

NEW!

Expansion sections challenge students to build on the writing skills they have practiced in each chapter.

EXPANSION

1 TIMED WRITING

To succeed in academic writing you need to be able to write quickly and fluently. For example, you might have to write a paragraph for a test in class, and you only have 30 minutes. In this activity, you will write a paragraph in class. You will have 30 minutes. To complete the activity in time, follow the directions.

1. Read the writing prompt below (or the prompt your teacher assigns) carefully. Make sure you understand the question or task. Then decide on the topic of your paragraph. (3 minutes)
2. Use clustering to get ideas. Decide which ideas you will write about and then make an outline to organize your ideas. (5 minutes)
3. Write your paragraph. Be sure to include a title, a topic sentence, listing-order transition signals, supporting ideas, and a concluding sentence. (15 minutes)
4. Proofread your paragraph. Correct any mistakes. (7 minutes)
5. Give your paper to your teacher.

Prompt: Write a listing-order paragraph about a teacher or a boss. What characteristics and abilities made the person memorable? Include examples to support your main ideas.

2 YOUR JOURNAL

Continue making entries in your journal. If you cannot think of a topic for a journal entry, try one of these ideas:

- What career or profession are you interested in? Discuss two or three reasons for your interest. Support each reason with examples or explanations.
- Overall, was your high school experience positive or negative? Include three main reasons and support each one with examples or explanations.
- What are the most important characteristics for a friend to have? Write about two or three characteristics and say why they are important.

For more ideas for journal entries, see Appendix A on page 193.

Listing-Order Paragraphs 89

NEW!

Timed Writing activities help prepare students to write well on tests.

NEW!

Your Journal encourages students to develop and increase written fluency.

CHAPTER 1

DESCRIBING PEOPLE

OBJECTIVES

Writers need certain skills.

In this chapter, you will learn to:

- Use questions and note taking to get ideas for writing
- Identify the three parts of a paragraph
- Use correct paragraph format
- Recognize subjects, verbs, and objects in complete sentences
- Use six rules of capitalization
- Work with simple sentences
- Write, revise, and edit a paragraph describing a person



Each person in a family is unique. Can you think of a different word to describe each person in this family?

INTRODUCTION

Academic writing is the kind of writing you do in high school and college. Its purpose is to explain something or to give information about something. Academic writing requires a number of skills. For example, you must be able to express an idea by arranging words in a correctly formed sentence (**sentence structure**). You must also be able to arrange your ideas in a well-organized paragraph (**organization**). And, of course, you must be able to write using correct **grammar** and **punctuation**.

In this chapter, you will learn how to write a well-organized paragraph about a person. You will learn about the parts of a paragraph and correct paragraph format. Then you will learn about the parts of a sentence and the structure of simple sentences.

To help you get ideas for writing, you will first do some prewriting.

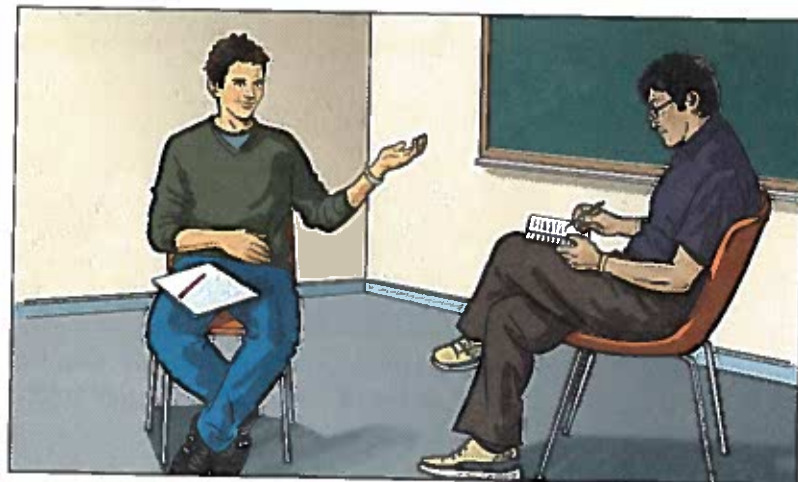
PREWRITING

Before you write, you need ideas to help you get started. In academic writing, it is often useful to write down your ideas so that you can begin to organize them into paragraphs. This is known as **prewriting**.

There are many different prewriting techniques. In this chapter, you will use two techniques: asking questions and taking notes. You will use these techniques to get ideas for a paragraph about one of your classmates. Later in the chapter, you will look at another prewriting technique known as freewriting (see page 27).

ASKING QUESTIONS AND TAKING NOTES

Asking questions and taking notes are prewriting techniques that help you gather information and get ideas. When you take notes, you do not have to write complete sentences. Just write down the important information.



PRACTICE 1

Interviewing a Classmate

- A** Look at the topics. Which topics are OK to ask about? Check (✓) Yes or No. Then add two more topics that you can ask about.

TOPICS	OK TO ASK ABOUT?	
	Yes	No
1. First and last name	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Age	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. City and country	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Family status (married, single)	<input type="checkbox"/>	<input type="checkbox"/>
5. Religion	<input type="checkbox"/>	<input type="checkbox"/>
6. Address in this country	<input type="checkbox"/>	<input type="checkbox"/>
7. Length of time in this country	<input type="checkbox"/>	<input type="checkbox"/>
8. Length of time studying English	<input type="checkbox"/>	<input type="checkbox"/>
9. Reasons for studying English	<input type="checkbox"/>	<input type="checkbox"/>
10. Job or occupation	<input type="checkbox"/>	<input type="checkbox"/>
11. Salary	<input type="checkbox"/>	<input type="checkbox"/>
12. Hobbies or sports	<input type="checkbox"/>	<input type="checkbox"/>
13. Weekend activities	<input type="checkbox"/>	<input type="checkbox"/>
14. Plans for the future	<input type="checkbox"/>	<input type="checkbox"/>
15. _____	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16. _____	<input checked="" type="checkbox"/>	<input type="checkbox"/>

- B** On a separate sheet of paper, write a question for each Yes topic in Part A. Then compare questions with a partner. Make sure your question forms are correct.

1. *What is your name?*

3. *Where are you from?*

- Ⓒ Use your questions from Part B to interview a classmate. Take notes. Ask more questions to clarify spelling and other information. You will use this information in the Try It Out! activity on page 13.

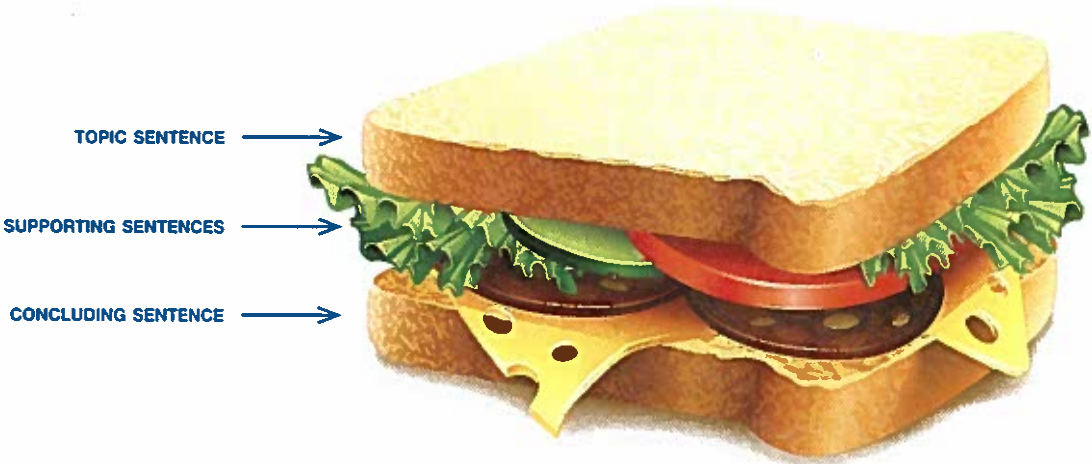
What is your name?	Santy Valverde
Where are you from?	Michoacán, Mexico

ORGANIZATION

A **paragraph** is a group of related sentences about a single topic. The topic of a paragraph contains one, and only one, idea. A paragraph has three main parts and they appear in this order:

- The **topic sentence** names the topic and tells what the paragraph will say about it. This sentence is usually the first sentence in a paragraph.
- The middle sentences in a paragraph are called the **supporting sentences** or the **body**. Supporting sentences give examples or other details about the topic. In some cases, they might even tell a story to illustrate the topic sentence.
- The last sentence in a paragraph is usually the **concluding sentence**. The concluding sentence often restates the topic sentence in different words or summarizes the main points.

A paragraph is like a sandwich: two pieces of bread (the topic and concluding sentences) holding the key ingredients (the supporting sentences).



LOOKING AT THE MODELS

The writing models describe two people. Writing Model 1 is about a teacher, and Writing Model 2 is about someone's best friend.

Work with a partner or in a small group. Read the models. Then answer the questions.

Writing Model 1

1 2 3 4 5 6

Mrs. Robinson

Mrs. Robinson, my first grade teacher, was an important person in my life. I was only six years old, but she taught me a valuable life lesson. In the schools in my country, children usually learn to print before they learn to write in cursive script (like handwriting). Mrs. Robinson didn't believe in printing. She thought it was a waste of time. She taught us to write in cursive script from the first day. At first it was hard, and she made us practice a lot. That made me angry because I wasn't very good at it. I remember filling entire pages just with capital Os. I didn't think I could ever learn to write beautifully, but Mrs. Robinson was patient with me and told me to keep trying. At the end of the year, I felt very grown up because I could write in cursive script. I was proud of my new skill. Mrs. Robinson was important to me because she taught me the value of hard work.

Questions about the Model

1. Which sentence gives more information: the topic sentence or the concluding sentence?
2. How many supporting sentences does the paragraph have? How do they support the topic sentence: Do they give examples, or do they tell a story?

My Best Friend

My best friend, Freddie, has three important qualities. First of all, Freddie is always ready to have a good time, so I love spending time with him. Sometimes we play Frisbee in the park. He's very funny when he chases the Frisbee. Sometimes we just sit around in my room, listening to music and talking. Well, I talk, and he just listens. Second, Freddie is completely trustworthy. I can tell him my deepest secrets, and he doesn't share them with anyone else. Third, Freddie is caring and understands my moods. When I am tense, he tries to make me relax. When I am sad, he tries to comfort me. When I am happy, he is happy, too. To sum up, my best friend is fun to be with, trustworthy, and understanding—even if he is just a dog.

Questions about the Model

1. Which sentence is longer: the topic sentence or the concluding sentence? Which of these two sentences has surprising information?
2. How many supporting sentences does the paragraph have? How do they support the topic sentence: Do they give examples, or do they tell a story?

Looking at Vocabulary: Descriptive Adjectives

When you write about people, you need to use words that describe a person's personality and feelings. Learning synonyms¹ for common adjectives is a good way to expand your vocabulary and improve your writing.

Synonyms are especially helpful when you want to write more than one sentence about a particular part of someone's personality.

My teacher almost never gets **angry** with us. I've only seen her lose her temper once, and even then she didn't stay **mad** for more than a few seconds.

Rainy days make me feel **sad**. When the sun is out, I never feel **unhappy**.

¹synonym: a word with the same or nearly the same meaning as another word

- A Look at the adjectives in the first column of the chart. Find and circle them in Writing Models 1 and 2. The adjectives are in the order that they appear in the models.

DESCRIPTIVE WORDS	
Adjectives	Synonyms
angry	<i>mad</i>
patient	
grown up	
funny	
trustworthy	
caring	
tense	
sad	

- B Use the words from the box to complete the chart in Part A.

amusing	dependable	mad	nervous
calm	kind	mature	unhappy

- C Use the words in Part B again to complete the sentences. Two of the words are extra.

1. Nadia isn't talking to her cousin Jamal. She's mad at him because he forgot her birthday.
2. Some students learn more slowly than others, so teachers need to be _____.
3. Diego has a big job interview on Monday. He's very _____ about it.
4. Rita's daughter is only 10 years old, but she seems older. She's very _____ for her age.
5. I can tell my best friend anything, and I know she won't tell others. She's very _____.
6. My sons are very _____. They always make me laugh.

FORMATTING THE PAGE

As you saw on page 4, a well-organized paragraph needs to have a topic sentence, supporting sentences, and a concluding sentence. In addition, it needs to use correct paragraph format. In this section, you will learn about correct paragraph format, and then you will use it in a short writing activity.

In academic writing, instructors require students to use correct format for paragraphs. Look at the guidelines and models for handwritten and computer-written work. Your instructor may have other requirements, so be sure to follow them.

Page Format for Handwritten Work

The Paper

Use 8½-inch-by-11-inch lined paper with three holes. The holes should be on your left side as you write. Write on one side of the paper only.

The Ink

Use black or dark blue ink only. Do not use pencil.

The Heading

Write your full name in the upper left corner in the wide, unlined area at the top of the page. Under it, write the course name and number. Below that, write the date the assignment is due in the order month-day-year, with a comma after the day.

The Title

Center the title of your paragraph on the first line.

The Paragraph

Skip one line, and start your paragraph on the third line. Remember to indent the first word about ½ inch from the left margin. (*Indent* means to leave some space at the beginning of the line.)

Margins

Leave a 1-inch margin on the left and right sides of the paper. Also leave a 1-inch margin at the bottom of the page. Your teacher may use these empty spaces to write comments to you.

Spacing

Leave a blank line between each line of writing. You and your teacher can use this space for corrections, comments, and revisions.

YOUR NAME	→ Anh Nguyen	MARGIN ↓
COURSE NUMBER	→ English 50	
DUE DATE	→ April 15, 20__	
CENTER TITLE	→ My Classmate	
INDENT THE FIRST SENTENCE	→ My classmate Santy Valverde is an interesting person.	
	She comes from Michoacán, a small city in the western part	
SKIP LINES	→ of Mexico. She arrived in this country two years ago. She is	
	single and lives with her best friend Anna from Mexico.	
	They grew up in the same neighborhood in Michoacán, and	
MARGIN	→ their friendship has lasted 16 years so far. This semester	
	Santy is studying art, English, and computer science. After	
	school, she and her roommate work in a restaurant as	
	waitresses. Santy likes her job very much. On weekends, she	
	often goes to the gym or plays volleyball with her friends.	
	She plans to become a website designer. Santy has a busy	
	life, and she seems to have a bright future ahead of her.	

Page Format for Work Done on a Computer

The Paper

Use 8½-inch-by-11-inch white paper.

The Font

Use a standard font style and size, such as Times New Roman font, 12 point font size. Do not use underlining, italics, or bold type to emphasize words. It is not correct style in academic writing.

The Heading

Type your full name in the upper left corner. On the next line, type the course number. On the third line, type the date the assignment is due in the order month-day-year, with a comma after the day.

The Title

Skip one line. Type your title and then center it, using the centering icon on your word-processing program.

The Paragraph

Skip one line, and start typing on the next line. Indent the first word by using the TAB key. (*Indent* means to leave some space at the beginning of the line. You can set the tab for about 0.4 inches, which gives you an indent of about 5 spaces.) Type your paragraph without entering line breaks (returns) at the end of each line. The computer will do this automatically. Only enter a line break (return) at the end of the paragraph.

Margins

Leave a 1-inch margin on the left and right margins.

Spacing

Double-space your paragraph.

YOUR NAME → Sacha Petrovsky

COURSE
NUMBER → English 50

DUE DATE → April 15, 20__

CENTER TITLE → My Classmate

USE TAB KEY
TO INDENT FIRST
SENTENCE
(ABOUT 5 SPACES) → Antonio Gonsalves is my classmate from Brazil. He

is very athletic. His friends call him Tony. He is the oldest

son in his family. He moved here four years ago to live with

his aunt and uncle and to learn English. He plans to major

in Business Administration and then return to Brazil to

work in his family's hotel business. One interesting thing I

learned about Tony is that he is a big sports fan. He watches

sports on TV all the time and follows sports news online.

He also plays several sports, but his favorite sport is soccer.

After all, he is from Brazil. I like Tony's enthusiasm. I look

forward to working together in class and maybe playing

soccer after class.

MARGIN

MARGIN

Editing Paragraph Format

Editing is an important part of producing a well-organized paragraph. Editing means checking for mistakes and making corrections. When you edit, one of the things you should check for is mistakes in paragraph format.

PRACTICE 3 Editing Paragraph Format

Work alone or with a partner. Find the mistakes in the format of the paragraph. Then rewrite the paragraph on a separate sheet of paper using correct format. Remember to skip lines when you rewrite the paragraph.

English 10-A

Amy Wong

Sept 5

My Classmate

My classmate is a very nice person. Her name is
Phuong Pham.
She is from Vietnam. In Vietnam she was a pharmacist.

She is married.
She lives with her husband, her children, and her
husband's parents in a house. Phuong is taking two English
courses, one health science course, and one math course.

She likes to listen to
music and to read books.
She doesn't have a job right now, but she plans to
get one when she finishes school. I enjoyed meeting
Phuong Pham.

TRY IT OUT!

On a separate sheet of paper, write a paragraph about the classmate you interviewed in Practice 1 on pages 3–4. Follow these directions.

- 1. Give your paragraph a title, such as "My Classmate" or "My New Classmate."
- 2. Begin with a topic sentence that tells your classmate's name and generally describes his or her personality. You can use a word from the chart in Practice 2 on page 7, a word from the word box, or your own idea.

cheerful	fun-loving	likeable	serious
energetic	hard-working	outgoing	soft-spoken
friendly	interesting	quiet	talented

My classmate Rolanda Martin is an interesting young woman.

My new classmate Franco Alvarez is a friendly person.

- 3. Write supporting sentences about your classmate. Use your notes from your interview in Practice 1 on pages 3–4 to give you ideas.
- 4. End your paragraph with a concluding sentence that tells how you feel about your classmate.

I look forward to sharing ideas and interests with Rolanda.

I am happy to have Franco as my classmate.

- 5. Check your paragraph format. Is it correct? (See pages 8–11.)
- 6. Proofread your paragraph, and correct any mistakes.

Writing Tip

Your topic sentence should be a general statement about your classmate's personality. It should not have specific facts about your classmate. Your supporting sentences will have the specific facts.

APPROPRIATE: My classmate Ana Wong is an energetic young woman.
(general)

NOT APPROPRIATE: My classmate is from China. (too specific)
My classmate is married. (too specific)

GRAMMAR AND MECHANICS

In Organization on page 4, you learned that a paragraph is a group of related sentences about a single topic. Now you will look more closely at sentences.

SENTENCES

A **sentence** is a group of words that contains a subject and a verb and expresses a complete thought. A sentence begins with a capital letter and ends with a period or question mark. A sentence may also end with an exclamation point, but in academic writing, most sentences end with a period.

SUBJECT VERB

He **is** a graduate student.

It **is** hot today.

He **looks** mad.

Are **you** ready?

Who's **s** there?

Here are some common errors that students make when writing sentences:

- **There is no subject.** In some languages, you can leave out a subject pronoun (*he, she, it, we, you, and they*) when the meaning is clear without it. Sentences in English require a subject. (Commands are an exception. See page 18.)

INCORRECT: Is very trustworthy.

CORRECT: **He** is very trustworthy.

- **There is no verb.** In some languages, you can leave out a verb like *is* or *are* when the meaning is clear without it. Sentences in English require a verb.

INCORRECT: The instructor strict.

CORRECT: The instructor **is** intelligent.

- **The thought is not complete.** A group of words that begins with a word such as *when, if, or because* and is followed by a subject and verb is not a complete thought. To be complete, the sentence must have another group of words with another subject and verb. (You will learn more about sentences like this in Chapter 3.)

INCORRECT: **When** I finish my education.

CORRECT: **When** I finish my education, I will work for my uncle.

PRACTICE 4 Recognizing Sentences

- A** Work with a partner. Read each group of words and write S (sentence) or NS (not a sentence).

- NS 1. Is very hot today.
S 2. It is very hot today.
_____ 3. My new classmate from Brazil.
_____ 4. He speaks three languages fluently.
_____ 5. Is very competitive.
_____ 6. Hurry up, please.
_____ 7. He wants to start his own business.
_____ 8. He isn't married.
_____ 9. Enjoys music, especially jazz.
_____ 10. Don't send text messages in class.
_____ 11. The books expensive.
_____ 12. Go to the course website.

- B** Correct the sentences that you marked with NS in Part A. Use the editing symbol "^" to insert the missing words.

- NS 1. ^{It is} Is very hot today.

Subjects, Verbs, and Objects

As you have already seen on page 14, sentences in English need to have a subject and a verb. Some sentences also need objects. In this section, you will learn how to recognize these three parts of a sentence. This will help you edit your writing.

- The **subject** tells who or what the sentence is about. It can be a noun (*Diego, college, students*), a noun phrase¹, or a subject pronoun (*I, you, he, she, it, we, or they*).

Mark lost his keys.
(Who lost his keys?—Mark)

The cat chased the mouse.
(What chased the mouse?—the cat)

Soccer and tennis are my favorite sports.
(What are my favorite sports?—soccer and tennis)

¹ **noun phrase:** a group of words ending with a noun that belong together in meaning
(my friends, a black dog, her husband's two cousins, Miguel and Maria)

There are two kinds of **verbs**: action verbs and linking verbs.

- **Action verbs** name an action, such as *lose, chase, live, speak, go, and come*.

Mark **lost** his keys.

The cat **chased** the mouse.

My family **lives** in a two-bedroom apartment.

- **Linking verbs** do not express an action. Instead, they connect the subject of the sentence to information about the subject. For example, a linking verb can connect the subject to another noun that tells you who or what the subject is, or to an adjective that describes the subject. The most common linking verbs are *be, become, look, feel, seem, smell, sound, and taste*.

Soccer and tennis **are** my favorite sports.

I **feel** lucky today.

The air **smells** fresh and clean.

Some sentences (but not all) have an object. The **object** receives the action of certain action verbs. It can be a noun (*Diego, college, students*), a noun phrase, an object pronoun (*me, you, him, her, it, us, or them*) or a possessive pronoun (*mine, yours, his, hers, ours, theirs*). To find an object, make a question by putting *who(m)* or *what* after an action verb.

Mark lost **his keys**.

(Lost what?—*his keys*. His keys is an object.)

His girlfriend found **them**.

(Found what?—*them*. Them is an object.)

The cat chased **the mouse**.

(chased who[m] or what?—*the mouse*. The mouse is an object.)

Writing Tip

Certain verbs (called *transitive verbs*) must have objects. Some of these are *buy, give, have, like, love, need, own, place, put, spend, and want*.

They need some money.

I don't want it.

PRACTICE 5

Identifying Subjects, Verbs, and Objects

Look at each sentence. Underline the subject once and write S above it. Underline the verb twice, and write V above it. Circle the object (if there is one), and write O above it. Some sentences have more than one verb and object.

1. My youngest brother ^S is ^V in high school.
2. He ^S watches ^V TV ^O and does ^V his homework ^O at the same time.
3. He works at a department store.
4. He likes his job but doesn't like his boss.
5. His job is easy and pays well.
6. This semester, he is taking extra classes.
7. He became a computer programmer at the age of 16.
8. He speaks and understands English very well.
9. On weekends, he plays soccer with his friends.
10. He doesn't have a girlfriend yet.

PRACTICE 6

Editing Subject and Verb Errors

Work alone or with a partner. Find the seven missing subjects and verbs in the paragraph. Make corrections.

Larry's Bad Habit

My friend Larry ^{has} a bad habit. He never on time to anything. Arrives ten minutes late everywhere. Larry always an excuse. "I missed the bus." "My alarm clock didn't ring." "My watch stopped." Uses each excuse at least twice a week. I know them all. Whenever Larry rushes in—ten minutes late, of course—and starts to say, "Sorry I'm late, but I . . .," I can finish the sentence for him. However, I recently discovered a new strategy. If the movie starts at 7:00, I tell Larry it starts at 6:45. Then he early! Larry's bad habit not a problem for me any longer.



Commands

Commands are sentences that look like they do not have subjects, but in fact they do. We may not write the subject or say it, but we understand that the subject is *you* (the person that the command is addressed to).

COMMANDS	NEGATIVE COMMANDS
(You) Be quiet.	(You) Don't eat so much!
(You) Wait for me!	(You) Don't forget to call home.
(You) Speak slowly.	(You) Don't worry.

CAPITALIZATION

In English, there are many rules for using capital letters. Here are six important ones:

CAPITALIZE THE FIRST LETTER OF	EXAMPLES
1. the first word in a sentence	My neighbor is a mechanic.
2. the pronoun <i>I</i>	My friends and I often study together.
3. names of people and their titles	King Abdullah II President Lincoln Professor Patrick Jones Mr. and Mrs. Harold Simpson NOTE: Do not capitalize a title without a name except when the reference is to a specific person who holds the title. The President and the First Lady had dinner with the Queen and her husband last night. (The titles refer to specific people.) COMPARE: I've never met a king or a president. He wants to be a math professor. (The references are general, so you must not capitalize the titles.)
4. nationalities, languages, religions, and ethnic groups	English Christian Spanish Jewish Swedish Muslim Latin Hispanic Mandarin Native American Farsi

CAPITALIZE THE FIRST LETTER OF	EXAMPLES
5. names of languages or nationalities that are the name or part of the name of a school subject AND names of school courses with numbers	English Russian English history Russian art English History 201 Physics 352
6. specific places you can find on a map	England South America First Street the Amazon River New York City Times Square

PRACTICE 7 Editing Capitalization Errors

Work alone or with a partner. Read the paragraph. Change the small letters to capital letters where needed.

M Z
mark zuckerberg

One of the most famous young entrepreneurs¹ in the united states is mark zuckerberg. he is the creator of a company called Facebook. zuckerberg was born in 1984 and grew up in dobbs ferry, new york. his father was a dentist, and his mother was a doctor. Zuckerberg was always interested in computers. as a young student, he attended public schools. however, after his second year of high school, he transferred to a private school. he was an excellent student in physics, astronomy, math, latin, and ancient greek. In september 2002, he entered harvard university. he created the computer software for facebook in 2004. he started the website when he was 19 and didn't know much about business. Today, facebook is one of the most popular social networking websites in the world, and zuckerberg is a billionaire. his imagination and hard work helped to change how we communicate.



¹entrepreneurs: people who start companies, arrange business deals, and take risks in order to make a profit

SENTENCE STRUCTURE

There are four basic sentence structures in English: (1) simple, (2) compound, (3) complex, and (4) compound-complex. In this chapter, you will learn about simple sentences.

SIMPLE SENTENCES

A **simple sentence** is a sentence that has one subject-verb pair.

The subject (S) in a simple sentence may be a single subject (consisting of a word, noun phrase, or subject pronoun) or it may be **compound**. That is, it may consist of two or more subjects (nouns, noun phrases, or pronouns) joined by connecting words like *and* or *or*:

^S My brother ^S and I are completely different.

^S Mary ^S or Rita will meet you at the airport.

The verb (V) in a simple sentence may also be compound. It may consist of two or more verb forms joined by connecting words such as *and* or *or*. However, these are simple sentences because they have only one subject-verb pair.

They ^V laughed ^V and cried at the same time.

He ^V walks ^V or cycles to work.

Study the simple sentences in the left column and their patterns in the right column. There are many variations, but each sentence has only one S V pair.

SIMPLE SENTENCES	PATTERNS
1. ^S My younger sister ^V speaks English well.	S V
2. ^S My mother ^S and father ^V speak English well.	SS V
3. ^S My mother ^S and father ^V speak ^V and write English well.	SS VV
4. ^S My brother ^V doesn't speak ^V or write English well.	S VV

Analyzing Your Writing for Verbs

Here are some simple rules to follow when you analyze your writing for verbs.

RULES	EXAMPLES
1. Label two- and three-word verb forms as a single verb.	My sister ^V <u>is studying</u> French this semester. My brother ^V <u>has been living</u> in Mexico since last year.
2. Label only main verb forms as verbs. Do not label infinitives (that is, verb forms which begin with <i>to</i>).	My grandmother ^V <u>wants</u> ^X to live in Florida. Florida ^V <u>is</u> ^X a nice place to live
3. Do not label verb forms that are used as adjectives or nouns.	A duck ^V <u>is swimming</u> ^X in the hotel swimming pool.

PRACTICE 8 Recognizing Patterns in Simple Sentences

- A Read the paragraph. Underline each subject once, and write S above it. Underline each verb twice, and write V above it.

My Grandfather

^S ^V 1 My grandfather is old in years but young in spirit. ^S ^V 2 Every day, he swims a mile and ^V works in his garden. 3 He and my grandmother have four children and ten grandchildren. 4 My grandfather loves parties and invites our entire family to his house for a big dinner on his birthday. 5 All 20 of us eat and tell stories half the night. 6 My grandfather never gets tired and is always the last to go to bed. 7 On his last birthday, my brothers and I gave him a present. 8 We put our money together and bought him a video game system. 9 Now he invites us to his house every weekend to play video games with him. 10 My grandfather never seems old to me.



B Write the pattern for each sentence in Part A.

- | | |
|---------------|-----------|
| 1. <u>SV</u> | 6. _____ |
| 2. <u>SVV</u> | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

PRACTICE 9 Using Simple Sentence Patterns

A Write simple sentences about your family and friends. Use each of these patterns at least once: S V, SS V, S VV, and SS VV.

- My youngest brother Jonathan goes to the University of Washington and works part time.
- _____
- _____
- _____
- _____
- _____
- _____

B Write the pattern for each sentence in Part A.

- SVV
- _____
- _____
- _____
- _____
- _____

Connecting Words: And and Or

You often need to connect words or groups of words in a sentence. One way to do this is to use a connecting word. Connecting words are called **conjunctions**. There are many conjunctions in English. Two of the most common ones are *and* and *or*. They have different meanings.

RULES	EXAMPLES
1. <i>And</i> joins two or more similar things in affirmative sentences.	I like Chinese and Italian food. We have class on Mondays, Wednesdays, and Fridays.
2. <i>Or</i> connects two or more similar things in negative sentences.	I don't like warm milk or cold coffee. We don't have class on Tuesdays or Thursdays.
3. <i>Or</i> also connects two or more choices or alternatives.	I would like to go to London, Rome, or Paris on my next vacation. (I cannot go to all three places. I will choose one.) My father or my mother will meet me at the airport. (This sentence means that only one person will come to the airport.) COMPARE: My father and my mother will meet me at the airport. (This sentence means that two people will come to the airport.)

PRACTICE 10 Using And and Or

Complete each sentence with *and* or *or*.

- I can speak and understand English.
- I can't speak Tagalog _____ Vietnamese.
- My mother is proud of my sister _____ me.
- Would you like to listen to music _____ watch a movie?
(You can do only one.)
- You can walk there _____ take the bus. (You can do only one.)
- My uncle, a talented artist, paints _____ makes sculptures.
- Does your English class meet on Monday, Wednesday, _____ Friday, _____ on Tuesday, Thursday, _____ Friday?
- Last year my stepmother graduated from college _____ started her own business.

SENTENCE COMBINING

You can use the conjunctions *and* and *or* to combine short sentences into longer ones. When you do this, your writing is smoother and your ideas are easier to understand.

Here are four general principles to follow when you combine sentences:

- Whenever possible, don't repeat words.

UNCOMBINED: I am a man. I am famous.

COMBINED: I am a famous man.

- Add a connecting word like *and* when necessary.

UNCOMBINED: She is attractive. She is intelligent.

COMBINED: She is attractive **and** intelligent.

- Change words when necessary.

UNCOMBINED: Blue is my favorite color. Yellow is my favorite color.

COMBINED: Blue and yellow **are** my favorite colors.

- When you omit words, don't leave out words that provide important information.

UNCOMBINED: He has short white hair. He has a long white beard.

COMBINED: He has short white hair **and** a long white beard.

You have to repeat the word *white* when you combine the sentences in the last example because it provides information about the man's hair and beard. If you leave it out of one or both parts of the sentence, the meaning changes.

PRACTICE 11 Combining Sentences with *And* and *Or*

- A** Read each pair of sentences. Then use *and* or *or* to combine them into a simple sentence.

1. My brother speaks German. My brother speaks Japanese.

My brother speaks German and Japanese.

2. Marie got an A in Biology 101. Marie got a B in English 103.

3. You can fly from Paris to Amsterdam. You can take a train from Paris to Amsterdam. (*You can't do both.*)

4. Marta is married. Marta has two children.

5. She may major in math. She may major in business. (*She can't major in both.*)

6. Should we go out tonight? Should we stay home tonight?

- B** Combine each pair of sentences. There may be more than one answer.

Who Am I?

1. I am a popular student on campus.
I am a famous animal on campus at the University of California, Los Angeles.

I am a popular student and a famous
animal on campus at the University of
California, Los Angeles.

2. At every basketball game, I wear a costume. It's a bear costume.

3. I have big brown ears. I have a black nose.

4. Over the costume, I always wear blue shorts. I always wear a white shirt.

5. I look like a bear at the games. I act like a bear at the games.



(continued on next page)

6. During the games, the cheerleaders are very enthusiastic. I am very enthusiastic.

7. We cheer for the UCLA team. We jump up and down.

8. I sometimes hug a player. I sometimes joke with a referee. (*I don't do these things at the same time*).

9. I act funny. I make people laugh.

10. I am the team mascot¹. The team is the UCLA basketball team.

Applying Vocabulary: Using Descriptive Adjectives

Before you begin your writing assignment, review what you learned about adjectives that describe personalities and feelings on pages 6–7.

PRACTICE 12 Using Synonyms

Use the synonym pairs in the box to write two related sentences about the people listed.

angry – mad	patient – calm
caring – kind	sad – unhappy
funny – amusing	tense – nervous
grown up – mature	trustworthy – dependable

1. A classmate: Hiro looks unhappy today. He says rainy days always make him feel sad.

2. A family member: _____

3. A good friend: _____

¹ mascot: an animal that represents a team and brings good luck

4. A teacher: _____

5. Yourself: _____

THE WRITING PROCESS

Good writing is more than just sitting down and “talking” on a piece of paper. It involves thinking, planning, writing, and revising. You become a good writer by always using these four steps:

1. Prewrite to get ideas.
2. Write the first draft.
3. Revise and edit the first draft.
4. Write a new draft.

STEP 1: Prewrite to get ideas.

In the prewriting step, you get ideas to write about. Taking notes is one way to get ideas. You did this kind of prewriting for the paragraph you wrote about a classmate. Another way to get ideas is **freewriting**.

To freewrite, choose a topic and write it at the top of a piece of paper. Then write whatever sentences and words come into your mind about the topic. Write horizontally across the paper as you do when you write a letter.

Don't worry about grammar, spelling, or punctuation, and don't worry about putting your ideas into any kind of order. You don't even have to write complete sentences. Just write everything that comes into your mind about your topic. If you can't think of an English word, write it in your own language. The goal is to keep writing without stopping for about ten minutes or until you run out of ideas.

After you have run out of ideas, reread your freewriting. Choose one main idea for your paragraph. Then cross out ideas that aren't related to the one main idea.

Look at the examples of freewriting on the next page.