a group of people or things. The subject of the sentence is They.

  - X They are five people in my family.
  - ✓ There are five people in my family.

  - X Piano keys have two colors. There are black and white.
  - ✓ Piano keys have two colors. They are black and white.

Activity 10 Practicing They Are vs. There Are

Fill in the blanks with There are or They are.

1. ___________________________ too many questions on this test!

2. ___________________________ happy to see us today.

3. ___________________________ at the doctor.
many different ways to study English.
some apples in the kitchen.
at the store right now.
my best friends in the whole world.
two servers in the restaurant.
great teachers at our school.
excited about Mark's party.

**Activity 11**  **Editing: Capitalization Review**

Correct the paragraph. There are 11 capitalization mistakes. The first mistake has been corrected for you.

---

**Amazing Tourist Towers**

Did you know that many popular travel spots are former World's Fair towers? The most famous is the Eiffel tower from the 1889 fair in Paris. This tall graceful tower is a well-known symbol of France. Tourists often ride boats on the Seine river at night and look at the tower's beautiful lights. Another famous fair tower is in Seattle,

*afa*ir: an outdoor entertainment event with rides, games, and displays

*graceful*: moving in a smooth and beautiful way
Washington, in the united States. The space Needle comes from the 1962 World's Fair, and it looks like a giant tower with a UFO on top of it. People love to eat in the revolving restaurant at the top. In Daejeon, South Korea, travelers love to visit the Tower of Grand Light from the 1993 World's Fair. This silver and red tower is now part of a giant amusement park where people can swim, watch movies, and enjoy exciting rides. These are only a few of the amazing tourist destinations that have their beginnings in the world's Fair!

**Grammar for Writing**

**The Simple Present Tense: Negative Statements**

To make negative statements with *be*, add *not* after *am/is/are.*

<table>
<thead>
<tr>
<th>I am not</th>
<th>we are not</th>
</tr>
</thead>
<tbody>
<tr>
<td>you are not</td>
<td>you (plural) are not</td>
</tr>
<tr>
<td>he / she / it is not</td>
<td>they are not</td>
</tr>
</tbody>
</table>

- You not at school today. (Wrong)
- You are not at school today. (Correct)

**NOTE:** You can form contractions with *is/are* and *not.*

- is not = isn't
- are not = aren't
- there is not = there isn't
- there are not = there aren't

To make negative statements with other verbs, use *do not* and *does not.*

<table>
<thead>
<tr>
<th>I</th>
<th>do not</th>
<th>have</th>
<th>live</th>
<th>go</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>we</td>
<td></td>
<td></td>
</tr>
<tr>
<td>you</td>
<td>do not</td>
<td>have</td>
<td>live</td>
<td>go</td>
</tr>
<tr>
<td>you (plural)</td>
<td>do not</td>
<td>have</td>
<td>live</td>
<td>go</td>
</tr>
<tr>
<td>he</td>
<td>does not</td>
<td>have</td>
<td>live</td>
<td>go</td>
</tr>
<tr>
<td>she</td>
<td>does not</td>
<td>have</td>
<td>live</td>
<td>go</td>
</tr>
<tr>
<td>it</td>
<td></td>
<td>they</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Vegetarians not eat meat. (Wrong)
- Vegetarians do not eat meat. (Correct)
- He do not goes to my school. (Wrong)
- He does not go to my school. (Correct)

**NOTE:** You can form contractions with *do / does* and *not.*

- do not = don't
- does not = doesn't
ACTIVITY 12 Changing Verbs from Affirmative to Negative

Change the verb in each sentence from the affirmative to the negative. Also write the contraction form.

1. I have a car.
   I do not (don't) have a car.

2. The capital of Japan is Osaka.

3. Jeremy goes to the library every day.

4. There is a Thai restaurant on Green Street.

5. Angel Falls is in Brazil.
6. Kate and Julia are roommates.

7. Jeff and Michael work at the gas station.

8. There are answers in the back of the book.

9. The teacher wants a new computer.

10. Olivia bakes cookies every Saturday.

**Activity 13** Practicing Possessive Adjectives

Think about the answers to these questions. Then write the answers using complete sentences. Use a possessive adjective three times.

1. What is your best friend's first name?
   
   **My best friend's first name**

2. What is your best friend's last name?

3. Where is your best friend from?

4. How big is your best friend's family?

5. Why is this person your best friend?

6. What job does your best friend want to do in the future?
ACTIVITY 14 Writing Information in Paragraph Form

Write your sentences from Activity 13 in paragraph form. Give your paragraph a title, and remember to indent the first line.

Example Paragraph 41


Grammar for Writing

Simple Sentences

A simple sentence is a sentence that has only one subject-verb combination. Most simple sentences have one subject and one verb.

Japan imports oil from Saudi Arabia.

However, simple sentences can have a subject-verb combination that has more than one subject and/or more than one verb.

<table>
<thead>
<tr>
<th>Subject(s)</th>
<th>Verb(s) + Other information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japan</td>
<td>imports oil from Saudi Arabia.</td>
</tr>
<tr>
<td>Japan and Germany</td>
<td>import oil from Saudi Arabia.</td>
</tr>
<tr>
<td>Japan</td>
<td>imports oil and exports cars.</td>
</tr>
<tr>
<td>Japan and Germany</td>
<td>import oil and export cars.</td>
</tr>
<tr>
<td>Japan</td>
<td>exports cars and technology.</td>
</tr>
<tr>
<td>Japan and Germany</td>
<td>export cars and technology.</td>
</tr>
</tbody>
</table>

NOTE: All of these sentences are simple sentences because they have only one subject-verb combination.
Compound Sentences

A **compound sentence** is a sentence that has two simple sentences that are joined by a **connecting word** (such as **and**). A compound sentence has two separate subject-verb combinations.

<table>
<thead>
<tr>
<th>Subject 1 + Verb 1</th>
<th>Comma</th>
<th>Connecting Word</th>
<th>Subject 2 + Verb 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japan imports oil</td>
<td>,</td>
<td><strong>and</strong></td>
<td>Saudi Arabia imports vegetables.</td>
</tr>
<tr>
<td>Jack likes Italian food</td>
<td>,</td>
<td><strong>but</strong></td>
<td>he prefers Thai food.</td>
</tr>
<tr>
<td>Abbie watched TV last night</td>
<td>,</td>
<td><strong>so</strong></td>
<td>she did not finish her homework.</td>
</tr>
<tr>
<td>We can travel to the mountains</td>
<td>,</td>
<td><strong>or</strong></td>
<td>we can go to the beach.</td>
</tr>
</tbody>
</table>

IMPORTANT: Compound sentences *always* use a comma (,) and a connecting word to connect two sentences.

**ACTIVITY 15 Identifying Sentence Types**

For each sentence, circle the subject(s) and underline the verb(s). Then write **S** (simple sentence) or **C** (compound sentence).

1. **C** Japan's flag is red and white, and Canada's flag is also red and white.
2. **S** Japan and Canada have the same two colors in their flags.
3. The weather is bad, but the airplane will leave on time.
4. It is extremely hot in Abu Dhabi during the summer.
5. This map of Europe, Africa, and Asia is very old.
6. You can have cake or ice cream for dessert.
7. The students take a test every Friday, but they do not like it!
8. January, March, May, July, August, October, and December have 31 days.
9. This recipe requires two cups of flour, two cups of sugar, and one cup of milk.
10. Ian and Carlos like surfing and skiing.
11. Some people prefer gold rings, but I prefer silver rings.
12. These silver and gold rings are different in weight, so they are different in price.
Writer's Note

Using Commas in a List of Words

The **comma (,)** is one of the most important marks of punctuation in English sentences. When you write a sentence that contains a list of three or more items, do the following:

- Put a comma after each item except the last one.
- Make sure all the words in the list are the same part of speech, such as all verbs or all nouns. Do not mix parts of speech, such as one adjective and two adverbs.
- Try not to make the list too long. Most lists include about three or four items.

Lucas will visit **London, Paris, Rome, and Prague** next year.

Andrea has **pink, yellow, and white** roses in her garden.

Can you find three sentences in Activity 15 that contain a list of three or more items?

There are more comma rules on pages 232–233 in the *Brief Writer's Handbook*.

Grammar for Writing

Connecting Words in Compound Sentences

<table>
<thead>
<tr>
<th>Connecting Word</th>
<th>Meaning</th>
<th>1st sentence</th>
<th>2nd sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>and</strong></td>
<td>Gives information.</td>
<td></td>
<td>Adds (similar) information.</td>
</tr>
<tr>
<td><strong>but</strong></td>
<td>Gives information.</td>
<td></td>
<td>Adds contrasting (different) information.</td>
</tr>
<tr>
<td><strong>so</strong></td>
<td>Tells about something.</td>
<td></td>
<td>Tells about the result of (what happened because of) the event or information in the 1st sentence.</td>
</tr>
<tr>
<td><strong>or</strong></td>
<td>Describes a choice (option 1).</td>
<td></td>
<td>Describes another choice (option 2).</td>
</tr>
</tbody>
</table>

There are more connecting words on page 244 in the *Brief Writer's Handbook*. 
ACTIVITY 16  Combining Simple Sentences into Compound Sentences

Combine each pair of simple sentences into one compound sentence. Use a comma and a connecting word: and, but, or, or so. Some sentences can be connected with more than one connecting word. Be prepared to explain your choice.

1. Seher lives in Turkey. Seher’s sister lives in Canada.

2. Carlos works on Saturday. He cannot come to the movies with us.

3. We go to school every day. We play tennis on weekends.

4. Luis and Kathy are related. They are not brother and sister.

6. I like to go to the beach in the summer. My brother prefers to hike in the mountains.

7. I do not feel well. I will call the doctor.

8. You can watch television. You can watch a movie.

---

**Grammar for Writing**

**Using A and An with Count Nouns**

A **count noun** is a noun that you can count. A count noun has a singular form (such as *phone*) and a plural form (such as *phones*). A **non-count noun** has only one form (such as *rice*).

Follow these rules for using *a/an* with singular count nouns:

- Use *a* or *an* in front of a singular count noun when the noun is general (not specific).
- Use *a* in front of a singular count noun that begins with a consonant sound.
- Use *an* in front of a singular count noun that begins with a vowel sound.

There is information on exceptions to these rules for words beginning with *h* and *u* on page 237 in the *Brief Writer's Handbook*.

<table>
<thead>
<tr>
<th>Non-count Nouns</th>
<th>Count Nouns</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>money</td>
<td>a dollar</td>
<td>twenty dollars</td>
<td></td>
</tr>
<tr>
<td>ice</td>
<td>an ice cube</td>
<td>ice cubes</td>
<td></td>
</tr>
<tr>
<td>information</td>
<td>a number</td>
<td>numbers</td>
<td></td>
</tr>
<tr>
<td>clothing</td>
<td>a blue shirt</td>
<td>blue shirts</td>
<td></td>
</tr>
<tr>
<td>vocabulary</td>
<td>a word</td>
<td>fifteen words</td>
<td></td>
</tr>
<tr>
<td>bread</td>
<td>a slice of bread</td>
<td>slices of bread</td>
<td></td>
</tr>
<tr>
<td>honesty</td>
<td>an honest person</td>
<td>honest people</td>
<td></td>
</tr>
<tr>
<td>homework</td>
<td>an assignment</td>
<td>three assignments</td>
<td></td>
</tr>
</tbody>
</table>

IMPORTANT: Forgetting to put *a* or *an* in front of a singular count noun is a grammatical mistake.

- X Will made sandwich.
- ✓ Will made a sandwich.
- X There is a banks.
- ✓ There is a bank. / There are banks.
- X Sara has informations.
- X Sara has an information.
- ✓ Sara has information.
When there is an adjective before a singular count noun, a/an agrees with the first letter of the adjective, not the noun.

\( \times \) Our friends attend a excellent school.
\( \checkmark \) Our friends attend an excellent school.

\( \times \) Erica eats an red apple every day.
\( \checkmark \) Erica eats a red apple every day.

There is a list of common non-count nouns on page 238 in the Brief Writer's Handbook.

**ACTIVITY 17** Using Count and Non-count Nouns

For each item, decide if the noun is a count noun or a non-count noun. Write `C` (count noun) or `NC` (non-count noun). Then circle all the noun forms that can be used in the sentence below.

<table>
<thead>
<tr>
<th></th>
<th>This is ________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>C</td>
</tr>
<tr>
<td>2.</td>
<td>NC</td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td></td>
</tr>
</tbody>
</table>

1. a cat  
cats  
a cats  
cat
2. a ice  
an ice  
ices
3. moneys  
a money  
money  
a moneys
4. breads  
bread  
a breads  
a bread
5. an eraser  
a eraser  
erasers  
an erasers
6. homeworks  
a homework  
a homeworks  
homework
7. an unit  
units  
a unit  
an units
8. country  
a country  
an country  
a countries
9. information  
informations  
an information  
a information
10. a happiness  
happiness  
happinesses  
an happiness
11. word  
a word  
words  
a words
12. an present  
a presents  
presents  
a present
13. a answer  
answers  
an answers  
an answer
14. a politician  
politicians  
a politician  
a politicians
ACTIVITY 18  Using A and An in Sentences

Rewrite each sentence. Add a or an if necessary.

1. My father has stressful job.

2. You have visitor today.

3. The teacher gives us homework every day.

4. There is large cake in the kitchen.

5. His mother is elegant woman.

6. I am sorry. I do not have time to talk to you right now.

7. We take tests in this class every week.

8. Their sister is great cook!

9. You can buy good furniture in that store.

10. This soup needs salt.
ACTIVITY 19  Editing: Grammar and Sentence Review

Correct the paragraph. There are 13 mistakes. The first mistake has been corrected for you.

2 adjective mistakes  2 verb mistakes  3 capitalization mistakes
2 punctuation mistakes  1 article mistake  2 possessive adjective mistakes
1 subject pronoun mistake

Example Paragraph 42

Not an Average Teenager

Steven Mills is not your typical athletic teenager. Steven is an
^gymnast, and he want to compete in the olympics. He wakes up at five
o'clock in the morning every day because he has to practice before school.
First, he has a breakfast healthy. Then she jogs to the National Gymnasium
on Cypress street. He practices gymnastics for two hours. Then he gets ready
for school. Steven goes to school from eight-thirty in the morning until
three o'clock in the afternoon. After school, he returns to the Gymnasium
for classes special with him coach. When practice finish at six o'clock, Steven
returns home. He eats dinner, does his homework and talks with their
family. Steven is in bed early to be ready to work hard again the next day.

Building Better Sentences: For further practice with the sentences and paragraphs in this unit, go to Practice 3 on page 254 in Appendix 1.
**Building Better Vocabulary**

**ACTIVITY 20  Word Associations**

Circle the word or phrase that is most closely related to the word or phrase on the left. If necessary, use a dictionary to check the meaning of words you do not know.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. successful</td>
<td>negative effect</td>
</tr>
<tr>
<td>2. an entrepreneur</td>
<td>to be the boss</td>
</tr>
<tr>
<td>3. part-time</td>
<td>to work forty hours</td>
</tr>
<tr>
<td>4. engineering</td>
<td>bridges</td>
</tr>
<tr>
<td>5. typical</td>
<td>normal</td>
</tr>
<tr>
<td>6. a sibling</td>
<td>a brother</td>
</tr>
<tr>
<td>7. forever</td>
<td>an end</td>
</tr>
<tr>
<td>8. servers</td>
<td>an office</td>
</tr>
<tr>
<td>9. to separate</td>
<td>to divide</td>
</tr>
<tr>
<td>10. professional*</td>
<td>a nice suit</td>
</tr>
<tr>
<td>11. to wake up</td>
<td>to go to sleep</td>
</tr>
<tr>
<td>12. traditional*</td>
<td>new</td>
</tr>
<tr>
<td>13. stressful*</td>
<td>an earthquake</td>
</tr>
<tr>
<td>14. athletic</td>
<td>a library</td>
</tr>
<tr>
<td>15. requires*</td>
<td>must have</td>
</tr>
</tbody>
</table>

*Words that are part of the Academic Word List. See pages 245–246 for a complete list.*
ACTIVITY 21 Using Collocations

Fill in each blank with the word that most naturally completes the phrase on the right. If necessary, use a dictionary to check the meaning of words you do not know.

1. make / take to ________________ a friend
2. make / take to ________________ a shower in the morning
3. from / with to be separated ________________ your family
4. at / on to wake up ________________ six in the morning
5. desk / mistake a common ________________
6. in / on to compete ________________ a game
7. in / on to write ________________ the whiteboard
8. of / to a map ________________ the region
9. see / watch to ________________ a television show
10. get / take to ________________ information for a report

ACTIVITY 22 Parts of Speech

Study the word forms. Fill in each blank with the best word form provided. Use the correct form of the verb. If necessary, use a dictionary to check the meaning of words you do not know. (NOTE: The word in bold is the original word that appears in the unit.)

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Sentence Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>friend / friendship</td>
<td>Ø</td>
<td>friendly</td>
<td>1. My best ________________ lives in Mexico.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. It is important to be ________________ to others.</td>
</tr>
<tr>
<td>(A PERSON) / (A THING)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>profession / professional</td>
<td>Ø</td>
<td>professional</td>
<td>3. Computer graphics is a popular ________________.</td>
</tr>
<tr>
<td>(A THING) / (A PERSON)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>separation</td>
<td>separate</td>
<td>separate</td>
<td>4. Her ________________ experience is impressive.</td>
</tr>
<tr>
<td>visitor / visit</td>
<td>visit</td>
<td>Ø</td>
<td>5. I ________________ my clothes before washing them.</td>
</tr>
<tr>
<td>(A PERSON) / (A THING)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>preference</td>
<td>prefer</td>
<td>preferred</td>
<td>6. Jessica and her husband drive ________________ cars.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7. Wake up! There is a ________________ waiting to see you.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8. Every Sunday, Maria ________________ her sister.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9. Lisa has a ________________ for spicy foods.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10. Ian ________________ to go to the beach for his vacations.</td>
</tr>
</tbody>
</table>

Noun endings: -ship, -ion, -al, -tion, -or, -ence
Adjective endings: -ly, -al, -ed
ACTIVITY 23  Original Writing Practice

Think about your favorite sport. Then follow these steps for writing about the sport. Put a check (✓) next to each step as you complete it. When you finish your paragraph, use the checklist that follows to edit your work.

_____ STEP 1: In your first sentence, write: ____________ is my favorite sport. Fill in the blank with the name of the sport.

_____ STEP 2: In your next sentence, write about the first reason you like the sport. Next, write a sentence with an explanation about why you like it.

_____ STEP 3: In the next sentence, write about the second reason that you like the sport. Next, write a sentence with an explanation for this reason.

_____ STEP 4: In the next sentence, write about the final reason that you like the sport. Next, write a sentence with an explanation for this reason.

_____ STEP 5: In the last sentence, give your general opinion about this sport.

_____ STEP 6: Use subject and object pronouns in two of the sentences in STEPS 2 through 4.

_____ STEP 7: Use a possessive adjective in one sentence in STEPS 2 through 4.

_____ STEP 8: Use at least two of the vocabulary words or phrases presented in Activity 20, Activity 21, and Activity 22. Underline these words or phrases in your paragraph.

_____ STEP 9: Go back and look at your sentences. Combine two simple sentences to make one compound sentence.

If you need ideas for words and phrases, see the Useful Vocabulary for Better Writing on pages 247–249.

✓ Checklist

1.  ✓ I checked that each sentence has a subject and a verb.

2.  ✓ I used the correct tense for all verbs.

3.  ✓ I began every sentence with a capital letter.

4.  ✓ I capitalized all proper nouns (names, cities, countries, etc.).

5.  ✓ I ended every sentence with the correct punctuation.

6.  ✓ I used commas correctly in compound sentences.

7.  ✓ I gave my paragraph a title.
ACTIVITY 24 Peer Editing

Exchange papers from Activity 23 with a partner. Read your partner's paragraph. Then use Peer Editing Sheet 3 on NGL.Cengage.com/GW1 to help you comment on your partner's paragraph. Be sure to offer positive suggestions and comments that will help your partner improve his or her writing. Consider your partner's comments as you revise your own paragraph.

Additional Topics for Writing

Here are ten ideas for journal writing. Choose one or more of them to write about. Follow your teacher's directions. (We recommend that you skip a line after each line that you write. This gives your teacher a place to write comments.)

PHOTO

TOPIC: Look at the photo on pages 70–71. Write about your typical routine for a day of the week. Include the time that you usually wake up, what you eat for breakfast, what your activities are during the day, whom you spend your time with, how you enjoy the day, and what time you go to bed.

TOPIC 2: Choose a member of your family. Write a paragraph about this person. Give general information. Include the person's name, age, nationality, job, hobbies, etc.

TOPIC 3: Write about a special city in a particular country. Include the name of the city, the special tourist attractions, and why it is a special city for you.

TOPIC 4: Write about a job that interests you. Include the title of the job, the duties of the job, and why it is interesting to you.

TOPIC 5: What is your favorite website? Write about a website that you like. What is the address? What kind of information does it have? Why do you like it?

TOPIC 6: Write about your favorite teacher this semester. What is his / her name? What subject does he / she teach? What makes this teacher special?

TOPIC 7: Write about a restaurant that you like. What is the name of this restaurant? Why do you like it? What kind of food does it serve? What is the price range? How is it decorated?

TOPIC 8: Write about your favorite movie. What is the title? Who are the main actors in the movie? What is the story about? Why do you like this movie?

TOPIC 9: Write about a specific food that you know how to cook without using a cookbook. What are the ingredients? Is it easy to prepare? Are the ingredients expensive?

TOPIC 10: Write about a type of music that you do not enjoy. Why don't you like it? How does it make you feel when you hear it?
Timed Writing

How quickly can you write in English? There are many times when you must write quickly, such as on a test. It is important to feel comfortable during those times. Timed-writing practice can make you feel better about writing quickly in English.

1. Take out a piece of paper.
2. Read the writing prompt below.
3. Brainstorm ideas for five minutes.
4. Write eight to ten sentences.
5. You have 20 minutes to write.

---

Describe a typical “free day.” What do you normally do during this free time? Who do you like to spend your time with?
People decided to paint their homes bright colors in Itilleq, Greenland.
OBJECTIVES
To learn the simple past tense of *be* and regular verbs
To learn the simple past tense of irregular verbs
To study the negative form of the simple past tense
To practice compound sentences with *but*
To study complex sentences to show time

Can you write about the home you lived in as a child?
The Simple Past Tense of *Be*

What happened yesterday? What happened 10 years ago? When we talk about actions in the past, we use the **simple past tense**. Both regular verbs and irregular verbs can be used in the simple past tense.

The most common verb in English, *be*, is an **irregular** verb.

<table>
<thead>
<tr>
<th><em>Be</em></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I was</strong></td>
<td><strong>we were</strong></td>
</tr>
<tr>
<td><strong>you were</strong></td>
<td><strong>you (plural) were</strong></td>
</tr>
<tr>
<td><strong>he / she / it was</strong></td>
<td><strong>they were</strong></td>
</tr>
</tbody>
</table>

> I am in Guatemala last year.
> I **were** in Guatemala last year.
> ✓ I was in Guatemala last year.

The Simple Past Tense of Regular Verbs

Add -*ed* or -*d* to the end of **regular** verbs to form the simple past tense.

<table>
<thead>
<tr>
<th><em>Visit</em></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I visited</strong></td>
<td><strong>we visited</strong></td>
</tr>
<tr>
<td><strong>you visited</strong></td>
<td><strong>you (plural) visited</strong></td>
</tr>
<tr>
<td><strong>he / she / it visited</strong></td>
<td><strong>they visited</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><em>Live</em></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I lived</strong></td>
<td><strong>we lived</strong></td>
</tr>
<tr>
<td><strong>you lived</strong></td>
<td><strong>you (plural) lived</strong></td>
</tr>
<tr>
<td><strong>he / she / it lived</strong></td>
<td><strong>they lived</strong></td>
</tr>
</tbody>
</table>

> X We **call** our parents yesterday.
> ✓ We **called** our parents yesterday.

There is more information on the spelling of regular simple past tense verbs on page 234 in the *Brief Writer's Handbook.*
A Great Leader

Cesar Chavez was an important civil rights leader in the United States. Chavez was born in Arizona to a Mexican-American family. Life was hard for his family there, so they moved to California. In California, most of the family needed to work in the fields picking lettuce. Working in the fields was difficult. His family received very little money, and people often treated them badly. Chavez stopped school in the eighth grade and started to work in the fields, too. Chavez wanted to make changes to field workers’ lives. He was angry about the discrimination he saw. In the 1970s and 1980s, he organized many boycotts and protests against companies to demand better treatment for the workers. Like Gandhi and Martin Luther King, Jr., Chavez’s protests were nonviolent. He often used hunger strikes to bring attention to his fight. Over time, thousands of people joined his peaceful cause. It was not always easy, but in his lifetime, Chavez helped to improve the lives of America’s field workers.

civil rights: the legal rights that every citizen in a country has
discrimination: unfair treatment of a person because he/she belongs to a particular group
a boycott: a refusal to buy or use something as a protest
a protest: an act done to show strong disagreement about something
to demand: to strongly ask for something, especially if you feel it is your right
a hunger strike: when a person does not eat food for a long time to protest something
Post-Reading

1. Who was Cesar Chavez?

2. Where was he born?

3. What work did his family do?

4. What did he do when he stopped school in the eighth grade?

5. How did he fight against discrimination?

Activity 2 Writing Sentences with the Simple Past Tense

Rewrite the sentences. Change the verbs from the simple present to the simple past tense.

1. Julia Silverman and Jessica Matthews study at Harvard University.

   Julia Silverman and Jessica Matthews studied at Harvard University.
2. In class, an engineering professor asks them to solve a world problem.

3. The women are not engineers, but they are creative.

4. Julia and Jessica decide to create a playful energy source for the world.

5. They study different countries with few power sources.

6. In these countries, both adults and children play soccer daily.

7. Julia and Jessica finally discover their idea!

8. The women create a soccer ball with a battery inside.

9. Jessica, Julia, and their friends work on many versions of the soccer ball.

10. Finally, they develop a working ball!

11. They decide to call the ball the SOCCKET.

12. When someone kicks the SOCCKET, it captures the energy from the ball's motion.

13. Then the battery stores the energy and powers LED lights and cell phones.

14. Julia and Jessica introduce their product in El Salvador, Mexico, and South Africa.

15. People use the SOCCKET and love it.
Circle all of the simple past tense verbs. Then follow the directions, and make changes to the paragraph.

See Unit 2 to review subject pronouns and possessive adjectives.

**Example Paragraph 44**

The Top of the Class

In 2008, Antonio Salazar and Marcus Quaglio were the top students at the University of North Carolina. They studied in the history department. They excelled in their studies. In class, they answered all of their instructors’ questions. Their test scores were better than the other students', and their class projects received excellent marks. When they graduated in 2012, they finished at the top of the class. All of the teachers were very proud of Antonio and Marcus.

Now rewrite the paragraph on the lines on page 105 with these changes:

1. Change the male students’ names to Fatima Al-Otaibi. (NOTE: Fatima is a woman’s name.)
2. Change any pronouns or possessive adjectives to go with Fatima.
3. Change any other words necessary (such as students to student in the first sentence).
The Top of the Class

In 2008, Fatima Al-Otaibi was the top student at the University of North Carolina.

ACTIVITY 4  Writing about an Important Person

Think of an important person who lived in the past, such as a famous politician, singer, artist, or athlete. It could be a member of your family or a friend. (However, this person should not be alive.) Answer the questions using complete sentences.

1. Who was this person?

2. Where was the person born?

3. What was the person's job?

4. Why is the person important to you? What did he or she do?

5. How do you feel when you think about this person? Why?
# Grammar for Writing

## The Simple Past Tense of Irregular Verbs

Many verbs in English have an irregular past tense form. Here are some common irregular verbs.

<table>
<thead>
<tr>
<th>Base Form</th>
<th>Simple Past</th>
<th>Base Form</th>
<th>Simple Past</th>
<th>Base Form</th>
<th>Simple Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>be</td>
<td>was/were</td>
<td>go</td>
<td>went</td>
<td>say</td>
<td>said</td>
</tr>
<tr>
<td>become</td>
<td>became</td>
<td>have</td>
<td>had</td>
<td>see</td>
<td>saw</td>
</tr>
<tr>
<td>buy</td>
<td>bought</td>
<td>leave</td>
<td>left</td>
<td>send</td>
<td>sent</td>
</tr>
<tr>
<td>do</td>
<td>did</td>
<td>make</td>
<td>made</td>
<td>sit</td>
<td>sat</td>
</tr>
<tr>
<td>eat</td>
<td>ate</td>
<td>pay</td>
<td>paid</td>
<td>speak</td>
<td>spoke</td>
</tr>
<tr>
<td>feel</td>
<td>felt</td>
<td>ride</td>
<td>rode</td>
<td>teach</td>
<td>taught</td>
</tr>
<tr>
<td>get</td>
<td>got</td>
<td>run</td>
<td>ran</td>
<td>write</td>
<td>wrote</td>
</tr>
</tbody>
</table>

- Last night, I buy a new CD.
- Last night, I buyed a new CD.
- Last night, I bought a new CD.

There is no special rule that tells when a verb is irregular. You must memorize the simple past tense. A dictionary will tell you when a verb is irregular.

There is a longer list of common irregular simple past tense verbs on page 235 in the Brief Writer's Handbook.

### Activity 5 Practicing Irregular Verbs in the Past Tense

Circle the 13 irregular simple past tense verbs. Then answer the questions using complete sentences.

## Example Paragraph 46

**Helen Keller (1880–1968)**

Helen Keller was a famous American author. Until Keller was two years old, she was a healthy and happy child. However, when she was two years old, she became very ill with an extremely high fever. The fever made her deaf and blind. Because she could not communicate with anyone, she became a wild and uneducated child. When she was seven years old, her parents hired Annie Sullivan to teach Helen. After many long struggles, Sullivan taught Helen to communicate with sign language. This achievement opened a new world to Keller. When Helen was 20 years old, she began taking college courses. After her graduation, she wrote 13 books and traveled around the world to talk about her life. She was an incredible human being.

- **fever**: a high temperature in the body
- **deaf**: not able to hear
- **blind**: not able to see
- **achievement**: something important that you are able to complete on your own

106  **UNIT 4 • Writing about the Past**
Post-Reading

1. Why was Keller blind and deaf?

2. What happened when she became blind and deaf?

3. What did Annie Sullivan do for Helen?

4. What happened when Helen was 20 years old?

5. What did Helen do after she graduated?
**Grammar for Writing**

**Time Phrases with the Simple Past Tense**

*Time phrases* help to show that something happened in the past. Some of these time phrases include:

last night    last week    this morning    yesterday    (two minutes) ago

You can put these time phrases at the beginning or the end of a sentence. Avoid using them in the middle of a sentence.

❌ I *yesterday* scratched my knee.
❌ I scratched *yesterday* my knee.
✔️ Yesterday I scratched my knee.
✔️ I scratched my knee yesterday.

**ACTIVITY 6 Using Irregular Simple Past Tense Verbs**

Ask your partner the questions. Write each answer as a complete sentence. Use the irregular form of the simple past tense.

1. Where were you last summer?

2. How did you feel yesterday?

3. Where did you go last weekend?

4. When did you last see a funny movie?

5. What did you buy last week?

6. Who did you speak with yesterday?

7. When did you leave for school this morning?
8. When did you do your homework?

9. Where did you eat lunch yesterday?

10. When did you last send an e-mail?

Grammar for Writing

The Simple Past Tense of Be: Negatives

Add the word not to make a negative sentence with be.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Be + Not</th>
<th>Subject</th>
<th>Be + Not</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>was not</td>
<td>we</td>
<td>were not</td>
</tr>
<tr>
<td>you</td>
<td>were not</td>
<td>you (plural)</td>
<td>were not</td>
</tr>
<tr>
<td>he/she/it</td>
<td>was not</td>
<td>they</td>
<td>were not</td>
</tr>
</tbody>
</table>

✗ I did not be at work last night.
✓ I was not at work last night.

Writer’s Note

Contractions with the Negative Form of Be

Some contractions are possible with the verb be in negative form.

was not = wasn’t  were not = weren’t

Careful! Be sure that the apostrophe (’) is placed directly before the letter t. Remember that the apostrophe takes the place of the missing o in not.

✗ She is’nt my sister.
✗ She isn’t my sister.
✓ She isn’t my sister. (OR She’s not my sister.)

✗ I was’nt in class yesterday.
✗ I wasn’t in class yesterday.
✓ I wasn’t in class yesterday.

It is important to remember that contractions might be too informal for academic writing. Ask your instructor if using contractions in this course is acceptable.
Moving to the United States

My name is Panadda, and I was born in Thailand. I am not the first child. My sister Suntri was born three years before I was born. My parents were not rich, but they were always happy. They were hard workers. In 2012, we moved to the United States. Everyone in my family was very excited. We were also scared. My mother was not able to speak English at all. When we arrived, she began English classes. My sister and I started school. We were not comfortable in the classroom because we did not know the language. After a few years, however, we learned the language and the culture of the United States.
ACTIVITY 8  Improving Your Own Writing

Read the paragraph about Panada's family in Activity 7 again. Think about your own family. Write a short paragraph about your family. Choose a time in the past, and use the simple past tense. Include at least one compound sentence in your paragraph.


Grammar for Writing

The Simple Past Tense: Negatives

Aside from the verb be, the negative form of all other verbs in the simple past is formed in the same way.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Did + Not</th>
<th>Base Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, you, he/she/it, we, you (plural), they</td>
<td>did not</td>
<td>live</td>
</tr>
<tr>
<td></td>
<td></td>
<td>visit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>do</td>
</tr>
</tbody>
</table>

NOTE: Contraction: did not = didn't

✗ Ahmed no finish his homework.
✗ Ahmed no finished his homework.
✓ Ahmed did not finish his homework.

✗ Ella no wrote a report for her boss.
✗ Ella did not wrote a report for her boss.
✓ Ella did not write a report for her boss.
ACTIVITY 9   Practicing Negative Verbs in the Simple Past

Unscramble the words to make correct sentences. Change the verbs to the negative simple past tense form.

1. live / in Johannesburg in 2010 / Carmen

   Carmen did not live in Johannesburg in 2010.

2. Ling / engineering / last semester / study

3. last year / him / Humberto’s parents / visit

4. large brains / have / dinosaurs

5. me / help / Juan / with my homework

6. Emma / the letter / send / this morning / to her parents

7. with his academic advisor / speak / Karl / yesterday

8. I / my homework / yesterday / do

9. the party early / Janiel and Yosemy / last night / leave

10. go / my brother / last Saturday / to the grocery store
ACTIVITY 10  Editing: Writing Negative Simple Past Sentences

The sentences below are false. With a partner, rewrite each sentence using the negative form of the verb to make the sentence true. Then write a correct affirmative sentence. Follow the example. NOTE: Some verbs are regular, and some are irregular.

There is a longer list of common irregular verbs on page 235 in the Brief Writer’s Handbook.

1. John F. Kennedy was a leader in Mexico.
   ____________
   John F. Kennedy was not a leader in Mexico. He was a leader in the United States.

2. Confucius lived in Colombia.

3. Zinedine Zidane played professional basketball.

4. Lady Gaga sang her songs in Arabic.

5. The Titanic sank in the Pacific Ocean.


7. Albert Einstein invented the radio.

8. Stephen King wrote Romeo and Juliet.

**ACTIVITY 11 Reviewing the Simple Past Tense**

Fill in the blanks with the simple past tense of the verbs in parentheses. Write the negative form where indicated.

**Example Paragraph 48**

Bob’s Horrible Day

Bob (1. have) ________________ a horrible day on Monday. First, he (2. be) ________________ supposed to get up at 6 A.M., but his alarm clock (3. work, negative) ________________. He (4. get up) ________________ at 8 A.M. There (5. be, negative) ________________ any hot water for a shower, so he had to use cold water. After that, his car (6. start, negative) ________________, and he had to take the bus. When Bob (7. get) ________________ to work, his boss (8. yell) ________________ at him for being late. Next, his computer (9. crash) ________________, and he (10. lose) ________________ all of his documents. He (11. stay) ________________ at work until midnight to redo the documents. Bob (12. decide) ________________ to stay home the next day because he (13. be) ________________ too tired from all his bad luck.
Grammar for Writing

Using *But* Correctly

The connector *but* shows a contrast or difference between the ideas it connects.

<table>
<thead>
<tr>
<th>Two simple sentences</th>
<th>I bought a car. John bought a truck.</th>
</tr>
</thead>
<tbody>
<tr>
<td>One compound sentence</td>
<td>I bought a car, <em>but</em> John bought a truck.</td>
</tr>
</tbody>
</table>

*But* is not always a connector. Sometimes it is a preposition that means *except*. When *but* is used as a preposition, do not use a comma.

<table>
<thead>
<tr>
<th>Compound Sentence (Use Comma)</th>
<th>Simple Sentence (No Comma)</th>
</tr>
</thead>
<tbody>
<tr>
<td>We visited all the countries in South America, but we did not visit Chile.</td>
<td>= We visited all of the countries in South America <em>but</em> (except) Chile.</td>
</tr>
<tr>
<td>All of the new cars are hybrid cards, but this one is not a hybrid car.</td>
<td>= All of the new cars <em>but</em> (except) this one are hybrid cars.</td>
</tr>
</tbody>
</table>

**Activity 12 Using *But* as a Preposition**

Combine the two simple sentences into one simple sentence using *but* as a preposition (= *except*).

1. I ate all the food on my plate. I did not eat the spinach.

2. Every student in the class is wearing running shoes. Stephanie is not wearing running shoes.

3. The teacher asked everyone a question. The teacher did not ask Ryan and Joe a question.


5. The official language of every country in South America is Spanish. Spanish is not the official language of Brazil, Suriname, and French Guyana.
**ACTIVITY 13  Reviewing Compound Sentences**

Identify each sentence as a simple (S) or compound (C) sentence. If the sentence is compound, insert a comma where it is necessary.

1. S The girls practiced every day.

2. S They did not win the tennis tournament.

3. C The girls practiced every day, but they did not win the tennis tournament.

4. C The committee members made a decision but the manager did not like it.

5. C Neal worked with his father at the shoe store for almost twenty years.

6. C We went to Canada but we did not visit Toronto.

7. C With the recent increase in crime in that area of the city, the local residents there are worried about their safety.

8. C Summer is a good time to practice outdoor sports but winter is not.

9. C All of the workers but Marian arrived at yesterday's meeting on time.

10. C Saudi Arabia and Kuwait import equipment, cars, food, and medicine.

11. C The chairs in the living room are made of wood but the chairs in my office are made of metal.

12. C All of the chairs in the kitchen but this one are made of wood.

**ACTIVITY 14  Writing Compound Sentences**

Read each incorrect statement about two brothers. Then write a compound sentence with *but* that contains correct information. Use the information from the charts.

<table>
<thead>
<tr>
<th>Name: Andrew Bright</th>
<th>Name: Ian Bright</th>
</tr>
</thead>
<tbody>
<tr>
<td>Born: January 14, 1938</td>
<td>Born: May 1, 1930</td>
</tr>
<tr>
<td>Home City: Washington, DC</td>
<td>Home City: Chicago, Illinois</td>
</tr>
<tr>
<td>Education: high school diploma</td>
<td>Education: college degree</td>
</tr>
<tr>
<td>Work: firefighter</td>
<td>Work: high school math teacher</td>
</tr>
<tr>
<td>Family: wife and five children</td>
<td>Family: single</td>
</tr>
<tr>
<td>Hobbies: singing</td>
<td>Hobbies: playing baseball</td>
</tr>
</tbody>
</table>
1. They were born on the same day.
   **Andrew was born on January 14, but Ian was born on May 1.**

2. The brothers were born in the same year.

3. They both sang as a hobby.

4. Both brothers were married.

5. They lived in the same city.

6. They had the same level of education.

7. Both men had the same kind of job.

8. They died on the same date.

**Activity 15 Interviewing Your Classmates**

Ask different classmates the following questions. Write down their answers. Then use information about yourself and your classmates’ answers to write compound sentences with *but*.

1. Where are you from? *Classmate’s answer: Peru*
   **I am from Kuwait, but José is from Peru.**

2. What did you eat for dinner last night? *Classmate’s answer:*

3. Where was your last vacation? *Classmate’s answer:*

4. Why did you come to this school? *Classmate’s answer:*

5. What country do you want to visit? *Classmate’s answer:***
Sentence Variety: Complex Sentences

When you write, sentence variety is important. This will make your writing more interesting. Good writers use both simple and compound sentences. There is another way to add variety to your sentence writing: complex sentences.

A complex sentence is a combination of two clauses. A clause is a group of words that includes a subject and a verb. In a complex sentence, one clause begins with a connecting word such as after, before, when, until and as soon as. The other clause has no connecting word.

<table>
<thead>
<tr>
<th>Simple Sentences</th>
<th>Clause (subject + verb)</th>
<th>Clause (subject + verb)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>John played tennis.</td>
<td>Vicky watched TV.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Compound Sentence</th>
<th>Clause (subject + verb)</th>
<th>Connector</th>
<th>Clause (subject + verb)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Joe played tennis,</td>
<td>and</td>
<td>Vicky watched TV.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Complex Sentence</th>
<th>Clause (subject + verb)</th>
<th>Clause (connector + subject + verb)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Joe played tennis</td>
<td>after Vicky watched TV</td>
</tr>
</tbody>
</table>

Compound sentences and complex sentences both use a connector to combine two clauses. However, the connector in a compound sentence is not part of the clauses. In a complex sentence, the connector is part of one clause.

In a complex sentence, the clause with the connector cannot be a sentence by itself. It is a fragment and must be connected to another sentence.

- Until he bought a car. (fragment) John rode his bicycle to work.
- Until he bought a car, John rode his bicycle to work.
- My mom made dinner. When my dad got home. (fragment)
- My mom made dinner when my dad got home.

Commas in Complex Sentences

When a complex sentence begins with a clause that contains a connecting word, put a comma at the end of the clause. Do not use a comma when the connecting word is in the middle of the sentence.

- After she ate dinner she called her friend. (fragment)
- After she ate dinner, she called her friend.
- She called her friend, after she ate dinner.
- She called her friend after she ate dinner.
ACTIVITY 16  Identifying Sentence Types

Identify each sentence as a simple (S), compound (CD), or complex (CX) sentence. If the sentence is compound or complex, insert a comma where it is necessary.

1. **S** Alexi and Juan finished their essays last night.

2. **CD** Karl saw a movie this weekend, but he thought it was really boring.

3. **CX** Before Mahmood left class, he spoke to the teacher about his homework.

4. ______ Amy expected to take a test today but she was wrong.

5. ______ The students did not have any questions after the teacher gave the assignment.

6. ______ My friends and I went down to the cafeteria and had lunch.

7. ______ We arrived at school early enough to get a coffee before class.

8. ______ We can study here or we can go to the library.

9. ______ I got a horrible grade on my first test but a good one this time.

10. ______ When Karen wanted information for her report she went to the library.

11. ______ We cannot take a break until we finish the project.

12. ______ Everyone but Ricky came to the study group.

13. ______ Sam began to study as soon as he got to the library.

14. ______ Ying decided to ask a friend to edit her paper and she liked her friend's comments.
# Grammar for Writing

## Using Complex Sentences to Show Time Order

You can use time words to show order in a sentence, for example *first, next, after that*. You can also use complex sentences with connectors such as *after* and *as soon as* to show time order. This will help add sentence variety to your writing.

<table>
<thead>
<tr>
<th>After</th>
<th>Use this connector with the action that happened first.</th>
</tr>
</thead>
<tbody>
<tr>
<td>With Time Words</td>
<td>First, Leila finished school for the day. Then she drove to work.</td>
</tr>
<tr>
<td>Complex Sentence</td>
<td><strong>After</strong> Leila finished school for the day, she drove to work. <strong>OR</strong> Leila drove to work <strong>after</strong> she finished school for the day.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When</th>
<th>Use this connector with the action that happened first.</th>
</tr>
</thead>
<tbody>
<tr>
<td>With Time Words</td>
<td>First, my sister got sick. Then the doctor gave her some medicine.</td>
</tr>
<tr>
<td>Complex Sentence</td>
<td><strong>When</strong> my sister got sick, the doctor gave her some medicine. <strong>OR</strong> The doctor gave my sister some medicine <strong>when</strong> she got sick.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Before</th>
<th>Use this connector with the action that happened second.</th>
</tr>
</thead>
<tbody>
<tr>
<td>With Time Words</td>
<td>First, Josh practiced driving. Next, he took the driver's license exam.</td>
</tr>
<tr>
<td>Complex Sentence</td>
<td><strong>Before</strong> Josh took the driver's license exam, he practiced driving. <strong>OR</strong> Josh practiced driving <strong>before</strong> he took the driver's license exam.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>As soon as</th>
<th>Use this connector with the first action when the second action happened very soon after the first action.</th>
</tr>
</thead>
<tbody>
<tr>
<td>With Time Words</td>
<td>First, I arrived in Portland. Right after that, I toured the city.</td>
</tr>
<tr>
<td>Complex Sentence</td>
<td><strong>As soon as</strong> I arrived in Portland, I toured the city. <strong>OR</strong> I toured the city <strong>as soon as</strong> I arrived in Portland.</td>
</tr>
</tbody>
</table>

**NOTE:** When the clause with the connector comes at the beginning of the sentence, you must use a comma after it.

## Activity 17 Writing Complex Sentences in the Past

Combine the two simple sentences into a complex sentence. Use the connector in parentheses.

1. (as soon as)
   First: I graduated from high school.
   Second: I got a summer job.

   **As soon as I graduated from high school, I got a summer job.**

2. (before)
   First: Jack traveled around the world.
   Second: Jack began his English classes.

---

120 UNIT 4 • Writing about the Past
3. (when)
   First: My sister and I finished our homework.
   Second: My sister and I went to a movie.

4. (after)
   First: The house caught on fire.
   Second: The fire department arrived very quickly to put out the fire.

5. (before)
   First: The young woman looked left and right.
   Second: The young woman crossed the street.

6. (when)
   First: The lights in the classroom went out.
   Second: The teacher told the students not to worry.

7. (as soon as)
   First: Jacob had the freedom to study abroad.
   Second: Jacob moved to California to study English.
ACTIVITY 18  Editing: Grammar and Sentence Review

Correct the paragraph. There are 15 mistakes. (If you need help finding the mistakes, look at the numbers in parentheses. These numbers tell you how many mistakes are in each line.) The first mistake has been corrected for you.

Example Paragraph 49

Muhammad Ibn Batuta

(3) Ibn Batuta, a famous moroccan traveler. He live in Morocco
(1) in the fourteenth century. When he was a man young, he made a
(1) religious trip to Mecca. However, Ibn Batuta loves to see new places
(2) so much that he continued to travel. This was no his original plan
(1) but he continued on his journey. He had many adventures during her
(2) travels and he met many interesting people. After he returned home
(2) he did not forgot about his journey. He wrote a book about his travels,
(2) this book now gives us a lot of information important about life in
(1) the fourteenth century. Also, gives us more information about this
(1) interesting and important man

Building Better Sentences: For further practice with the sentences and paragraphs in this unit, go to Practice 4 on page 255 in Appendix 1.

Building Better Vocabulary

ACTIVITY 19  Word Associations

Circle the word or phrase that is most closely related to the word or phrase on the left. If necessary, use a dictionary to check the meaning of words you do not know.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>horrible</td>
<td>very bad news</td>
</tr>
<tr>
<td>2</td>
<td>a century</td>
<td>one hundred years</td>
</tr>
<tr>
<td>3</td>
<td>to communicate*</td>
<td>to keep information</td>
</tr>
<tr>
<td>4</td>
<td>excellent</td>
<td>the best</td>
</tr>
<tr>
<td>5. to continue</td>
<td>to not stop</td>
<td>to pause</td>
</tr>
<tr>
<td>6. proud</td>
<td>a grade of 45 percent</td>
<td>a grade of 100 percent</td>
</tr>
<tr>
<td>7. to discriminate*</td>
<td>negative action</td>
<td>positive action</td>
</tr>
<tr>
<td>8. to demand</td>
<td>to make a strong request</td>
<td>to make a weak request</td>
</tr>
<tr>
<td>9. to worry</td>
<td>to be excited</td>
<td>to be unhappy</td>
</tr>
<tr>
<td>10. to graduate</td>
<td>to complete school</td>
<td>to do little by little</td>
</tr>
<tr>
<td>11. the beginning</td>
<td>the first minute</td>
<td>the last minute</td>
</tr>
<tr>
<td>12. a manager</td>
<td>a boss</td>
<td>a teacher</td>
</tr>
<tr>
<td>13. original</td>
<td>a copy</td>
<td>not a copy</td>
</tr>
<tr>
<td>14. to arrive</td>
<td>to come to a place</td>
<td>to leave a place</td>
</tr>
<tr>
<td>15. to scare</td>
<td>to laugh</td>
<td>to scream</td>
</tr>
</tbody>
</table>

*Words that are part of the Academic Word List. See pages 245–246 for a complete list.

**ACTIVITY 20 Using Collocations**

Fill in each blank with the word that most naturally completes the phrase on the right. If necessary, use a dictionary to check the meaning of words you do not know.

1. before / first
   the ______________________ thing to do

2. to / for
   a trip ______________________ Puerto Rico

3. to / at
   to arrive ______________________ the supermarket

4. information / communication
   to share ______________________ about the problem

5. about / for
   to have a question ______________________ your homework

6. against / on
   to discriminate ______________________ someone

7. make / take
   to ______________________ a decision

8. communication / vegetables
   effective ______________________

9. freedom / beginning
   the ______________________ to do anything that you want to do

10. afraid / excited
    to be ______________________ about a new class
**ACTIVITY 21** Parts of Speech

Study the word forms. Fill in each blank with the best word form provided. Use the correct form of the verb. If necessary, use a dictionary to check the meaning of words you do not know. (NOTE: The word in bold is the original word that appears in the unit.)

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Sentence Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>pride</td>
<td>Ø</td>
<td>proud</td>
<td>1. She was very __________________________ when she graduated.</td>
</tr>
<tr>
<td></td>
<td>excel</td>
<td>excellent</td>
<td>2. I have a lot of _________________________ in my children.</td>
</tr>
<tr>
<td>excellence</td>
<td></td>
<td></td>
<td>3. Damon ___________________________ in swimming when he was younger.</td>
</tr>
<tr>
<td>communicate</td>
<td></td>
<td>communicative</td>
<td>4. That was an __________________________ movie!</td>
</tr>
<tr>
<td>communication</td>
<td></td>
<td></td>
<td>5. We ___________________________ by phone for three hours yesterday.</td>
</tr>
<tr>
<td>continue</td>
<td></td>
<td>continuous/continual</td>
<td>6. Roberto was shy, but now he is more __________________________.</td>
</tr>
<tr>
<td>culture</td>
<td>Ø</td>
<td>cultural</td>
<td>7. The students __________________________ to study after the semester ended.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8. The ____________________________ traffic noise gave me a headache.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9. I know about Indian __________________________.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10. Kim and Jo's __________________________ differences are small.</td>
</tr>
</tbody>
</table>

Noun endings: -ence, -ion, -tion
Adjective endings: -ent, -ive, -ous, -al

---

**Original Student Writing**

**ACTIVITY 22** Original Writing Practice

Reread the paragraph about Cesar Chavez on page 101 and your answers to Activity 4 on page 105. Then think of an important person (different from the person in Activity 4) that you want to write about.

Follow the steps to write a paragraph about this person. Use the simple past tense. Put a check (√) next to each step as you complete it. When you finish your paragraph, use the checklist that follows to edit your work.
STEP 1: In your first sentence, tell the name of the person and how that person was important.

STEP 2: In your next sentence, write where the person was born.

STEP 3: In the next sentence, tell about the person’s job.

STEP 4: In the next three or four sentences, tell a short story about the person. The story should show why the person is important.

STEP 5: Make one compound sentence.

STEP 6: Make one complex sentence.

STEP 7: Use a negative verb in one of the sentences.

STEP 8: In the last sentence, write why you chose this person.

STEP 9: Use at least two of the vocabulary words or phrases presented in Activity 19, Activity 20, and Activity 21. Underline these words and phrases in your paragraph.

If you need ideas for words and phrases, see the Useful Vocabulary for Better Writing on pages 247–249.

✔ Checklist

1. ☐ I checked that each sentence has a subject and a verb.

2. ☐ I used the correct form of all the simple past tense verbs.

3. ☐ I began every sentence with a capital letter.

4. ☐ I capitalized all proper nouns (names, cities, countries, etc.).

5. ☐ I used commas correctly in compound and complex sentences.

6. ☐ I ended every sentence with the correct punctuation.

7. ☐ I gave my paragraph a title.

ACTIVITY 23  Peer Editing

Exchange papers from Activity 22 with a partner. Read your partner's paragraph. Then use Peer Editing Sheet 4 on NGL.Cengage.com/GW1 to help you comment on your partner's paragraph. Be sure to offer positive suggestions and comments that will help your partner improve his or her writing. Consider your partner's comments as you revise your own paragraph.

Additional Topics for Writing

Here are ten ideas for journal writing. Choose one or more of them to write about. Follow your teacher's directions. (We recommend that you skip a line after each line that you write. This gives your teacher a place to write comments.)

PHOTO

TOPIC: Look at the photo on pages 98–99. Describe a home you lived in when you were a child. How big was the house? What color was the house? Where was the house? What did you like or dislike about the house? What was your favorite room in the house?

TOPIC 2: Describe a vacation you took. Where did you go? What did you do? Who went on this vacation with you? How old were you when you went on this trip? Did you like this vacation?
TOPIC 3: Write about a movie you saw or a book you read. Did you like it? Who was your favorite character? What was the story about? Did the author have a message for the audience of this book or movie?

TOPIC 4: Write about what you did last weekend. Where did you go? Who did you go with? Did you enjoy it? Why or why not?

TOPIC 5: Write about a person you used to know. Who was this person? Where did you meet this person? What was special about this person?

TOPIC 6: Write about an important event in your life. How old were you? What happened? Why is this event important to you?

TOPIC 7: Describe a holiday that you and your family spent together. What was the occasion? Which family members were there? What did you do?

TOPIC 8: Write about something embarrassing that happened to you. How old were you? What happened? Why were you embarrassed? Who saw this happen? How did you feel afterwards?

TOPIC 9: Write about a day you spent outdoors. What did you do? Where did you go? Who did you go with? What specific activities did you do? How was the weather?

TOPIC 10: Describe a pet you had in the past. What was the pet’s name? What kind of animal was it? How long did you have this pet? Why did you like (or dislike) this pet?
Timed Writing

How quickly can you write in English? There are many times when you must write quickly, such as on a test. It is important to feel comfortable during those times. Timed-writing practice can make you feel better about writing quickly in English.

1. Take out a piece of paper.
2. Read the writing prompt below.
3. Brainstorm ideas for five minutes.
4. Write eight to ten sentences.
5. You have 20 minutes to write.

Describe a sad (or happy, frightening, funny, important, etc.) event or time from your past. What was the event or time? Give examples of how this event or time made you feel that emotion.
People are enjoying the night in Tokyo, Japan.
OBJECTIVES
To learn the present progressive tense
To practice compound sentences with and and so
To learn complex sentences with the present
To practice adverbs of manner
To study prepositional phrases of place

Can you write about what is happening at this moment?
Grammar for Writing

The Present Progressive Tense

We use the **present progressive tense** to describe actions that are happening in the current moment or an extended period of time in the present (for example: today, this week, this semester, this year).

<table>
<thead>
<tr>
<th>Subject</th>
<th>Be</th>
<th>(Not)</th>
<th>Verb + -ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>am</td>
<td>(not)</td>
<td>eating</td>
</tr>
<tr>
<td>he / she / it</td>
<td>is</td>
<td></td>
<td>studying</td>
</tr>
<tr>
<td>we / you / you (plural) / they</td>
<td>are</td>
<td></td>
<td>taking</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>running</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>doing</td>
</tr>
</tbody>
</table>

There is a list of spelling rules for verbs ending in -ing on page 236 in the *Brief Writer's Handbook*.

**Stative (Non-action) Verbs**

Be careful! Some verbs in English do not usually take the progressive tense because they are not action verbs. Here are some common **non-action**, or **stative**, verbs: be, have, see, love, believe, own, and want.

- **x** I am having a new boss.
- ✔ I have a new boss.

- **x** Mark is not wanting the gift.
- ✔ Mark does not want the gift.

There is more information on stative verbs on page 236 in the *Brief Writer's Handbook*.

**ACTIVITY 1** Identifying the Present Progressive Tense

Underline the 17 present progressive verbs in the paragraph.

**Example Paragraph 50**

**A Busy Tourist Site**

In pictures, Machu Picchu, Peru, seems very **remote** and quiet, but it is often a very busy place! Right now, hundreds of tourists are arriving by bus and getting in line to enter the **site**. **Guards** are giving directions, and **hikers** from the Inca **Trail** are putting their heavy bags in lockers.

Inside Machu Picchu, people are walking everywhere. They are looking at

**remote**: far away, distant
**a site**: a location, specific place
**a guard**: a person who protects another person or place
**a hiker**: a person who takes long walks for enjoyment
**a trail**: a path
the amazing ruins and taking lots of pictures. Guides are talking to travel
groups about the history of this ancient site. Smaller groups of people
are exploring the ruins by themselves. They are touching the stones and
talking about the beauty all around them. One man is even touching
the Sacred Rock in the northern square. Many visitors are standing in
line and waiting to take a picture of themselves with the ruins in the
background. Some people are walking up and down the steep, narrow
steps and staircases very carefully. They are taking their time because the
stones are wet. They do not want to fall down the slippery steps. Some
adventurous tourists are walking up a mountain trail behind Machu
Picchu so that they can see more of this amazing site. It is hard to believe
that such an old and distant place can be so lively!

the ruins: the remains
of something that is
old and/or damaged

steep: going up/down
at a high angle
ACTIVITY 2 Writing from Picture Prompts

Study the picture of Bruce and his friends. Then read the paragraph. Fill in the missing verbs based on the picture.

Example Paragraph 51

A University Student's Room

Tomorrow is a big day for Bruce. His mother is coming to visit him at college for the first time. Bruce is very excited, but he is also worried. His dorm room is a mess. This is why he called all his friends to come help him. His good friend Lina 1 _________________ the floor because the carpet is very dirty. Bruce's friend Joe 2 _________________ some of Bruce's clothes to the laundry. At the same time, Bruce's roommate Paul 3 _________________ all of the empty pizza boxes and soda cans. Bruce 4 _________________ . Bruce feels very lucky to have such good friends, and he is sure that the room will be ready for his mother's visit.
ACTIVITY 3  Describing a Scene

Write sentences that describe the action in the picture. Use the present progressive. Make at least one of your sentences negative.

1. ___________________________

2. ___________________________

3. ___________________________

4. ___________________________

5. ___________________________

6. ___________________________

7. ___________________________

8. ___________________________
Avoiding Repetition in Compound Sentences
When you have the same noun in both parts of a compound sentence, you should use a pronoun after the connector. This helps avoid repetition.

<table>
<thead>
<tr>
<th>Repetitive Writing (Using Only Nouns)</th>
<th>Better Writing (Using Nouns and Pronouns)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jake is washing the car, so Jake is getting wet.</td>
<td>Jake is washing the car, so he is getting wet.</td>
</tr>
<tr>
<td>Tia is making a lemon cake, and the lemon cake smells good.</td>
<td>Tia is making a lemon cake, and it smells good.</td>
</tr>
</tbody>
</table>

Reviewing And and So in Compound Sentences
We use and in a compound sentence to show added information. We use so in a compound sentence to show cause and effect. The sentence after so shows the result (what happens because) of the first sentence.

ACTIVITY 4 Practicing Compound Sentences with And
Match the sentences. Then combine the two sentences into a compound sentence using and.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ann is watching television.</td>
<td>Oranges contain a lot of vitamin C.</td>
</tr>
<tr>
<td>Oranges taste great.</td>
<td>I hope the marigold seeds grow quickly.</td>
</tr>
<tr>
<td>Ecuador exports millions of cut flowers around the world.</td>
<td>Ann is texting her friends.</td>
</tr>
<tr>
<td>That blouse is the perfect color for you.</td>
<td>Alaska contains large amounts of oil.</td>
</tr>
<tr>
<td>I am planting marigold seeds.</td>
<td>Valia is making roast beef for her guests.</td>
</tr>
<tr>
<td>Alaska is a part of the United States.</td>
<td>That blouse matches your pants and handbag.</td>
</tr>
<tr>
<td>Valia is having guests for dinner tonight.</td>
<td>Colombia exports millions of cut flowers around the world, too.</td>
</tr>
</tbody>
</table>

1. Ann is watching television, and she is texting her friends.

2. _____________________________________________________________

3. _____________________________________________________________

4. _____________________________________________________________

5. _____________________________________________________________

6. _____________________________________________________________

7. _____________________________________________________________
**ACTIVITY 5 Combining Sentences with So**

In each item, identify each sentence as a cause (C) or a result (R). Then combine them into a compound sentence using so. Put the cause first, then the connector so, and then the result. Use correct punctuation.

1a. **C** I am thirsty.

b. **R** I am drinking a huge glass of water.

     **I am thirsty, so I am drinking a huge glass of water.**

2a. We are not playing tennis.

b. It is raining really hard.

3a. Mr. Lopez is taking Ana to the doctor.

b. Ana is very sick.

4a. The audience loves the show.

b. The audience is applauding wildly.

5a. Jonathan is not feeling well.

b. Jonathan is not going to the party.

6a. I am not buying the latest smart phone.

b. The latest smart phone is very expensive.

7a. Brian is sleeping late today.

b. Brian is extremely tired.

8a. Angela needs to buy some fruits and vegetables.

b. Angela is shopping at the farmer's market.
ACTIVITY 6  Scenarios: Writing Compound Sentences with So and the Present Progressive

Write a compound sentence with so to describe the action happening in the picture. Use the present progressive tense.

1. ______________________________________
   ______________________________________
   ______________________________________
   ______________________________________
   ______________________________________

2. ______________________________________
   ______________________________________
   ______________________________________
   ______________________________________
   ______________________________________

3. ______________________________________
   ______________________________________
   ______________________________________
   ______________________________________
   ______________________________________

4. ______________________________________
   ______________________________________
   ______________________________________
   ______________________________________
   ______________________________________
Writer’s Note

Other Uses of So

One use of so is as a connector in compound sentences to show a cause and result. However, so has several other meanings.

In compound sentences, we use a comma with so, but we do not use a comma with the other uses of so.

<table>
<thead>
<tr>
<th>Other Meanings of So</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>An adverb that means very or extremely</td>
<td>It is so hot today.</td>
</tr>
<tr>
<td></td>
<td>You speak English so well.</td>
</tr>
<tr>
<td>A connector that means in order to. The full form is so that. So that is more formal than so, but the meaning is the same.</td>
<td>Lina went to the bank so that she could get some cash.</td>
</tr>
<tr>
<td></td>
<td>Lina went to the bank so she could get some cash.</td>
</tr>
<tr>
<td>A common word at the beginning of a statement or question to continue a conversation. It is not used in academic writing.</td>
<td>Carlos: We were at the beach all day yesterday.</td>
</tr>
<tr>
<td></td>
<td>Maria: So what time did you finally get home?</td>
</tr>
</tbody>
</table>
Use the picture and the prompts to write sentences. Use the present progressive tense. Then compare your sentences with a classmate's sentences.

Some fans / cheer / for their team
Other fans / wave / flags and banners
The coach / watch / the ball
The referee / run / toward the goal
The soccer ball / go / into the net
The forward / hope / the shot will be a goal
The goalkeeper / jump / for the ball
ACTIVITY 8 Writing a Paragraph

Rewrite the sentences from Activity 7 in paragraph form. Use your imagination and add some extra information to describe the game. Also, do the following:

- Use at least two adjectives.
- Make two compound sentences.
- Add a concluding sentence.
- Create a title for the paragraph.

Example Paragraph 52

The soccer game between Blackwatch and Dynamo is very exciting. Many things are happening right now!
Grammar for Writing

Verbs in Complex Sentences

*When, while, before* and *after* are connecting words that are commonly used to describe actions in the present in complex sentences.

- *While* can describe two actions that occur at the same time. You can use present progressive in each part of the sentence, or you can use present progressive in one clause and simple present in the other. There is no difference in meaning.
  
  - Mark is listening to music while he is surfing the Internet.
  - Mark is listening to music while he surfs the Internet.

- *When, after, and before* help describe the time order of activities in the present. The simple present tense (not present progressive) is most often used in both clauses.
  
  - Mark listens to music when he surfs the Internet.
  - After Mark finishes his homework, he watches television.
  - Before Mark goes to bed, he brushes his teeth.

REMEMBER: When a connecting word begins the sentence, put a comma at the end of the clause. Do not use a comma when the connecting word is in the middle of the sentence.

Go back and look at your paragraph about the soccer game in Activity 8. Can you add a complex sentence to it?

**ACTIVITY 9 Practicing Complex Sentences in the Present**

Ask a partner the questions. Write his or her answers using a complex sentence. Use the appropriate connecting word.

1. What are you doing while you are sitting in class?

2. What do you usually do when you wake up?

3. After you eat breakfast in the morning, what do you do?

4. What do you do when you are not at school?

5. While you are completing your classwork, what is your teacher doing?
ACTIVITY 10  Identifying Sentence Types

Identify each sentence as a simple (S), compound (CD), or complex (CX) sentence. If the sentence is compound or complex, insert a comma where necessary.

1. ______ S  My brother and I are hiking and fishing this weekend.

2. ______ CD  The motorcycle is in the garage, and the car is in the driveway.

3. ______ CX  When Harry and Darlene went to the picnic yesterday, they got sunburns.

4. ______ ______ I always think about my question before I ask the teacher.

5. ______ ______ You are learning so many new words.

6. ______ ______ A noun is a word like sandwich and a verb is an action word such as eat.

7. ______ ______ While we are studying we are learning new material.

8. ______ ______ After Kelly checks her e-mail she works for two hours.

9. ______ ______ Lisana is working for a computer company but she does not have a computer engineering degree.

10. ______ ______ I make a pot of coffee when I wake up in the morning.

11. ______ ______ The capital of Argentina is Buenos Aires and it is the most populated city in the country.

12. ______ ______ The traffic was terrible so Lance missed his plane.
Grammar for Writing

Adverbs of Manner

Adverbs are words that describe or give more information about verbs, adjectives, and other adverbs. There are several kinds of adverbs in English. Adverbs of manner usually describe verbs. They tell how an action is done.

Kerry picked up the baby **carefully.** *(How did Kerry pick up the baby? **carefully**)*

My sister is studying **hard.** *(How is my sister studying? **hard**)*

Adverbs of manner usually end in -**ly.**

---

<table>
<thead>
<tr>
<th>Common Adverbs of Manner</th>
</tr>
</thead>
<tbody>
<tr>
<td>quickly</td>
</tr>
<tr>
<td>suddenly</td>
</tr>
</tbody>
</table>

*These adverbs do not use the -ly form.

Be careful! There are a few words that end in -ly that are adjectives, not adverbs.

friendly  deadly  lovely  lonely

REMEMBER: Adjectives describe nouns. The baby is **happy.** Ben is a **happy** baby.

Go back and look at your paragraph about the soccer game. Can you add adverbs to describe the action?

---

**ACTIVITY 11** Using Adverbs

Fill in each blank with an adverb that describes the action of the underlined verb. Use an adverb from the list of common adverbs of manner above or use your own.

1. Julia is studying ________________ in the library.

2. He got onto the bus ________________ because it was raining.

3. Mariah spoke ________________ at the conference. Everyone was impressed by her speech.

4. David is doing ________________ in this class. He never studies!

5. Nili cried very ________________ during the movie. I didn't know she was crying until I looked at her.

6. Teresa typed the letter ________________ I thought she would never finish.

7. Nate read the directions ________________ He did not want to make a mistake.

8. I had a cold, so I did not play ________________ at the soccer game last week.

9. Maria and Faisal passed the test ________________ because they studied ________________ for it.

10. Will opened the door ________________ because he was afraid to wake up the baby.
Prepositional Phrases of Place

A **prepositional phrase** is a phrase that begins with a preposition and includes a noun or pronoun. The noun or pronoun is called the **object of the preposition**.

**prepositional phrase** = preposition + object of preposition (noun / pronoun)

One type of prepositional phrase is the **prepositional phrase of place**. A prepositional phrase of place:

- tells about location—it answers the question *Where?*
- functions like an adverb—it modifies a verb

### Parts of a Prepositional Phrase (of Place)

<table>
<thead>
<tr>
<th>Prepositional Phrase</th>
<th>Preposition</th>
<th>Article (a, an, the)</th>
<th>Demonstrative Determiner (this, that, these, those)</th>
<th>Possessive Adjective (my, your, her, etc.)</th>
<th>Quantifier (some, any, one, two, etc.)</th>
<th>Adjective Ø</th>
<th>Noun Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>at the picnic</td>
<td>at</td>
<td>the</td>
<td></td>
<td></td>
<td>Ø</td>
<td>little</td>
<td>picnic table</td>
</tr>
<tr>
<td>on that little table</td>
<td>on</td>
<td>that</td>
<td></td>
<td></td>
<td>Ø</td>
<td>old</td>
<td>friends</td>
</tr>
<tr>
<td>next to my friends</td>
<td>next to</td>
<td>my</td>
<td></td>
<td></td>
<td>Ø</td>
<td>old</td>
<td>chairs</td>
</tr>
<tr>
<td>under two old chairs</td>
<td>under</td>
<td>two</td>
<td></td>
<td></td>
<td>Ø</td>
<td></td>
<td>them</td>
</tr>
<tr>
<td>near them</td>
<td>near</td>
<td></td>
<td></td>
<td></td>
<td>Ø</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is common to put place phrases at the end of a sentence.

✗ We ate at the picnic lots of salad.
✓ We ate lots of salad at the picnic.

✗ Loretta in my house lives.
✓ Loretta lives in my house.
Prepositional Phrases of Place and Time Words

In sentences where you have a prepositional phrase of place and a time word or phrase, use this rule:

At the end of a sentence, place phrases usually come before time words or phrases.

Less Common: Meet me tomorrow afternoon in the library.

More Common: Meet me in the library tomorrow afternoon.

Less Common: She saw him at 2 p.m. at the bank.

More Common: She saw him at the bank at 2 p.m.

Also Correct: At 2 p.m., she saw him at the bank.

There is more information on prepositions on page 242 in the Brief Writer’s Handbook.

**Activity 12** Practicing with Place Phrases and Time Words

Unscramble the words to make correct sentences. Be sure to use the correct form of the verb. Use correct capitalization and punctuation.

1. Ashley / right now / drive / to the hospital

2. this semester / the Silva sisters / at City College / a grammar class / take

3. at the car dealership / today / a new car / we / buy

4. at the gym / exercise / Janie / this morning

5. we / take / today / in Mrs. Wang’s class / an important test

6. put / Eric / right now / his books / in the trunk of his car
7. at the moment / eat dinner / Luis / at a restaurant

8. Sara / a pie / now / put / in the oven

9. I / at the moment / busy / be / at work

10. the squirrels / now / nuts / bury / under our oak tree

**ACTIVITY 13 Writing What You See: Describing Actions**

Write a paragraph based on observation. Choose a place to observe people—for example, a park, a mall, or a cafeteria. You may also use a show on television or an illustration in a magazine. Choose a situation or place that has several people who are doing different actions. Follow these instructions:

- Look at the people. What are they doing?
- Write about an object. What is happening with it?
- Use the connectors and and so if possible.
- Use one or two adverbs of manner.
There is a lot of action happening right now.

---

**ACTIVITY 14 Editing: Grammar and Sentence Review**

Correct the paragraph. There are 13 mistakes.

- 2 compound sentence mistakes
- 2 complex sentence mistakes
- 1 mistake with time words
- 2 capitalization mistakes
- 2 adjective mistakes
- 2 adverb mistakes
- 2 verb mistakes

---

**Example Paragraph 53**

**The Squirrel**

A small red squirrel climbing a tree. He is a young squirrel. His tail is twitching **nervously** and his nose is moving quick. I think he is searching for food. The squirrel red is right now on a long tree branch. He wants to jump to another tree. The squirrel hears something so he looks down. He is coming down from the tree tall. When he reaches the ground he runs to a few pieces of chocolate chip cookie. These cookie pieces lying on the grass. The squirrel is walking toward the food and **inspecting** it. The squirrel grabs the cookie and **stuffs** it in his mouth. While he is eating his tail is moving rapid. The little red squirrel is now happy.

---

**Building Better Sentences:** For further practice with the sentences and paragraphs in this unit, go to Practice 5 on page 255 in Appendix 1.
# Building Better Vocabulary

## Activity 15: Word Associations

Circle the word or phrase that is most closely related to the word or phrase on the left. If necessary, use a dictionary to check the meaning of words you do not know.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th></th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>remote</td>
<td>close</td>
<td>far</td>
</tr>
<tr>
<td>2</td>
<td>a site*</td>
<td>an idea</td>
<td>a place</td>
</tr>
<tr>
<td>3</td>
<td>thirsty</td>
<td>to need food</td>
<td>to need water</td>
</tr>
<tr>
<td>4</td>
<td>to hear</td>
<td>with your ears</td>
<td>with your eyes</td>
</tr>
<tr>
<td>5</td>
<td>a carpet</td>
<td>a garage</td>
<td>a rug</td>
</tr>
<tr>
<td>6</td>
<td>steep</td>
<td>at an angle</td>
<td>flat</td>
</tr>
<tr>
<td>7</td>
<td>younger</td>
<td>18 years old</td>
<td>80 years old</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>--------------------------</td>
<td>--------------------------</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>a mess</td>
<td>not organized</td>
<td>very organized</td>
</tr>
<tr>
<td>9.</td>
<td>slippery</td>
<td>safe</td>
<td>unsafe</td>
</tr>
<tr>
<td>10.</td>
<td>a piece</td>
<td>a coin</td>
<td>a part</td>
</tr>
<tr>
<td>11.</td>
<td>to climb</td>
<td>to go near</td>
<td>to go up</td>
</tr>
<tr>
<td>12.</td>
<td>a tail</td>
<td>a body part</td>
<td>a story</td>
</tr>
<tr>
<td>13.</td>
<td>to inspect*</td>
<td>to look at</td>
<td>to wait for</td>
</tr>
<tr>
<td>14.</td>
<td>to stuff</td>
<td>to fill</td>
<td>to empty</td>
</tr>
<tr>
<td>15.</td>
<td>empty</td>
<td>a lot inside</td>
<td>nothing inside</td>
</tr>
</tbody>
</table>

*Words that are part of the Academic Word List. See pages 245–246 for a complete list.

**Activity 16 Using Collocations**

Fill in each blank with the word that most naturally completes the phrase on the right. If necessary, use a dictionary to check the meaning of words you do not know.

1. line / step                  | to be in a __________________________
2. feel / have                 | to __________________________ very lucky
3. about / on                  | to be worried __________________________
4. delicious / dirty           | to wash __________________________ clothes at the laundry
5. ancient / angle             | to see an __________________________ site
6. picnic / sunburn            | to get a __________________________
7. cleaner / machine           | a vacuum __________________________
8. party / mess                | to make a __________________________
9. monkey / room               | an empty __________________________
10. nervous / powerful         | to get __________________________ about something
ACTIVITY 17  Parts of Speech

Study the word forms. Fill in each blank with the best word form provided. Use the correct form of the verb. If necessary, use a dictionary to check the meaning of words you do not know. (NOTE: The word in bold is the original word that appears in the unit.)

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Sentence Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>beauty</td>
<td>Ø</td>
<td>beautiful</td>
<td>1. I saw a __________________________ sunset yesterday.</td>
</tr>
<tr>
<td>luck</td>
<td>Ø</td>
<td>lucky</td>
<td>2. That painting is a thing of __________________________.</td>
</tr>
<tr>
<td>thirst</td>
<td>Ø</td>
<td>thirsty</td>
<td>3. The __________________________ lottery winner won $5 million.</td>
</tr>
<tr>
<td>fishing</td>
<td>fish</td>
<td>Ø</td>
<td>4. It was bad __________________________ that our team lost the game.</td>
</tr>
<tr>
<td>hiking /</td>
<td>hike</td>
<td>Ø</td>
<td>5. If you are __________________________, drink some water.</td>
</tr>
<tr>
<td>hiker (A</td>
<td></td>
<td></td>
<td>6. Keith is playing tennis. He is probably suffering from</td>
</tr>
<tr>
<td>THING) /</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(A PERSON)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Noun endings: -ing, -er
Adjective endings: -ful, -y

Original Student Writing

ACTIVITY 18  Original Writing Practice

Imagine that you are a TV news reporter. Right now you are at the location of an emergency situation (for example, a traffic accident, a building on fire, the scene of a natural disaster).

- Write a paragraph that describes what is happening.
- Use your imagination.
- You may use a picture from a newspaper, magazine, or the Internet to help your imagination.

Follow these steps for writing. Put a check (✓) next to each step as you complete it. When you finish your paragraph, use the checklist on the next page to edit your work.

_____ STEP 1: In your first sentence, tell where you are and what you are watching.
_____ STEP 2: In your next sentence, describe the person/people or thing(s) you see.
Use adjectives to give a clear idea to your reader.
_____ STEP 3: In the next two to four sentences, describe what the people are doing.
_____ STEP 4: Use one or two adverbs in the sentences in STEP 3.
_____ STEP 5: Use and or so in one of the sentences. Remember to use a comma to separate the two clauses.
STEP 6: Use a complex sentence with \textit{when} or \textit{while}.

STEP 7: In the next sentence, write what you believe the people are thinking or feeling at this moment.

STEP 8: In the final sentence, write your opinion about the situation.

STEP 9: Use at least two of the vocabulary words or phrases presented in Activity 15, Activity 16, and Activity 17. Underline these words and phrases in your paragraph.

STEP 10: Create a title for your work, and write it above the paragraph.

\textbf{Checklist}

1. \ding{51} I checked that each sentence has a subject and a verb.

2. \ding{51} I included two subjects and verbs (two clauses) in my compound sentences.

3. \ding{51} I used the present progressive verbs correctly.

4. \ding{51} I began every sentence with a capital letter.

5. \ding{51} I used commas correctly in compound and complex sentences.

6. \ding{51} I ended every sentence with the correct punctuation.

7. \ding{51} I gave my paragraph a title.

\textbf{Activity 19 Peer Editing}

Exchange papers from Activity 18 with a partner. Read your partner's paragraph. Then use Peer Editing Sheet 5 on NGL.Cengage.com/GW1 to help you comment on your partner's paragraph. Be sure to offer positive suggestions and comments that will help your partner improve his or her writing. Consider your partner's comments as you revise your own paragraph.

\textbf{Additional Topics for Writing}

Here are ten ideas for journal writing. Choose one or more of them to write about. Follow your teacher's directions. (We recommend that you skip a line after each line that you write. This gives your teacher a place to write comments.)

\textbf{Photo}

\textbf{Topic:} Look at the photo on pages 128–129. Imagine that you are in a large city like Tokyo, Toronto, London, Istanbul, or Seoul. Walk around the city and write down the things that you see. What is happening in this large city?

\textbf{Topic 2:} Watch several minutes of a television program. Describe what is happening in the show.

\textbf{Topic 3:} Describe how your life is now. Include your studies, your living arrangements, and your free time.

\textbf{Topic 4:} Imagine that you are a private investigator. Imagine that you are watching a specific character or person. Write down everything that the person is doing for five minutes.

\textbf{Topic 5:} Find a picture in a magazine. Choose a picture of many people who are doing different things. Describe what each person is doing.
TOPIC 6: Imagine that you are visiting the zoo. What are the other visitors doing? Write about what the different kinds of animals are doing.

TOPIC 7: Imagine that you are walking down the street, and you see your favorite movie star walk into a café. Follow this person. What is/he/she doing?

TOPIC 8: Write a letter to your friend explaining what you are doing in this class. Tell about the assignments that you have and the writing skills that you are practicing.

TOPIC 9: If you have a pet, watch it closely for ten minutes. What is it doing? Where is it going? Is it playing? Jumping? Making noise?

TOPIC 10: Imagine that you are a news reporter for a movie magazine. You are at a famous awards ceremony. What are the people doing? Name some of the famous actors. (This word means male and female actors.) What are they doing? What are they wearing? What are they saying to their friends? What are they thinking?

Timed Writing
How quickly can you write in English? There are many times when you must write quickly, such as on a test. It is important to feel comfortable during those times. Timed-writing practice can make you feel better about writing quickly in English.

1. Take out a piece of paper.
2. Read the writing prompt below.
3. Brainstorm ideas for five minutes.
4. Write eight to ten sentences.
5. You have 20 minutes to write.

Describe an exciting (or boring, interesting, etc.) activity that you are doing this year. What is the activity? What are you doing to complete it? Give as many details as possible.
Astronaut Tracy Caldwell Dyson looks out of the window of the International Space Station.
OBJECTIVES
To learn the simple future tense with *be going to* and *will*
To practice time words to show the future
To learn complex sentences in the future
To study articles *a*, *an*, and *the*
To use *because* in complex sentences

Can you write about what you think will happen in the future?
The Simple Future Tense: Be Going To

We use the simple future tense to talk about future events. One way to express the simple future tense is to use be going to. You can use be going to for:

- plans that are already made
- predictions (guesses about the future) that are about the possible result of actions that are happening in the present

<table>
<thead>
<tr>
<th>Subject</th>
<th>Be Going To</th>
<th>Verb (Base Form)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>am</td>
<td>eat</td>
</tr>
<tr>
<td>he / she / it</td>
<td>is</td>
<td>study</td>
</tr>
<tr>
<td>we / you / you (plural) / they</td>
<td>are</td>
<td>buy</td>
</tr>
<tr>
<td></td>
<td>going to</td>
<td>listen</td>
</tr>
</tbody>
</table>

X I am going to a sandwich for lunch.
✓ I am going to buy a sandwich for lunch.
X According to the radio report, the weather going to be severe tonight.
✓ According to the radio report, the weather is going to be severe tonight.

**ACTIVITY 1  Making Predictions**

Make a prediction about the actions in each picture. Write complete sentences using the correct form of be going to.

1. 

2. 

154  UNIT 6 • Writing about the Future
**ACTIVITY 2  Writing about a Schedule**

Answer the questions about Michael’s schedule for next week. Use complete sentences.

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>meet Mom &amp; Dad for lunch</td>
<td>meeting with Mr. Anderson</td>
<td>appointment with Mr. &amp; Mrs. Pinter at the office</td>
<td>business report due to Ms. Simms</td>
<td>buy groceries</td>
<td>dinner with Andrea</td>
<td>play soccer with the guys</td>
</tr>
</tbody>
</table>

1. What is Michael going to do on Sunday?

2. Who is going to come to Michael’s office on Tuesday?

3. On what day are Michael and Andrea going to have dinner?

4. When is Michael going to meet with Mr. Anderson?

5. What is he going to do on Thursday?

6. What are Michael and his friends going to do on Saturday?

7. What is he going to give to Ms. Simms on Wednesday?

---

**Writer’s Note**

**Avoiding Gonna in Writing**

Speakers of English often pronounce going to as gonna in informal speech. However, do not use gonna in academic writing. You must write out the words completely.

- I'm gonna buy a new shirt.
- I am going to buy a new shirt.
The Simple Future Tense: Will

Another way to express the simple future tense is to use will. You can use will for:

- future plans/decisions that are made at the moment of speaking (no planning)
- strong predictions (strong guesses about the future)
- promises and offers to help

<table>
<thead>
<tr>
<th>Subject</th>
<th>Will</th>
<th>Verb (Base Form)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>will</td>
<td>eat</td>
</tr>
<tr>
<td>you</td>
<td></td>
<td>study</td>
</tr>
<tr>
<td>he/she/it</td>
<td></td>
<td>buy</td>
</tr>
<tr>
<td>we</td>
<td></td>
<td>run</td>
</tr>
<tr>
<td>you (plural)</td>
<td></td>
<td>listen</td>
</tr>
<tr>
<td>they</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

✗ I will open the door for you.
✓ I will open the door for you.
✗ They will watch a new movie tonight.
✓ They will watch a new movie tonight.
✗ We will love each other forever.
✓ We will love each other forever.

Using Adverbs of Frequency with Will

Adverbs of frequency describe how often an action happens. Some examples are always, sometimes, often, rarely, and never. When you use frequency adverbs with will, put the frequency adverb between will and the main verb.

✗ My parents will help me.
✓ My parents will always help me.

✗ The teacher will sometimes give us homework.
✓ The teacher will sometimes give us homework.

ACTIVITY 3 Writing about the Future Using Will

Make five predictions about what your life will be like in ten years. Use will in the sentences. Use a frequency adverb in two sentences.

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
Grammar for Writing

Time Words and Phrases

Good writers include time words and time phrases in their writing. Time words and phrases give important information about when something happens.

<table>
<thead>
<tr>
<th>Common Time Words and Phrases</th>
<th>first</th>
<th>in a minute</th>
<th>tomorrow</th>
<th>next week</th>
</tr>
</thead>
<tbody>
<tr>
<td>next</td>
<td>later</td>
<td>next Saturday</td>
<td></td>
<td>next year</td>
</tr>
<tr>
<td>then</td>
<td>before that</td>
<td>next January</td>
<td></td>
<td>next time</td>
</tr>
<tr>
<td>finally</td>
<td>after that</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

These time words usually occur at the very beginning or the very end of a sentence. When the time words and phrases occur at the beginning of a sentence, a comma is usually used.

We are going to go to the movies on Saturday.
On Saturday, we are going to go to the movies.

The airline will produce a new kind of jet in the next few months.
In the next few months, the airline will produce a new kind of jet.

We are going to paint the kitchen first.
First, we are going to paint the kitchen.

NOTE: Then is not followed by a comma.

ACTIVITY 4 Practicing with Time Words

Fill in the missing time words from the word bank. One word can be used twice. Add commas where necessary.

then next first after Sunday finally

Example Paragraph 54

A Reunion to Remember

This year's family reunion will be special because we are going to celebrate my Aunt Laura's 98th birthday. 1 ______________ everyone in our family is going to travel to my aunt's town for the weekend. The 2 ______________ night, we are going to meet at Aunt Laura's house and eat a delicious dinner. 3 ______________ dinner, we are going to bring out a delicious birthday cake.
we will sing to her and give her presents. She is going to love it! The day, the whole family will meet in the city park for a lovely picnic. There will be food, games, and music for everyone. Aunt Laura will give a nice speech to the family, too. On everyone will go to lunch with Aunt Laura. our special celebration will be over, and everyone will return home dreaming about next year's reunion.
ACTIVITY 5  Practicing with Paragraphs

Review the sentences you wrote about Michael’s schedule in Activity 2. Put them in correct time order, starting with Sunday. Write the sentences in paragraph form below. Use some time words to help organize your sentences.

Example Paragraph 55

Michael’s Busy Schedule

Michael is going to be a very busy man next week. First, he is going to meet his
mom and dad for lunch on Sunday.

Finally, he is going to play soccer with his friends on Saturday. Michael is the busiest
man I know!

Writer’s Note

Will vs. Be Going To

Will and be going to are both ways to form sentences about the future. There are certain situations when a writer may use only will or only be going to because the situation has a specific meaning. However, will and be going to can often be used to talk about the future with little or no difference in meaning.

When writing an essay or a report, remember that will is more formal and more common in academic writing than be going to. As you write, be careful to consider whether the situation requires using will, be going to, or either.
ACTIVITY 6 Responding to a Reading Passage

Underline the 10 future tense verbs in the paragraph below. (Hint: Two of them might be difficult to find.) Then answer the questions that follow using complete sentences.

Example Paragraph 56

Carmen’s Fifteenth Birthday

Next week, Carmen Viera will be 15 years old, and her family has plans for a special celebration for her. On her birthday, Carmen is going to wear a beautiful white gown. First, she is going to go to church with her family and friends. After church is over, they will go to an elegant ballroom. Then they are going to have a party called a quince there. When Carmen arrives, she will perform some formal dances with her friends. After that, everyone is going to dance, eat, and celebrate. Carmen can hardly wait. She knows that she will always remember her special day.

Post-Reading

1. How old will Carmen be next week?

2. What is Carmen going to wear on her birthday?
3. What is the first thing she is going to do on her birthday?

4. Where will they hold her *quince* party?

5. What will Carmen and her friends do at the party?

---

**Grammar for Writing**

**The Simple Future Tense: Negatives**

Add the word *not* to make the simple future tense (*be going to* and *will*) negative.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Be</th>
<th>Not</th>
<th>Going To</th>
<th>Verb (Base Form)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>am</td>
<td>not</td>
<td>going to</td>
<td>eat</td>
</tr>
<tr>
<td>he / she / it</td>
<td>is</td>
<td></td>
<td></td>
<td>study</td>
</tr>
<tr>
<td>we / you / you (plural) / they</td>
<td>are</td>
<td></td>
<td></td>
<td>buy</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>run</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>listen</td>
</tr>
</tbody>
</table>

- Sara **not going** to take me to the airport on Sunday.
- Sara is **not going** to take me to the airport on Sunday.
- Brett and Erica **no going** to play soccer tomorrow.
- Brett and Erica are **not going** to play soccer tomorrow.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Will</th>
<th>Not</th>
<th>Verb (Base Form)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>will</td>
<td>not</td>
<td>eat</td>
</tr>
<tr>
<td>you</td>
<td></td>
<td></td>
<td>study</td>
</tr>
<tr>
<td>he / she / it</td>
<td>will</td>
<td>not</td>
<td>buy</td>
</tr>
<tr>
<td>we</td>
<td></td>
<td></td>
<td>run</td>
</tr>
<tr>
<td>you (plural)</td>
<td></td>
<td></td>
<td>listen</td>
</tr>
<tr>
<td>they</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- They **will not** **to come** to the party.
- They will **not come** to the party.
- The president **not make** a speech on television tonight.
- The president **will not make** a speech on television tonight.
- My company **will don't** give me a raise this year.
- My company will **not give** me a raise this year.
**Writer's Note**

**Contractions with the Simple Future Tense**

Several contractions are possible in the simple future tense.

**Will**
- I will = I'll
- you will = you'll
- he / she / it will = he'll / she'll / it'll

**Will not**
- will not = won't

**Be Going To**
- I am going to = I'm going to
- you are going to = you're going to
- he / she / it is going to = he's / she's / it's going to

**Are not**
- are not = aren't

**Is not**
- is not = isn't

Remember to ask your instructor if using contractions in this course is acceptable.

---

**ACTIVITY 7  Changing Affirmative to Negative**

Rewrite the affirmative sentences as negative sentences, and rewrite the negative sentences as affirmative ones. Write out the entire sentence.

1. There will not be a test on this information soon.

2. Our friends are not going to meet us at the mall this weekend.

3. Angela is going to leave for work soon.

4. Our plane will leave the airport on time.

5. I am going to write an e-mail to my friends back home.

6. The temperature will drop sharply this evening.

7. That little boy will not eat his spinach.
ACTIVITY 8  Writing Original Sentences

Answer the questions.

1. What is one important thing that you are going to do in your life?

2. How long will it take to do it?

3. What are you going to do to reach this goal? Write at least three things.

4. How will you feel when you reach this goal? Why?

Grammar for Writing

Verbs in Complex Sentences about the Future

Use the simple present tense and the simple future tense with complex sentences about the future.

<table>
<thead>
<tr>
<th>Clause 1 (Simple Future)</th>
<th>Clause 2 (Connector + Simple Present)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calvin is going to take a nap</td>
<td>after he finishes his work.</td>
</tr>
<tr>
<td>Those birds will fly south</td>
<td>before the weather becomes too cold.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clause 1 (Connector + Simple Present)</th>
<th>Clause 2 (Simple Future)</th>
</tr>
</thead>
<tbody>
<tr>
<td>If we do not leave now,</td>
<td>we will be late.</td>
</tr>
<tr>
<td>When Maya gets home,</td>
<td>she is going to read a good book.</td>
</tr>
</tbody>
</table>

Do not use the simple future tense in both clauses.

✗ When the rain is going to stop, I am going to rake the leaves.
✓ When the rain stops, I am going to rake the leaves.

✗ The police will arrest a passenger on the plane after Flight 873 will arrive in Paris.
✓ The police will arrest a passenger on the plane after Flight 873 arrives in Paris.
ACTIVITY 9  Review: Identifying Sentence Types

Identify each sentence as a simple (S), compound (CD), or complex (CX) sentence. If the sentence is compound or complex, insert a comma if necessary.

1. □□□□□ I am going to go surfing next weekend.

2. □□□□□ My father is going to retire next year, but my mother is going to continue working.

3. □□□□□ After Gerardo finishes painting, his house will look beautiful.

4. □□□□□ Irene is going to call you when she gets home from work.

5. □□□□□ Brett and his friends are going to go to the hockey game and cheer for their team.

6. □□□□□ Ariel is going to go to college next year but her brother is going to get a job.

7. □□□□□ When the game is over we are going to eat at Harvey’s Grill.

8. □□□□□ I will bring a salad and dessert to the party.

9. □□□□□ Leslie and Serena will be roommates next semester but they do not get along very well.

10. □□□□□ If we do not finish this project on time the company will lose the contract.

11. □□□□□ Ana and her friends will not be able to go to the museum this weekend.

12. □□□□□ We are going to visit our family in Mexico City next weekend.
ACTIVITY 10  Writing Complex Sentences in the Future

Answer each question using a complex sentence with connectors such as after, before, when, until, and as soon as. Use the correct verb tense in each clause.

1. What are you going to do after you graduate?

2. What are you going to do as soon as you finish this activity?

3. What will you not do before you go to bed tonight?

4. When are you going to do your homework?

5. When will you finish all your English courses?

6. What are you going to do after you eat dinner?

Writer's Note

Using the Future Tense in Academic Writing
Writers may use the future to make a prediction about the information in their academic writing. Therefore, it is common to find the future tense in the last sentence of a paragraph. The future can also be used to describe a process. However, it is rare to find an entire academic paragraph that only uses the future tense.

Grammar for Writing

The Indefinite Articles: A/An

A, an, and the are three of the shortest words in English, but they are also three of the most important words. These words are called articles. They are very important in correct writing and speaking.

The indefinite articles a and an can only be used with singular count nouns. In Unit 3, you learned the following rules:

- Use a or an in front of a singular count noun when the noun is general (not specific).
- Use a in front of a singular count noun that begins with a consonant sound.
• Use *an* in front of a singular count noun that begins with a *vowel* sound. Some words beginning with *h* and *u* have exceptions to this rule.

• When there is an adjective before a singular count noun, *a/an* agrees with the first letter of the adjective, not the noun.
  
  I bought a sweater.
  
  Luis is going to eat a red apple.

  Wendy has an elegant home.

There is information on exceptions to these rules for words beginning with *h* and *u* on page 237 in the *Brief Writer’s Handbook*.

### The Definite Article: *The*

The definite article *the* can be used with both singular and plural count nouns and also with non-count nouns.

• Use *the* for the second (and third, fourth, etc.) time you talk about something.

  I bought a sweater and a coat yesterday. *The sweater* is made of wool, but *the coat* is made of leather. *The sweater* was cheap, but *the coat* was expensive.

• Use *the* when the speaker and the listener both know about or are familiar with the subject.

  My brother called and said, “I’m locked out of *the house.*”

• Use *the* when the noun you are referring to is unique—there is only one. This thing can be natural or manmade.

  *The Sun* and *the Earth* are both in *the Milky Way Galaxy*.

  *The Eiffel Tower* is a beautiful monument.

  I am going to visit *the Sidney Opera House* next summer.

  *The New Caledonia Barrier Reef* is an important home for green sea turtles.

There is a more complete list of when to use the article *the* on pages 237–238 in the *Brief Writer’s Handbook*.

### Article Use Summary

<table>
<thead>
<tr>
<th>When Your Meaning Is:</th>
<th>Singular Count Nouns</th>
<th>Plural Count Nouns</th>
<th>Non-count Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td><em>a / an</em></td>
<td><em>∅</em></td>
<td><em>∅</em></td>
</tr>
<tr>
<td>Specific</td>
<td><em>the</em></td>
<td><em>the</em></td>
<td><em>the</em></td>
</tr>
</tbody>
</table>

*∅* means “do not use an article.”

There is a short list of common non-count nouns on page 238 in the *Brief Writer’s Handbook*.  

167
Using Modifiers with Singular Count Nouns

A non-count noun (water, honesty) and a plural count noun (cars, women) can be used alone in a sentence. However, a singular count noun (car, woman) cannot be used alone in a sentence. These words must always be preceded by a modifier (a word that gives more information about the noun).

- an article (a, an, the)
  - April owns computer.
  - ✓ April owns a computer.
- a possessive adjective (my, your, his)
  - X I am reading book.
  - ✓ I am reading my book.
- a quantifier (one, another, some)
  - X Give me spoon. This one is dirty.
  - ✓ Give me another spoon. This one is dirty.

There are more examples of quantifiers on page 240 in the Brief Writer's Handbook.

**Activity 11 Practicing Articles**

Fill in the blanks with a, an, or the. If no article is needed, write Ø.

**Example Paragraph 57**

A World Traveler

Robert likes to travel a lot, and next year he is going to go on
1 ___________ excellent trip. 2 ___________ trip is going to be
to Egypt and New Zealand. He wants to meet 3 ___________
many new people and try 4 ___________ interesting food. While
he is in Egypt, he is going to see 5 ___________ Great Pyramids
at Giza and 6 ___________ Sphinx of Cheops. He wants to take
7 ___________ cruise down 8 ___________ Nile River, but
it is probably going to be too expensive. After he visits Egypt, he will
fly to New Zealand to visit 9 ___________ cousin who lives there.
10 ___________ his cousin's name is Thomas. Robert and Thomas
are going to hike along the coast of New Zealand for a few weeks.
They want to see 11 ___________ tuatara. Tuataras are lizards
from 12 ___________ ancient reptile family. Because tuatara are
nocturnal, it is going to be difficult to see them. Finally, they will take
13 ___________ bike trip on 14 ___________ country's North
Island. 15 ___________ trip will definitely be memorable!

nocturnal: active at night

definitely: without any doubt or question; surely
ACTIVITY 12  Review: Sentence Writing

Write complete sentences using the words below. Do not change the order of the words. Add the correct article(s) (a, an, the) where necessary. Use the correct verb tense, punctuation, and capitalization.

1. robert / not go / to / beach / tomorrow

2. laura's parents / visit / taj Majal / in india / next month

3. we / have / grammar test / next week

4. weather / be / very / nice / for / picnic / this saturday

5. kate and brad / meet / friend / for dinner / tomorrow

6. I / lend / you / some money / until / you / get your paycheck

7. this / computer / not work / anymore
8. I / bring / apple pie / for dessert

9. after nicholas / graduate next week / his sister / give him / expensive gift

10. my dad / meet / me / at airport / when / I / arrive / from algeria

---

Grammar for Writing

Complex Sentences with Because

How would you answer this question: Why did you decide to study English?

One common way to answer a why question is to use a complex sentence with the connector because.

<table>
<thead>
<tr>
<th>Clause 1: Includes Part of the Question</th>
<th>Clause 2: Because + Reason (Answer)</th>
</tr>
</thead>
<tbody>
<tr>
<td>They are going to study English</td>
<td>because they want to learn a second language.</td>
</tr>
<tr>
<td></td>
<td>because they want to study in an English-speaking country.</td>
</tr>
<tr>
<td></td>
<td>because they like the way it sounds.</td>
</tr>
</tbody>
</table>

Fragments with Because

In formal writing, the because clause must be part of a complex sentence; it cannot be used as a stand-alone sentence. If the because clause is used as a stand-alone sentence, it is a fragment and is a mistake.

- ✗ We are not going to go to the beach. Because it is raining. (fragment)
  (complex sentence)
- ✓ We are not going to go to the beach because it is raining.

- ✗ Megan is going to go to the bookstore. Because she needs to buy a book. (fragment)
  (complex sentence)
- ✓ Megan is going to go to the bookstore because she needs to buy a book.

Because can also be used at the beginning of a sentence. When it is, you must put a comma at the end of the because clause.

- ✗ Because his brother broke the computer Alan got angry.
- ✓ Because his brother broke the computer, Alan got angry.
ACTIVITY 13  Identifying Sentences vs. Fragments

Identify each group of words as a complete sentence (S) or a fragment (F). If it is a complete sentence, add correct capitalization and punctuation.

1. __________ Dante passed the test because he studied hard.

2. __________ because the weather was so bad on Saturday evening

3. __________ because it will be cold in the mountains we are packing our heavy jackets

4. __________ because everyone will have a wonderful time at the party

5. __________ because he is going to forget about his appointment

6. __________ she is going to arrive late because her car broke down

7. __________ because I live in New York I go to the theater on Broadway often

8. __________ because some committee members will not attend the conference

9. __________ the computers are going to be down today because a storm knocked out the power

10. __________ because the managers are out of the office we are going to postpone the meeting

ACTIVITY 14  Writing Sentences with Because

Answer each question using a complex sentence with because. Use the correct verb tense.

1. Why are you studying English?

2. Why is soccer a popular sport?

3. Why is fast food becoming popular around the world?

4. Why are you going to study in the library for your next test?
5. Why do some people like to drive fast?

6. Why do you like your hobby?

7. Why do you write letters to your family?

8. Why did you skip breakfast this morning?

9. Why do children learn to print before they learn cursive writing?

10. Why did the man stop at the food cart?

**Writer’s Note**
**Paying Attention to Commas**
It is very important to pay attention to commas in your writing. Ask yourself why you are using a comma in the sentence. If you cannot explain the rule, the comma probably does not belong in the sentence. Every time you write, take a moment to review all your commas.

There is a list of common comma rules on pages 232–233 in the Brief Writer’s Handbook.

**ACTIVITY 15 Practicing Comma Rules**
For each item, combine the two sentences into one sentence. Remember the comma rules for compound sentences, complex sentences, and lists. You may have to change or delete some words. Be prepared to explain the comma rule that you use.

1. At the party, we ate food. We talked with our friends, and we played games.

2. First, we are going to go to the store. Then we are going to make dinner.
3. John wants to go to the movies. Rob and Theo want to go home.

4. I lived in Lahore when I was a child. Lahore is in Pakistan.

5. Elizabeth will not ride roller coasters. Roller coasters are too scary.
ACTIVITY 16  Editing: Grammar and Sentence Review

Correct the paragraph. There are 11 mistakes.

2 capitalization mistakes  4 missing commas
1 adjective mistake      1 misused comma
2 missing verbs          1 misused article

Example Paragraph 58

My Winter Vacation

My winter vacation is going to be wonderful, because I am going to go to Quebec. I am going to go there with my best friend. We are going to spend one week in the city, and then we are going to explore the countryside for a week. I have the aunt who lives there, and she is going to show us all the sights beautiful. We do not speak French very well so we are a little bit nervous. After I arrive in Canada I am going to buy a lot of souvenirs for my parents brother and friends. I cannot wait for my vacation to begin!

Building Better Sentences: For further practice with the sentences and paragraphs in this unit, go to Practice 6 on page 256 in Appendix 1.
**Building Better Vocabulary**

**ACTIVITY 17  Word Associations**

Circle the word or phrase that is most closely related to the word or phrase on the left. If necessary, use a dictionary to check the meaning of words you do not know.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a reunion</td>
<td>many animals</td>
</tr>
<tr>
<td>2. presents</td>
<td>attendance</td>
</tr>
<tr>
<td>3. a speech</td>
<td>you can eat it</td>
</tr>
<tr>
<td>4. to celebrate</td>
<td>to have fun</td>
</tr>
<tr>
<td>5. formal</td>
<td>very common</td>
</tr>
<tr>
<td>6. to forget</td>
<td>I cannot graduate</td>
</tr>
<tr>
<td>7. hardly</td>
<td>very difficult</td>
</tr>
<tr>
<td>8. angry</td>
<td>a negative feeling</td>
</tr>
<tr>
<td>9. to hike</td>
<td>to run</td>
</tr>
<tr>
<td>10. honesty</td>
<td>lies</td>
</tr>
<tr>
<td>11. few</td>
<td>not near</td>
</tr>
<tr>
<td>12. ancient</td>
<td>very new</td>
</tr>
<tr>
<td>13. nocturnal</td>
<td>awake during the day</td>
</tr>
<tr>
<td>14. a vacation</td>
<td>a time for fun</td>
</tr>
<tr>
<td>15. a cousin</td>
<td>your uncle's child</td>
</tr>
</tbody>
</table>

**ACTIVITY 18  Using Collocations**

Fill in each blank with the word that most naturally completes the phrase on the right. If necessary, use a dictionary to check the meaning of words you do not know.

1. building / vacation
   - an ancient ________________________

2. about / for
   - to forget ________________________ something

3. between / along
   - to drive ________________________ the coast of Nova Scotia

4. sight / animal
   - a nocturnal ________________________
5. honest / unique  a(n) ___________________________ experience
6. ballroom / speech  an informative ___________________________
7. formal / honest  this is a(n) ___________________________ event
8. sights / souvenirs  to visit all the ___________________________
9. honest / angry  to get ___________________________
10. speech / cruise  to attend a ___________________________

**ACTIVITY 19 | Parts of Speech**

Study the word forms. Fill in each blank with the best word form provided. Use the correct form of the verb. If necessary, use a dictionary to check the meaning of words you do not know. (NOTE: The word in bold is the original word that appears in the unit.)

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Sentence Practice</th>
</tr>
</thead>
</table>
| anger              | anger  | angry     | 1. She is going to be ____________________________
|                    |        |           | when I tell her the news. |
| honesty            | Ø      | honest    | 2. The children ____________________________
|                    |        |           | their mother yesterday. |
| nerve / nervousness| Ø      | nervous   | 3. Please give me an ____________________________ answer. |
| formality          | formalize | formal   | 4. ____________________________ is the best policy. |
| uniqueness         | Ø      | unique    | 5. Ben was ____________________________ about taking the exam. |
|                    |        |           | 6. I can see the ____________________________ in her expression. |
|                    |        |           | 7. The dance next week is going to be ____________________________ |
|                    |        |           | 8. Meeting the new university president is only a ____________________________ |
|                    |        |           | 9. The ____________________________ of the Hungarian language makes it difficult to learn. |
|                    |        |           | 10. The style of Emma's dress is definitely ____________________________ |

Noun endings: -y, -ness, -ity
Verb ending: -ize
Adjective ending: -y
Reread the paragraph on Carmen Viera in Activity 6 on page 161. Then review your answers to Activity 8 on page 164. Use the information from Activity 8 to write about an event that is going to happen to you in the future.

Follow these steps for writing. Put a check (✔) next to each step as you complete it. When you finish your paragraph, use the checklist that follows to edit your work.

- STEP 1: In your first sentence, tell who you are and what you are going to do in the future.
- STEP 2: In the next two sentences, give more details to describe what you are going to do.
- STEP 3: In the next four or five sentences, describe how you are going to achieve this goal.
- STEP 4: In the last sentence, tell why it is important for you to achieve this goal. (Use the word because in the final sentence.)
- STEP 5: Use time words, such as after and as soon as, in some of your sentences in STEP 3.
- STEP 6: Write at least one compound and one other complex sentence in your paragraph.
- STEP 7: Use at least two of the vocabulary words or phrases presented in Activity 17, Activity 18, and Activity 19. Underline these words and phrases in your paragraph.

If you need ideas for words and phrases, see the Useful Vocabulary for Better Writing on pages 247–249.

✔ Checklist
1. ✔ I used be going to or will when talking about the future.
2. ✔ I used articles correctly in my sentences.
3. ✔ I used commas correctly.
4. ✔ I checked that each sentence has a subject and a verb—there are no fragments!
5. ✔ I gave my paragraph a title.

ACTIVITY 21 Peer Editing
Exchange papers from Activity 20 with a partner. Read your partner’s paragraph. Then use Peer Editing Sheet 6 on NGL.Cengage.com/GW1 to help you comment on your partner’s paragraph. Be sure to offer positive suggestions and comments that will help your partner improve his or her writing. Consider your partner’s comments as you revise your own paragraph.
Additional Topics for Writing

Here are ten ideas for journal writing. Choose one or more of them to write about. Follow your teacher’s directions. (We recommend that you skip a line after each line that you write. This gives your teacher a place to write comments.)

PHOTO

TOPIC: Look at the photo on pages 152–153. Write about what you think will happen in the future. For example, write about the future of space travel. What planets are humans going to visit? What things are going to be discovered in space? Do you think that humans will be able to live on other planets?

TOPIC 2: Write about something that you plan to do in the next two weeks. Include the people who are going to be with you, where you are going to be, and why you are going to do this.

TOPIC 3: Write about something that you plan to do in the next six months. Be sure to include where this activity is going to happen, who is going to be with you, and why you chose this activity.

TOPIC 4: Choose a current topic in the news. Read about it. Then write about what you think will happen and tell why.

TOPIC 5: Think about a special project or event that is going to happen in your neighborhood, city, or country. What is going to happen? When will it happen? Why is it happening? When will this project finally be completed?

TOPIC 6: Write about what you are going to do before you return home today. Make a list: Who are you going to be with? Are you going to do this thing (or these things) for work, school, or pleasure? How long is it going to take you to complete these things?

TOPIC 7: Describe what your wedding will be like. How big will the wedding party be? Who will be there? Where will it happen?

TOPIC 8: Describe the job you want to have when you finish school. What kind of job is it? What are your responsibilities going to be in this job? Are you going to work for a company or for yourself? How much money are you going to earn in this job?

TOPIC 9: Write about what you plan to study (your major) in college. Why did you choose this subject? What classes are going to be easy for you, and what classes are going to be difficult? How long is it going to take you to get your degree?

TOPIC 10: Describe what life is going to be like in the year 2050. What new things are going to be available? How is life going to be better than it is now? How is life going to be worse than it is now?
Timed Writing

How quickly can you write in English? There are many times when you must write quickly, such as on a test. It is important to feel comfortable during those times. Timed-writing practice can make you feel better about writing quickly in English.

1. Take out a piece of paper.
2. Read the writing prompt below.
3. Brainstorm ideas for five minutes.
4. Write eight to ten sentences.
5. You have 20 minutes to write.

Describe something that you plan to do next year. Be sure to include who is going to be with you, where it is going to happen, and why you are going to do this.
A gorilla and chimpanzee that were orphaned as babies are examining leaves at the Lake Erova Mammal Orphanage in Gabon.
OBJECTIVES
To study how to add sentence variety
To learn how to write sentences with adjective clauses
To study modals

Can you write about someone or something you like?
The Importance of Sentence Variety

It is important that the sentences in a paragraph have variety. If they do not, the paragraph can be boring to read. Using compound sentences and complex sentences will make your paragraph more interesting than using only simple sentences.

An Exercise: Recognizing Sentence Variety

Each of the following paragraphs contains similar information about tennis terms. However, one of the paragraphs sounds better than the other two. Read the three paragraphs. Which one do you think is the best? Why?

Example Paragraph 59A

Tennis Terms

Tennis has many special terms. Most people do not know what these terms mean. One special word is love. In tennis, love means "nothing" or "zero." Another word is deuce. Deuce is a special term. Deuce means the score is tied at three points for each player. Another term is volley. A volley is a shot. Usually a player runs to the net to try to end the point. The player hits the ball before it touches the ground. Love, deuce, and volley are special words.

Number of words: 86      Number of sentences: 12
Tennis Terms

Tennis has many special terms. Tennis players understand these terms. Some people do not play tennis. Most of these people do not have any idea about the meaning of these terms. Love has a special meaning in tennis. For example, in tennis, love means "nothing" or "zero." Another word is deuce. When tennis players use this word, it means each player has three points. In other words, deuce means the score is tied at three points for each player. Another term is volley. A volley is a shot. The player hits this shot before the ball touches the ground. Usually a player runs to the net to try to end the point. The player hits the ball before it touches the ground. Love, deuce, and volley are special words. All tennis players certainly know these words.

Number of words: 136  Number of sentences: 16

Tennis Terms

Tennis has many special terms that tennis players know. Most people who do not play tennis do not understand the meaning of these terms. For example, one special word is love. In tennis, love means "nothing" or "zero." Another word that tennis players use is deuce. Deuce is a special term that means each player has three points. In other words, deuce means the score is tied at three points for each player. Another term that is used by tennis players is volley. A volley is a shot that the player hits before the ball touches the ground. Usually a player runs to the net to try to end the point. The player hits the ball before it touches the ground. Love, deuce, and volley are special words that all tennis players certainly know.

Number of words: 134  Number of sentences: 12
Grammar for Writing

<table>
<thead>
<tr>
<th>Example 1:</th>
<th>Example 2:</th>
<th>Example 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many people who watch basketball on TV also watch football.</td>
<td></td>
<td>Some people believe that basketball is more exciting than football.</td>
</tr>
<tr>
<td>Did you think this is the best paragraph? Well, it is. The sentence combination is repeated in different sentences. Here are some poor sentences. Some information is connecting well. These are some poor sentences from Example 1:</td>
<td>Another team is strong. A volley is a shot.</td>
<td>Other teams play with this word. It means each player has three points.</td>
</tr>
<tr>
<td>However, these are still a few short, choppy sentences. Some information is repeated in different sentences. Here are some poor sentences from Example 2:</td>
<td>A volley is a shot.</td>
<td>A team is strong.</td>
</tr>
<tr>
<td>The paragraph is better for example. This complex sentence is an improvement.</td>
<td>Another team is strong.</td>
<td>A team is strong.</td>
</tr>
<tr>
<td>Many sentences are short and choppy. The information does not flow smoothly or cohesively.</td>
<td>Another team is strong.</td>
<td>A team is strong.</td>
</tr>
</tbody>
</table>

Evaluating the Paragraphs

Using Who vs. That

- Comes directly after the noun it describes
- Often begins with who or that
- Is a subject-verb combination that describes a noun (just like an adjective does)
- An adjective clause

A word or sentence for example is a clause.

By using an adjective clause (rephrased: a clause is any group of words that includes a subject and a verb), we can add sentence variety by combining two simple sentences into a complex sentence.

Adjective Clauses

Sentence Variety: Recognizing Sentences with Adjective Clauses
**Activity 1: Practicing Adjective Clauses**

Draw a circle around the noun that is being described by each adjective clause. Fill in the blanks with *that* or *who*.

---

**Example Paragraph 60**

An Old Family Photo

This is an old photo of my family. In fact, this is a photo

1. __________ was taken about eighty years ago. I remember

the old sofa 2. __________ was in my parents' living room.

The two women 3. __________ are sitting on the sofa are my

grandmother and my mother. The woman 4. __________ has

curly hair is my grandmother. The woman 5. __________ has long

hair is my mother. The little boy 6. __________ is on the sofa is

Uncle Franco. The sofa in the picture is very old. In fact, this is the sofa

7. __________ my grandmother received from her mother years

before. The man 8. __________ is sitting next to my grandmother

is my grandfather. The two men 9. __________ are behind my

grandfather and grandmother are my father and Uncle Alberto. The cat

10. __________ you see next to the sofa was my mother's pet.

The name 11. __________ my mother gave her cat was Butterball

because it was such a big fat cat. This picture is very important to me

because all of the people that I love the most are in it. Certainly, this is a

picture 12. __________ I will cherish for many more years.

---

**Certainly**: without a doubt; definitely

**To cherish**: to treat with tenderness
Grammar for Writing

Sentence Variety: Writing Adjective Clauses

Follow these steps to write a complex sentence using an adjective clause.

1. Choose the noun you want to describe.
2. Write who or that after the noun.
3. Write a short clause that describes the noun.

**Adjective Clause: That / Who as Subject**

<table>
<thead>
<tr>
<th>That / Who (= Subject)</th>
<th>Verb</th>
<th>Very well known</th>
</tr>
</thead>
<tbody>
<tr>
<td>who</td>
<td>is</td>
<td></td>
</tr>
</tbody>
</table>

Two sentences: Joe met a man. The man is very well known.

One sentence: Joe met a man who is very well known.

**Adjective Clause: That / Who as Object**

<table>
<thead>
<tr>
<th>That / Who (= Object)</th>
<th>Subject</th>
<th>Verb</th>
<th>The most from school</th>
</tr>
</thead>
<tbody>
<tr>
<td>that</td>
<td>I</td>
<td>remember</td>
<td></td>
</tr>
</tbody>
</table>

Two sentences: The subject is science. I remember this subject the most from school.

One sentence: The subject that I remember the most from school is science.

An adjective clause must be connected to a sentence. An adjective clause by itself is a fragment.

X There is a movie. That I want to watch.
✓ There is a movie that I want to watch.
X The girl who goes to our school.
✓ The girl who goes to our school is very smart.

**ACTIVITY 2** Combining Sentences: Adjective Clauses at the End of a Sentence

In each item, combine the two sentences into one by using an adjective clause. Change the second sentence into an adjective clause that begins with who or that. The adjective clause should describe the boldfaced noun.

1. The hula hoop is a toy. This toy became popular in the 1960s.
   The hula hoop is a toy that became popular in the 1960s.

2. New Hampshire is a small state. This small state is in the northeastern part of the United States.
3. Romansch is a language. This language comes from Latin.

4. Bolivia is a South American country. This country does not have a coastline.

5. Nasi lemak is a Malaysian dish. This dish uses white rice and coconut milk.

6. Dante Alighieri was an Italian writer. He wrote The Divine Comedy.

7. A meerkat is a rodent. It is a native of Africa.

8. The Titanic was a ship. It sank in the North Atlantic Ocean in 1912.

9. A coach is a person. This person trains athletes to perform well in sports.

10. The Burj Al Arab is a famous building. It is on the coast of Dubai.
ACTIVITY 3  Combining Sentences: Adjective Clauses in the Middle of a Sentence

In each item, combine the two sentences into one by using an adjective clause. Change the second sentence into an adjective clause that begins with who or that. (You will need to delete words from the second sentence.) The adjective clause should describe the **boldfaced** noun.

1. The Guatemalan **dish** is called chilaquiles. I like this food the best.

   **The Guatemalan dish** that I like the best is called chilaquiles.

2. The **movie** was *Spiderman*. We saw this movie on television last night.

3. The **day** was October 11. We arrived in Texas on this day.

4. The **number** was incorrect. Paul gave me this number.

5. The **story** was extremely interesting. Samir told this story.

6. The homework **assignment** was difficult. The grammar teacher gave us the homework assignment.

7. The **man** is my friend. The man is standing on the street corner.

8. The **food** got cold. We bought the food for dinner.

9. The **police officer** was very polite. The police officer gave me a speeding ticket.
10. The play is very popular in London. We are going to see this play tonight.

---

**Activity 4: Identifying Adjective Clauses in a Paragraph**

Underline the three sentences that have an adjective clause.

---

**Example Paragraph 61**

**A Possible Problem with the Schools**

The school district in our city has a problem. The teachers who work in the city’s schools say they might **go on strike**. The problem is money. The teachers want to go on strike because they get **salaries** that are very low. They say the salaries are not fair, so they want the school **officials** to **raise** teachers’ salaries. There will be an emergency meeting of the school board this evening, and the public is invited. The teachers hope the people who attend the meeting will agree with them about the low salaries. Will the teachers go on strike? We are going to learn the answer to this question at tonight’s meeting.

---

**to go on strike:** to protest by not working

**a salary:** money that a person earns

**an official:** a director; a leader

**to raise:** to make higher
ACTIVITY 5  Examining Adjective Clauses

Copy the three sentences that you underlined in Activity 4 on the lines below. Then write the simple sentences that were combined to make the complex sentence.

Sentence 1: ____________________________________________

a. ____________________________________________
b. ____________________________________________

c. ____________________________________________

Sentence 2: ____________________________________________

a. ____________________________________________
b. ____________________________________________
c. ____________________________________________

Sentence 3: ____________________________________________

a. ____________________________________________
b. ____________________________________________

ACTIVITY 6  Combining Sentences: Adjective Clauses in Paragraphs

Each paragraph on page 191 and 192 is missing a sentence. Create the missing sentence from the two sentences written above the paragraph. Use all the ideas but not necessarily all the words. Your new sentence should have an adjective clause and be a good supporting sentence. Write your new sentence on the lines in the paragraph.
How the Weather Affects Me

Some people do not believe that the weather can affect the way they feel, but it certainly affects me. On rainy days, I feel like watching a movie or staying in bed. Rainy weather makes me lazy. It makes me want to stay inside and take it easy. When the weather is bright and sunny, I feel energetic. This kind of weather makes me want to go outside. I want to play tennis or go to the beach. When the temperature is cool and the sun is shining, I feel like working. I feel productive. ________________________________

As you can see, my mood is definitely influenced by the weather.
Some English Spelling Problems

Some English words are difficult to spell. One word that many people misspell is receive. Receive is a problem because some people write the i before the e: receive. The correct spelling is receive with the e before the i.

Some people confuse its with it's. In addition, some people write the word its with an apostrophe: it's. However, this last example is not an English word. Another example of bad spelling is cemetery. Some people change the last e to a because of the pronunciation: cemetary. These are just a few of the words that cause spelling problems for native and nonnative English speakers.

**ACTIVITY 7  Writing Original Sentences**

Write a sentence that includes an adjective clause that describes each noun.

1. magazine
   
   *I am reading a magazine that has many articles on fashion.*

2. MP3 player
   
   *Jennifer has an MP3 player that she listens to at the gym.*

3. teacher
   

4. rhinoceros
   

5. towel
   

6. fountain
   

*to confuse: to mix up in one's mind*

*a cemetery: a place where bodies are buried*
7. bat

8. salary

9. suitcase

10. politician

11. friend

12. homework assignment

Grammar for Writing

Using Modals to Add Meaning

Writers use modals to add extra information to the main verb in the sentence.

Common Modals

<table>
<thead>
<tr>
<th>Modal</th>
<th>Meaning</th>
<th>Example Sentence: Subject + Modal + (Not) + Verb (Base Form)</th>
</tr>
</thead>
<tbody>
<tr>
<td>should</td>
<td>to give advice</td>
<td>It is going to rain. You <strong>should</strong> <strong>take</strong> an umbrella.</td>
</tr>
<tr>
<td>must</td>
<td>to show necessity</td>
<td>You <strong>must</strong> <strong>have</strong> a visa to visit that country.</td>
</tr>
<tr>
<td>might</td>
<td>to show possibility</td>
<td>The weather is bad. We <strong>might not</strong> <strong>go</strong> to the beach.</td>
</tr>
<tr>
<td>can</td>
<td>to show ability</td>
<td>Roberto <strong>can speak</strong> three languages.</td>
</tr>
</tbody>
</table>

Follow these rules for sentences with modals:

- Do not use two modals together.
  - ✗ We **might** **can** go to a new restaurant for dinner.
  - ✓ We **might** go to a new restaurant for dinner.

- Do not use the word to between the modal and the verb.
  - ✗ We **might to** play football tomorrow.
  - ✓ We **might** play football tomorrow.

- To form the negative of can, use cannot.
  - ✗ Yuri **can not** go to work because he is sick.
  - ✓ Yuri **cannot** go to work because he is sick.
ACTIVITY 8 Using Modals

Answer the following questions about cooking a dinner for your friends. Use should, must, might, or can.

1. What should you do before your friends arrive at your house?

   

2. What must you do to the food before dinner?

   

3. What can your friends do to help with the dinner?

   

4. What might you cook if there are twenty guests?

   

5. What should you do if one of the guests has a food allergy?

   

ACTIVITY 9  Choosing the Best Modal

Underline the modal that best completes each sentence. Sometimes both answers are correct. Be prepared to explain your answers.

Example Paragraph 64

Improve Your English More Quickly

Here is some good advice on how to improve your English more quickly. First, you (1. must / can) always speak English. This requirement (2. can / must) help improve your fluency. Second, you (3. should / might) also make friends with native speakers. Then you (4. can / must) talk to your new friends in English all the time. They (5. can / must) also correct your mistakes because they know the language well. Third, you (6. should / might) read a lot in English. This will improve your vocabulary. Finally, you (7. might / should) keep a daily journal. This (8. must / can) help your writing improve quickly. These suggestions (9. should / must) help your English get better more rapidly.

ACTIVITY 10  Original Writing

Imagine that a friend is coming to visit your country for two weeks. Your friend wants to know what to pack for his/her trip. Write a short letter giving advice on what to bring. Be sure to explain why these things are necessary. Use should, must, might, or can.

_________________________

_________________________

_________________________

_________________________

_________________________

_________________________
ACTIVITY 11  Editing: Error Correction and Sequencing

Correct the capitalization and punctuation mistakes in each sentence. Then put the sentences in the correct order (1 through 9) to make a good paragraph.

a. While Victoria Falls, Iguazu Falls, and Niagara Falls all look different, they have several things in common.

b. Additionally, Victoria Falls is on the border between Zambia and Zimbabwe.

c. Visitors will find elaborate bridges and viewing platforms on each side of all the waterfalls.

d. It is interesting to know how much these waterfalls have in common!

e. For example, at least four major waterfalls come together to create Iguazu Falls.

f. Finally each waterfall is a major tourist attraction and the countries compete with each other to get the most tourists.

g. Next each large waterfall is made up of smaller waterfalls.

h. Iguazu Falls belongs to both Brazil and Argentina, and Niagara Falls is shared by Canada and The United States.

i. First each waterfall is owned by two countries.
ACTIVITY 12 Copying Sentences

Copy the sentences from Activity 11 in correct paragraph form. Be sure to add a title.

Example Paragraph 65
ACTIVITY 13 Reviewing Place Phrases and Time Words

The paragraph is missing three sentences. The parts of the missing sentences are listed below. Unscramble the words to make correct sentences. Use the correct verb tense. Then write the complete sentences on the lines. Use correct capitalization and punctuation.

1. attend / in Istanbul, Turkey / Daniel / an important company meeting / in two days

2. his flight / at 5:00 P.M. / leave / from Gate 32

3. his suitcase / Daniel / put / in ten minutes / in the car

Example Paragraph 66

A Long Flight

1. ________________________________

_______________________________

_______________________________

_______________________________
However, Daniel lives in Bogotá, Colombia, so he must catch a flight to Turkey before the meeting. Daniel is going to go to the airport today. Because Daniel is going to take an international flight, he must be at the airport at 3:00 P.M. If he does not leave his house by noon, he is going to be late. It is almost 11:30 now.

Then he will leave on his long trip.

**Activity 14** Review: Identifying Sentence vs. Fragment

Identify each group of words as a fragment (F) or a complete sentence (S).

1. **F** Every year go to the beach in Hawaii.

2. **S** Kevin has an appointment with a chiropractor at 4:30 P.M.

3. ———- We are going to have a big party to celebrate Mark's next birthday.

4. ———- Ten years to become a medical doctor in the United States.

5. ———- Next Tuesday am going to see the new action movie.

6. ———- I got a nice gift for my birthday last week.

7. ———- Jenna is eating lunch and talking to her friends in the cafeteria right now.

8. ———- Because Meera works hard every day.

9. ———- That are Spanish-speaking countries in South America.

10. ———- Brett left his wallet at his friend's house last night.
ACTIVITY 15  Review: Identifying Sentence Types

Identify each sentence as a simple (S), compound (CD), or complex (CX) sentence. Add any missing commas as needed.

1. **CX** The horse is an animal that is part of the *equidae* family.

2. _______ Zebras donkeys and okapis are all animals that look like the horse.

3. _______ Zebras look like small horses and they have black and white stripes.

4. _______ However, the zebra is a different species of animal.

5. _______ Donkeys look like small fuzzy horses that have long ears and black white or gray hair.

6. _______ Donkeys are definitely part of the *equus* family but they are also a different species from horses.

7. _______ An okapi’s legs are striped black and white like a zebra’s but its body is dark brown.

8. _______ Okapis are actually most closely related to giraffes.

9. _______ Some people may think that horses and ponies are separate species of animals because of their very different appearances.

10. _______ However, ponies are just small horses.
**ACTIVITY 16 Editing: Grammar and Sentence Review**

Correct the paragraph. There are 10 mistakes.

1 adjective clause mistake  
2 comma mistakes  
2 capitalization mistakes  
1 mistake with word order  
1 compound sentence mistake  
1 article mistake  
1 fragment  
1 possessive adjective mistake

---

**Example Paragraph 67**

**Visiting a New Country**

Many reasons to visit a new country. First, you can see beautiful interesting and distant places. For example, you can visit a Kremlin and Red Square in Moscow. Another reason to travel is to eat new types of food. If you visit Thailand, you can drink jasmine tea, you can eat coconut-flavored rice. Finally, you can meet new people which live in these exotic countries. You can talk to people and learn more about his likes and dislikes. As you can see, traveling to another country is important for reasons different.

---

**Building Better Sentences:** For further practice with the sentences and paragraphs in this unit, go to Practice 7 on page 257 in Appendix 1.

---

**Building Better Vocabulary**

**ACTIVITY 17 Word Associations**

Circle the word or phrase that is most closely related to the word or phrase on the left. If necessary, use a dictionary to check the meaning of words you do not know.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>a suitcase</td>
<td>a thing for holding clothes</td>
</tr>
<tr>
<td>2</td>
<td>to receive</td>
<td>to get something</td>
</tr>
<tr>
<td>3</td>
<td>evening</td>
<td>afternoon</td>
</tr>
<tr>
<td>4</td>
<td>a salary</td>
<td>money earned</td>
</tr>
<tr>
<td>5</td>
<td>to improve</td>
<td>to become better</td>
</tr>
<tr>
<td>6</td>
<td>a flight</td>
<td>a ride in an airplane</td>
</tr>
</tbody>
</table>

---

201
7. exotic the same and ordinary strange and different

8. a journal* a type of speaking a type of writing

9. distant far away very close

10. a district an area a government

*Words that are part of the Academic Word List. See pages 245–246 for a complete list.

**ACTIVITY 18 Using Collocations**

Fill in each blank with the word that most naturally completes the phrase on the right. If necessary, use a dictionary to check the meaning of words you do not know.

1. dictionary / salary a low ____________________________

2. bright / few a ____________________________ light

3. hard / hardly to work ____________________________

4. for / with to agree ____________________________ someone

5. in / on to go ____________________________ strike

6. affect / effect one ____________________________ of the rain

7. make / tell to ____________________________ a suggestion

8. return / take to ____________________________ a flight

9. phrases / problems to cause ____________________________

10. in / on to have something ____________________________ common
## Activity 19  Parts of Speech

Study the word forms. Fill in each blank with the best word form provided. Use the correct form of the verb. If necessary, use a dictionary to check the meaning of words you do not know. (NOTE: The word in bold is the original word that appears in the unit.)

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Sentence Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>assignment</td>
<td>assign</td>
<td>Ø</td>
<td>1. Today's ________________________ is easy.</td>
</tr>
<tr>
<td>energy</td>
<td>energize</td>
<td>energetic</td>
<td>2. My professor ________________________________________________________________</td>
</tr>
<tr>
<td>pronunciation</td>
<td>pronounce</td>
<td>Ø</td>
<td>3. Ellen's son is very _________________________.</td>
</tr>
<tr>
<td>confusion</td>
<td>confuse</td>
<td>confused/confusing</td>
<td>4. He has a lot of _________________________.</td>
</tr>
<tr>
<td>attraction</td>
<td>attract</td>
<td>attractive</td>
<td>5. Can you ________________________ the word psychology?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6. Alex's ________________________ needs work.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7. There was a lot of ________________________ at the concert.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8. The directions on the test were _________________________.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9. The Empire State Building is a famous tourist ________________________ in New York City.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10. Bright colors ________________________ attention.</td>
</tr>
</tbody>
</table>

Noun endings: -ment, -tion, -sion, -ion
Verb ending: -ize
Adjective endings: -etic, -ed, -ing, -ive

## Original Student Writing

### Activity 20  Original Writing Practice

In your opinion, which is better—cooking and eating food at home or eating out in a restaurant? Write a paragraph in which you answer this question and tell why.

Follow these steps for writing. Put a check (✓) next to each step as you complete it. When you finish your paragraph, use the checklist on page 204 to edit your work.

- ✓ STEP 1: In your first sentence, tell which dining choice you prefer.
- ✓ STEP 2: In the supporting sentences, give two or three reasons why you prefer this type of food.
- ✓ STEP 3: Give details for each reason you give.
- ✓ STEP 4: In the last sentence, summarize your opinion about the type of food that you prefer.
- ✓ STEP 5: Use at least one adjective clause.
STEP 6: Use one or two modals.

STEP 7: Use at least two of the vocabulary words or phrases presented in Activity 17, Activity 18, and Activity 19. Underline these words and phrases in your paragraph.

STEP 8: Try to use time words and place phrases in some of the sentences in STEPS 2 or 3.

STEP 9: Write at least one compound sentence in STEPS 2 or 3.

If you need ideas for words and phrases, see the Useful Vocabulary for Better Writing on pages 247–249.

☑ Checklist

1. □ I used the simple present tense in my paragraph.
2. □ I used articles correctly.
3. □ I used correct punctuation, including correct commas in compound and complex sentences.
4. □ I checked that each sentence has a subject and a verb—there are no fragments!
5. □ I gave my paragraph a title.

ACTIVITY 21  Peer Editing

Exchange papers from Activity 20 with a partner. Read your partner’s paragraph. Then use Peer Editing Sheet 7 on NGL.Cengage.com/GW1 to help you comment on your partner’s paragraph. Be sure to offer positive suggestions and comments that will help your partner improve his or her writing. Consider your partner’s comments as you revise your own paragraph.

Additional Topics for Writing

Here are ten ideas for journal writing. Choose one or more of them to write about. Follow your teacher’s directions. (We recommend that you skip a line after each line that you write. This gives your teacher a place to write comments.)

PHOTO

TOPIC: Look at the photo on pages 180–181. Write about an animal that you like. Describe the animal, tell where the animal lives, and tell why you like this animal so much.

TOPIC 2: Write about your dream house or apartment. Describe what this house looks like (how many rooms, what type of architecture, etc.). Write about the location of the house (in the mountains? on the beach? in a big city?).

TOPIC 3: Organized sports in school help children grow up to become better adults. Do you agree or disagree with this statement? Why?

TOPIC 4: Do you think that young children who know something about computers have an advantage in school today? Why or why not?

TOPIC 5: What is the worst decision that you have ever made? Give details about why it was a bad decision.

TOPIC 6: What is the best decision that you have ever made? Why was it a good decision? Did you come to this decision by yourself? How did you feel after you made this decision?

TOPIC 8: Describe a painting that you like. Who painted it? What is in the painting? Describe the colors. What do you feel when you look at the painting?

TOPIC 9: Describe your favorite kind of shopping. Where do you shop? What do you shop for? What do you like about the experience?

TOPIC 10: Describe your favorite place to visit. Where is this place? When do you go there? Why do you go there?

Timed Writing

How quickly can you write in English? There are many times when you must write quickly, such as on a test. It is important to feel comfortable during those times. Timed-writing practice can make you feel better about writing quickly in English.

1. Take out a piece of paper.
2. Read the writing prompt below.
3. Brainstorm ideas for five minutes.
4. Write eight to ten sentences.
5. You have 20 minutes to write.

Describe something that is important to you. It can be a person, place, thing, or idea. Why is it important to you? Give examples. Provide as many details as possible.
Pulling It All Together and Preparing for More

Graffiti-covered cadillacs are stuck in the ground at the Cadillac Ranch in Amarillo, Texas.
OBJECTIVES

To practice sentence and paragraph skills from Units 1–7
To learn Brief Reader Response Writing

Can you write about your opinion on graffiti?
Review: Parts of a Paragraph

When you write a paragraph, there are several ideas to keep in mind.

**Important Parts of a Paragraph**

✓ A good paragraph has a **topic sentence** that states the main idea.
✓ All of the sentences in the paragraph are about **one topic**.
✓ The first line of a paragraph is **indented**.
✓ A good paragraph has a sufficient number of **supporting sentences**.
✓ The last sentence, or **concluding sentence**, brings the paragraph to a logical conclusion, and it often resembles the topic sentence.

**Activity 1 Identifying Topic Sentences vs. Supporting Sentences**

Each pair of sentences is about one topic. Identify which sentence is the topic sentence (T) and which is a supporting sentence (S). (Hint: The topic sentence gives more general information.)

1. **Topic: Kennedy Space Center**
   - a. You can take a tour of the rocket launch areas and experience a simulated shuttle launch.
   - b. Kennedy Space Center is an exciting place to visit.
2. **Topic: The Definition of Patience**
   - a. A teacher often shows patience to young students at the end of the school day.
   - b. Patience is the ability to continue doing something even if you do not see any results immediately.

3. **Topic: The Golden Gate Bridge**
   - a. The Golden Gate Bridge is famous worldwide.
   - b. The Golden Gate Bridge is 4200 feet (1280.2 m) long and rises 692 feet (211 m) above San Francisco Bay.

4. **Topic: Making New Friends**
   - a. Some kids tried to be nice to me, but I did not want to talk to them.
   - b. I learned the hard way how to make friends in a new school.

5. **Topic: Cell Phones and Driving**
   - a. When drivers talk on cell phones, they become distracted and do not pay enough attention to driving.
   - b. One of the recent developments of modern technology—cell phones—can be a danger to safe driving.

**Activity 2  Ordering Sentences in a Paragraph**

Put the sentences in a logical paragraph order. Then write the sentences in correct paragraph format on a separate piece of paper. Be sure to add an appropriate title.

- a. Instead, breakfast for them often consists of eggs with toast and coffee.
- b. People in Malaysia eat rice for breakfast, too, but their rice is cooked in coconut milk.
- c. Breakfast foods vary from country to country.
- d. However, people in most countries in Central and South America do not eat rice for breakfast.
- e. People eat this sweet, flavored rice with a red paste that is made of ground chili peppers and other ingredients.
- f. In Japan, for example, it is common to eat rice, soup, and fish for breakfast.
- g. From these varied breakfast items, it is clear that breakfast foods are different around the world.
**ACTIVITY 3**  Writing Concluding Sentences

Choose three topic sentences from Activity 1. Write a concluding sentence for each one.

1. ____________________________________________________________

2. ____________________________________________________________

3. ____________________________________________________________

**ACTIVITY 4**  Choosing the Correct Verb Tense

Underline the correct verbs. Then answer the questions.

**Example Paragraph 68**

An Important Invention

I (1. believe / believed) that the light bulb is one of the most important inventions of all time. In the past, people (2. used / are using) candles to see at night. This light was very weak and difficult to see with. However, the light bulb now (3. allowed / allows) us to see things easily in the dark. This invention also (4. help / helps) us to do more work in one day. Before the light bulb, most work (5. ends / ended) at sundown. Now people can continue to work outdoors or in their offices for much longer at night. In addition, people can do more fun things
when it is dark. For example, sports fans (6. watch / watched) games at night on lighted fields, and music lovers (7. listen / are listening) to concerts in lighted stadiums. Without this incredible invention, people today would not have as many choices for work or play.

Post-Reading
1. What is the topic sentence of the paragraph? ____________________________

2. How many sentences does the paragraph have? __________________________

3. What reasons does the writer give to support the main idea? ____________________________

4. What two verb tenses does the writer use? Why? __________________________

5. What ideas/words do the topic sentence and concluding sentence share?

ACTIVITY 5 Original Writing Practice with Verb Tenses
What do you think is an important invention in history? Write a short paragraph about it.

- Use the paragraph in Activity 4 as a model.
- Include a topic sentence.
- Include three examples to support your opinion.
- Give your paragraph a title.

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__________________________
A Busy Day

Tomorrow (1. is / is going to be) a busy day for me. Usually, I (2. get / am getting) up at seven o’clock in the morning. However, tomorrow I (3. get / am going to get) up at five o’clock because I am going to go to the gym. After I finish at the gym, I (4. go / am going to go) to work. I usually (5. start / am starting) work at nine o’clock. Tomorrow I (6. start / am going to start) work at eight o’clock. After work, I frequently (7. have / am having) dinner with my friends. However, tomorrow I (8. go / am going to go) directly to my mother’s house because it is her birthday. We (9. have / are going to have) a big party for her. I know it will be a full but fun day for me.

Post-Reading
1. What is the topic sentence of the paragraph?

2. How many sentences does the paragraph have?

3. What reasons does the writer give to support the main idea?

4. What two tenses does the writer use? Why?

5. What ideas/words do the topic sentence and concluding sentence share?

ACTIVITY 7  Editing for Subjects and Verbs
1. Reread your paragraph in Activity 5.
2. Circle all your subjects, and underline all your verbs. Be sure they agree in number.
3. Check that you used the correct verb tense.
4. Rewrite any sentences that need correction on the lines on page 213.
5. Ask a partner to check your writing.
ACTIVITY 8  Using Articles

Underline the correct article. (NOTE: Ø means “no article.”)

Example Paragraph 70

Underwater Adventure

I will never forget my first encounter with (1. a / an / Ø) shark. I was nineteen, and I was visiting Australia with my family. My father and I went scuba diving on (2. a / the / Ø) Great Barrier Reef. We went out to (3. a / the / Ø) reef with many other tourists on (4. a / an / the) special boat. When we got to (5. a / the / Ø) reef, the scuba diving

| **an encounter:** a time when you meet someone or something |
| **to dive:** to jump into something |
instructor helped us put on our equipment. Then we dove into (6. a / the / 0) clear blue water. Everything was so beautiful! There were colorful fish and many different kinds of coral. I swam everywhere. Suddenly, I saw (7. a / an / the) huge gray shark swim towards me. I looked around for my father, but I was far away from him and (8. a / an / the) group of tourists. What could I do? (9. A / An / The) shark got closer and closer. I was so scared that I could not move. Just when I thought that it might bite me, (10. a / an / the) shark turned and swam (11. a / the / 0) other way. Unbelievable! I quickly found my father. Now I never swim off by myself when I go scuba diving.

**ACTIVITY 9 Editing for Articles**

1. Reread your paragraph in Activity 5.
2. Choose three sentences from your paragraph that contain articles. Write them below.
3. Ask a partner to check your sentences. Did you use the articles correctly?
My First Car

My first car was the best car in the world. It was a Mustang.

1. My Mustang was bright blue. It was very powerful. All my friends were jealous when they saw it.

2. They wanted to drive it. I told them they could not. I said that they could be passengers or pedestrians.

3. My friends did not want to walk. They always chose to be passengers. However, the best thing about my car was the way it made me feel.

4. Every weekend, I drove to the movie theater in that car. Every weekend, my friends rode with me. We felt like movie stars because everyone stared at us in my beautiful blue car. I will never forget the fun that I had in that cool car.

jealous: feeling angry or unhappy because you wish you had something that someone else has

a passenger: a person who rides in any type of transportation

a pedestrian: a person who walks

to stare: to look at someone or something for a long time
ACTIVITY 11  Editing for Connectors

1. Reread your paragraph in Activity 5. Did you use any connectors?
2. If so, copy those sentences below.
3. If not, combine two of your sentences using a connector (and, but, so). Write your new sentence below.
4. Ask a partner to check your sentences. Did you use the connectors correctly?

ACTIVITY 12  Practicing Adjective Clauses with Who and That

Underline the correct word. Circle the two unrelated sentences.

Example Paragraph 72

How the Months of the Year Got Their Names

The names of all twelve months come from Roman culture and myths. First, there are several months (1. that / who) are named after Roman gods and goddesses. The Roman god of beginnings (2. that / who) gave us the month of January is Janus. The month (3. that / who) got its name from the Roman god of war is March. May and June honor the Roman goddesses Maia and Juno. Some months get their names from festivals. Both February and April come from special celebrations (4. that / who) appeared on the old Roman calendar. February usually only has 28 days. Two months (5. that / who) come in the summer got their names from Roman emperors. July is the month (6. that / who) honors Julius Caesar, and August is named for Emperor Augustus. These months are usually hot. Finally, September, October, November, and December are named after the seventh, eighth, ninth, and tenth months of the Roman calendar. The month names (7. that / who) are so commonly used today certainly have a very rich history.
ACTIVITY 13  Editing for Adjective Clauses

1. Reread your paragraph in Activity 5. Did you use adjective clauses in your writing?
2. If so, copy those sentences below.
3. If not, combine two of your sentences using an adjective clause. Write your new sentence below.
4. Ask a partner to check your sentences. Did you use the adjective clauses correctly?

__________

__________

__________

Writer’s Note

Making Your Writing More Interesting

Remember to use a variety of sentence types (simple, compound, complex) in your writing. Different kinds of sentences will make your writing more interesting. You can also use adverbs and adjectives to add information and interest to your writing.
ACTIVITY 14 Writing a Final Draft

Combine all of the changes that you made to your original paragraph from Activity 5. Write your final version of the paragraph on the most important invention in history below:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Brief Reader Response: Writing a Response to Topics in the News

In academic classes, teachers frequently ask students to give their opinions about readings, pictures, movies, and other topics, such as current events in the news.

**Verbs That Express an Opinion**

When you write about your beliefs on a subject, you are giving your opinion. Use the words and phrases below when you write about your opinion.

<table>
<thead>
<tr>
<th>Common Opinion Verbs</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>believe</td>
<td>I believe that no one should smoke in public.</td>
</tr>
<tr>
<td>feel</td>
<td>I feel that smoking is a personal decision.</td>
</tr>
<tr>
<td>think</td>
<td>I think that smoking is bad for one's health.</td>
</tr>
<tr>
<td>agree</td>
<td>I agree with the new laws that prohibit smoking.</td>
</tr>
<tr>
<td>disagree</td>
<td>I disagree with the new laws that prohibit smoking.</td>
</tr>
<tr>
<td>have mixed feelings</td>
<td>I have mixed feelings about smoking in public places. (This means the writer has more than one opinion on the topic, and the opinions conflict with each other.)</td>
</tr>
</tbody>
</table>
Smoking in Public Places

In the last two decades, many U.S. cities voted to ban smoking in public areas. The main reason for doing this was public health. The action was controversial because smokers felt discriminated against. Some activists believe that prohibiting smoking in public establishments is not the only solution to the problem. In fact, they suggest making separate areas for smokers and nonsmokers, installing advanced ventilation systems, and using other measures. However, the decision to ban smoking in public places is now a law.

to ban: to not allow; to make illegal
controversial: causing conflict or debate
to discriminate against: to judge or act upon unfairly
an activist: a person who works to support a political cause
to prohibit: not permit or allow
an establishment: a business
to install: to put a piece of machinery in place
a ventilation system: a machine that brings fresh air into a building

Opinion 1

Megan:

Because secondhand smoke causes cancer, I believe that banning smoking in public places is correct. If smoking is not permitted in government buildings like the post office or courthouse, why should any other public place be different? One day, smoking is going to be against the law, so this is not going to be an issue anymore. Until then, smokers should not create an unhealthy environment for people in public places.

secondhand smoke: the smoke created by a smoker that nearby nonsmokers breathe in

Post-Reading

1. What is the topic sentence of Megan’s paragraph?

2. In your own words, write one sentence about how Megan feels about this issue.

3. List one argument that Megan uses to support her opinion.
Opinion 2

Scott:

I am not a smoker, but I disagree with the new laws that prohibit smoking. I think it is unfair to single out smokers and make them feel unacceptable. People in public places like restaurants are allowed to eat as much greasy, unhealthy food as they want, which can cause a heart attack and other serious health problems. Overeating is just as unhealthy as smoking is, yet only the smokers are punished. Adults should be able to make their own decision about smoking. I think that fewer smokers will want to visit public places as much, and businesses will suffer because of this law.

Post-Reading

1. What is the topic sentence of Scott's paragraph?

2. In your own words, write one sentence about how Scott feels about this issue.

3. List one argument that Scott uses to support his opinion.

Opinion 3

Amanda:

I have mixed feelings about this new law. On the one hand, I am glad that when I go into a restaurant, cigarette smoke does not ruin the smell and flavor of my food. In the past, some restaurants were so smoky that I had to leave because I could not enjoy my food. Now, that will not happen to me again. On the other hand, I believe that there can be a compromise. I go to places like zoos and airports that have special areas for smoking, and I have no problems there. Maybe the two groups can reach a compromise that will satisfy everyone.

Post-Reading

1. What is the topic sentence of Amanda’s paragraph?

2. In your own words, write one sentence about how Amanda feels about this issue.
3. How is Amanda's opinion different from Megan's and Scott's?

Writer's Note

Using Should to Soften Your Tone
You can use the word should to soften your tone when you give your opinion.

Strong: People must not talk on their cell phones in their cars.

Strong: People have to stop talking on their cell phones in their cars.

Softer: People should not talk on their cell phones in their cars.

ACTIVITY 16 Original Writing

Write a paragraph that tells if you support or oppose the idea of banning smoking in public places.

- Indent your paragraph.
- Make sure that your first sentence (the topic sentence) states your opinion.
- Include good supporting sentences.
- Give your paragraph a title.

If you need ideas for words and phrases, see the Useful Vocabulary for Better Writing on pages 247–249.
Writer's Note

The Importance of Editing

Remember that it is very important to edit your writing. When you edit your writing, you find and correct your mistakes. You should also ask other people to edit your work. They may find mistakes that you missed.

There is more information on editing your writing on pages 242-243 in the Brief Writer's Handbook.

ACTIVITY 17 Peer Editing

Exchange books with a partner and look at Activity 16. Read your partner's paragraph. Then use Peer Editing Sheet 8 on NGL.Cengage.com/GW1 to help you comment on your partner's paragraph. Be sure to offer positive suggestions and comments that will help your partner improve his or her writing. Consider your partner's comments as you revise your own paragraph.

ACTIVITY 18 Responding to a Reading Passage

Read the paragraph. Then read the opinions that follow, and answer the questions.

Example Paragraph 74

Controversy in the City

Recently, the City of New York announced it would continue its fight against obesity. The city's Department of Health wants to limit the size of all sweetened drinks to sixteen ounces. The department believes

- obesity: being extremely overweight
- an ounce: equal to 30 ml
that controlling the size of these drinks will help residents control the calories they consume and that this will help them lose weight. This ban would affect all restaurants, movie theaters, and food carts in the city. However, the Department of Health does not control supermarkets or convenience stores, so these businesses could continue to sell larger-sized drinks. This announcement has caused a great deal of controversy in the city, and its opponents promise to defeat it.

**Opinion 1**

Jason:

I am not sure about this proposed ban. I believe obesity is a major health problem that we need to do something about. Reducing the size of sugary drinks would be one small step toward fighting obesity. However, I also think that local food cart owners will be the real losers. These small businesses do not offer free refills, and they will lose much needed money to convenience stores and restaurants where consumers can drink as much as they want for one price. Should these businesses possibly fail because America is fat?

**Post-Reading**

1. What is the topic sentence of Jason’s paragraph?

2. In your own words, write one sentence about how Jason feels about this case.

3. List one argument that Jason uses to support his idea.

**Opinion 2**

Rebecca:

I believe that the government’s proposed ban is ridiculous. All adults have the right to choose how much they will or will not drink. If a person wants to have 32 ounces of a sugary drink, that person will find a way to get it. Many restaurants and theaters already have free refills, so it doesn’t matter what the cup size is. Customers will just need to fill their glasses more. Even if the business does not have free refills, a person can choose to buy more than one drink at a time. It is simply too easy to get around this proposed rule. This is just another example of unnecessary governmental control.
Post-Reading
1. What is the topic sentence of Rebecca's paragraph? ____________________________

2. In your own words, write one sentence about how Rebecca feels about this case. ____________________________

3. List one argument that Rebecca uses to support her idea. ____________________________

Writer's Note
Varying Your Vocabulary
Vocabulary is a key part of good writing. Your level of vocabulary shows your English proficiency. The reader's opinion of your writing will be higher if you use better vocabulary.

Like using sentence variety, varying your vocabulary will make your writing more interesting. Follow these guidelines:

- Use synonyms, phrases, and sometimes whole sentences to say the information a different way.
- Avoid repeating the same words too many times in a row.
- Use pronouns as appropriate.

Building Better Vocabulary

**Activity 19 Word Associations**

Circle the word or phrase that is most closely related to the word or phrase on the left. If necessary, use a dictionary to check the meaning of words you do not know.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>a compromise</td>
<td>an agreement</td>
</tr>
<tr>
<td>an invention</td>
<td>a mountain</td>
</tr>
<tr>
<td>a pedestrian</td>
<td>a rider</td>
</tr>
<tr>
<td>a decision</td>
<td>an action</td>
</tr>
<tr>
<td>a customer</td>
<td>a consumer</td>
</tr>
<tr>
<td>banned</td>
<td>can do something</td>
</tr>
</tbody>
</table>
7. controversial*  
   people agree  
   people disagree

8. to prohibit*  
   to allow  
   to ban

9. recently  
   in the near future  
   in the near past

10. an encounter*  
    a meeting  
    an understanding

*Words that are part of the Academic Word List. See pages 245–246 for a complete list.

**ACTIVITY 20** Using Collocations

Fill in each blank with the word that most naturally completes the phrase on the right. If necessary, use a dictionary to check the meaning of words you do not know.

1. at / on  
   to stare __________________________ something

2. get / put  
   to __________________________ the food in the refrigerator

3. allow / classify  
   to not __________________________ smoking in public

4. decision / solution  
   to make a __________________________ about something

5. about / against  
   to discriminate __________________________ a person

6. about / for  
   to vote __________________________ a candidate

7. give / have  
   to __________________________ mixed feelings

8. make / reach  
   to __________________________ a compromise

9. against / from  
   to be banned __________________________ doing something

10. passengers / pedestrians  
    __________________________ on a train

**ACTIVITY 21** Parts of Speech

Study the word forms. Fill in each blank with the best word form provided. Use the correct form of the word. If necessary, use a dictionary to check the meaning of words you do not know. (NOTE: The word in bold is the original word that appears in the unit.)

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Sentence Practice</th>
</tr>
</thead>
</table>
| controversy |      | controversial | 1. New York City's ban on sugary drinks is
|          |      | Ø           | __________________________ |
|          | swim| Ø           | 2. I like __________________________. It makes things exciting. |
| swimmers / swimming (people) / (a thing) |      | Ø           | 3. __________________________ is an Olympic sport. |
|          |      | Ø           | 4. __________________________ have muscular bodies. |

(Continued)
<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Sentence Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>difference</td>
<td>differ</td>
<td>different</td>
<td>5. The twins ___________________ in their political views.</td>
</tr>
<tr>
<td>power</td>
<td>Ø</td>
<td>powerful</td>
<td>6. There are ____________________ between British English and American English.</td>
</tr>
<tr>
<td>disagreement</td>
<td>disagree</td>
<td>disagreeable</td>
<td>7. My car's engine has the ____________ to drive up the mountain.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8. Al gave a _________________ speech.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9. There was a ________________ between the coach and his players.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10. Many people __________________ about the correct way to load a dishwasher.</td>
</tr>
</tbody>
</table>

Noun endings: -er, -ing, -ence, -ment
Adjective endings: -al, -ent, -ful, -able

Original Student Writing

**ACTIVITY 22 Original Writing**

Reread Example Paragraph 74 in Activity 18. Then reread the two opinions and review your answers. Write a paragraph that states your opinion about this case. Tell if you agree or disagree with what the City of New York plans to do. Follow these instructions:

- Make sure that the first sentence you write (topic sentence) states the opinion you agree with.
- Include good supporting sentences.
- Include a concluding sentence.
- Give your paragraph a title.
- Use at least two of the vocabulary words or phrases presented in Activity 19, Activity 20, and Activity 21. Underline these words and phrases in your paragraph.

If you need ideas for words and phrases, see the Useful Vocabulary for Better Writing on pages 247–249.
ACTIVITY 23  Peer Editing

Exchange books with a partner and look at Activity 22. Read your partner's paragraph. Then use Peer Editing Sheet 8 on NGL.Cengage.com/GW1 to help you comment on your partner's paragraph. Be sure to offer positive suggestions and comments that will help your partner improve his or her writing. Consider your partner's comments as you revise your own paragraph.

Additional Topics for Writing

Here are ten ideas for journal writing. Choose one or more of them to write about. Follow your teacher's directions. (We recommend that you skip a line after each line that you write. This gives your teacher a place to write comments.)

PHOTO

TOPIC: Look at the photo on pages 206–207. Some people believe that graffiti in public places is a form of art. Others believe that it is vandalism. What is your opinion on graffiti?

TOPIC 2: Do you think that crying is a sign of strength or a sign of weakness? Why?

TOPIC 3: Some schools require students to wear uniforms. Do you agree or disagree? Explain.

TOPIC 4: When someone does something very wrong, should they be given a second chance? Give an example to explain your feelings about this.

TOPIC 5: At what age should children be allowed to have their own phones? Should parents be allowed to read their children's text messages and listen to their voice mail? Explain.

TOPIC 6: Should women be allowed to serve in combat positions in the military? Why or why not?
TOPIC 7: The governments of some countries require entertainers (for example Lady Gaga and Katie Perry) to change parts of their acts before they can perform in their countries. Should the entertainers change their acts, or should they refuse to perform there? Explain.

TOPIC 8: Localvores are people who believe it is good to eat only food that is grown very close to where they live. They believe this helps the environment and local farmers. How do you feel about this idea? Do you believe you could successfully be a localvore? Why or why not?

TOPIC 9: In the United States, music CDs that contain explicit lyrics receive a warning sticker. Do you believe that it is necessary for music to have this type of label? Explain why you feel this way.

TOPIC 10: Think of a situation that is currently affecting your school, community, or city. Why do people disagree about this situation? What is your opinion? Is there a good solution?
Definitions of Useful Language Terms 230
Review of Verb Tenses 231
Capitalization Rules 232
Eight Common Comma Rules 232
Spelling Rules for Regular Simple Present Verbs and Plural Nouns 233
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Definitions of Useful Language Terms

Adjective  An adjective is a word that describes a noun.
          Lexi is a very smart girl.

Adverb  An adverb is a word that describes a verb, an adjective, or another adverb.
          The secretary types quickly. She types very quickly.

Article  The definite article is the. The indefinite articles are a and an.
          The teacher gave an assignment to the students.
          Jillian is eating a banana.

Clause  A clause is a group of words that has a subject-verb combination. Sentences can have one or more clauses.

          subj.  verb
          _______  _______
          Roger attends the College of New Jersey.

          clause

          subj.  verb
          _______  _______
          Christopher needs to write his report because he wants to pass the class.

          clause 1

          subj.  verb
          _______  _______
          My neighbor's cat was digging a hole in the yard.

          clause 2

Noun  A noun is a person, place, thing, or idea.
      Sandra likes to eat sandwiches for lunch.
      Love is a very strong emotion.

Object  An object is a word that comes after a transitive verb or a preposition.
       Jim bought a new car.
       I left my jacket in the house.

Predicate  A predicate is the part of a sentence that shows what a subject does.

          subject  predicate
          _______  _______
          Mr. Johnston walked to the park.

          subject  predicate
          _______  _______
          My neighbor's cat was digging a hole in the yard.

Preposition  A preposition is a word that can show location, time, and direction. Some common prepositions are around, at, behind, between, from, on, in, near, to, over, under, and with. Prepositions can also consist of two words (next to) or three words (in addition to).

Punctuation  Punctuation includes the period (.), comma (,), question mark (?), and exclamation point (!).

Subject  The subject of a sentence tells who or what the sentence is about.
         My science teacher gave us a homework assignment. It was difficult.

Tense  A verb has tense. Tense shows when the action happened.
       Simple Present:  She walks to school every day.
       Present Progressive:  She is walking to school now.
       Simple Past:  She walked to school yesterday.
       Past Progressive:  She was walking to school when she saw her friend.
       Simple Future:  She is going to walk to school tomorrow.
       Simple Future:  She will walk to school tomorrow.
Review of Verb Tenses

Actions or events that are interrupted by other actions in the past
- For repeated actions in the past: they were having, we were having, you were having, she was having, he was having, we were playing, she was playing, he was playing, you were playing, they were playing
- For actions in the indefinite past: I was working, he was working, she was working, they were working, we were working, you were working, he was working, she was working, I was working

Future
- For future plans or decisions: I will play, you will play, we will play, they will play

Past Progressive
- For actions that began in the past: I was working, he was working, she was working, they were working, we were working, you were working, she was working

Simple Future
- for predictions based on present: I’m going to work
- for actions that are already made in the present: I am working

Past Progressive
- for actions that are happening in the present: I am working, you are working, he is working, she is working, we are working, you are working, they are working

Simple Past
- For actions that were completed: I did not work, he did not work, she did not work

Simple Present
- For habits and general truths: I work, he works, she works, you work, we work, they work

Affirmative
- Verb
- They speak French.

Negative

- A verb is a word that shows the action of a sentence.

Affirmative

- Verb
Capitalization Rules

1. The first word in a sentence is capitalized.
   I go to the movies every week.
   Deserts are beautiful places to visit.

2. The pronoun I is always capitalized.
   Larry and I are brothers.

3. People's formal and professional titles begin with capital letters.
   Mr. and Mrs. Jenkins are on vacation.
   Lisa saw Dr. Johansen at the bank yesterday.

4. Proper names (specific people and places) begin with capital letters.
   The Coliseum in Rome is a beautiful old monument.
   Kate met her brother Alex at the park.

5. Names of streets begin with capital letters.
   Ruth lives on Wilson Avenue.

6. Geographical locations (cities, states, countries, continents, lakes, and rivers) begin with capital letters.
   I am going to travel to London, England, next week.
   The Arno River passes through Tuscany, Italy.

7. The names of languages and nationalities begin with capital letters.
   My grandmother speaks Polish.
   Jessica is going to learn Japanese.
   Melissa is Venezuelan, but her husband is Cuban.

8. Most words in titles of paragraphs, essays, and books are capitalized. The first letter of a title is always capitalized, and the other important words in a title are capitalized. Do not capitalize prepositions (to, in), conjunctions (and, but), or articles (a, an, the) unless they are the first word of the title.
   The Life of Billy Barnes
   Crime and Punishment
   The Catcher in the Rye
   In the Bedroom

9. Specific course names are capitalized.
   Nick is taking History 101 at 10:00 A.M.
   Nick is taking history this semester. (general subject—no capital letter)

Eight Common Comma Rules

1. Put a comma before and, but, for, or, nor, so, and yet when they connect two simple sentences. This creates a compound sentence.
   Rick bought Julia a croissant, but he ate it himself.

2. Put a comma between three or more items in a list or series.
   Jen brought a towel, an umbrella, some sunscreen, and a book to the beach.
3. Put a comma after a dependent clause (a clause that begins with a connecting word) when that clause begins a sentence. This is called a complex sentence.
   Because it was raining outside, Alex used his umbrella.

4. Put a comma before or after the name of a person spoken to.
   "Hamad, do you want to play soccer?" Ana asked.
   "Do you want to play soccer, Hamad?" Ana asked.

5. Commas separate parts of dates and places. Put a comma between the day and the date. Put a comma between the date and the year. Put a comma between a city and a state or a country. Put an additional comma after the state or country name if it appears in the middle of a sentence.
   I was born on Tuesday, June 27, 1992.
   The concert was in Busan, Korea.
   The headquarters of that company is located in Osaka, Japan.
   I lived in Phuket, Thailand, for ten years.

6. Use a comma to separate an introductory word or phrase from the rest of the sentence.
   Finally, they decided to ask the police for help.
   Every afternoon after school, I go to the library.

NOTE: *Then* is not followed by a comma.

7. Use a comma to separate information that is not necessary in a sentence.
   Rome, which is the capital of Italy, has a lot of pollution.
   George Washington, the first president of the United States, was a military officer.

8. Put a comma after the salutation in personal letters and after the closing in personal and business letters.
   Dear Roberta, Dear Dr. Gomez, Dear Ms. Kennedy,
   With love, Sincerely, Yours truly,
   Grandma Jonathan Alicia

---

**Spelling Rules for Regular Simple Present Verbs and Plural Nouns**

1. Add *-s* to the base form of most verbs and to most nouns.
   - run runs
   - work works
   - love loves

2. If a verb/noun ends in an *x, z, s, sh, or ch*, add *-es*.
   - box boxes
   - buzz buzzes
   - pass passes
   - push pushes
   - watch watches

3. If a verb/noun ends in a consonant + *y*, change the *y* to *i* and add *-es*.
   - carry carries
   - worry worries
   - party parties

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4. If a verb/noun ends in a vowel + y, add -s. Do not change the y.
   pay       pays
   boy       boys
   destroy   destroys

5. Add -es to go and do.
   go         goes
   do         does

### Spelling Rules for Regular Simple Past Tense Verbs

1. Add -ed to the base form of most verbs.
   start       started
   finish      finished
   wash        washed

2. Add only -d when the base form ends in an e.
   live        lived
   care        cared
   die         died

3. If a verb ends in a consonant + y, change the y to i and add -ed.
   dry         dried
   carry       carried
   study       studied

4. If a verb ends in a vowel + y, do not change the y. Just add -ed.
   play        played
   stay        stayed
   destroy     destroyed

5. If a verb has one syllable and ends in a consonant + vowel + consonant (CVC),
   double the final consonant and add -ed.
   stop        stopped
   rob         robbed

6. If a verb ends in a w or x, do not double the final consonant. Just add -ed.
   sew         sewed
   mix         mixed

7. If a verb that ends in CVC has two syllables and the second syllable is stressed,
   double the final consonant and add -ed.
   ad mit'      admitted
   oc cur'      occurred
   per mit'     permitted

8. If a verb that ends in CVC has two syllables and the first syllable is stressed,
   do not double the final consonant. Just add -ed.
   hap' pen     happened
   lis' ten     listened
   o' pen       opened
## Irregular Simple Past Tense Verbs

| Write  | Won  | Wear | Understood | Threw | Thought | Told | Laughed | Look | Shown | Spoke | Sprayed | Set | Sink | Sing | Set | Send | Sold | Saw | Said | Ran | Read | Put | Pull | Paid | Made | Me | Lost | Let | Left | Leave | Know | Keep | Lent | Hurt |
|--------|------|------|-------------|-------|---------|------|---------|-----|-------|-------|---------|-----|------|-----|-----|------|-----|-----|-----|------|-----|-----|-----|------|-----|------|-----|------|------|------|-----|------|-----|------|------|------|------|-----|------|

| Held  | Hit  | Said | Seen | Thought | Tired | Touch | Tell | Thee | Two | Bought | Did | Cut | Cost | Come | Shop | Choose | Catch | Laughed | Very | Build | Bring | Break | Blew | Blown | Bled | Bleed | Blew | Bled | Bled | Bled | Bled | Bled | Bled | Bled | Bled | Bled | Bled |

These are some of the more common irregular verbs in English.
Spelling of the -ing (Present Participle) Form of Verbs

1. Add -ing to the base form of most verbs.
   - catch  catching
   - wear  wearing
   - go  going

2. If a verb ends in a consonant + e, drop the e and add -ing.
   - write  writing
   - drive  driving
   - take  taking

3. If a verb has one syllable and ends in a consonant + vowel + consonant (CVC), double the final consonant and add -ing.
   - run  running
   - ctc  sitting
   - ctc  stopping
   - ctc

4. If a verb ends in a w, x, or y, do not double the final consonant. Just add -ing.
   - sew  sewing
   - mix  mixing
   - say  saying

5. If a verb that ends in CVC has two syllables and the second syllable is stressed, double the final consonant and add -ing.
   - be gin  beginning
   - ad mit  admitting
   - re fer  referring

6. If a verb that ends in CVC has two syllables and the first syllable is stressed, do not double the final consonant. Just add -ing.
   - o pen  opening
   - lis ten  listening
   - hap pen  happening

Common Stative (Non-action) Verbs

<table>
<thead>
<tr>
<th>Common Stative (Non-action) Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
</tr>
<tr>
<td>be</td>
</tr>
<tr>
<td>believe</td>
</tr>
<tr>
<td>cost</td>
</tr>
<tr>
<td>dislike</td>
</tr>
<tr>
<td>forget</td>
</tr>
</tbody>
</table>

In general, stative verbs do not use the progressive tense because they do not show an action, so the -ing form is rarely used.

✗ She is drinking coffee because she is disliking green tea.
✓ She is drinking coffee because she dislikes green tea.
Spelling Exceptions for A and An

You must use *a* or *an* with a single count noun with a general meaning. Use *a* before a word that starts with a consonant sound. Use *an* before a word that starts with a vowel sound. However, the letters *h* and *u* have exceptions.

| Word Begins with H | When the *h* is pronounced, use *a*. | a horse  
a hat  
a hot day  
a huge dog |
|-------------------|--------------------------------------|-----------------------------|
|                   | When the *h* is silent, use *an*.  
(This is because the first sound in the word is a vowel sound.) | an hour  
an honor  
an honorable man  
an herbal tea |
| Word Begins with U | When the *u* sounds like “uh,” use *an*. | an umpire  
an umbrella  
an ugly shirt  
an uncomfortable chair |
|                   | When the *u* sounds like “you,” use *a*. | a university  
a uniform  
a useful invention  
a unique idea |

Definite Article *The*

Use the article *the* when you are writing about a specific noun.

1. Use *the* for the second (and subsequent) time you write about something.
   
   I bought a new coat yesterday. *The* coat is blue and gray.

2. Use *the* when the speaker and listener both know about or are familiar with the subject.
   
   My brother called and said, “I’m locked out of *the* house.”

3. Use *the* when the noun you are referring to is unique—there is only one. This thing can be natural or manmade.
   
   *The* Sun and *the* Earth are both in *the* Milky Way Galaxy.
   
   *The* Eiffel Tower is a beautiful monument.
   
   I am going to visit *the* Sidney Opera House next summer.
   
   *The* New Caledonia Barrier Reef is an important home for green sea turtles.

4. Use *the* with specific time periods.
   
   You must be very quiet for *the* next hour.

5. Use *the* when the other words in your sentence make the noun specific.
   
   *The* cat in the picture is very pretty. (*In the picture* specifies which cat you are talking about.)

6. Do not use *the* before names or when you talk about something in general.
   
   Mikhail Bulgakov is a famous Russian writer.
   
   *Jason* is going to make a table with *wood*. 
There is more information on quantities on page 240 in the Brief Writer's Handbook.

There are only a few dollars in your wallet.

There are many cars in the parking lot.

Count nouns use quantities such as many and a few.

I drank a little water this morning.

We do not have much time to finish the assignment.

Non-count nouns use quantities such as much and a little.

<table>
<thead>
<tr>
<th>Homework</th>
<th>Information</th>
<th>Money</th>
<th>Furniture</th>
<th>Video</th>
<th>Electronic equipment</th>
<th>Textbooks</th>
<th>Abstract ideas</th>
<th>Love</th>
<th>Honor</th>
<th>Power</th>
<th>Virtue</th>
<th>Pride</th>
<th>Pain</th>
<th>Hate</th>
<th>Beauty</th>
<th>Humor</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Math</td>
<td>Science</td>
<td>Music</td>
<td>Biology</td>
<td>Coffee</td>
<td>Juice</td>
<td>Cream</td>
<td>Milk</td>
<td>Sugar</td>
<td>Salt</td>
<td>Pepper</td>
<td>Soup</td>
<td>Rice</td>
<td>Meat</td>
<td>Fish</td>
<td>Bread</td>
</tr>
<tr>
<td>Food items</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Common Non-count Nouns

There cannot be count.

Count nouns can be counted: these dogs, two computers, one house, ten tomatoes. A non-count noun cannot be counted.

Most building materials are non-count nouns: stones, wood, water (except lakes), mountain chains, and deserts use the

Who is the president of the United States? (United is in the country name).

We are going to the Bahamas for our vacation. (The country name ends with -a.)

However, if the location ends in -s (plural, such as a group of islands), or the words unified nation,

The White House is in Washington, D.C.

The Amazon is a very long river in South America.

Lake Balaton is a large freshwater lake in Russia.

The Nile name (NO THE)

The Nile is a very long river in North Africa.

Venezuela is a country in South America. She lives near Lake Maracaibo.

Some geographic locations require the, but others do not. Cities, states, counties, continents, and
Possessive Pronouns

In general, possessive pronouns are used in spoken English. However, it is important to know how to use them. Possessive pronouns take the place of a possessive adjective + noun combination. In a sentence, a possessive pronoun can be a subject or an object.

<table>
<thead>
<tr>
<th>Possessive Pronoun</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>mine</td>
<td>That is not your book. It is mine (= my book).</td>
</tr>
<tr>
<td>yours (singular)</td>
<td>I don't have my pencil. I need to use yours (= your book).</td>
</tr>
<tr>
<td>his</td>
<td>My ring is silver, but his (= his ring) is gold.</td>
</tr>
<tr>
<td>hers</td>
<td>Carol has my cell phone, and I have hers (= her cell phone).</td>
</tr>
<tr>
<td>ours</td>
<td>Your room is on the first floor. Ours (= our room) is on the fifth floor.</td>
</tr>
<tr>
<td>yours (plural)</td>
<td>Our class got to have a special party. Yours (= your class) did not.</td>
</tr>
<tr>
<td>theirs</td>
<td>Jenny likes her class, and Karl and Jim like theirs (= their class), too.</td>
</tr>
</tbody>
</table>

Order of Adjectives

Adjectives can go before nouns. When more than one adjective is used before a noun, there is a certain order for the adjectives.

Example: He has a brown dog. It is an enormous dog.
- He has a brown enormous dog.
- He has an enormous brown dog.

In general, there are seven kinds of adjectives. They are used in this order:

1. size        small, large, huge
2. opinion     beautiful, nice, ugly
3. shape       round, square, oval
4. condition   broken, damaged, burned
5. age         old, young, new
6. color       red, white, green
7. origin      French, American, Korean

It is common to have two adjectives before a noun but rare to have three or more adjectives before a noun. When there is more than one adjective before a noun, follow the order above. The noun always goes last. Remember that this list is only a general guideline.
- a white Japanese small truck
- a small white Japanese truck
- a broken large dish
- a large broken dish
Quantifiers

Quantifiers give more information about the quantity, or number, of a noun. Quantifiers usually go in front of a noun.

<table>
<thead>
<tr>
<th>Quantifier</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>With Count Nouns</strong></td>
<td></td>
</tr>
<tr>
<td>one, two, three (all numbers)</td>
<td><strong>Several</strong> students went to the school office.</td>
</tr>
<tr>
<td>a few</td>
<td></td>
</tr>
<tr>
<td>few</td>
<td><strong>Many</strong> people wanted to leave the city.</td>
</tr>
<tr>
<td>many</td>
<td></td>
</tr>
<tr>
<td>another</td>
<td><strong>Ellie</strong> put <strong>a few</strong> coins in the parking meter.</td>
</tr>
<tr>
<td>several</td>
<td></td>
</tr>
<tr>
<td>a pair of</td>
<td></td>
</tr>
<tr>
<td>a couple of</td>
<td></td>
</tr>
<tr>
<td><strong>With Non-count Nouns</strong></td>
<td></td>
</tr>
<tr>
<td>a little</td>
<td><strong>There is only</strong> a little <strong>milk</strong> left in the refrigerator.</td>
</tr>
<tr>
<td>little</td>
<td></td>
</tr>
<tr>
<td>much</td>
<td><strong>We get too</strong> much <strong>homework</strong> every night.</td>
</tr>
<tr>
<td><strong>With Count or Non-count Nouns</strong></td>
<td></td>
</tr>
<tr>
<td>some (quantity meaning only)</td>
<td><strong>They got into</strong> a lot of <strong>trouble.</strong></td>
</tr>
<tr>
<td>any</td>
<td><strong>Mrs. Jones has</strong> a lot of <strong>friends.</strong></td>
</tr>
<tr>
<td>a lot of</td>
<td><strong>Adam does not have</strong> any <strong>money.</strong></td>
</tr>
<tr>
<td>the other</td>
<td></td>
</tr>
<tr>
<td>other</td>
<td></td>
</tr>
</tbody>
</table>

The Prepositions *At, On, and In*

Prepositions express different ideas. They can indicate time, location, and direction. Remember that a preposition is usually followed by a noun (or pronoun).

Three very common prepositions in English are *at*, *on*, and *in*. In general, we use *at* with small, specific times and places, *on* with middle-sized times and places, and *in* with larger, more general times and places.

<table>
<thead>
<tr>
<th>Time</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small</td>
<td></td>
</tr>
<tr>
<td>at 1:00 P.M.</td>
<td>at the bus stop</td>
</tr>
<tr>
<td>Middle</td>
<td></td>
</tr>
<tr>
<td>on Monday</td>
<td>on Bayview Avenue</td>
</tr>
<tr>
<td>Large</td>
<td></td>
</tr>
<tr>
<td>in July</td>
<td>in Toronto</td>
</tr>
<tr>
<td>in spring</td>
<td>in Ontario</td>
</tr>
<tr>
<td>in 2004</td>
<td>in Canada</td>
</tr>
<tr>
<td>in this century</td>
<td>in North America</td>
</tr>
</tbody>
</table>
The Preposition *At*

**Location:** Use *at* for specific locations.
- Angela works *at* the First National Bank.
- I always do my homework *at* my desk.
- Joel met Jillian *at* the corner of Polk Street and Florida Avenue.

**Time:** Use *at* for specific times.
- My grammar class meets *at* 9:00 A.M. every day.
- The lunch meeting begins *at* noon.
- Cate does not like to walk alone *at* night.

**Direction:** Use *at* for motion toward a goal.
- My brother threw a ball *at* me.
- The robber pointed his gun *at* the policewoman.

The Preposition *On*

**Location:** Use *on* when there is contact between two objects. We also use *on* with streets.
- The picture is *on* the wall.
- He put his books *on* the kitchen table.
- Erin lives *on* Bayshore Boulevard.

**Time:** Use *on* with specific days or dates.
- Our soccer game is *on* Saturday.
- Your dentist appointment is *on* October 14.
- I was born *on* June 22, 1988.

The Preposition *In*

**Location:** Use *in* when something is inside another thing.
- The books are *in* the big box.
- I left my jacket *in* your car.
- Barbara lives *in* Istanbul.

**Time:** Use *in* for a specific period of time, a specific year, or a future time.
- I am going to graduate from college *in* three years.
- Mr. Johnson always drinks four cups of coffee *in* the morning.
- We will meet you *in* ten minutes.
More Prepositions

Here are a few more common prepositions of location. Remember that a preposition is usually followed by a noun (or pronoun). In the chart, the preposition shows the location of the ball (in relation to the box).

<table>
<thead>
<tr>
<th>Preposition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>in</td>
<td>The gift is <strong>in</strong> the box.</td>
</tr>
<tr>
<td>on</td>
<td>Marta’s gift is <strong>on</strong> the table.</td>
</tr>
<tr>
<td>under</td>
<td>Pedro keeps his shoes <strong>under</strong> his bed.</td>
</tr>
<tr>
<td>above/over</td>
<td>Sheila held the umbrella <strong>over</strong> her head to stay dry.</td>
</tr>
<tr>
<td>between</td>
<td>The milk is <strong>between</strong> the eggs and the butter.</td>
</tr>
<tr>
<td>in front of</td>
<td>Mark was standing <strong>in front of</strong> the restaurant.</td>
</tr>
<tr>
<td>in back of/behind</td>
<td>My shirt fell <strong>behind</strong> my dresser.</td>
</tr>
<tr>
<td>across...from</td>
<td>There is a supermarket <strong>across</strong> the street <strong>from</strong> my house.</td>
</tr>
<tr>
<td>next to/beside</td>
<td>The mailman left the package <strong>next to</strong> the door.</td>
</tr>
</tbody>
</table>

Editing Your Writing

While you must be comfortable writing quickly, you also need to be comfortable with improving your work. Writing an assignment is not always a one-step process. It is often a multiple-step process. During your timed writings in Units 3–7, you probably made some changes to your work to make it better. However, you may not have fixed all of the errors. The paper that you turned in to your teacher is called a **first draft**, or **rough draft**.

A first draft can often be improved. One way to improve your writing is to ask a classmate, friend, or teacher to read it and make suggestions. Your reader may discover that your paragraph is missing a topic sentence or that there are grammar mistakes. Your partner may also not mark all the mistakes in your paper. You may not always like or agree with your reader’s comments, but being open to suggestions will make you a better writer.

This section will help you become more familiar with how to identify and correct errors in your writing.

Step 1

Below is a student’s first draft for a timed writing. The writing prompt for this assignment was “Write about a very happy or a very sad event in your life.” As you read the first draft, look for areas that need improvement, and write your comments in the margin. For example, does every sentence have a subject and a verb? Does the writer always use the correct verb tense and the correct punctuation? Does the paragraph have a topic sentence?

**My Saddest Day**

The day I came for the U.S. is my saddest. That night my family gave me a big party. We staied up all night. In the morning, all the people were go to the airport. We cryed and said good-bye. they kissed and huged me. i think that i will not see them ever again. i was sad in united states for six months. now i feel better. that was my saddest day.
Step 2

Read the teacher comments on the first draft of "My Saddest Day." Are these the same things that you noticed?

My Saddest Day

Remember to indent.

The day I came for the U.S. was my saddest. That night my family gave me a big party. We stayed up all night. In the morning, all the people were go to the airport. We cried and said good-bye. They kissed and hugged me. I think I will not see them ever again. I was sad in the United States for six months. Now I feel better. That was my saddest day.

You have some good ideas in this paragraph. I really like your topic sentence and concluding sentence. However, you write about three different time frames. You write about the night you left your country, the day you arrived in the United States, and six months after you arrived. Choose one of these times and write about that. I'd really like to learn about your party.

Verbs: You must review the spelling rules for the simple past tense. You had a very hard time with this. Also, be careful with irregular forms. The incorrect forms distract from your ideas. I corrected your first mistake. Fix the others I've circled.

I underlined some capitalization errors. Please fix these, too.

Step 3

Now read the second draft of this paper. How is it the same as the first draft? How is it different? Did the writer fix all the sentence mistakes?

My Saddest Day

The night before I came for the U.S. was my saddest day. That night my family gave me a big party. All my family and friends were come to it. We sang, danced, and ate many food. We stayed up all night. We talked about my new life. When everyone left, we cried and said good-bye. They kissed and hugged me. I think I will not see them ever again. Finally, I went to bed at 4:00 in the morning. However, I could not sleep because I was so sad. I was sad in the United States for six months. Now I feel better, but that was my saddest day.
Connectors

Connectors in Compound Sentences

Connectors in compound sentences, or coordinating conjunctions, are used to connect two clauses (sentences). A comma usually appears before a connecting word that separates two clauses in a compound sentence.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Coordinating Conjunction</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>To show reason</td>
<td>for*</td>
<td>He ate a sandwich, for he was hungry.</td>
</tr>
<tr>
<td>To add information</td>
<td>and</td>
<td>Miki lives in Toronto, and she is a student.</td>
</tr>
<tr>
<td>To add negative</td>
<td>nor**</td>
<td>Roberto does not like opera, nor does he enjoy hip-hop.</td>
</tr>
<tr>
<td>information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To show contrast</td>
<td>but¹</td>
<td>The exam was difficult, but everyone passed.</td>
</tr>
<tr>
<td>To give a choice</td>
<td>or</td>
<td>We can eat Chinese food, or we can order a pizza.</td>
</tr>
<tr>
<td>To show concession/</td>
<td>yet¹</td>
<td>There was a hurricane warning, yet many people went to the beach.</td>
</tr>
<tr>
<td>contrast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To show a result</td>
<td>so</td>
<td>It was raining, so we decided to stay home last night.</td>
</tr>
</tbody>
</table>

*The conjunction for is not common in English. It may be used in literary writing, but it is almost never used in spoken English.
**Notice that question word order is used in the clause that follows nor.
¹The conjunctions but and yet have similar meanings. However, yet is generally used to show a stronger or unexpected contrast.

Many writers remember these conjunctions with the acronym FANBOYS. Each letter represents one conjunction:

\[ F = for, A = and, N = nor, B = but, O = or, Y = yet, \text{ and } S = so \]

Connectors in Complex Sentences

Connectors in complex sentences, or subordinating conjunctions, are used to connect a dependent clause and an independent clause. When the sentence begins with the dependent clause, a comma should be used after the clause.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Subordinating Conjunction</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>To show reason/cause</td>
<td>because</td>
<td>He ate a sandwich because he was hungry.</td>
</tr>
<tr>
<td></td>
<td>since</td>
<td>Since he was hungry, he ate a sandwich.</td>
</tr>
<tr>
<td></td>
<td>as</td>
<td>As he was hungry, he ate a sandwich.</td>
</tr>
<tr>
<td>To show contrast</td>
<td>although</td>
<td>Although the exam was difficult, everyone passed.</td>
</tr>
<tr>
<td></td>
<td>even though</td>
<td>Even though the exam was difficult, everyone passed.</td>
</tr>
<tr>
<td></td>
<td>though</td>
<td>Though the exam was difficult, everyone passed.</td>
</tr>
<tr>
<td></td>
<td>while</td>
<td>Deborah is a dentist while John is a doctor.</td>
</tr>
<tr>
<td>To show a time</td>
<td>after</td>
<td>After we ate dinner, we went to a movie.</td>
</tr>
<tr>
<td>relationship</td>
<td>before</td>
<td>We ate dinner before we went to a movie.</td>
</tr>
<tr>
<td></td>
<td>until</td>
<td>I will not call you until I finish studying.</td>
</tr>
<tr>
<td></td>
<td>while</td>
<td>While the pasta is cooking, I will cut the vegetables.</td>
</tr>
<tr>
<td></td>
<td>when</td>
<td>When Jennifer gets home, she is going to eat dinner.</td>
</tr>
<tr>
<td></td>
<td>as</td>
<td>As I was leaving the office, it started to rain.</td>
</tr>
<tr>
<td></td>
<td>as soon as</td>
<td>As soon as class ended, Mia ran out the door.</td>
</tr>
<tr>
<td>To show condition</td>
<td>if</td>
<td>If it rains tomorrow, we will stay home.</td>
</tr>
<tr>
<td></td>
<td>even if</td>
<td>We are going to go to the park even if it rains tomorrow.</td>
</tr>
</tbody>
</table>
# Academic Word List

**Averil Coxhead (2000)**

The following words are on the Academic Word List (AWL). The AWL is a list of the 570 highest-frequency academic word families that regularly appear in academic texts. The AWL was compiled by researcher Averil Coxhead based on her analysis of a 3.5 million word corpus.

<table>
<thead>
<tr>
<th>abandon</th>
<th>available</th>
<th>confirm</th>
<th>detect</th>
<th>evolve</th>
</tr>
</thead>
<tbody>
<tr>
<td>abstract</td>
<td>aware</td>
<td>conflict</td>
<td>deviate</td>
<td>exceed</td>
</tr>
<tr>
<td>academy</td>
<td>behalf</td>
<td>conform</td>
<td>device</td>
<td>exclude</td>
</tr>
<tr>
<td>access</td>
<td>benefit</td>
<td>consent</td>
<td>devote</td>
<td>exhibit</td>
</tr>
<tr>
<td>accommodate</td>
<td>bias</td>
<td>consequent</td>
<td>differentiate</td>
<td>expand</td>
</tr>
<tr>
<td>accompany</td>
<td>bond</td>
<td>considerable</td>
<td>dimension</td>
<td>expert</td>
</tr>
<tr>
<td>accumulate</td>
<td>brief</td>
<td>consist</td>
<td>diminish</td>
<td>explicit</td>
</tr>
<tr>
<td>accurate</td>
<td>bulk</td>
<td>constant</td>
<td>discrete</td>
<td>exploit</td>
</tr>
<tr>
<td>achieve</td>
<td>capable</td>
<td>constitute</td>
<td>discriminate</td>
<td>export</td>
</tr>
<tr>
<td>acknowledge</td>
<td>capacity</td>
<td>constrain</td>
<td>displace</td>
<td>expose</td>
</tr>
<tr>
<td>acquire</td>
<td>category</td>
<td>construct</td>
<td>display</td>
<td>external</td>
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<tr>
<td>adapt</td>
<td>cease</td>
<td>consult</td>
<td>dispose</td>
<td>extract</td>
</tr>
<tr>
<td>adequate</td>
<td>challenge</td>
<td>consume</td>
<td>distinct</td>
<td>facilitate</td>
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<tr>
<td>adjacent</td>
<td>channel</td>
<td>contact</td>
<td>distort</td>
<td>factor</td>
</tr>
<tr>
<td>adjust</td>
<td>chapter</td>
<td>contemporary</td>
<td>distribute</td>
<td>feature</td>
</tr>
<tr>
<td>administrate</td>
<td>chart</td>
<td>context</td>
<td>diverse</td>
<td>federal</td>
</tr>
<tr>
<td>adult</td>
<td>chemical</td>
<td>contract</td>
<td>document</td>
<td>fee</td>
</tr>
<tr>
<td>advocate</td>
<td>circumstance</td>
<td>contradict</td>
<td>domain</td>
<td>file</td>
</tr>
<tr>
<td>affect</td>
<td>cite</td>
<td>contrary</td>
<td>domestic</td>
<td>final</td>
</tr>
<tr>
<td>aggregate</td>
<td>civil</td>
<td>contrast</td>
<td>dominate</td>
<td>finance</td>
</tr>
<tr>
<td>aid</td>
<td>clarify</td>
<td>contribute</td>
<td>draft</td>
<td>finite</td>
</tr>
<tr>
<td>albeit</td>
<td>classic</td>
<td>controversy</td>
<td>drama</td>
<td>flexible</td>
</tr>
<tr>
<td>allocate</td>
<td>clause</td>
<td>convene</td>
<td>duration</td>
<td>fluctuate</td>
</tr>
<tr>
<td>alter</td>
<td>code</td>
<td>converse</td>
<td>dynamic</td>
<td>focus</td>
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<tr>
<td>alternative</td>
<td>coherent</td>
<td>convert</td>
<td>economy</td>
<td>format</td>
</tr>
<tr>
<td>ambiguous</td>
<td>coincide</td>
<td>convince</td>
<td>edit</td>
<td>formula</td>
</tr>
<tr>
<td>amend</td>
<td>collapse</td>
<td>cooperate</td>
<td>element</td>
<td>forthcoming</td>
</tr>
<tr>
<td>analogy</td>
<td>colleague</td>
<td>coordinate</td>
<td>eliminate</td>
<td>found</td>
</tr>
<tr>
<td>analyze</td>
<td>commence</td>
<td>core</td>
<td>emerge</td>
<td>foundation</td>
</tr>
<tr>
<td>annual</td>
<td>comment</td>
<td>corporate</td>
<td>emphasis</td>
<td>framework</td>
</tr>
<tr>
<td>anticipate</td>
<td>commission</td>
<td>correspond</td>
<td>empirical</td>
<td>function</td>
</tr>
<tr>
<td>apparent</td>
<td>commit</td>
<td>couple</td>
<td>enable</td>
<td>fund</td>
</tr>
<tr>
<td>append</td>
<td>commodity</td>
<td>create</td>
<td>encounter</td>
<td>fundamental</td>
</tr>
<tr>
<td>appreciate</td>
<td>communicate</td>
<td>credit</td>
<td>energy</td>
<td>furthermore</td>
</tr>
<tr>
<td>approach</td>
<td>community</td>
<td>criteria</td>
<td>enforce</td>
<td>gender</td>
</tr>
<tr>
<td>appropriate</td>
<td>compatible</td>
<td>crucial</td>
<td>enhance</td>
<td>generate</td>
</tr>
<tr>
<td>approximate</td>
<td>compensate</td>
<td>culture</td>
<td>enormous</td>
<td>generation</td>
</tr>
<tr>
<td>arbitrary</td>
<td>compile</td>
<td>currency</td>
<td>ensure</td>
<td>globe</td>
</tr>
<tr>
<td>area</td>
<td>complement</td>
<td>cycle</td>
<td>entity</td>
<td>goal</td>
</tr>
<tr>
<td>aspect</td>
<td>complex</td>
<td>data</td>
<td>environment</td>
<td>grade</td>
</tr>
<tr>
<td>assemble</td>
<td>component</td>
<td>debate</td>
<td>equate</td>
<td>guarantee</td>
</tr>
<tr>
<td>assess</td>
<td>compound</td>
<td>decade</td>
<td>equip</td>
<td>grant</td>
</tr>
<tr>
<td>assign</td>
<td>comprehensive</td>
<td>decline</td>
<td>equivalent</td>
<td>guideline</td>
</tr>
<tr>
<td>assist</td>
<td>comprise</td>
<td>deduce</td>
<td>erode</td>
<td>hence</td>
</tr>
<tr>
<td>assume</td>
<td>compute</td>
<td>define</td>
<td>error</td>
<td>hierarchy</td>
</tr>
<tr>
<td>assure</td>
<td>conceive</td>
<td>definite</td>
<td>establish</td>
<td>highlight</td>
</tr>
<tr>
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<td>concentrate</td>
<td>demonstrate</td>
<td>estate</td>
<td>hypothesis</td>
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<td>attain</td>
<td>concept</td>
<td>denote</td>
<td>estimate</td>
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<td>conclude</td>
<td>deny</td>
<td>ethic</td>
<td>identify</td>
</tr>
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<td>concurrent</td>
<td>depress</td>
<td>ethnic</td>
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<td>conduct</td>
<td>derive</td>
<td>evaluate</td>
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</tr>
<tr>
<td>authority</td>
<td>confer</td>
<td>design</td>
<td>eventual</td>
<td>illustrate</td>
</tr>
<tr>
<td>automate</td>
<td>confine</td>
<td>despite</td>
<td>evident</td>
<td>image</td>
</tr>
</tbody>
</table>
Useful Vocabulary for Better Writing

Try these useful words and phrases as you write your sentences and paragraphs. Many of these words and phrases are found in the Great Writing 1: Great Sentences for Great Paragraphs model paragraphs, and they can make your writing sound more academic, natural, and fluent.

**Topic Sentences**

<table>
<thead>
<tr>
<th>Words and phrases</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>There <em>are</em> QUANTIFIER (ADJECTIVE) SUBJECT...</td>
<td>There are many good places to visit in my country.</td>
</tr>
<tr>
<td>SUBJECT <em>must follow</em> QUANTIFIER (ADJECTIVE) steps to VERB...</td>
<td>A tourist <em>must follow</em> several simple steps to get a visa to visit my country.</td>
</tr>
<tr>
<td>There <em>are</em> QUANTIFIER (ADJECTIVE) types / methods / ways...</td>
<td>There are three different <em>types of runners</em>.</td>
</tr>
<tr>
<td><em>It is</em> ADJECTIVE to VERB...</td>
<td>It is easy to make ceviche.</td>
</tr>
</tbody>
</table>

**Supporting Sentence Markers**

<table>
<thead>
<tr>
<th>Words and phrases</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>One NOUN...</td>
<td>One reason to visit my country is the wonderful weather.</td>
</tr>
<tr>
<td>Another NOUN... ... another NOUN</td>
<td>Another reason to visit my country is the delicious food. The delicious food is another reason to visit my country.</td>
</tr>
<tr>
<td>The first / second / next / final NOUN...</td>
<td>The final reason to visit my country is its wonderful people.</td>
</tr>
</tbody>
</table>

**Giving and Adding Examples**

<table>
<thead>
<tr>
<th>Words and phrases</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>For example, S + V.</td>
<td>My instructor gives us so much homework. <em>For example, yesterday he gave us five pages of grammar work.</em></td>
</tr>
<tr>
<td>For instance, S + V.</td>
<td></td>
</tr>
</tbody>
</table>

**Concluding Sentences**

<table>
<thead>
<tr>
<th>Words and phrases</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>In conclusion, S + V.</td>
<td><em>In conclusion</em>, I believe that my parents are the best in the world.</td>
</tr>
<tr>
<td><em>It is clear that</em> S + V.</td>
<td><em>It is clear that</em> Guatemala is the best tourist destination in South America.</td>
</tr>
<tr>
<td>If you <em>follow these important steps in</em> VERB + -ING..., S + V.</td>
<td>If you follow <em>these important steps in</em> fixing a computer, you will not need to call an expert.</td>
</tr>
<tr>
<td>Treating nouns, verbs, adjectives, adverbs, and prepositions</td>
<td><strong>Examples</strong></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>My dog can’t look like a card can.</strong></td>
<td><strong>Noun</strong></td>
</tr>
<tr>
<td><strong>Me, Thailand is the most interesting country in the world.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>The four Columbus of Xian are amazing.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>The best muddy bike squeaked when I rode it.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>The children raked their bikes around the school.</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Words and Phrases</strong></th>
<th><strong>Describing</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>My sister did not know what to do, so she asked my mother for advice.</strong></td>
<td><strong>Cause and Effect</strong></td>
</tr>
<tr>
<td>I could not move because of my broken leg.</td>
<td><strong>Because of Noun</strong></td>
</tr>
<tr>
<td>Because of my broken leg, I could not move.</td>
<td><strong>Because of Noun</strong></td>
</tr>
<tr>
<td>Because of my broken leg, I could not move.</td>
<td><strong>Because of Noun</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Examples</strong></th>
<th><strong>Words and Phrases</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The first thing you should do is wash your hands.</strong></td>
<td><strong>Describing a Process</strong></td>
</tr>
<tr>
<td>Everything tastes well.</td>
<td><strong>First (second, third etc.), Next, After that, Then</strong></td>
</tr>
<tr>
<td>The first time that you do it, you mix the ingredients.</td>
<td><strong>First (second, third etc.), Next, After that, Then</strong></td>
</tr>
<tr>
<td>After you cut up the vegetables, you need to add them to the salad.</td>
<td><strong>First (second, third etc.), Next, After that, Then</strong></td>
</tr>
<tr>
<td>Before you cut up the vegetables, you need to wash them.</td>
<td><strong>First (second, third etc.), Next, After that, Then</strong></td>
</tr>
<tr>
<td>The last step is adding your favorite salad dressing.</td>
<td><strong>First (second, third etc.), Next, After that, Then</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Words and Phrases</strong></th>
<th><strong>Telling a Story</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Every time I tried to speak English, my tongue refused to work.</strong></td>
<td><strong>Every time</strong></td>
</tr>
<tr>
<td><strong>My sixteenth birthday was the best day of my life.</strong></td>
<td><strong>X was the best / worst day of my life.</strong></td>
</tr>
<tr>
<td><strong>I can still remember the day I started my first job.</strong></td>
<td><strong>I will never forget that day / let my country.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Examples</strong></th>
<th><strong>Words and Phrases</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Every day.</strong></td>
<td><strong>Every day.</strong></td>
</tr>
<tr>
<td><strong>Whenever/whenever I think about that time / I remember my grandparents love for me.</strong></td>
<td><strong>Whenever/whenever</strong></td>
</tr>
<tr>
<td><strong>If I was x, I would go to the beach with my friends.</strong></td>
<td><strong>If I was x</strong></td>
</tr>
<tr>
<td>Reading/Responding</td>
<td>Words and Phrases</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>When I read the article, I was surprised to learn of this athletic ability.</td>
<td>absolved, surprised, about</td>
</tr>
<tr>
<td>My first reaction to the article was gentle.</td>
<td>about, NOUN</td>
</tr>
<tr>
<td>Happy Potter and the Goblet of Fire by J.K. Rowling is an entertaining.</td>
<td>NOUN, to read, from, about</td>
</tr>
<tr>
<td>Examples</td>
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<tr>
<td>Should not make good choices for us</td>
<td>SUBJEC, to, ought, VERB, + V, + V.</td>
</tr>
<tr>
<td>I agree that S + V, however S + V.</td>
<td>OVER, to, except, so, + V.</td>
</tr>
<tr>
<td>Researchers must stop unethical animal testing</td>
<td>EVEN, more, important, + V, + V.</td>
</tr>
<tr>
<td>Even more important, statistics show the positive effects of school</td>
<td>ACCORDING to, a recent, survey, + V.</td>
</tr>
<tr>
<td>They need much more information.</td>
<td>+ V.</td>
</tr>
<tr>
<td>According to a recent poll, 55 percent of high school students feel</td>
<td>ACCORDING to, a recent, survey, + V.</td>
</tr>
<tr>
<td>During school hours.</td>
<td>+ V.</td>
</tr>
<tr>
<td>It is important to remember that students only wear their uniforms</td>
<td>OVER, + V.</td>
</tr>
<tr>
<td>Arguing and Persuading</td>
<td>Words and Phrases</td>
</tr>
<tr>
<td>For all these important reasons, think smoking is bad for your health.</td>
<td>believe (that) + V, + V.</td>
</tr>
<tr>
<td>To me, exercise every day makes perfect sense</td>
<td>to, have, a, perfect, sense.</td>
</tr>
<tr>
<td>I prefer soccer to football</td>
<td>[VERB, + V, [NOUN], to, [NOUN]]</td>
</tr>
<tr>
<td>There are many drawbacks to eating most of your meals at a restaurant.</td>
<td>HAVE, to, as, advantage, + V.</td>
</tr>
<tr>
<td>There are many benefits to swimming every day.</td>
<td>HAVE, to, as, disadvantage, + V.</td>
</tr>
<tr>
<td>That is why I think that S + V.</td>
<td>FOR, these, reason, + V, + V.</td>
</tr>
<tr>
<td>In my opinion, smoking should not be allowed.</td>
<td>HAVE, to, as, drawback, not, be, allowed.</td>
</tr>
<tr>
<td>Smoking in public should not be allowed.</td>
<td>HAVE, to, as, advantage, not, be, allowed.</td>
</tr>
<tr>
<td>Personally, I believe that New York City should ban large sugary drinks.</td>
<td>disapprove / support (that) + V, + V.</td>
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<tr>
<td>Reasonably / I believe.</td>
<td>Personally, + V.</td>
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<td>QUICKLY, make, this, number, on, a, scrap, of, paper, that, I, found.</td>
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<tr>
<td>Happy…</td>
<td>QUICKLY, make, this, number, on, a, scrap, of, paper, that, I, found.</td>
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<tr>
<td>Articles of manner: quickly, slowly, quietly</td>
<td>QUICKLY, make, this, number, on, a, scrap, of, paper, that, I, found.</td>
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<tr>
<td>France is famous for its cheese.</td>
<td>QUICKLY, make, this, number, on, a, scrap, of, paper, that, I, found.</td>
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Building Better Sentences

Being a good writer involves many skills including correct grammar usage, varied vocabulary, and conciseness (avoiding unnecessary words). Some student writers like to keep their sentences simple. They feel that they will make mistakes if they write longer, more complicated sentences. However, writing short, choppy sentences one after the other is not considered appropriate in academic writing. Study the examples below.

- The time was yesterday.
- It was afternoon.
- There was a storm.
- The storm was strong.
- The movement of the storm was quick.
- The storm moved towards the coast.
- The coast was in North Carolina.

Notice that every sentence has an important piece of information. A good writer would not write all these sentences separately. Instead, the most important information from each sentence can be used to create ONE longer, coherent sentence.

Read the sentences again; this time, the important information has been circled.

- The time was yesterday.
- It was afternoon.
- There was a (storm).
- The storm was (strong).
- The (movement) of the storm was (quick).
- The storm moved towards the coast.
- The coast was in (North Carolina).

Here are some strategies for taking the circled information and creating a new sentence.

1. Create time phrases to begin or end a sentence: yesterday + afternoon
2. Find the key noun: storm
3. Find key adjectives: strong
4. Create noun phrases: a strong + storm
5. Change word forms: movement = move; quick = quickly
   moved + quickly
6. Create place phrases: towards the coast
   towards the coast (of North Carolina)
   or
   towards the North Carolina coast

Better Sentence:

Yesterday afternoon, a strong storm moved quickly towards the North Carolina coast.
Here are some other strategies for building better sentences.

7. Use connectors and transition words.
8. Use pronouns to replace frequently used nouns.
9. Use possessive adjectives and pronouns.

Study the following example:

(Susan) [wont] somewhere. That place was [the mall]. Susan wanted to [buy new shoes].
The shoes were for [Susan's mother].

**Improved, Longer Sentence:**

Susan went to the mall because she wanted to buy new shoes for her mother.

**Practices**

Follow these steps for each practice:

**Step 1:** Read the sentences. Circle the most important information in each sentence.

**Step 2:** Write an original sentence from the information you circled. Use the strategies listed on pages 252–253. Remember that there is more than one way to combine sentences.

**Practice 1 Unit 1**

A. 1. (Tina) is my [friend].
   2. Tina [works].
   3. The work is at [Washington Central Bank].

   **My friend Tina works at Washington Central Bank.**

B. 1. There are boxes.
   2. The boxes are on the table.
   3. The boxes are heavy.

C. 1. Caroline attends classes.
   2. The classes are at Jefferson Community College.
   3. The classes are on Wednesdays.

D. 1. Tuscany is a region.
   2. This region is in Italy.
   3. This region is beautiful.
Practice 2 Unit 2
A. 1. There are books.
    2. The books are rare.
    3. The books are in the library.

B. 1. Drivers have more accidents.
    2. The accidents happen on roads.
    3. The roads are snowy.

C. 1. Aspirin is good for headaches.
    2. Aspirin is good for colds.
    3. Aspirin is good for pain.

Practice 3 Unit 3
A. 1. Charlie is a man.
    2. Charlie is my uncle.
    4. The restaurant belongs to Charlie.

B. 1. Tourists often ride boats.
    2. The boats are on the Seine River.
    3. Tourists do this at night.
    4. Tourists do this to see the Eiffel Tower's lights.
    5. The tower's lights are beautiful.
C. 1. Steven is in bed.
   2. It is early.
   3. Steven does this to be ready to work hard.
   4. He is doing this again.
   5. His work is the next day.

Practice 4 Unit 4
A. (Hint: Use a coordinating conjunction.)
   1. Chavez's family received money.
   2. There was very little money.
   3. People treated them badly.

B. (Hint: Use a coordinating conjunction.)
   1. My parents were not rich.
   2. My parents were always happy.

C. 1. This book gives us information.
   2. There is a lot of information.
   3. The book gives us the information now.
   4. The information is important.
   5. The information is about life in the fourteenth century.

Practice 5 Unit 5
A. (Hint: Use a coordinating conjunction.)
   1. Angela needs to buy some fruits.
   2. Angela needs to buy some vegetables.
   3. Angela is shopping at the farmer's market.
B. 1. Visitors are standing in line.
    2. There are many visitors.
    3. The visitors are also waiting to take pictures.
    4. The pictures are of themselves.
    5. There are ruins in the background.

C. (Hint: Use a coordinating conjunction.)
   1. Lisana is working.
   2. This company works with computers.
   3. Lisana does not have a computer engineering degree.

Practice 6 Unit 6

A. (HINT: Create a complex sentence.)
   1. First, Carmen arrives.
   2. Then Carmen will perform some dances.
   3. These dances will be formal.
   4. Carmen will do these dances with her friends.

B. (HINT: Create a complex sentence.)
   1. I go to the theater.
   2. The theater is on Broadway.
   3. I do this often.
   4. The reason I do this is that I live in New York.
C. (HINT: Create a complex sentence.)
   1. First, I will arrive in Canada.
   2. Next, I am going to buy a lot of souvenirs.
   3. There will be souvenirs for my parents.
   4. There will be souvenirs for my brother.
   5. There will be souvenirs for my friends.

Practice 7 Unit 7
A. (HINT: Use an adjective clause.)
   1. The two women are my grandmother and my mother.
   2. The women are sitting on the sofa.

B. (HINT: Use an adjective clause.)
   1. These are words.
   2. There are just a few of these words.
   3. These words cause problems for English speakers.
   4. These problems are with spelling.
   5. These speakers are native and nonnative.

C. 1. Jenna is eating lunch.
    2. Jenna is talking to her friends.
    3. Jenna is in the cafeteria.
    4. Jenna is doing these things right now.
Extra Writing Activities

WRITING ACTIVITY 1 Writing a Paragraph (Unit 2)

Read the paragraph, and follow the steps below to create a new paragraph. Write the new paragraph on the lines provided.

Example Paragraph 75

California

1California is a large state. 2It is located in the western part of the United States. 3The population of California is approximately 38 million.
4The biggest cities in California are Los Angeles and San Francisco.
5Millions of tourists visit this state every year. 6They come for the beaches, the mountains, and the great weather that this large state is famous for.

1. In Sentences 1, 3, and 4, change California to Florida. Do the same for the title.
2. In Sentence 2, change western to southeastern.
3. In Sentence 3, change the population number from 38 million to 19 million.
4. In Sentence 4, change the names of the cities from Los Angeles and San Francisco to Miami, Tampa, and Orlando.
5. In Sentence 6, change mountains to theme parks.
6. In Sentence 6, change great weather to relaxing life.
My Older Sister

1. I would like to tell you about my older sister. 2. Her name is Natalie. 3. She is 26 years old. 4. She is an elementary school teacher. 5. She loves children. 6. She is very patient and kind. 7. My sister Natalie is a wonderful person.

1. In Sentences 1 and 7, change sister to brother. Do the same for the title.
2. In Sentences 3, 4, 5, and 6, change she to he.
3. In Sentence 2, change her to his. Be sure to use a capital letter.
4. Natalie is a girl's name. In Sentences 2 and 7, change Natalie to a boy's name of your choice.
5. In sentence 7, change wonderful to great.
Example Paragraph 77

My House

1 I live in a big house. 2 It is located on Princeton Street. 3 My house number is 915. 4 My house is new. 5 It is two years old. 6 The sides of my house are light yellow. 7 The roof is light gray. 8 In front of the house, there are many flowers. 9 I am so lucky to live in this house!

1. In Sentence 1, change big to little.
2. In Sentence 2, change the name of the street from Princeton Street to Hillside Road.
3. In Sentence 3, change the house number from 915 to 710.
4. In Sentence 4, change new to very old.
5. In Sentence 5, change the number two to an appropriate number for a very old house.
6. In Sentences 6 and 7, change the color of the sides of the house from light yellow to white. Change the color of the roof from light gray to dark gray.
7. In Sentence 8, change the phrase many flowers to some small bushes and trees.
8. The current title is simple. Write a better or more interesting title for your paragraph.
Susan Brown and Joe Chen are actors. (1. Susan and Joe) _______ have very interesting careers. Susan acts in plays in the theater. (2. Susan) _______ works in New York City. (3. New York City) _______ is the best place to work in the theater. Joe acts in movies. (4. Joe) _______ works in Los Angeles. (5. Los Angeles) _______ is an exciting city. (6. Film studios) _______ make lots of movies there. Susan and Joe are very happy with their jobs. (7. Susan and Joe) _______ would not do anything else.
A Desert Plant

1. The cactus is an interesting plant. 2. It grows in the desert.
3. It likes very hot temperatures. 4. It does not need a lot of water to live. 5. Its leaves are spiky. 6. Many people grow this special plant in their gardens.

1. In Sentence 1, change the cactus to seaweed.
2. In Sentence 2, change desert to ocean. Do the same in the title, and also change a to an.
3. In Sentence 3, make the verb likes negative.
4. In Sentence 4, make the verb does not need affirmative.
5. In Sentence 5, change spiky to long and thin.
6. In Sentence 6, change gardens to aquariums.
Brandon’s New Career

Brandon is studying nursing.  

Brandon also practices nursing at a local hospital.  

He is not ready to do that yet.  

Because of this, it will be easy for him to get a good job. Then he can help as many people as possible.

Missing Sentence 1: He has to go to school five days a week. He takes several classes every day.

Missing Sentence 2: He helps with everyday work there. He cannot help with emergencies.

Missing Sentence 3: Brandon’s grades are very good. He will graduate with honors.
**WRITING ACTIVITY 7  Practicing Past Tense Verbs (Unit 4)**

Read the paragraph, and follow the steps below to create a new paragraph. Write the new paragraph on the lines provided.

**Example Paragraph 81**

**Life on the Farm**

1. My grandpa is a very busy farmer. 2. Every day, he gets up at four o'clock in the morning. 3. He eats breakfast. 4. Then he goes out to the barn. 5. There he feeds and milks the cows. 6. When he finishes, he feeds the rest of the animals. 7. Then he works in the cornfields until noon. 8. He eats a fast lunch. 9. After that, he works in the fields again. 10. In the evening, he eats dinner. 11. Then he feeds the animals one last time. 12. Grandpa finally goes to bed at around nine o'clock. 13. He certainly does a lot in one day!

1. In Sentence 2, change *every day* to *yesterday*.
2. In Sentences 2–13, change all the verbs to simple past tense. Be careful of irregular verbs!

**Life on the Farm**
A Memorable Vacation

1 When I was thirteen years old, my aunt and uncle took me on a wonderful vacation. 2 We went to the Black Hills in South Dakota. 3 We did lots of interesting things. 4 We visited Mt. Rushmore and took lots of pictures. 5 We visited a place to mine for gold. 6 One night, we even ate buffalo burgers for dinner. 7 It was very exciting. 8 I made memories on that trip that I will keep for a lifetime.

1. In Sentence 1, change When I was thirteen years old to When I graduate from high school this year.
2. Change all the verbs in the paragraph to be going to + verb.

A Memorable Vacation
WRITING ACTIVITY 9  Using Adjective Clauses (Unit 7)

Read the paragraph below. Then combine each underlined pair of sentences by using an adjective clause. Rewrite the paragraph with your new sentences on the lines provided.

Example Paragraph 83

The Discovery of the Titanic

There were many scientists and explorers. They searched for
the Titanic for a long time. They finally found it in 1985. It was deep
in the Atlantic Ocean. The water was too deep for humans to visit
without protection. Scientists solved this problem. In order to explore
the wreck, they used a submersible. This submersible was controlled
by people on the surface of the ocean. Explorers took pictures of the
Titanic with the submersible. They even brought things to the surface.
These things were on the sunken ship. Because of these people’s efforts,
we now understand more about the remains of the Titanic.

The Discovery of the Titanic

There were many scientists and explorers who searched for the Titanic for a long time.

---

a submersible: a vehicle that can go very deep underwater
to control: to guide
sunken: covered by water
Appendix 3

Peer Editing Sheet Sample

This is an example of the Peer Editing Sheets available for Great Writing 1: Great Sentences for Great Paragraphs. To print them out, go to NGL.Cengage.com/GW1.

Unit 1

Writer: ________________________________ Date: __________________

Peer Editor: ________________________________

1. What country did the writer write about? ________________________________

2. How many sentences did the writer write? ________________________________

3. Does each sentence begin with a capital letter?  □ yes  □ no
   
   If not, which sentences need to be fixed?
   ________________________________
   ________________________________
   ________________________________
   ________________________________

4. Does each sentence have a period, question mark, or exclamation point at the end?  □ yes  □ no
   
   If not, which sentences need to be fixed?
   ________________________________
   ________________________________
   ________________________________
   ________________________________

5. What is the longest sentence? ________________________________
   
   How many words does it have? ________________________________

6. Do you see an error in any of the sentences?  □ yes  □ no
   
   If so, write one of the sentences here, but correct the error.
   ________________________________
   ________________________________
   ________________________________
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