

The Longman Academic Writing Series

Level
2

First Steps in Academic Writing

SECOND EDITION



Ann Hogue



PEARSON
Longman

The Longman Academic Writing Series

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2

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First Steps in Academic Writing, Second Edition

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Preface



First Steps in Academic Writing, Second Edition, is a high-beginning writing textbook/workbook for English language learners in academic settings. It teaches rhetoric and sentence structure in a straightforward manner, using a step-by-step approach, high-interest models, and varied practices.

Students are guided through the writing process to produce well-organized, clearly developed paragraphs. Simple explanations are supported by clear examples to help students through typical rough spots, and numerous practices help students assimilate each skill.

The book contains six chapters. Chapter 1 introduces the concept and form of the paragraph, and Chapter 2 teaches paragraph structure. Chapters 2–6 focus on writing instructions, descriptions, and expressing opinions; they teach students several standard patterns of organization as well. Each chapter also provides instruction in punctuation and in sentence structure, starting with simple sentences and progressing through compound and complex sentences. Each chapter also guides students step-by-step through the writing process as they work on their writing assignments.

What's New in the Second Edition

Instructors familiar with the First Edition will find a few changes, made in response to the comments of reviewers and teachers who have used the First Edition over the years.

- Paragraph structure is presented earlier, in Chapter 2.
- Work on topic sentences has been greatly expanded to include many more examples and practices.
- A section on the ordering of adjectives has been added to assist students in writing vivid descriptions.
- Some models and practice items have been updated or replaced. Old favorites have been retained.
- Mid-chapter writing assignments are now Try It Out! practices, allowing students to try out new skills without the pressure of being graded on their efforts.
- Journal writing has been added as an option.
- There are separate worksheets for self-editing (Writer's Self-Check) and peer editing (Reader's Response).
- Business letter writing has become an optional, change-of-pace lesson in Appendix F at the back of the book.

Organization of the Chapters

Each chapter has the following three sections: Organization, Sentence Structure, and Writing. Most chapters have a fourth section containing lessons on grammar, punctuation, and/or rules for capitalization.

Chapter Preview

Each chapter begins with a list of the learning goals for the chapter and a prewriting activity that prepares the student to write a paragraph a few pages later.

Organization Sections

In the Organization sections in Chapters 1 and 2, students learn paragraph format and paragraph structure. In Chapters 2–4, they learn to organize their paragraphs using listing order, time order, and spatial order (description). In Chapter 5, they learn to develop their paragraphs using reasons and examples, and in Chapter 6, they focus on expressing an opinion with adequate support.

An overview of the writing process appears in Chapter 1, using a recurring model on a topic similar to the Writing Assignment for that chapter. Students learn various prewriting techniques, starting with freewriting in Chapter 1 and proceeding to listing, clustering, and outlining in subsequent chapters.

Sentence Structure Sections

A good portion of each chapter provides students with opportunities to improve the structure of their sentences. Simple sentences are the focus in Chapter 1, compound sentences in Chapter 2, and complex sentences in Chapters 3, 5, and 6. Chapter 4 teaches students to vary their sentence structure by moving prepositional phrases.

Writing Sections

Each Writing section reviews the points covered in the chapter prior to the Writing Assignment. The Writing Assignment for each chapter contains clear step-by-step instructions. Students are never left wondering how to begin or what to do next. Because students will have encountered the topic for the Writing Assignment earlier in the chapter, they will have thought about or discussed the topic before they tackle writing about it.

Models

Students see several writing models in each chapter. Each Organization section contains a model paragraph that demonstrates the rhetorical forms taught in that chapter. Some Sentence Structure sections also begin with a model that demonstrates both the rhetorical mode just taught and the sentence structures just ahead. In addition, many practice exercises serve double duty—as models and as exercises.

Questions on the Models

Following each model are Questions on the Model that focus the students' attention on specific elements in the paragraph. These questions either help students consolidate material taught in previous chapters or prepare them for the

learning task ahead. For example, questions may ask students to locate the topic sentence, identify the steps in a how-to paragraph, find prepositional phrases, or notice facts that support reasons in an opinion paragraph.

In-Class Writing

Group prewriting and in-class writing of the first drafts are especially helpful for beginning students because the instructor is available for immediate consultation. Also, the instructor can check to make sure everyone is on the right track. Pair and group collaboration is appropriate for prewriting and editing work; however, writing is essentially an individual task even when done in class.

Explanations and Examples

Beginning students grasp points more easily by seeing several examples rather than by reading long explanations. Therefore, explanations are brief, and examples are numerous. Important information, such as comma rules, charts of transition signals, and sentence “formulas,” is boxed.

Practice Exercises

Each teaching point is accompanied by a variety of practice exercises, which progress from recognition exercises to controlled production to communicative Try It Out! practices.

Appendices

There are seven appendices at the back of the book for students' easy reference. Teachers might point them out to students early in the term.

- Appendix A Journal Writing
- Appendix B Correction Symbols
- Appendix C Grammar Words and Kinds of Sentences
- Appendix D Conjunctions
- Appendix E Transition Signals
- Appendix F Business Letters
- Appendix G Reader's Response and Writer's Self-Check Worksheets

Journal Writing

Chapter 1 introduces students to journal writing and shows them how to do it. Appendix A contains topic suggestions. Teachers are urged to introduce journal writing early in the term, for journal writing is particularly valuable for students at the beginning level to develop writing fluency.

Editing Worksheets

Appendix G contains peer-editing (Reader's Response) and self-editing (Writer's Self-Check) worksheets for each mid-chapter Try It Out! and each end-of-chapter Writing Assignment. Instructors can use one or the other, or both, as they prefer. Peer editors can write their comments on the worksheet. Alternatively, each student can read his or her draft aloud in a small group of classmates and then elicit oral comments and suggestions by asking the checklist questions. The student who has read then records the group's suggestions on his or her own paper. Instructors can also respond to student writing by using the peer-editing checklist.

Answer Key

An Answer Key is available upon request from the publisher.

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Introducing People



Chapter Preview

Prewriting Activity: Asking Questions and Taking Notes

Part 1: Organization

What Is a Paragraph?

Paragraph Form

Part 2: Grammar and Capitalization

What Is a Sentence?

Subjects, Verbs, and Objects

Capitalization: Six Rules

Journal Writing

Part 3: Sentence Structure

Simple Sentences

Connecting Words: *and*, *or*

Sentence Combining

Part 4: Writing

The Writing Process

What Is Academic Writing?

The kind of writing you will do in this class is called **academic writing** because it is the kind of writing you do in college classes. Every kind of writing has a particular purpose and a particular audience. The purpose of academic writing is to explain something or to give information about something. Its audience is your teacher and your classmates.

Academic writing requires certain skills. These skills include **sentence structure** (how to arrange words in a sentence), **organization** (how to arrange ideas in a paragraph), and, of course, **grammar** and **punctuation**. Each chapter of this book has sections with a lesson and practices for each skill. At the end of each chapter, you will write a paragraph using the skills you have just learned.

Chapter Preview

In Chapter 1, you will write paragraphs about people. Your first paragraph will be about a classmate. You will also study and practice:

- paragraph form
- subjects, verbs, and objects
- simple sentences
- six rules for capitalization
- four steps in the writing process
- journal writing

Your last paragraph at the end of the chapter will be about a person who has made a difference in your life, in your community, or in the world.

Prewriting Activity: Asking Questions and Taking Notes

Whenever you write, you need ideas to write about. Taking notes is one way to get ideas. In this activity, you will ask a classmate some questions and take notes about his or her answers. When you take notes, you do not have to write complete sentences. Just write down the important information.

1. Look at the topics in the following chart. With your class, make up questions about the topics to ask a classmate. Your teacher will write the questions on the chalkboard.

Note: There are some personal questions that are not OK to ask. Discuss with the class which questions are OK to ask and which ones you should not ask.

Sample Questions	Sample Notes of Classmate Responses
What is your first name?	Santy
What is your family name?	Valverde
Where are you from?	Michoacan, Mexico
How long have you lived in this country?	2 years

2. Choose a partner and ask him or her the questions. Take notes by writing the answers in the chart. Keep the chart. You will use it later to write a paragraph about your classmate.
3. Introduce your classmate by telling his or her answers to the class or to a small group.

OK to Ask	Not OK to Ask	Topics	Classmate's Answers (Notes)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	First name and family name	_____
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Age	_____
<input type="checkbox"/>	<input type="checkbox"/>	City and country	_____
<input type="checkbox"/>	<input type="checkbox"/>	Family status	_____
<input type="checkbox"/>	<input type="checkbox"/>	Religion	_____
<input type="checkbox"/>	<input type="checkbox"/>	Address in this country	_____
<input type="checkbox"/>	<input type="checkbox"/>	Length of time in this country	_____
<input type="checkbox"/>	<input type="checkbox"/>	Length of time studying English	_____
<input type="checkbox"/>	<input type="checkbox"/>	Reasons for studying English	_____
<input type="checkbox"/>	<input type="checkbox"/>	Job or occupation	_____
<input type="checkbox"/>	<input type="checkbox"/>	Salary	_____
<input type="checkbox"/>	<input type="checkbox"/>	Hobbies or sports	_____
<input type="checkbox"/>	<input type="checkbox"/>	Weekend activities	_____
<input type="checkbox"/>	<input type="checkbox"/>	Plans for the future	_____

(You and your classmates may add other questions.)

PART I | Organization

What Is a Paragraph?

A **paragraph** is a group of related sentences about a single topic. The topic of a paragraph is one, and only one, idea.

A paragraph has three main parts.

1. **Topic sentence**

The first sentence in a paragraph is a sentence that names the topic and tells what the paragraph will explain about the topic. This sentence is called the **topic sentence**.

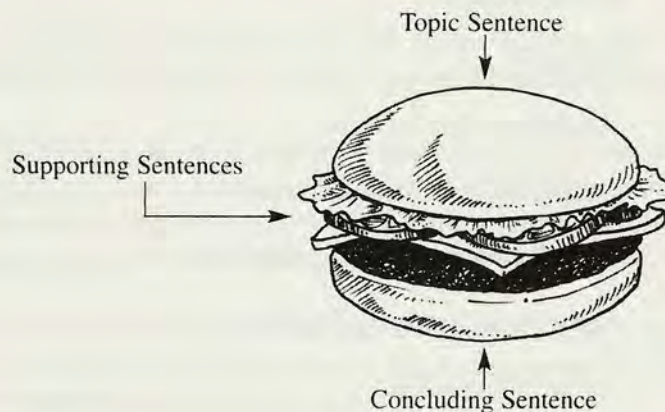
2. **Supporting sentences**

The middle sentences in a paragraph are called the **supporting sentences**. Supporting sentences give examples or other details about the topic.

3. **Concluding sentence**

The last sentence in a paragraph is called the **concluding sentence**. A concluding sentence often repeats the topic sentence in different words or summarizes the main points.

A paragraph is like a cheeseburger sandwich: two pieces of bread (the topic and concluding sentences) enclosing the filling (the supporting sentences).



Each paragraph that you write for this class should also have a **title**. A title tells the topic of the paragraph in a few words. A title is short. It is not a complete sentence. It may be just one word. Here are some examples of titles.

My Classmate

Friendship

A Famous Soccer Player

As you read the following model, look for the three parts of a paragraph.

MODEL**What Is a Paragraph?****Paragraph 1****Mrs. Robinson**

¹My first grade teacher was an important person in my life. ²Her name was Mrs. Robinson. ³In the schools in my country, children usually learn to print before they learn to write. ⁴Mrs. Robinson didn't believe in printing. ⁵She thought it was a waste of time. ⁶She taught us to write in cursive script (like handwriting) from the first day. ⁷At first it was hard. ⁸She made us practice a lot. ⁹I remember filling entire pages just with capital Os. ¹⁰At the end of the year, we felt very grown up because we could write in cursive. ¹¹Mrs. Robinson was important in my life because she taught me a valuable lesson. ¹²I can achieve anything by working hard.

Paragraph 2**My Best Friend**

¹My best friend, Freddie, has three important qualities. ²First of all, Freddie is always ready to have fun. ³Sometimes we play Frisbee in the park. ⁴Sometimes we just sit around in my room, listening to music and talking. ⁵Well, I talk. ⁶Freddie just listens. ⁷Second, he is completely trustworthy. ⁸I can tell Freddie my deepest secrets, and he doesn't share them with anyone else. ⁹Third, Freddie understands my moods. ¹⁰When I am angry, he tries to make me feel better. ¹¹When I am sad, he tries to comfort me. ¹²When I am happy, he is happy too. ¹³To sum up, my best friend is fun to be with, trustworthy, and understanding—even if he is just a dog.

You will study the three parts of a paragraph in more detail in Chapter 2. For now, just remember that a paragraph has three parts.

Paragraph Form

In academic writing, there is a special form for paragraphs. When you write a paragraph, make it look like the one below.

MODEL

Handwritten Assignment

YOUR NAME → Anh Nguyen
 COURSE NUMBER → English 50
 DUE DATE → April 15, 20__

TITLE IN CENTER → My Classmate

INDENT THE FIRST SENTENCE → My classmate is an interesting person. Her name is Santy Valverde. She comes from Michoacan, a small city in Mexico. She arrived in this country two years ago. She is single and lives with her best friend from Mexico. They grew up in the same neighborhood in Michoacan, and their friendship has lasted sixteen 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 bicycling or plays volleyball with her friends. She plans to become a lawyer. Santy has an exciting life, and she seems to have a bright future ahead of her.

MARGIN → (indicated by a vertical arrow on the right side)

MARGIN → (indicated by a bracket on the left side)

Here are the rules for correct paragraph form for handwritten paragraphs:

1. Paper

Use 8½-inch-by-11-inch lined, 3-hole paper. The three holes should be on your left side as you write. Write on one side of the paper only.

2. Ink

Use black or dark blue ink only.

3. Heading

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

4. Assignment Title

Center the title of your paragraph on the first line.

5. Body

Skip one line, and start your writing on the third line. Indent (move to the right) the first sentence $\frac{1}{2}$ inch from the left margin.

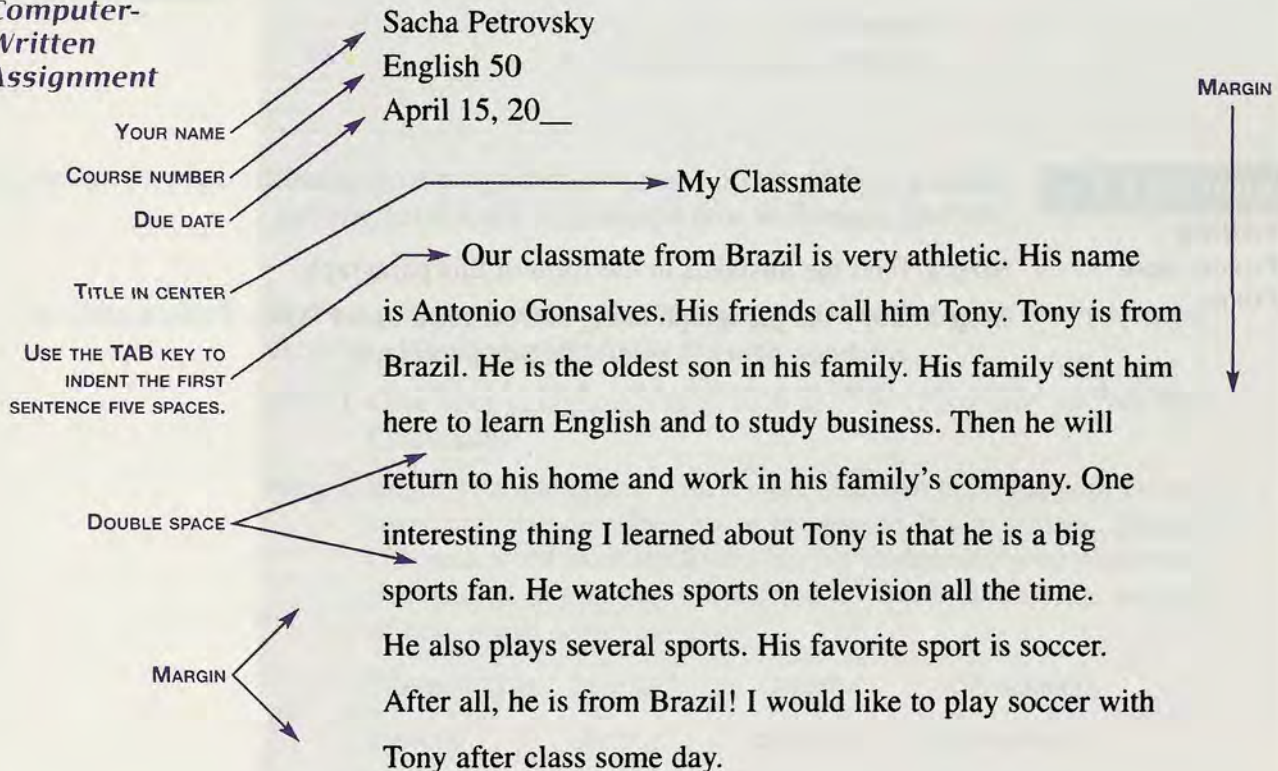
6. Margins

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 uses these empty spaces to write comments to you.

7. Spacing

Leave a blank line between each line of writing. Your teacher uses the space between lines to mark corrections.

If you use a computer, make your paper look like this:

MODEL**Computer-
Written
Assignment**

Here are the rules for correct paragraph form for a paragraph typed on a computer.

1. **Paper**

Use 8½-inch-by-11-inch white paper.

2. **Font**

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

3. **Heading**

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

4. **Assignment Title**

Skip one line, and then center your title. Use the centering icon on your word processing program.

5. **Body**

Skip one line, and start typing on the third line. Indent (move to the right) the first line of each paragraph by using the TAB key. (The TAB key automatically indents five spaces.)

6. **Margins**

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

7. **Spacing**

Double-space the body.

PRACTICE 1

**Editing
Paragraph
Form**

Editing is what you do when you check your writing and correct and improve it. Work by yourself or with a partner on this editing practice.

Step 1 Find the mistakes in the form of this paragraph.

Step 2 Copy the paragraph using correct form on an 8½-by-11-inch piece of notebook paper. It should be *one* paragraph.

● Writing class Amy Wong

● Monday

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 parents-in-law in a house. Phuong is taking an art class, two English classes, computer science, and math.

She likes to listen to music and to read books.

She doesn't have a job right now but plans to get one when she finishes school.

●

Try It Out! Write a paragraph about the classmate you interviewed in the Prewriting Activity at the beginning of the chapter.

Step 1 Give your paragraph a title, such as “My Classmate” or “My New Classmate.”

Step 2 Begin your paragraph with a topic sentence that tells your classmate’s name and also describes his or her personality in general. You may choose a word from the following list to describe your classmate’s personality, or you may use a different word. Discuss the meaning of new words with your class.

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

Here are some examples of topic sentences.

My new classmate is an interesting young woman.

My classmate is an energetic young man.

My new classmate is a friendly person.

Writer's Tip

Do NOT tell a specific fact about your classmate in your first sentence. For example, do not begin your paragraph with a sentence such as *My classmate is from China* or *My classmate is married*.

Step 3 Write several sentences telling about your classmate. Use your notes from the chart on page 3 to make sentences.

Step 4 End your paragraph with a concluding sentence that tells how you feel about your classmate.

I am happy to have Alex as my classmate.

I think Amy and I will become good friends.

I would like to play soccer with Tony after class some day.

Step 5 Check your paragraph.

- First, read your paragraph to the classmate whom you wrote about. Then ask him or her to complete Reader's Response 1A on page 190. Then decide together if you should make changes in your paragraph.
- Second, check your paragraph against Writer's Self-Check 1A on page 191.

Step 6 Write a neat final copy of your paragraph to hand in to your teacher. Your teacher may also ask you to hand in your prewriting and your other drafts.

PART 2 | Grammar and Capitalization

What Is a Sentence?

In the Organization section of this chapter, you learned that a paragraph is a group of sentences about one topic. How do you know what a sentence is? Here is a definition.

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.¹

¹A sentence may also end with a question mark or exclamation point, but in academic writing, most sentences end with a period.

These are sentences:

1. He is a student.
2. It is hot today.
3. He looks tired.
4. Are you hungry?
5. Who's there?
6. Hurry!
7. The man bought a new car.
8. Does your sister live with you?
9. Where did you buy that hat?
10. Don't be late.

These are not sentences:

11. Is very athletic. (*There is no subject.*)

In some languages, you can leave out a pronoun subject (*he, she, it, we, you, and they*) when the meaning is clear without it. English requires a subject in every sentence. (*Exception: See Command Sentences on page 12.*)

CORRECTED: **He** is very athletic.

12. The baby sleepy. (*There is no verb.*)

In some languages, you can leave out a verb like *is* or *are* when the meaning is clear without it. English requires a verb in every sentence.

CORRECTED: The baby **is** sleepy.

13. The man bought. (*This is not a complete thought. What did the man buy?*)

Many verbs in English require an object. (An object is a noun or pronoun that follows a verb.) Some of these verbs are *buy, give, have, like, love, need, own, place, put, spend, and want*.

OBJECT

CORRECTED: The man bought **a cup of coffee**.

14. When I finish my education. (*This is not a complete thought. What will happen when I finish my education?*)

A group of words that begins with *when, if, or because* (and others) is only half of a sentence. You must join it to another subject and verb to make a complete thought.

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

You will learn more about these half-sentences in Chapter 3.

Command Sentences

If a sentence gives a command or instruction, we understand that the subject is *you*, but we don't say or write *you*. The verb in a command sentence is always in the simple (dictionary) form—*stop, go, wait, be, eat*. To make a command negative, put *don't* in front of the verb.

Commands

(~~You~~) Be quiet.

(~~You~~) Wait for me!

(~~You~~) Speak slowly.

Negative Commands

(~~You~~) Don't eat so much!

(~~You~~) Don't forget to call home.

(~~You~~) Don't worry.

PRACTICE 2

Recognizing Sentences

- A. Which two sentences in examples 1–10 on page 11 are commands? Underline their verbs.
- B. Work with a partner.

Step 1 Read each group of words out loud.

Step 2 Decide which ones are complete sentences and which ones are not.

Step 3 Write *S* (for sentence) next to complete sentences and *NS* (for not a sentence) next to word groups that are not sentences.

Step 4 Explain why the *NS* word groups are not sentences.

1. NS Is very hot today. (There is no subject.)
2. S It is very hot today. (_____)
3. _____ My new classmate from Brazil.
(_____)
4. _____ He speaks three languages fluently.
(_____)
5. _____ Is very handsome. (_____)
6. _____ He wants to start his own business.
(_____)
7. _____ He isn't married. (_____)
8. _____ Enjoys many sports, especially baseball.
(_____)
9. _____ Don't sleep in class. (_____)
10. _____ The children hungry. (_____)
11. _____ They didn't like. (_____)
12. _____ They don't want. (_____)
13. _____ Go to bed! (_____)

Subjects, Verbs, and Objects

In English, the subject of a sentence is *always* expressed (except in commands).

The **subject** tells who or what did something. It is a noun or pronoun.

My roommate lost his keys.
(*Who lost his keys?—my roommate*)

The taxi hit the child.
(*What hit the child?—the taxi*)

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

The **verb** usually tells an action. Sometimes a verb doesn't tell an action. Sometimes it just links the subject with the rest of the sentence.

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

The taxi **hit** the child.

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

My roommate **lost** his keys.

Linking verbs link the subject with the rest of the sentence. Linking verbs do not have objects. 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.

The **object** receives the action of an action verb. It is a noun or pronoun.

To find an object, make a question by putting *what* after an action verb. (*Note: This method for finding objects doesn't work with linking verbs because linking verbs do not have objects.*)

The taxi hit **the child**.
(Hit what?—the child. The child is an object.)

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

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

Not all sentences have objects.

My family lives in a two-bedroom apartment.
(Lives what?—not possible. This sentence has no object.)

The sun is shining today.
(Is shining what?—not possible. This sentence has no object.)

The fish didn't smell fresh.
(Didn't smell what?—not possible. This sentence has no object.)

Writer's Tip

Certain verbs **MUST** have objects. Some of these verbs are *buy, give, have, like, love, need, own, place, put, spend, and want*.

They need **some money**.

I don't want **it**.

PRACTICE 3

Subjects, Verbs, and Objects

Identify subjects, verbs, and objects in sentences.

Step 1 Underline the subjects with one line.

Step 2 Underline the verbs with two lines.

Step 3 Circle the objects.

Step 4 Write *S*, *V*, or *O* above each underlined or circled word.

1. ^S My youngest brother ^V is in high school. (There is no object.)

2. ^S He ^V watches ^O TV and ^V does ^O homework at the same time.

3. He works at a shopping mall.

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 will go to college next year.

8. He speaks and understands English very well.
9. On weekends, he and his friends play soccer.
10. He doesn't have a girlfriend yet.

PRACTICE 4**Editing for
Subjects and
Verbs**

Step 1 Look for missing subjects and verbs.

Step 2 Add the missing words. (There may be more than one possible answer.)

Larry's Bad Habit

is

¹My friend Larry has a bad habit. ²He ^{is} never on time to anything. ³Arrives ten minutes late everywhere. ⁴Larry always an excuse. ⁵"I missed the bus." ⁶"My alarm clock didn't ring." ⁷"My watch stopped." ⁸"My mother telephoned me just as I was leaving." ⁹He uses each excuse at least twice a week. ¹⁰I know them all. ¹¹Whenever Larry rushes in—ten minutes late, of course—and starts to say, "Sorry I'm late, but I . . ." or "Sorry I'm late, but my . . ." or "Sorry I'm late, but my mother . . .," I can finish the sentence for him. ¹²Larry's bad habit not a problem for me any longer. ¹³If the movie at 7:00, I tell Larry it starts at 6:45. ¹⁴Then he early!

PRACTICE 5**Identifying and
Punctuating
Sentences**

Step 1 Decide where sentences begin and end. (There are 14 sentences.)

Step 2 Add a period at the end of each sentence, and change the first letter of each new sentence to a capital.

My Neighbors

a young couple from India lives next door to me the husband's name is Ajay the wife's name is Anjuli everyone calls her Anju they have a young son and are expecting their second child in a few weeks they hope to have a girl this time both Ajay and Anju have good jobs he is an executive in a computer company she is a computer programmer and works in our local hospital Anju is a wonderful cook she cooks mostly Indian food they sometimes invite neighbors on weekends for a potluck meal¹ we all bring something to share it is fun to live next door to Ajay and Anju.

¹**potluck meal:** meal to which everyone contributes a dish to share

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

Six Rules

Rules	Examples
Capitalize:	
1. The first word in a sentence.	M y neighbor is a mechanic.
2. The pronoun <i>I</i> .	My friends and I often study together.
3. Names of people and their titles. BUT NOT a title without a name. <i>Exception:</i> A title without a name is sometimes capitalized if it refers to a specific person.	K ing A bdullah II P resident P utin P rofessor I ndiana J ones M r. and M rs. H omer S impson He's a king. Have you met your math professor? The P resident of the U nited S tates had dinner with the E mperor of J apan.
4. Nationalities, languages, religions, and ethnic groups.	S wedish J ewish E nglish C hristian S panish A sian F arsi H ispanic M uslim N ative A merican
5. Names of school courses with numbers. <i>Note:</i> Don't capitalize school subjects except names of nationalities, languages, religions, and college classes with numbers.	P sychology 101 history R ussian history math H istory 101 physics P hysics 352
6. Specific places you could find on a map.	L ake T iticaca E ngland the N orth P ole F irst S treet S outh A merica T imes S quare A mazo n R iver N ew Y ork C ity

PRACTICE 6
Capitalization

Write your own examples for capitalization rules 3–6. Ask your teacher for help with spelling, or use a dictionary.

Rule 3

a queen Queen Noor

a president _____

a doctor _____

a mayor or governor _____

Rule 4

a language _____

a nationality _____

a religion _____

Rule 5

a school subject without a number _____

a college class with a number _____

Rule 6

a street _____

a city or town _____

a state _____

a country _____

a sea or an ocean _____

an island _____

a lake _____

a river _____

a park _____

a square _____

PRACTICE 7
*Editing for
 Capitalization*



Nelson Mandela

Change the small letters to capital letters wherever necessary in the following paragraph.

N M
~~n~~elson ~~m~~andela

¹my name is nelson mandela, and i have had an unusual life. ²i have been both a prisoner and a president in my country. ³i was born in 1918 in a small village in south africa. ⁴my father, henry mandela, was the chief of our tribe. ⁵as a child, i took care of the family's cattle and goats. ⁶when i grew up, i decided to become a lawyer. ⁷this seemed to be a good way to help my people. ⁸after i became a lawyer, i became the leader of a group of young africans who wanted to change the system of discrimination² in our country. ⁹because of my political activities, i went to prison for twenty-seven years. ¹⁰the prison was on a cold, windy island in the atlantic ocean. ¹¹however, the world didn't forget about me. ¹²i received important visitors, awards, and university degrees from all over the world. ¹³i also learned afrikaans, which is the language of white south africans. ¹⁴of course, i also speak english and xhosa, which is the language of my tribe. ¹⁵in 1990, i was set free. ¹⁶i became the president of south africa in 1994. ¹⁷during my time in office, i tried to bring peace, democracy, and prosperity to all of my country's people. ¹⁸now i am retired.

**Journal
 Writing**

A journal is a notebook in which you write about your life and your thoughts. Each time you write in your journal, you make a **journal entry**.

Your teacher will not grade your journal, so journal writing is a good way to practice new skills without worrying about a grade. Your teacher will read each entry and make comments. He or she may ask questions for you to answer in your next entry. You can also write questions to your teacher in your journal. A journal can be like a conversation.

¹**tribe:** group of people who live in the same area and have the same customs, beliefs, and leader

²**discrimination:** treating one group of people differently from another in an unfair way

Your teacher may ask you to write for a certain amount of time every day or every week, or he or she may ask you to write a certain number of pages. It is a good idea to write the date and your starting and stopping times above each entry. Here is a sample page from a student's journal.

MODEL*Journal Entry*

September 13, 20__

Start: 8:15 P.M.

Stop: 8:35 P.M.

Hello! My name is Hamoud al-Rashid. I am from Algeria.

I was born on January 31, 1991. I lived with my parents and

six brothers and sisters in the beautiful city of Oran. Oran is

on the Mediterranean Sea. I attended elementary school

there. When I was fourteen years old, my family moved to

Algiers. I attended Mohamed Ben Othmane High School

there. Then I . . .

Journal Assignment

Your first journal assignment is to introduce yourself to your teacher. Practice what you have learned about capital letters. Include as many proper nouns as possible in order to practice the capitalization rules.

Write about your childhood, your hometown, your family, your education, your hobbies, or anything else that your teacher might find interesting. Leave lots of space for your teacher to make comments or to ask for more information.

For other topics to write about in your journal, see the topic suggestions in Appendix A at the back of the book.

PART 3 | Sentence Structure

Now let's begin to study the different kinds of sentences in English.

There are four kinds of sentences 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 word *simple* in “simple sentence” doesn't mean “easy.” It means “one subject-verb pair.”

The subject in a simple sentence may be compound:¹

My brother and I are completely different.

The verb in a simple sentence may be compound:

They **laughed and cried** at the same time.

However, each sentence is a simple sentence because it has only one subject-verb pair.

Analyze the simple sentences in the left column and their “formulas” in the right column. There are many variations, but each sentence has only one SV pair.

Simple Sentences	“Formulas”
S V 1. <u>My younger sister</u> <u>speaks</u> English well.	S V
S S V 2. <u>My mother and father</u> <u>speak</u> English well.	S S V
S S V V 3. <u>My mother and father</u> <u>speak</u> and <u>write</u> English well.	S S V V
S V 4. <u>My parents</u> <u>will retire</u> soon.	S V
S V V 5. Then <u>they</u> <u>will move</u> into a smaller apartment or <u>live</u> with my older brother and his family.	S V V

¹**compound:** In grammar, *compound* means “more than one.”

The following sentence is not a simple sentence because it has two subject-verb pairs. The formula looks like this: SV SV. You will learn more about this kind of sentence in Chapter 2.

S V
S V

My brother lives in New York, and my sister lives in Paris.

Writer's Tip

When you look for verbs, count only verbs that change tense.

My grandmother **wants** to learn to drive.
(Count only wants. Do not count to learn or to drive because they do not change tense. Verbs with to in front of them are infinitives. Infinitives never change.)

My sister **will teach** in exchange for cooking lessons.
(Count will teach as one verb, not two.)

A duck **is swimming** in the hotel swimming pool.
(Count only the first is swimming. The second swimming is not a verb; it is a special kind of adjective called a participle.)

Swimming **is** my favorite way to exercise.
(Count only is. In this sentence, swimming is a special kind of noun called a gerund.)

PRACTICE 8

Simple Sentence Patterns

A. Identify the formula in the following simple sentences.

Step 1 Underline the subjects with one line.

Step 2 Underline the verbs with two lines.

Step 3 Write *S* above each underlined subject and *V* above each underlined verb.

Step 4 Finally, write the formula for each sentence in the numbered spaces.

My Grandfather

S V

¹My grandfather is old in years but young in spirit. ²Every day, he swims a mile and works in his garden. ³He and my grandmother have four children and ten grandchildren. ⁴My grandfather loves parties and invites our entire family to his house for a big dinner on his birthday.

(continued on next page)

⁵All twenty of us eat and tell stories half the night. ⁶He never gets tired and is always the last to go to bed. ⁷On his last birthday, my brothers and I gave him a present. ⁸We put our money together and bought him a video game system. ⁹Now he invites us to his house every weekend to play video games with him. ¹⁰My grandfather will always seem young to me.

1. S V 3. ____ 5. ____ 7. ____ 9. ____
 2. ____ 4. ____ 6. ____ 8. ____ 10. ____

B. Work first by yourself, and then with a partner.

Step 1 Write six simple sentences about your family or family members. Use each of these patterns twice: SV, SSV, SVV.

Step 2 Show your sentences to your partner. Ask your partner to identify the pattern in each sentence.

- S V Y 1. My youngest brother goes to school
and works part-time.
- ____ 2. _____

- ____ 3. _____

- ____ 4. _____

- ____ 5. _____

- ____ 6. _____

- ____ 7. _____

Connecting Words:
and, or

Often you 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.

And joins two or more similar things in positive sentences.

I like Chinese **and** Italian food.

We have class on Mondays, Wednesdays, **and** Fridays.

Or 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.

Or 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.)

Use this chart to help you remember the meanings of **and** and **or** in a simple sentence.

+	+	Use and to join two or more items in a positive sentence. I love tacos, pizza, and egg rolls.
-	-	Use or to join two or more items in a negative sentence. I don't like hot dogs or hamburgers.
T?	F?	Also, use or to connect choices. Is this sentence true or false? Do you want to stay home or go out tonight?

PRACTICE 9
Using and, or

Combine the two sentences in each pair to make one sentence. Use *and* or *or* according to the meaning. Try not to repeat any words.

1. I like chocolate ice cream. I like coffee ice cream.

I like chocolate and coffee ice cream.

2. I can speak English. I can understand English.

3. I can't speak Tagalog. I can't speak Vietnamese.

4. Blue is my favorite color. Yellow is my favorite color. (*Be sure to make the verb and the word color plural.*)

5. Would you like soup? Would you like salad? (*You can have only one.*)

6. You can eat your pizza here. You can take it home.

7. Helen Keller, a famous American woman, was blind. Helen Keller, a famous American woman, was deaf.

8. She could not see. She could not hear.

9. With the help of her teacher, Helen learned to speak. Helen became a famous spokesperson for handicapped people all over the world.



Helen Keller

Sentence Combining

Sentence combining is a way to improve your sentence-writing skills. When you do a sentence-combining exercise like the Practice you just completed, you combine two (or more) short sentences into one longer sentence. All the long sentences together make a paragraph.

There may be several correct ways to combine the sentences. However, there are a few rules to follow.

1. Don't repeat words if possible. For example, in example 1 below, don't repeat *I am*.
2. You may omit words, but don't leave out any important information.
3. You may change words. For example, you may change a noun to a pronoun or make a singular word plural.
4. You may add words. For example, in example 2, you need to add the connecting word *and*.

Your goal is to write smooth, grammatically correct sentences that contain all the information but do not repeat any of it.

Example 1

- a. I am a man.
- b. I am famous.

Combined sentence: I am a famous man.

I am a man and I am famous is a grammatically correct sentence, but a native speaker would not write it because a native speaker would not repeat the words *I am*. Another possible sentence is *I am a man who is famous*, but this sentence contains unnecessary words.

Example 2

- a. I have white hair.
- b. I have a long white beard.

Combined sentence: I have white hair and a long white beard.

You must keep the word *white* in the expressions *white hair* and *a long white beard* because it is important information.

Try It Out! Step 1 Combine the sentences in each pair to make one sentence. There may be more than one correct way to combine the sentences.

Step 2 Write your new sentences in paragraph form. Do not number the sentences, and do not write them in a list. Write them as a paragraph.

Who Am I?

1. a. I am a cartoon animal.

b. I am famous.

I am a famous cartoon animal.

2. a. I have big ears.

b. I have black ears.

3. a. I always wear red shorts.

b. I always wear white gloves.

4. a. I look like an animal.

b. I talk like a human.

5. a. I live in a place called Disneyland.

b. I work in a place called Disneyland.

6. a. In Disneyland, I stand around.

b. In Disneyland, I smile a lot.

7. a. I usually team up with¹ my friend Goofy.

b. I usually team up with my friend Minnie.

(I team up with only one friend at a time.)

¹team up with: work together as a team

8. a. Together we greet visitors.
 b. We pose for photographs.

9. I am _____.

(Write the name of this cartoon animal. Do not write your own name.)

Who Am I?

I am a famous cartoon animal.

PART 4 | Writing

Review Questions

Check your understanding of the important points in this chapter by answering the following questions.

Organization

1. What is a paragraph?
2. Can a paragraph discuss more than one topic?
3. What are the three parts of a paragraph?
4. Where do you write the title of a paragraph?
5. What is indenting?
6. What are margins?

Grammar and Capitalization

7. What is a sentence?
8. What is a subject? What is a verb?
9. Do sentences in English always have a subject? What is the only exception to this rule?
10. Do sentences in English always have a verb? Are there any exceptions to this rule?
11. Do sentences in English always have an object?
12. What are six rules for capitalizing words in English?

Sentence Structure

13. What is a simple sentence?
14. What are four simple sentence “formulas”?
15. What kind of ideas do you connect with *and*?
16. When do you use *or*? (Give two answers.)

The Writing Process

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

1. Prewrite to get ideas and organize them.
2. Write the first draft.
3. Edit: Check and revise your work.
4. Write the final copy.

Step 1 Prewrite to get ideas—freewriting.

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

Choose a topic and write it at the top of a piece of paper. Then write whatever sentences 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.

Here is an example of freewriting. It has several mistakes which the writer will correct in a later draft.

MODEL*Freewriting*

Freewriting About my Grandmother

My grandmother. She was a good cook. The best cook. Every weekend we have a big dinner. With big, big bowls of food. Lots of talking. Everybody in the family there. Every time we eat the same food, but we always love it. Is our favorite meal. She never mad at us. She always defends us when we are in trouble with our parents. One time I picked all the roses in her garden. She not even mad then. Grandmother Kind and generous. She gives food to poor people. She never makes them feel bad about taking it. Makes people feel good, just as she made me feel good when I picked all the roses. Thanked me for the beautiful bouquet. Mother really angry. Grandmother always forgives. Forgiving heart.

After you have run out of ideas, edit your freewriting. (Remember that *edit* means to review and change writing in order to improve it.) Read what you have written and choose one main idea for your paragraph. Cross out ideas that aren't related to the one main idea.

In the model, the student decided to write about her grandmother's kindness and forgiving heart. She crossed out the parts about cooking and food.

MODEL*Edited Freewriting*

Freewriting About my Grandmother

My grandmother. ~~She was a good cook. The best cook. Every weekend we have a big dinner. With big, big bowls of food. Lots of talking. Everybody in the family there. Every time we eat the same food, but we always love it. Is our favorite meal.~~ She never mad at us. She always defends us when we are in trouble with our parents. One time I picked all the roses in her garden. She not mad even then. Grandmother Kind and generous. She gives food to poor people. She never makes them feel bad about taking it. Makes people feel good, just as she made me feel good when I picked all the roses. Thanked me for the beautiful bouquet. Mother really angry. Grandmother always forgives. Forgiving heart.

Step 2 Write the first draft.

In the second step, you write your paragraph in rough form without worrying too much about errors. This first writing is called the **first draft** or the **rough draft**.

MODEL

First Draft

My Grandmother

My grandmother kind and generous. She never mad at us. She always makes people feel good. One time I picked all the roses in her garden. She not mad even then. She made me feel good. Thanked me for the beautiful bouquet. Grandmother gives food to poor people. She never makes them feel bad about taking it. Makes people feel good, just as she made me feel good when I picked all the roses. Grandmother always forgive. Forgiving heart.

Step 3 Edit the first draft.

In the third step, you edit your paragraph. When you edit something, you check it and make changes and corrections. Editing is usually a two-step process.

- In the first step, you check the paragraph as a whole. Is the meaning clear?
- In the second step, you check the paragraph for good form, organization, grammar, punctuation, spelling, and so on.

Step 4 Write the final copy.

In the last step, you write a neat final copy of your paragraph to hand in to your teacher.

Here is the final copy of our model paragraph. The corrections made by the writer include these:

- She crossed out unnecessary sentences.
- She added missing subjects and verbs.
- She moved sentences.
- She changed the ending to match the beginning.

MODEL*Final Copy**My Grandmother*

My grandmother is kind and generous. She always makes people feel good. One time I picked all the roses in her garden. She wasn't mad even then. She thanked me for giving her a beautiful bouquet. Grandmother also gives food to poor people. She never makes them feel bad about taking it. She makes them feel good, just as she made me feel good when I picked all the roses. I will always remember my grandmother's kindness and generosity.

Writing Assignment

Write a paragraph about your family or about one person in your family. Use the paragraph "My Grandfather" on pages 21 and 22 or the final copy of "My Grandmother" just above as a model. Practice everything you have learned in this unit.

Use the four steps in the writing process:

Step 1 Prewrite to get ideas.

- Freewrite about your family or about one person in your family for about ten minutes. Read your freewriting and mark it up. Circle ideas that you will use in your paragraph. Cross out ideas that you won't use.

Step 2 Write the first draft.

- Write ROUGH DRAFT at the top of your paper.
- Write the paragraph. Begin it with a sentence that describes your family or family member in general.

My family is small and close.

My grandfather is old in years but young in spirit.

My brother is the irresponsible one in our family.

- Write about eight to ten more sentences about your family or family member. In these sentences, explain what you wrote in your first sentence. How does your family show that they are close? How does your grandfather show that he is young in spirit? In what ways is your brother irresponsible?
- End your paragraph with a sentence that tells how you feel about your family or family member.

Now we live far from each other, but we will always feel close in our hearts.

My grandfather will always seem young to me.

My brother will never grow up.

Step 3 Edit the first draft.

- First, read your paragraph to a classmate, and ask him or her to complete Reader's Response 1B on page 192. Write a second draft.
- Second, check your paragraph against Writer's Self-Check 1B on page 193 to check your own paragraph. Revise your paragraph and write a third draft if necessary.

Step 4 Write the final copy.

- Write a neat final copy of your paragraph to hand in to the teacher. Your teacher may also ask you to hand in your prewriting and your other drafts.