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Laurie Blass Deborah Gordon

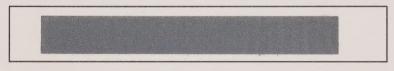
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# Writers at Work From Sentence to Paragraph

# Laurie Blass Deborah Gordon

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# Introduction

#### THE WRITERS AT WORK SERIES

The *Writers at Work* series takes beginning to high intermediate-level writing students through a process approach to writing. The series is intended primarily for adults whose first language is not English, but it may also prove effective for younger writers or for native speakers of English who are developing their competence as independent writers in English.

- Writers at Work: From Sentence to Paragraph prepares beginning to high beginning students to write grammatically accurate, topic-related sentences as the basis for an introduction to paragraph writing.
- *Writers at Work: The Paragraph* prepares high beginning to low intermediate students to write well-developed paragraphs using a variety of organization types.
- *Writers at Work: The Short Composition* prepares low intermediate to intermediate-level students to put together several paragraphs to write well-constructed and well-edited short compositions.
- *Writers at Work: The Essay* prepares intermediate to high intermediate students to write fully-developed essays with an introduction, body paragraphs, and a conclusion. Upon completion of this book, students will be ready for more advanced-level academic writing courses.

#### The approach

Competence in writing comes from knowing *how* to write as much as from knowing *what* to write. That is why the *Writers at Work* books are organized around the process of writing. They teach students about the writing process and then guide them to use it as they write. We believe that once students understand how to use the writing process in writing sentences, paragraphs, short compositions, and essays, they will gain the confidence they need to advance to more complex writing tasks.

In teaching writing to lower-level students, there is always the danger of sacrificing creativity in order to achieve accuracy, or vice versa. The *Writers at Work* books guide students through the writing process in such a way that their final pieces of writing are not only expressive and rich in content, but also clear and accurate.

#### ABOUT WRITERS AT WORK: FROM SENTENCE TO PARAGRAPH

#### **Chapter structure**

Each chapter is divided into the following five parts:

I Getting Started

Students are stimulated to think about the topic of the chapter. They learn topic-specific vocabulary and generate ideas through discussion and freewriting. These ideas serve as a springboard for the rest of the writing in the chapter.

II Preparing Your Writing

Students learn and practice new grammar points that they can use in their writing. The contextualized grammar activities and exercises are both at the sentence and paragraph level. At the end of this section, students use the new language they have learned in Sections I and II to write their first drafts.

III Revising Your Writing

Students are introduced to additional lexical sets composed of both words and phrases to help them express and refine their ideas. They also learn ways to express relationships between their ideas. They then apply what they have learned to generate their second drafts.

IV Editing Your Writing

Students are introduced to the mechanics of writing such as capitalization, punctuation, and spelling. They also learn to proofread their writing for specific grammar points. They then apply what they have learned to generate their final drafts.

V Following Up

Students share their writing with each other. Finally, they fill out a self-assessment form, which allows them to track their progress as writers throughout the course.

#### **Key features**

- The book begins with an introductory section, "Preview the Process," which introduces students to the writing process, including teaching them how to freewrite, draft, revise, and edit. It also serves to familiarize the students with how the chapters in the book are structured.
- The ten chapters of the book are thematic, each one dealing with a topic of personal interest. All of the activities and exercises in a chapter relate to the theme. Students study topic vocabulary that they can use in their own writing on the theme.

- Sample sentences and paragraphs are presented for students to interact with and edit in preparation for working on their own writing. A major goal of the text is to help students to become more proficient at revising and editing their own writing.
- Instruction is given on how to write clear, grammatically accurate sentences. Strategies are also presented for combining ideas and connecting sentences to show a variety of logical relationships. Later chapters focus on organizing sentences into coherent paragraphs.
- Student interaction is important in *Writers at Work: From Sentence to Paragraph.* Throughout the book, students are carefully guided to help each other write more clearly and think more critically about writing. Collaborative tasks and peer feedback activities in the text make learning to write manageable and enjoyable.
- "Sharing Your Writing" activities at the end of each chapter engage students in sharing their final drafts.
- "Check Your Progress," a self-assessment activity at the end of each chapter, helps students reflect on what they have learned in this and in previous chapters.

#### **A FINAL NOTE**

*Writers at Work: From Sentence to Paragraph* achieves the elusive goal of getting beginning-level students to benefit from a writing process approach. This is done through scaffolding the writing process with a strong emphasis on language development in the first steps of the process. This language development serves as a foundation for writing coherent and cohesive topic-related sentences in the first seven chapters, and paragraphs in the final three chapters.

# Acknowledgements

We would like to thank all the people who helped us make *Writers at Work: From Sentence to Paragraph* possible.

First and foremost, we'd like to thank the editorial staff at Cambridge University Press. We would especially like to thank Bernard Seal, senior commissioning editor, for his vision in believing that a low-level writing process book was not an anomaly, and for his firm but instructive guidance at all steps of the process. We especially appreciate his patience and his willingness to listen to us when we weren't all of the same mind about something.

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Finally, much heartfelt appreciation to our families for their encouragement and unfailing support.

n,

# Preview the Process

This section previews the different steps of the writing process. It also shows you what you learn and do in each chapter of this book.

#### **A** Learn new words

#### LEARNING NEW WORDS

It's a good idea to study words and phrases about a topic before you write. This helps you get ideas for your writing.

In this book, you study a list of words and phrases about a topic before you start to write. This list is called the *Vocabulary Pool*. You can use these words and phrases in your sentences.

#### Practice

Look at the *Vocabulary Pool* below. A student checked ( $\checkmark$ ) the words she knows and highlighted the words that she doesn't know. Study the *Vocabulary Pool* and then answer the questions below with a partner.

#### **VOCABULARY POOL**

Parts of Speech	Sentence Parts	Writing Terms	Mechanics
√ noun	subject	freewrite	punctuation
√ verb	object	√ first draft	✓ capital letter
√ adjective	connecting word	✓ second draft	comma
√ adverb		revise	√ period
preposition		edit	✓ spelling

- 1 How many words did the student check (✓)? \_\_\_\_\_
- 2 How many words did the student highlight? \_\_\_\_\_
- **3** Which words from the *Vocabulary Pool* do you and your partner know? Check (✓) these words.
- **4** Which words from the *Vocabulary Pool* are you both unsure about? Highlight these words.
- 5 With your partner, talk about the meaning of the words in the Vocabulary Pool.

# **B** Freewrite

#### FREEWRITING

*Freewriting* is a way to help you get ideas for your writing. Freewriting is called "free" because you write without thinking about the rules. When you freewrite, you don't worry about grammar, spelling, punctuation, or writing in complete sentences. You just think about your ideas. You don't worry if they are good ideas or bad ideas.

When you freewrite, you work quickly. You keep your pen or pencil on the paper. You don't stop to think. If you can't think of any ideas, you keep writing anyway. You can write, "I don't have any more ideas," or something similar. After you write that, more ideas may come to mind.

When you freewrite, you can write words, phrases, or sentences. When you make a mistake or want to change your ideas, you don't erase. That takes too much time. Just cross out your mistake and keep writing. It doesn't matter how messy or neat your freewrite is. It's just for you.

In this book, you freewrite before you write your first draft. Remember, a freewrite is not a first draft. It is only a list of ideas. Some of the ideas are useful and some aren't.

# Practice **2**

Read this student's freewrite about the problems she has when she writes in English. Then answer the questions with a partner.

- 1 How many places did the student cross out words?
- 2 Find four problems the student says she has.Underline them.
- **3** Highlight any of the student's problems that you have, too.
- **4** With your partner, talk about other writing problems that you have.

I very slow. make lots <del>wrong</del> mistake. dont know to say. ideas <del>no good</del> not many. <del>dont hav idea</del> <del>dont hav idea dont hav i</del> need more grammr and words. dont know difrence nouns verbs adjectives adverbs prepositions. I dont hav idea Do not know many words What subject and object? I know periods + puntuation but no understnd commas. writing hard. <del>no like.</del> freewriting first time. i like it easy

#### Your turn 🕰

Freewrite about *your* writing problems. Write everything that comes to mind, and don't worry about grammar or spelling. You can look back at the *Vocabulary Pool* to help you. Don't take your pen or pencil off the paper. Just keep writing. If you can't think of anything to write, just write, "I can't think of anything to write." Remember, you don't have to show your freewrite to anyone.

#### **II** STARTING TO WRITE

#### A Learn grammar

#### LEARNING GRAMMAR

You need to know how to write correct sentences so your readers can understand your ideas. To do this, you need to learn grammar. Grammar helps you to express your ideas clearly.

In this book, you learn the grammar you need to write correct sentences. You practice the grammar in practice exercises. Then you use the grammar in your own writing.

#### Practice 3

Look at this practice exercise on subjects and verbs. The instructions told students to circle the subjects and underline the verbs. Look at one student's answers. Are they correct? Explain your answer to a partner.

- 1 (I)<u>forget</u> grammar.
- 2 (My sentences) are too short.
- **3** (Punctuation) is difficult.
- 4 (Freewriting) gives me ideas.
- 5 (Correct grammar) makes my writing clear.
- **6** (My partner and I) know 10 words in the Vocabulary Pool.

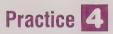
#### **B** Write the first draft

#### WRITING THE FIRST DRAFT

When you write the first draft, you put your ideas together into sentences.

In this book, you use many things to help you write your first draft.

- The words and phrases from the Vocabulary Pool
- Some of the ideas from your freewrite
- The grammar that you are learning



Read a student's first draft on writing problems. Then answer the questions with a partner.

Writing is hard. my writing have a lot of mistakes. I forget grammar. Like what a subject and what is a object? I dont know about commas and capital letters. I dont have ideas my sentences are to short

- 1 How many words from the Vocabulary Pool on page 2 did the student use? \_\_\_\_
- 2 How many ideas from the *Freewrite* on page 3 did the student use?
- 3 How many new ideas did the student add? \_\_\_\_\_
- 4 How many sentences have a subject and a verb?

#### III REVISING YOUR WRITING

#### **A** Revise

#### **REVISING DRAFTS**

*Revising* means improving your ideas and the way that you write them. It is a very important part of the writing process. Every time you revise, you write a new draft. Students often need to write two or three drafts before a piece of writing is ready to give to the teacher.

When you revise, it's a good idea to think about your vocabulary. Try to add new words and phrases to make your writing more interesting. To do this, re-read your first draft and find different ways to express your ideas. You may also think of new ideas to write about.

It is also important to connect your ideas when you revise. This helps the reader understand them. In this book, you learn how to connect your ideas with connecting words, such as *also*, *and*, *but*, and *for example*. This is another way to make your writing better.

In this book, you study some new topic vocabulary and some ways to connect your ideas before you write your second draft. Then you make changes on your first draft. Next, you rewrite your draft, and this becomes your second draft. It's good to type your second draft on a computer, if possible.

# Practice 5

This student started to revise her first draft. She marked up her first draft with some changes. Read the first draft. With a partner, answer the question below.

difficult Writing is hard. my writing have a lot of mistakes. I forget grammar, Like for example ? I also use the wrong verb. what a subject and what is a object? I dont know about commas and the rules about punctuation. I have other problems capital letters. I dont have ideas my sentences are to short and

Which of the following changes did the student make? Circle your answer(s). Explain your answers to your partner.

- **a** The student changed some words.
- **b** The student changed the order of her sentences.
- **c** The student added sentences.
- d The student added connecting words and phrases.

#### **B** Give and get feedback

#### **GIVING AND GETTING FEEDBACK**

*Giving and getting feedback* means to work with another student on your writing. When you give feedback, it's important to first say something you like about your partner's draft. You can give suggestions after that. Suggestions need to be positive and helpful.

Example:

Student A: I like your second sentence about . . . It's interesting. I didn't know that before.

Student B: Thanks.

Student A: I have a suggestion. You can use *and* to connect the third and fourth sentences.

Student B: Good idea. Thanks. Is there anything else?

Student A: Yes. You can add a sentence at the end.

In this book, you always give feedback to another student. You also always get feedback. Your partner's ideas are just suggestions. Use the suggestions that you like in your second draft. Thinking about feedback helps you improve your writing.

# Practice 6

Read the marked up first draft in *Practice 5* again. Then complete the chart and follow the steps below it.

How many words or phrases from the Vocabulary Pool did the student use?	
How many connecting words, such as <i>also</i> , <i>and</i> , <i>but</i> , or <i>for example</i> , did the student use?	
How many words did the student cross out?	
What do you like about the student's draft? Underline one or two things.	

- 1 Work with a partner. Tell your partner what you like about this student's writing.
- **2** Show your partner the chart. Discuss your answers. Do you have any suggestions for this student to use in her second draft?

# Practice 7

The student got suggestions from her partner to help her revise her first draft. Read her second draft below. What changes did the student make? Did she make any changes that you suggested in *Practice 6*?

Writing is difficult for me. my writing have a lot of grammar mistakes. I forget grammar rules. for example what a subject? what is a object? I also use the wrong verb. I dont know the rules about punctuation. I have other problems i dont have a lot of ideas and my sentences are to short

#### IV EDITING YOUR WRITING

#### A Focus on mechanics

#### FOCUSING ON MECHANICS

Mechanics are things like

- punctuation, such as capital letters, commas, and periods
- spelling
- grammar mistakes

In this book, you correct the mechanics on the second draft.

#### Practice 8

This student edited her second draft. Study the changes that she made. Then answer the questions with a partner.

Writing is difficult for me.  $\frac{M}{my}$  writing  $\frac{has}{have}$  a lot of grammar mistakes. I forget grammar rules. For example what a subject? what is  $\frac{an}{A}$  object? I also use the wrong verb. I  $\frac{don't}{dont}$  know the rules about punctuation. I have other problems  $\frac{i}{A} \frac{don't}{dont}$  have a lot of ideas and my sentences are  $\frac{to}{A}$  short

- 1 What spelling corrections did this student make?
- 2 What punctuation corrections did this student make?
- 3 What grammar corrections did this student make?

# **B** Write the final draft

#### WRITING THE FINAL DRAFT

After you make all the changes to your second draft, it's time to rewrite it or revise it on your computer again. This is the final draft. It has all of your additions and corrections. It has ideas and suggestions from your classmates. It is clean and neat.

In this book, you write a final draft and share it with your classmates and teacher.

# Practice 9

Read the student's freewrite, first draft, second draft, and final draft. With a partner, talk about how each draft is different.

#### Freewrite

I very slow make lots wrong mistake dont know to say ideas no good not many dont hav idea dont hav idea dont hav i need more grammr and words dont know difrence nouns verbs adjectives adverbs prepositions. I dont hav idea Do not know many words What subject and object? I know periods + puntuation but no understnd commas writing hard. <u>no like freewriting first time i like it easy</u>

#### First draft

Writing is hard. my writing have a lot of mistakes. I forget grammar. Like what a subject and what is a object? I dont know about commas and capital letters. I dont have ideas my sentences are to short

#### Second draft

Writing is difficult for me. my writing have a lot of grammar mistakes. I forget grammar rules. for example what a subject? what is a object? I also use the wrong verb. I dont know the rules about punctuation. I have other problems i dont have a lot of ideas and my sentences are to short

#### Final draft

Writing is difficult for me. My writing has many grammar mistakes. I forget grammar rules. For example, what is a subject and what is an object? I also use the wrong verb. I don't know the rules about punctuation. For example, I make mistakes with commas and capital letters. I have other problems. I don't have a lot of ideas and my sentences are too short.

# All About Me

Chapter

Think about yourself. Who are you? Where are you from? Are you married or single? What are your interests? What are your favorite things?

In this chapter, you write about yourself.

#### **GETTING STARTED**

### A Useful vocabulary

Follow these steps to study words and phrases to use when you write about yourself.

1 Work with a partner. Talk about the words in the *Vocabulary Pool*. Together, check (✓) the words you both know, and highlight the ones you don't know.

Countries	Useful Verbs	Useful Nouns	Useful Adjectives	Useful Phrases
Brazil Canada China Japan Mexico Saudi Arabia Turkey the United States	go to like live love play speak study work	city country food name nickname school student teacher	favorite married single	My name is I'm from I'm interested in I'm years old. My favorite is I'm good at

#### **VOCABULARY POOL**

- **2** Change partners. Look at your new partner's highlighted words. Explain them to your partner if you can.
- **3** Walk around the room. Talk to other students. Learn the name of each person that you talk to and which country they come from. Learn one special thing about each person, too. You can ask these questions:
  - What's your name?
  - Where are you from?
  - What's your favorite sport / food / type of music . . . ?



# **B** Vocabulary in context

Follow these steps to use and read words and phrases from the Vocabulary Pool.

- Work with a partner. Look at the pictures. Talk about any differences you can see.
- Read about Marisol Cruz. Check ( $\checkmark$ ) the picture that matches her description.
- Underline the words that helped you find the answer.



My name is Marisol Cruz. My nickname is Mari. I'm from Mexico. I'm 28 years old. I'm married. My husband and I live in Austin, Texas. I'm a student at Austin City College. I study English. I'm not good at cooking, but I love food. I like food from different countries. I love Chinese food and Japanese food. I also like music. I love Brazilian music. My favorite singer is Daniela Mercury. I like sports, too. I play tennis and soccer.

# C Get ideas

Follow these steps to get ideas to write about yourself.

1 Look at the topics below. Check ( $\checkmark$ ) the ones you can use to write about yourself.



**2** Work with a partner. Tell your partner about yourself. Use the topics above to help you.

# **D** Freewrite

Freewrite about yourself. Your teacher will tell you when to start and stop writing. To find out how to do freewriting, see the box *Freewriting* on page 3.

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~75.50m tences

#### A Learn about the simple present of be

#### SIMPLE PRESENT OF BE

You can use the simple present of be to talk about yourself and other people.

Subject	Be	
Ι	am	
You	are	a student.
He, She, It	is J	
We	are ]	
You (pl.)	are	students.
They	are	

- You can use *be* with nouns. I **am** a student.
- You can use *be* with adjectives. He is single.

• You can use *be* + *from* to talk about where you are from.

I am from Canada.

Reza **is from** Iran.

My husband and I are from New York.

Note: To make the negative, put *not* after *be*. **I am not** a student. I am a teacher.

He is not single. He is married.

They are not from Iran. They are from New York.

# Practice

Complete the sentences with the correct form of be.

The students in our class \_\_\_\_\_\_ from many different places. I \_\_\_\_\_\_ from Brazil. Clara \_\_\_\_\_\_ from Brazil, too. We \_\_\_\_\_\_ both from Rio. Asad and Azziza \_\_\_\_\_\_ from Saudi Arabia. Sachi \_\_\_\_\_\_ from Japan. Raul, Claudia, and Betty \_\_\_\_\_\_ from Mexico. Ahmed \_\_\_\_\_\_ from Turkey. Li-Hua \_\_\_\_\_\_ a new student. She \_\_\_\_\_\_ from China. Rob \_\_\_\_\_\_ our teacher. He \_\_\_\_\_\_ not from the United States. He \_\_\_\_\_\_\_ from Canada. We \_\_\_\_\_\_ from all over the world!

# Practice 2

Add the correct form of *be* to make complete sentences. Remember to add *from* to talk about places.

1	Mari / Japan <u>Mari is from Japan</u> .
2	Jack and Lucy / not / teachers
3	I / interested in / Brazilian music
4	We/ good at / sports
5	They / not / China
6	My favorite food / Chinese
7	My name / Claudia
8	Diego / Colombia
9	We / married

#### **B** Learn more about the simple present of be

#### **CONTRACTIONS WITH BE**

We often use contractions with *be*. We use contractions in informal writing to describe ourselves and other people.

l'**m** single.

He's interested in Brazilian music.

They're from Canada.

We use contractions with negative sentences, too.

I'm not single.

He isn't interested in Brazilian music.

They aren't from Canada.

Subject	Be	Contractions	Negative Contractions
$= \frac{1}{2} \left[ \frac{1}{2} \left[ \frac{1}{2} + \frac{1}{2} \left[ \frac{1}{2} + \frac{1}{2} \right] + \frac{1}{2} \left[ \frac{1}{2} + \frac{1}{2} + \frac{1}{2} \right] \right] + \frac{1}{2} \left[ \frac{1}{2} + \frac{1}{2} + \frac{1}{2} \right]$	am	I'm	I'm not
You	are	You're	You're not or You aren't
Не	is	He's	He's not <i>or</i> He isn't
She	is	She's	She's not or She isn't
It	is	It's	It's not or It isn't
We	are	We're	We're not or We aren't
They	are	They're	They're not or They aren't



Change the forms of be to contractions.

<sup>1/m</sup>/<sub>am</sub> Francisco. <sup>2</sup>I am from Colombia. <sup>3</sup>I have a nickname. <sup>4</sup>It is Franco.
<sup>5</sup>I live in Los Angeles now. <sup>6</sup>I live with my family. <sup>7</sup>My sister and I go to school.
<sup>8</sup>We are students at L.A. City College. <sup>9</sup>I am not married. <sup>10</sup>I am still single.
<sup>11</sup>I am interested in sports. <sup>12</sup>I am not good at tennis. <sup>13</sup>It is too hard. <sup>14</sup>I am good at soccer. <sup>15</sup>It is a lot of fun.

#### Practice 4

Change each sentence to a negative. Then write another sentence with the information in the parentheses. Use contractions.

- 1 He is from <u>China</u>. (Taiwan) <u>He isn't from China</u>. He's from Taiwan.
- 2 She is a teacher. (student)

**3** I am from New York. (San Francisco)

4 They are from El Salvador. (Costa Rica)

5 He is single. (married)

6 She is from Poland. (Bulgaria)

7 We are good at tennis. (soccer)

8 You are interested in music. (sports)

# C Write the first draft 🌶

Now it's time to write the first draft. Write about yourself. Use your freewrite and your ideas and language from Sections I and II to help you. You can add any other ideas that come to mind.

# III REVISING YOUR WRITING

## A Expand your vocabulary

#### **NATIONALITY WORDS**

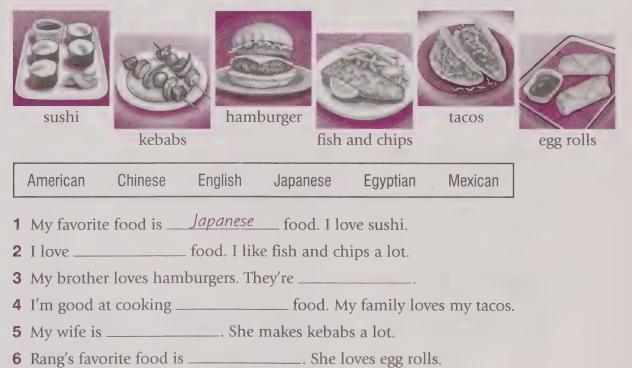
Countries are nouns. Nationalities are adjectives. Nationality adjectives are often similar to the country name. Many end in *-ian*, *-an*, *-n*, *-ese*, *-i*, and *-ish*. Canadian, Korean, Tunisian, Japanese, Iraqi, English

- Some nationality words look very different from the country word. Spanish (Spain), Thai (Thailand), Filipino (the Philippines)
- Most nationality words are also the names of the languages from that country. Cam is from Vietnam. She's Vietnamese. She speaks Vietnamese.

For more nationality words, see Appendix A on page 161.

## Practice 5

Look at the pictures. Do you know which countries the foods are from? Discuss with a partner. Then complete the sentences below with nationality words from the box.



#### Your turn 🕰

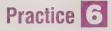
Look at your first draft. Did you write any sentences using nationality words? On your draft, add sentences with nationality words. Remember to mark where these sentences go.

#### **B** Connect your ideas

#### **USING AND**

And is a connecting word. You can use *and* to connect two nouns in a sentence. I live with my husband **and** my three children.

I work at the Blue Whale Restaurant and the Four Seasons Hotel.



Write sentences with the words in parentheses. Use and.

- **1** I work at (the Holiday Inn) (the Ramada) I work at the Holiday Inn and the Ramada.
- **2** I live with (my mother) (my father)
- 3 I'm a student at (L.A. City College) (Evans Adult School)

4 I live with (my wife) (my two children)

5 I speak (Spanish) (Portuguese)

6 I'm good at (piano) (guitar)

7 I like (tennis) (soccer)

8 I take (an English class) (a computer class)

#### Your turn 🔨

Look at your first draft. Did you use *and* in any sentences? On your draft, write one or more *and* sentences. Remember to mark where these sentences go.

# C Give and get feedback

Work with a partner. Follow these steps to give and get feedback.

- 1 Show your partner your first draft with any sentences you added to it.
- **2** Exchange books. Answer the questions in the chart below about your partner's piece of writing.

	Your Partner's Writing
How many words or phrases from the <i>Vocabulary Pool</i> did your partner use?	
How many sentences have a form of <i>be</i> ?	
How many nationality words did your partner use?	
How many sentences have and?	

- **3** What do you like about your partner's piece of writing? Underline one or two parts. Tell your partner.
- 4 Show your partner the chart. Discuss your answers. Do you have any suggestions for your partner?
- **5** Return your partner's book.

# D Write the second draft 🌶 🖉



Follow these steps to write the second draft.

- 1 Look at the chart your partner completed for your first draft. Think about what your partner said. Did your partner give you any ideas that you can use? For example, can you add any more sentences with nationality words?
- **2** Rewrite your draft with the changes.

## IV EDITING YOUR WRITING

#### A Focus on mechanics

#### **USING CAPITAL LETTERS AND PERIODS**

Use capital letters in the following places.

- For the pronoun *I* am from Turkey.
- For the first letter of the first word of all sentences They work in a school.
- For the first letter of names, places, languages, and nationalities My name is Abbas. I am from Morocco. I speak Arabic and French.

Put a period at the end of sentences that are not questions. My name is  $\mathsf{Abbas}_{\texttt{O}}$  I am  $\mathsf{Moroccan}_{\texttt{O}}$ 

For more rules about capital letters, see Appendix B on page 162.

# Practice 7

Read the sentences. Some capital letters and periods are missing. Find the mistakes and fix them.

<sup>M</sup>my name is fernando I'm mexican I'm from chiapas i go to holyoke Community College I work at dash, a store in the mall i also work at the hospital I live in Northampton now. I live with another student, Thiago Thiago is a difficult name for americans. his nickname is james James is brazilian He's from são Paolo he speaks portuguese and english i speak spanish and english. i'm good at sports my favorite sports are basketball and baseball

#### Your turn 🕰

Look at your second draft. Check your use of capital letters. Make sure every sentence ends with a period.

## **B** Check for common mistakes

#### **MISSING BE VERBS**

Many students forget to use the verb be.

Wrong	Right
l Korean.	l'm Korean.
He a student.	He's a student.

# Practice 8

Read the description. Find nine more places where *be* is missing. Write the correct form of *be* in the correct place.

<sup>1</sup>My name<sup>/s</sup><sub>A</sub>Roberta Sanchez. <sup>2</sup>I'm Costa Rican. <sup>3</sup>I from Monteverde. <sup>4</sup>I married. <sup>5</sup>My husband Mexican. <sup>6</sup>We students at Western State University. <sup>7</sup>I a nurse. <sup>8</sup>My husband a nurse, too. <sup>9</sup>I interested in lots of things. <sup>10</sup>We in a very good rock band! <sup>11</sup>My favorite type of music rock music.

# C Edit your writing

Use the *Editing Checklist* below to edit your sentences. Look for only one kind of mistake each time you read your sentences. For example, the first time you read your sentences, ask yourself, "Does every sentence start with a capital letter?"

## EDITING CHECKLIST 🗹

- Does every sentence start with a capital letter?
- **2** Does every sentence end with a period?
- **3** Did you use *be* verbs correctly?
- **4** Are the nationality words correct?

# D Write the final draft 🌶 🖉 🝻

Make all your changes on your second draft. Remember to mark where the changes go. Rewrite the draft. Make any changes that you need.

## FOLLOWING UP

## A Share your writing

Follow these steps to share your writing.

- 1 Find a picture to go with your writing. Some picture ideas are: a picture of you or of you and your family, a picture of your home, a map of your country, a picture of a famous place in your country, or a picture of something important that comes from your country. Don't put your name on your picture.
- 2 Put your picture on the wall or on a table. Then give your teacher your writing. Your teacher will give you another student's piece of writing.
- **3** Read the writing your teacher gives you. Then find the picture that matches the writing. Stand next to the matching picture.

#### **B** Check your progress

After you get your writing back from your teacher, complete the Progress Check below.

PROGRESS CHECK		
Date:		
New vocabulary I used:		
New grammar I used:		
Connecting words I used:		
Mechanics I learned:		
Things I need to remember the next time I write:		

# Home Sweet Home

Chapter

Some people live in an apartment. Some people live in An apartment. Some people live in one room. Where do you live? Think about your home. How many rooms are there? What is in each room?

In this chapter, you write about homes and what is in them.

## **GETTING STARTED**

## A Useful vocabulary

Follow these steps to study words and phrases to use when you write about homes.

1 Work with a partner. Talk about the words in the *Vocabulary Pool*. Together, check (✓) the words you both know, and highlight the ones you don't know.

VOCAB	ULARY	POOL

apartment apartment building bathroom bathtub bed bedroom blinds bookcase bookshelf carpet chair closet coffee table	counter curtains desk dining room dishwasher dresser dryer fireplace hall home house kitchen laundry room	mirror nightstand refrigerator room rug shelf shower sink stove table toilet towel racks washing machine
coffee table	laundry room	washing machine
couch		•
COUCH	living room	yard

- **2** Change partners. Look at your new partner's highlighted words. Explain them to your partner if you can.
- **3** With your partner, complete the chart with words from the *Vocabulary Pool*. Some words can go into more than one room.

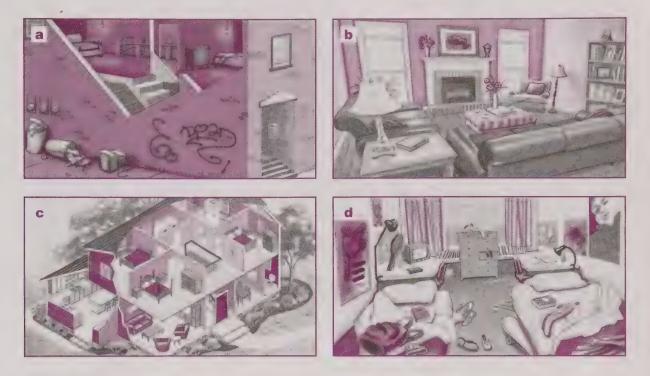
Living Room	Dining Room	Kitchen	Bedroom	Bathroom
couch	table	table	mirror	towel racks mirror

4 Tell your partner about a room you know well.

## **B** Vocabulary in context

Follow these steps to use and read words and phrases from the Vocabulary Pool.

- Work with a partner. Look at the pictures. Talk about the things in each picture.
- Read about each home. Now find the picture that matches each description. Write the letter on the line.
- Reread the descriptions. Underline the words that helped you find the answer.



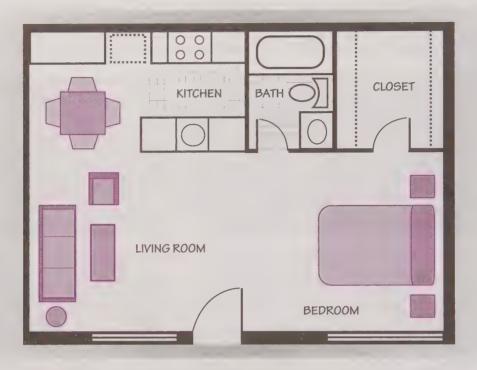
- 1 My dream home is a house in a nice neighborhood. The house has a living room, a dining room, a kitchen, two bathrooms, and three bedrooms. All the rooms are very big and bright. The rooms have comfortable furniture. There are trees in the yard.
- 2 My place is very small. There are two beds. There are two desks and two chairs. There is no closet. Clothes and shoes are everywhere. There are books and papers on the desks. There is one bookshelf. There are some DVDs and books on the bookshelf. The bookshelf is behind an old dresser.
  - **3** The Greens' home is very nice. For example, the living room has a couch, two chairs, a big bookcase, and a coffee table in the middle of the room. There's also a fireplace. There are a lot of books and pictures in the bookcase. There are flowers on the coffee table.
  - 4 Tony and Lynn's building isn't very nice. The apartments are tiny. They only have two rooms. The apartments are also very dark. There is only one window in each room. The building isn't in a very nice neighborhood. It's on a noisy street with a lot of traffic, but it's near school.

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# C Get ideas

Follow these steps to get ideas to write about homes.

1 Look at this drawing of a small apartment. Answer the questions that follow.



- What's in the bathroom?
- What's in the kitchen?
- What's in the living room?
- What's in the bedroom?
- **2** On a separate piece of paper, draw two rooms that you know well. Draw circles and squares for the things in the room. Write the names of each thing on the circles and squares.
- **3** Work with a partner. Tell each other about your rooms.
- **4** Did your partner use any words from the *Vocabulary Pool* that you can use? Add them to your drawings.

## **D** Freewrite

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Freewrite about the topics below. For each topic, your teacher will tell you when to start and stop writing. Write everything that you think of, and don't worry about grammar or spelling. You can write words, phrases, and sentences. Don't stop to erase anything. Just keep writing.

Freewrite 1 Your home

Freewrite 2 Your dream home

## PREPARING YOUR WRITING

#### A Learn about there is / there are

#### **USING THERE IS / THERE ARE**

We often use there is (there's) and there are to talk about things that are in places.

• Use there is when the noun after it is singular.

There is a couch in the living room.

• Use there are when the noun after it is plural.

There are two beds in the bedroom.

• In sentences with more than one noun, the first noun that follows *there is* or *there are* tells you which form of *be* to use.

There is a couch and chairs in the living room.

There are two beds and a dresser in the bedroom.

• Use no after the verb to make the sentence negative.

There's no fireplace.

There are no chairs.

Note: There is and there are usually come at the beginning of a sentence.

#### Practice 🚺

Read the following sentences. Circle is or are.

In my dream house, there is / are a big living room. There is / are lots of windows, and there is / are a big fireplace. There is / are a big TV over the fireplace. There is / are a soft couch and chairs in front of the fireplace, and there is / are tall bookshelves to the right and to the left of the fireplace. There is / are lots of books on the bookshelves. There is / are beautiful floors, and there is / are a beautiful rug on the floor. There is / are a lot of windows. There is / are no curtains on the windows, so there is / are a nice view of the yard. The yard is very beautiful. There is / are lots of flowers in the yard.

# Practice 2

Read about American dormitories. Then answer the following questions. Use *there is* or *there are* in your answers.

Many American college students live in dormitories. For example, at Marin University, a typical dorm room has two beds and two dressers. There are also two closets. There's a sink and two towel racks. There's a mirror, too. There are two desks and two chairs. There are no couches. There are lots of shelves for textbooks and televisions. There's one window in each room. There are no blinds on the windows. There's a kitchen on the first floor. In the kitchen, there's a stove and two large sinks. There are no tables or chairs in the kitchen.

- 1 How many closets are there in each dorm room? *There are two closets.*
- **2** Are there couches in the dorm rooms?
- **3** Are there any windows?
- 4 What's on the first floor?
- **5** What's in the kitchen?
- **6** Why is it difficult to eat a meal in the kitchen?

## **B** Learn about has / have

#### **USING HAS / HAVE**

You can also use *has* or *have* to talk about the number of rooms in a home, or to describe what is in a room.

• Use has after singular noun subjects

My apartment has two bedrooms and one bathroom.

• Use have after plural noun subjects

They have a beautiful home near the city.

# Practice 3

Match the two parts of the sentences. Write the letter in the blank.

- \_\_\_\_\_ **1** My kitchen
  - \_\_\_\_\_ 2 These bathrooms
    - **3** The front door
  - \_\_\_\_ 4 Both bedrooms
  - \_\_\_\_ **5** The yard
  - **\_\_ 6** My sister and I
    - **7** The hall
  - \_\_\_ 8 These buildings
- \_\_\_\_\_ 9 Our neighborhood
  - \_\_\_ 9 Our neighborho

- **a** have two beds.
- **b** has a gray carpet.
- **c** have no shelves.
- **d** has a big refrigerator and a stove.
- e has apartments and houses.
- **f** have four apartments in them.
- **g** have big bathtubs.
- **h** has a lot of trees.
- i has big black numbers on it.
- **j** have one window in our bedroom.

# Practice 4

Read the sentences. Circle the subjects in the numbered sentences. Draw an arrow from the subject to *has* or *have*. Circle *has* or *have*.

I live in an apartment building on Stratford Street in Hillspoint, Connecticut. There are many apartment buildings on my street. My building has / have 12 apartments and a big yard. All of the apartments has / have three rooms. In my apartment, there's one bedroom, one living room, and a kitchen. There's no dining room. There's a bathroom, too. My bedroom has / have two beds. The living room has / have two chairs and a comfortable couch. The living room has / have a dining table in it, too. All of the rooms has / have lots of big windows. The kitchen has / have a great view of the yard.

#### USING HAS / HAVE AND THERE IS / THERE ARE

It is good to use different types of sentences when you write.

Don't use there is / there are all the time. Use has / have sometimes.

**There's** a bathtub in my bathroom.  $\rightarrow$  My bathroom has a bathtub.

There are big windows in the bedrooms. → The bedrooms have big windows.

Remember: The verb *be* in *there is* / *there are* agrees with the noun that comes right after it. The verb *has* / *have* agrees with the subject that comes before it.

There are no desks in the bedrooms.  $\rightarrow$  The bedrooms have no desks.

#### Practice 5

Read the *a* sentences. Then complete the *b* sentences. Use *has* or *have*.

- **1 a** There are three windows in the living room.
  - **b** The living room <u>has three windows</u>
- **2 a** There's a coffee table in the living room.
  - **b** The living room \_\_\_\_\_
- **3 a** In both bathrooms, there's a bathtub and a shower.
  - **b** Both bathrooms \_\_\_\_\_

**4 a** There are blue walls in the living room and the kitchen.

- **b** The living room and kitchen
- **5 a** There's a mirror on the closet door.
  - **b** The closet door \_
- **6 a** There are two nightstands in the bedroom.
  - **b** The bedroom \_\_\_\_\_
- **7 a** There are three apartment buildings in my neighborhood.
  - **b** My neighborhood \_\_\_
- **8** a There's a table and chairs in the yard.
  - **b** The yard \_\_\_\_\_

# Practice 6

Read the description of a house. Cross out each mistake and write the correction above it. There are six more mistakes.

<sup>1</sup>My family lives in a big house in the country. <sup>2</sup>There <sup>dre</sup><sub>15</sub> lots of rooms in this house. <sup>3</sup>The house have five bedrooms. <sup>4</sup>I has five brothers and three sisters. <sup>5</sup>I share a bedroom with two brothers. <sup>6</sup>My bedroom has three beds. <sup>7</sup>There are a dresser and a big closet, too. <sup>8</sup>There are two desks in my bedroom. <sup>9</sup>My three sisters has one bedroom, too. <sup>10</sup>The house have a big yard. <sup>11</sup>There is a chair in the yard. <sup>12</sup>There is also a lot of apple trees in the yard.

## Practice 7

Read this description of apartment buildings in New York City. On a separate piece of paper, rewrite the description, and change sentences 1, 3, 5, 7, 9, and 11. In these sentences, use *has* / *have* instead of *there is* (*there's*) / *there are*.

<sup>1</sup>There are some very old apartment buildings in New York City. <sup>2</sup>There are five or six floors in these buildings. <sup>3</sup>There's one apartment on each floor. <sup>4</sup>There's a very long hall in each apartment. <sup>5</sup>There's a kitchen and small bathroom in each apartment. <sup>6</sup>There is a very small refrigerator, sink, and stove in the kitchen. <sup>7</sup>There's no oven in the kitchen. <sup>8</sup>There is a bathtub and a shower in the bathroom. <sup>9</sup>There are one or two bedrooms in these apartments. <sup>10</sup>There is no living room. <sup>11</sup>There's no dining room in these apartments, either.

Example: New York City has some very old apartment buildings.

# C Write the first draft 🌶

Now it's time to write the first draft of two pieces of writing. Use your freewrites and your ideas and language from Sections I and II to help you. You can also add any other ideas that come to mind.

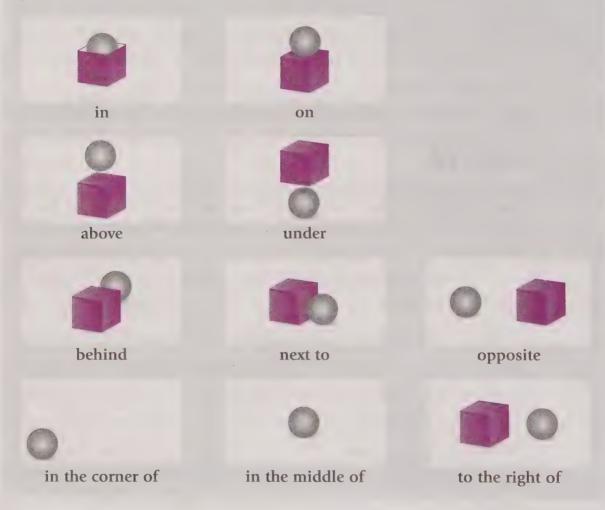
Writing 1 Write a first draft about your home.

Writing 2 Write a first draft about your dream home.

## A Expand your vocabulary

#### **PREPOSITIONS OF PLACE**

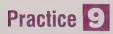
You can use prepositions of place to talk about where things are. Look at these pictures to see some common prepositions.



# Practice 8

Read the sentences below. On a separate piece of paper, draw each room.

- 1 Draw a kitchen. The kitchen has a sink. There is a window above the sink. There is a stove next to the sink. There is a pot on the stove.
- **2** Draw a living room. The living room has a couch. There is a coffee table in the middle of the room with a vase on it. There are flowers in the vase. There is a TV in the corner of the room.
- **3** Draw a bathroom. The bathroom has a bathtub. There is a window to the right of the bathtub. There is a shelf under the window. There is a door opposite the window. There are more shelves behind the door.



Look at the picture. Complete the sentences. Then write the number of the sentence in the correct place in the picture.



1	The aresser	is to the left of the beds.
2		is above the dresser.
3		is next to the door to the hall
4		is to the right of the beds.

#### **5** \_\_\_\_\_\_ is on the nightstand.

# Practice 10

Look at the picture in *Practice 9*. Fill in the blanks with the prepositions from the box *Prepositions of Place* on page 32.

- 1 The flowers are \_\_\_\_\_\_ the dresser.
- 2 The rug is \_\_\_\_\_\_ the room.
- **3** The desk is \_\_\_\_\_\_ the beds.
- **4** The shoes are \_\_\_\_\_\_ the bed.
- **5** The backpack is \_\_\_\_\_\_ of the closet.

#### Your turn 🕰

Look at your first draft of Writing 1 and Writing 2. On each draft, add sentences describing the locations of the rooms and the things in the rooms. Remember to mark where these sentences go.

## B Connect your ideas

#### **USING TOO AND ALSO**

You can use *too* and *also* to add information. *Too* usually comes at the end of the sentence, after a comma.

The bedroom has brown walls. There's a brown carpet, too.

Also often comes after be and before the main verb.

The living room has three chairs. There's **also** a couch.

My building has five apartments. It also has a laundry room on the first floor.

## Practice 11

Rewrite the second sentence in each pair. Use the word in parentheses.

- 1 Asha's bedroom is big. It's very comfortable. (too) It's very comfortable, too.
- **2** The room has two beds. There's a dresser with a mirror. (also)
- **3** Asha's bedroom has a desk. There's a shelf. (too)
- 4 There's a computer on the desk. The desk has a big TV on it. (also)
- **5** There are lots of books on the shelf. The dresser has books on it. (too)
- 6 Asha's windows have curtains. There are blinds on the windows. (also)
- 7 There's a chair in the corner. There's a chair at the desk. (too)
- 8 There's a picture in the middle of one wall. There's a picture behind the bed. (also)

#### Your turn $\sim$

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Look at your first draft of Writing 1 and Writing 2. On each draft, add sentences with *too* and *also*. Remember to mark where these sentences go.

# C Give and get feedback

Work with a partner. Follow these steps to give and get feedback.

- **1** Show your partner your first draft of Writing 1 and Writing 2 with the sentences you added to them.
- **2** Exchange books. Answer the questions in the chart below about your partner's piece of writing.

	Writing 1	Writing 2
How many words from the Vocabulary Pool did your partner use?		
How many sentences use there is / there are?		
How many sentences use has / have?		
How many sentences use prepositions of place?		
How many sentences use <i>too</i> or <i>also</i> ?		

- **3** What do you like about each of your partner's pieces of writing? Underline two or three parts. Tell your partner.
- **4** Show your partner the chart. Discuss your answers. Do you have any suggestions for your partner?
- **5** Return your partner's book.

# D Write the second draft 🌶 🌶

Follow these steps to write the second draft.

- 1 Look at the chart your partner completed for your first draft of Writing 1 and Writing 2. Think about what your partner said. Did your partner give you any ideas that you can use? For example, can you add any more sentences with prepositions of place?
- **2** Look at the *Progress Check* on page 22 of Chapter 1. Use it to help you revise your first draft of Writing 1 and Writing 2.
- **3** Rewrite each draft with the changes.

#### A Focus on mechanics

#### USING THE ARTICLES A AND AN

A and an mean one. A or an often goes before singular nouns. Don't use a or an before plural nouns.

• A goes before words that start with consonants or consonant sounds.

b c d f g h j k l m n p q r s t v w x y z

There's a couch in my living room.

I live in a small apartment.

The laundry room has a useful sink.

- An goes before words that start with vowels or vowel sounds.
  - aeiou

I live in **an** apartment.

Ken lives in an old house.

Seil lives an hour away from work.

## Practice 12

Read about Raul's apartment. Find eight more mistakes with *a* and *an*. Cross out each mistake and write the correction above it.

<sup>1</sup>Raul lives in <sup>2</sup>/<sub>a</sub> apartment building in an noisy neighborhood. <sup>2</sup>It isn't in an very good location. <sup>3</sup>It's a hour away from school. <sup>4</sup>It's also a old building. <sup>5</sup>The apartment is small, but it has a large windows in the living room. <sup>6</sup>Raul also has an nice kitchen. <sup>7</sup>The kitchen has a long counters and a electric stove.

#### Your turn 🔨

Check your use of *a* and *an* in your second draft of Writing 1 and Writing 2.

## **B** Check for common mistakes

#### **CONFUSING THERE IS AND THERE ARE**

Many students confuse there is and there are. Remember that the first noun that follows there is and there are tells you which form of be to use.

Look at these corrected mistakes. *There's* <del>There are</del> a bathroom and a kitchen. *There are* 

There's three chairs in the living room.

# Practice 13

Read about someone's dream home. Find five more mistakes. Cross out each mistake and write the correction above it.

<sup>1</sup>My dream home is a small house in the country. <sup>2</sup>There are a living room and a dining room. <sup>3</sup>There's also two bedrooms. <sup>4</sup>In the living room, there are a couch and two chairs. <sup>5</sup>Opposite the couch, there are a fireplace and a bookshelf. <sup>6</sup>There's two beds and a dresser in one bedroom. <sup>7</sup>There is a desk and a big chair in the other bedroom. <sup>8</sup>There are also a sunny kitchen and a big bathroom.

## C Edit your writing

Use the *Editing Checklist* below to edit your sentences. Look for only one kind of mistake each time you read your sentences. For example, the first time you read your sentences, ask yourself, "Does every sentence start with a capital letter?"

## EDITING CHECKLIST

- 1 Does every sentence start with a capital letter?
- **2** Does every sentence end with a period?
- **3** Are the nouns that follow *there is* singular?
- **4** Are the nouns that follow *there are* plural?
- **5** Do the subjects and verbs agree in the has / have sentences?
- **6** Do the nouns have the correct article in front of them?

# D Write the final draft 🌶 🌶

Make all your changes on your second draft of Writing 1 and Writing 2. Remember to

mark where the changes go. Rewrite each draft. Make any changes that you need.

## V FOLLOWING UP

## A Share your writing

Follow these steps to share your writing.

- 1 Work with a partner. Read your partner's writing about his or her home.
- 2 Choose one room and draw it.
- **3** Show your drawing to your partner. Compare your picture with the writing.

#### **B** Check your progress

After you get your writing back from your teacher, complete the Progress Check below.

PROGRESS CHECK
Date: New vocabulary I used:
New grammar I used:
Connecting words I used:
Mechanics I learned:
Things I need to remember the next time I write:

# Work, Play, Sleep

Chapter

Think about the things you do every day. What do you do on weekdays? What do you do on weekends? Where do you go? Who do you see?

In this chapter, you write about daily activities.

## **I** GETTING STARTED

## A Useful vocabulary

Follow these steps to study words and phrases to use when you write about daily activities.

1 Work with a partner. Talk about the words in the *Vocabulary Pool*. Together, check (✓) the words you both know, and highlight the ones you don't know.

#### **VOCABULARY POOL**

<pre>go {    out home hiking running shopping swimming to a café to a restaurant to bed to school to work to the club to the club to the gym to the mall to the movies</pre>	doChores dishes laundry homework houseworkhave/ makebreakfast lunch dinnerget{getup dressed together with friendsplaygames soccer tennis basketball	check e-mail clean the house fall asleep listen to music pay bills sleep in (late) stay up (late) take classes take the bus watch TV work out (at the gym)

- **2** Change partners. Look at your new partner's highlighted words. Explain them to your partner if you can.
- **3** With your partner, complete the chart below with the phrases from the *Vocabulary Pool*. Some activities may go into more than one category.

Everyday Chores	Free Time or	Exercise Activities	Work or
or Activities	Social Activities		School Activities
do laundry	listen to music	go to the gym	go to work

4 Circle the activities that you do. Compare with your partner.

## **B** Vocabulary in context

Follow these steps to use and read words and phrases from the Vocabulary Pool.

- Work with a partner. Look at the pictures and talk about the activities they show.
- Read about the daily activities of the people in the pictures. Now find the picture that matches the description of their daily activities. Write the letter of the picture on the line.
- Are any descriptions like your daily activities? Tell your partner what is similar and what is different from what you do.



- 1 On weekdays, I go home around 5:30 p.m. I check my e-mail and then go out for a walk. After my walk, I make dinner. After dinner, I watch TV. Sometimes I fall asleep in front of the TV. I don't stay up late. I go to bed around 10:30 p.m.
- 2 On Saturday evenings, my wife and I relax. We have dinner at home. We cook dinner together. During dinner, we listen to music. After dinner, we often stay home and watch TV. Other times, we get together with our friends. They come to our house and we play games.
- **3** Roberto has very busy weekends. On Saturday and Sunday mornings, he gets up around 6:30 a.m. After he gets up, he goes running. He runs for about two hours. In the middle of the morning, he makes a big breakfast. After breakfast, he either does laundry or pays some bills. In the afternoon, Roberto gets together with friends and plays soccer in the park.
- 4 On weekdays, children at the Kituri School in Kenya get up at 6:30 a.m. They brush their teeth and then they get dressed. Then they go to the cafeteria and eat breakfast. After breakfast, they go to their classrooms. At noon, they go outside. They eat lunch and play games. In the afternoon, they go back to their classrooms. After school, they do chores and eat dinner. In the early evening, they do homework and read.

## C Get ideas

Follow these steps to get ideas to write about daily activities.

1 Think about your week. Complete the chart with your daily activities.

My week			
	Mornings	Afternoons	Evenings
Weekdays			
Weekends			

- **2** Work with a partner. Talk about your activities. Did your partner include any activities that you do, too? Add them to your chart.
- **3** Think of a famous person. Imagine what he or she does every day. Complete the chart with your famous person's daily activities.

	's week		
	Mornings	Afternoons	Evenings
Weekdays			
Weekends			

## **D** Freewrite

Freewrite about the topics below. For each topic, your teacher will tell you when to start and stop writing. Write everything that you think of, and don't worry about grammar or spelling. You can write words, phrases, and sentences. Don't stop to erase anything. Just keep writing.

Freewrite 1 Your daily activities

Freewrite 2 A famous person's daily activities

## **I PREPARING YOUR WRITING**

## **A** Learn about the simple present

#### THE SIMPLE PRESENT

Use the simple present to talk about things that people regularly do. I play soccer on Sundays. We take the bus to work. They wake up at 7:00 a.m. every day. The verb ends in -s when we talk about he, she, or it. She plays soccer on Sundays. He takes the bus to work. She wakes up at 7:00 a.m. every day. For he, she, it, add -es to verbs that end in ch, sh, ss, s, x, or z. My neighbor watches TV all day. For more rules about adding -s or -es, see Appendix C on page 163. Some verbs are irregular. Some common ones are *do*, *go*, and *have*. Max does his homework after dinner. He **goes** to the movies Friday nights. Rita has coffee in the mornings. For more irregular verbs, see Appendix D on page 164.

#### Practice 1

Fill in the blanks. Use the verbs below.

check do eats go play runs starts take watches work

- 1 Marly <u>runs</u> on the beach on Saturday mornings.
- **2** Jason and his brother \_\_\_\_\_\_ the bus to school.
- **3** Many of my friends \_\_\_\_\_\_ in restaurants.
- 4 Class \_\_\_\_\_\_ at 8:00 a.m.
- **5** I \_\_\_\_\_ my e-mail after work.
- 6 Francisco and Emilio \_\_\_\_\_\_ hiking in the mountains.
- 7 The children \_\_\_\_\_\_ the dishes after dinner.
- 8 My family \_\_\_\_\_ dinner at around 7:00 p.m.
- 9 They \_\_\_\_\_ basketball on Sundays.
- **10** He \_\_\_\_\_\_ TV at night.

# Practice 2

Dara Torres is an Olympic swimmer and a mother. Read her schedule and complete the sentences below.

		DAILY PLANNER
	9	Morning
		<u>6:00 - get up</u>
		6:15 – breakfast with Tessa
	,	<u>8:00-10:30 - swim</u>
		11:00 - gym with Anne
_		Afternoon
		12:00 - lunch!
		1:00-3:00 - workout with Bob
		3:00-5:00 - Mommy and Me swim class with Tessa
	6	5:00 - go home

Dara Torres get up at 6 a.m. Then she <u>eats</u> breakfast with her daughter Tessa. At 8 a.m., she <u>Swins</u>. Then she <u>goes</u> to the gym with Anne. After that, she <u>cats</u> lunch. At 1 p.m., she <u>work outs</u> with Bob. At 3 p.m., she <u>has</u> a class with Tessa. At 5 p.m., she and Tessa \_\_\_\_\_ home.

#### THE SIMPLE PRESENT – NEGATIVE

To make the negative, use *do* / *does not* before the base form of the verb. We often use contractions for these forms.

do not  $\rightarrow$  don't does not  $\rightarrow$  doesn't

- Use *do not* / *don't* after *I*, *you*, *we*, or *they*. I **don't get up** early on Saturdays.
- Use *does not / doesn't* after *he, she,* or *it.* He **doesn't work** after school.



Read about Antonio's weekend. Complete the sentences with the verbs in parentheses.

On Saturdays, I <u>sleep</u> (sleep) late. I <u>doning</u> (not get up) until 10:00 a.m. Then I <u>eat</u> (eat) breakfast. I <u>don</u> (not get up) (3) eat) a big breakfast. After breakfast, I \_\_\_\_\_\_\_(meet) my friend, Oliver. Oliver  $1: \sqrt{es}$  (live) on my street. We (7) (take) English classes together. Sometimes we (8) (do) our homework together at the library. We also (9) (work out) together at the gym. I 90 (go) to the movies or to a restaurant in the evening with my (work) on Saturday evenings. On Saturdays, 1 3 tuy up (stay up) late! Oliver  $\underline{goes}$  (go) to bed around 10:00 p.m. On Sundays, 1  $\underline{eep}$  (sleep) in. Oliver  $\underline{gessup}$  (get up) early.

## Practice 4

Read about Antonio's weekend again. What does he do that Oliver doesn't do? What does Oliver do that Antonio doesn't do? Write five pairs of sentences.

Example: Antonio goes to the movies. Oliver doesn't go to the movies. Antonia stays up late. Oliver desnit stay up late 2 Antonio sleeps in Oliver duesn't sleep in 3 Antonio goes to the movies. Oliver despirit go the movie 4 Oliver goo to work Antopio does go touter 5 Antonio boesn't get up early. Oliver does get up early

**45** 

#### B Learn more about the simple present

#### USING TIME EXPRESSIONS WITH THE SIMPLE PRESENT

We often use time expressions with the simple present. Notice the prepositions in these time expressions.

- On + day / on + weekends
   Lise works on Wednesdays.
   Ana sees friends on weekends.
- At + time of day / at + night
  I go to school at 8 a.m.
  I don't study at night.
- *In* + *the* + part of the day Lin doesn't study **in the afternoon**.
- *From* + day or time + *to* + day or time | go to school **from 8 a.m. to 2 p.m.**
- After / before + event
   He goes to the library after school.
   Marie does homework before class.

# Practice 5

Read the sentences below. Underline the time expressions. Circle the prepositions in each time expression.

- 1 Marta gets up late(on)Sundays.
- **2** My classes are from 9 a.m. to 12 noon.
- **3** Marc goes to work at the Elite Café after class.
- **4** He works there from 2 p.m. to 6 p.m.
- **5** Susanna does homework and reads in the evenings.
- 6 The children study before dinner.
- 7 We don't get up early on Saturday mornings.
- 8 We play soccer on weekends.
- 9 Yuta goes to bed at 1 a.m. on weeknights.
- 10 I take English classes at 8 a.m. on Mondays.



# Practice 6

Look at Alejandro's schedule for a weekday. Fill in the blanks below with the correct prepositions.

-	(	MONDAY DAILY PLANNER
	E	Morning
		7:00 - Get up
	E	8:00 - Eat breakfast
		8:30 - Go to school
	6	9:00-12:00 - English classes
		Afternoon 12:30 – Eat lunch
-	4	1:00 - Take the bus to work
-		1:30-5:00 - Work at the café
_	4	5:30 - Change clothes
		6:00 - Go to the gym
		7:00-7:30 - Eat dinner, listen to music
	1	Alejandro gets up 7:00 a.m.
	2	He goes to school breakfast.
	3	Mondays, Alejandro takes English classes.
	4	He has class 9:00 a.m 12:00 noon.
	5	lunch, Alejandro goes to work.
P	6	He works the afternoon.
	7	6:00 p.m., he goes to the gym.
	8	Alejandro changes his clothes dinner.
		He eats dinner 7:00 p.m 7:30 p.m.
		night, he listens to music.
	10	mgnt, ne listens to music.

# C Write the first draft 🌽

Now it's time to write the first draft of two pieces of writing. Use your freewrites and your ideas and language from Sections I and II to help you. You can also add any other ideas that come to mind.

Writing 1 Write a first draft about your week.

Writing 2 Write a first draft about a famous person's week.

## III REVISING YOUR WRITING

## A Expand your vocabulary

#### **APPROXIMATE TIME EXPRESSIONS**

You can use approximate (not exact) time expressions to talk about general times of the day.

• Use *about* and *around* with a point in time to make it less exact.

I get up **about** 6:00 a.m. on weekdays.

Ana makes dinner around 7:00 p.m. every day.

• Use *early*, *in the middle of the*, and *(in the) late* to talk about general times of the day.

Wei goes to work **in the middle of the** morning. (For example, around 10:00 a.m.) Bin goes home in the **late** afternoon. (For example, around 5:00 p.m.)

• Use *during* with an event to talk about a period of time. I watch TV **during** dinner.

# Practice 7

Complete the sentences with the approximate time phrases below. Use the times in parentheses to help you choose some of your answers. Use each phrase only once.

about	around	evening	late morning
afternoon	during	late afternoon	morning

On weekends, I usually get up early. I get up <u>around</u> 8:00. I go for a run in the \_\_\_\_\_\_ (10:00-10:30). Then I eat a big breakfast in the \_\_\_\_\_\_ (11:00-11:30). \_\_\_\_\_ breakfast, I read the newspaper or start my homework. In the \_\_\_\_\_\_ (5) (2:00-4:00), I check my e-mail, listen to music, and go on Facebook. I don't have lunch. In the (5:00), I get together with some friends. We usually have (6) 6:00. At dinner, we make plans for the rest of the dinner \_\_\_\_\_ \_\_\_\_ (8:00–12:00). (8)

#### Your turn 🕰

Look at your first draft of Writing 1 and Writing 2. On each draft, add sentences with approximate time expressions. Remember to mark where these sentences go.

## **B** Connect your ideas

#### **USING OR**

Use or to talk about a choice between two activities.

I make dinner after work. I go to a café after work.

I make dinner or go to a café after work.

Don't repeat the verb if the subject and verb are the same in the second part of the sentence.

At 8 a.m., Sachi goes to the library. At 8 a.m., Sachi goes to the gym.

At 8 a.m., Sachi goes to the library or the gym.

We often use *either* in sentences with *or*. You can use *either* . . . *or* to talk about choices, too. Use *either* before the first choice.

On weekends, I play soccer. On weekends, I play basketball.

On weekends, I play either soccer or basketball.

## Practice 8

Combine the sentences below with or.

- 1 Claudia goes to the gym on Thursdays. Claudia runs in the park on Thursdays. Claudia goes to the gym or runs in the park on Thursdays.
- 2 Raffi buys lunch on weekdays. Raffi brings food from home on weekdays.
- **3** Wei takes the bus to school. Wei takes the train to school.
- 4 On Saturdays, Marta goes food shopping. On Saturdays, Marta goes to the gym.
- **5** In the evenings, we sometimes go dancing at a club. In the evenings, we sometimes go out for a meal at a nice restaurant.
- **6** The students check their e-mail after school. The students text their friends after school.
- 7 On Sundays, I sleep in. On Sundays, I get up early and do chores.

## Practice 9

Read about Rachel's children. Then answer the questions below. Use *or* in your answers. Try to use *either* . . . *or* in some sentences, too.

I have three children, Robbie, Michael, and Dani. They are very busy on Saturdays. Robbie plays basketball two Saturdays a month. He plays soccer on the other two Saturdays. Sometimes he comes home after the soccer game. Other times, he goes to his friend John's house after the game. Some days, he takes the bus home from John's. Some days, he walks home. Michael takes art classes three Saturdays a month. He goes swimming on the last Saturday of the month. Dani works at the mall on some Saturday mornings. Sometimes she stays at the mall after work. She goes shopping with friends. On other Saturdays, she goes to the movies after work. Sometimes Dani doesn't work on Saturday mornings. On those mornings, she goes to the gym.

- 1 What does Robbie play on Saturdays? Robbie plays either basketball or soccer on Saturdays.
- 2 What does Robbie do after the soccer game?
- 3 How does Robbie get home from John's house?
- 4 What does Michael do on Saturdays?
- 5 What does Dani do on Saturday mornings?
- 6 What does Dani do after work?

#### Your turn 🕰

Look at your first draft of Writing 1 and Writing 2. Are there any ideas that you can combine with *or* or *either* . . . *or*? On each draft, add sentences with *or* or *either* . . . *or*. Remember to mark where these sentences go.

## C Give and get feedback

Work with a partner. Follow these steps to give and get feedback.

- 1 Show your partner your first draft of Writing 1 and Writing 2 with the sentences you added to them.
- 2 Exchange books. Answer the questions in the chart below about your partner's first drafts.

	Writing 1	Writing 2
How many words or phrases from the <i>Vocabulary Pool</i> did your partner use?		
How many sentences are in the simple present?		
How many negative sentences did your partner use?		
How many time expressions did your partner use?		
How many approximate time expressions did your partner use?		
How many sentences have or or either or in your partner's descriptions?		

- **3** What do you like about each of your partner's pieces of writing? Underline two or three parts. Tell your partner.
- 4 Show your partner the chart. Discuss your answers. Do you have any suggestions for your partner?
- **5** Return your partner's book.





Follow these steps to write the second draft.

- 1 Look at the chart your partner completed for your first draft of Writing 1 and Writing 2. Think about what your partner said. Did your partner give you any ideas you can use? For example, can you add any more sentences with time expressions?
- 2 Look at the Progress Check on page 38 of Chapter 2. Use it to help you revise your first draft of Writing 1 and Writing 2.
- **3** Rewrite each draft with the changes.

#### A Focus on mechanics

#### TIME EXPRESSIONS AT THE BEGINNING OF THE SENTENCE

You can use some time expressions at the beginning of a sentence. This adds variety to your sentences. Use a comma when the time expression comes at the beginning of the sentence.

Bernardo does chores in the morning.  $\rightarrow$  In the morning, Bernardo does chores.

Jin plays soccer on weekends. → On weekends, Jin plays soccer.

## Practice 10

Put these words in the right order. If the time expression begins with a capital letter, put it at the beginning of the sentence and use a comma.

- 1 at the City Café / On weekends / Tyler works On weekends, Tyler works at the City Café.
- 2 after work / goes to the gym / My brother
- 3 makes a big breakfast / on Sundays / Rafael
- 4 Susanna / From 1:00 to 4:00 / takes English classes
- 5 after work / Li / to the library / takes the bus
- 6 On Friday night / with my friends / go out / I
- 7 with her boyfriend / Every Friday / eats out / she
- 8 on weekends / Micah / with Jon / plays tennis

#### Your turn 🔨

Look at your second draft of Writing 1 and Writing 2. Can you put some time expressions at the beginning of your sentences? Remember to use a comma.

#### B Check for common mistakes

#### SUBJECT-VERB AGREEMENT

Many students make mistakes with subject-verb agreement. Look at these corrected mistakes.

I goes to school at 7:45 a.m. don'tMarc and Denise doesn't drive to work. takesHe take the bus every morning. doesn'tHer brother don't exercise on weekdays.

#### Practice 11

Read about Imad and Hicham. Cross out the mistakes and write the corrections above them. There are seven more mistakes.

<sup>1</sup>Imad and Hicham are brothers. <sup>2</sup>They takes English language classes at Oxnard Community College. <sup>3</sup>Hicham goes to school every day. <sup>4</sup>Imad don't go to school every day. <sup>5</sup>He take classes on Mondays and Wednesdays, and he works on the other days. <sup>6</sup>Hicham don't have a job yet. <sup>7</sup>He goes home after classes. <sup>8</sup>He either does his homework or he work on his computer. <sup>9</sup>He checks his e-mail and search the Internet for a job. <sup>10</sup>Imad works in a restaurant. <sup>11</sup>In the evenings, Imad bring home food from the restaurant. <sup>12</sup>Hicham and Imad doesn't cook dinner. <sup>13</sup>They eat the food from Imad's restaurant.

#### C Edit your writing

Use the *Editing Checklist* below to edit your sentences. Look for only one kind of mistake each time you read your sentences. For example, the first time you read your sentences, ask yourself, "Does every sentence start with a capital letter?"

#### EDITING CHECKLIST 🗹

- 1 Does every sentence start with a capital letter?
- **2** Does every sentence end with a period?
- **3** Do all your subjects and verbs agree?
- **4** Is there a variety of time expressions?
- **5** Are there commas after time expressions at the beginning of sentences?

## D Write the final draft 🌶 🌶



Make all your changes on your second draft of Writing 1 and Writing 2. Remember to mark where the changes go. Rewrite each draft. Make any changes that you need.

#### **FOLLOWING UP**

#### **A** Share your writing

Follow these steps to share your writing.

- 1 Work with a partner. Read your partner's writing.
- 2 Discuss the similarities and differences in your weekday and weekend activities. For example, "We both sleep late on weekends."
- 3 Get into groups and share your similarities and differences.

#### **B** Check your progress

After you get your writing back from your teacher, complete the Progress Check below.

PROGRESS CHECK		
Date: New vocabulary I used:		
New grammar I used:		
Connecting words I used:		

# Families

Chapter

Think about your family. Is it a big family or a small family? Do you have any sisters or brothers? Are you married or single? Who do you live with? Think about other families that you know well. What are they like? Are those families similar to your family?

In this chapter, you write about families.

#### **GETTING STARTED**

#### A Useful vocabulary

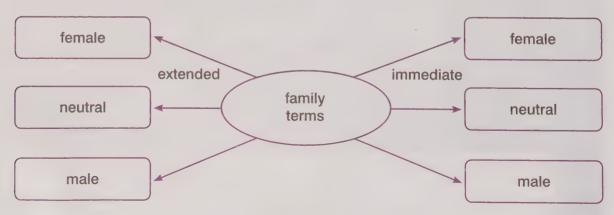
Follow these steps to study words to use when you write about families.

1 Work with a partner. Talk about the words in the *Vocabulary Pool*. Together, check (✓) the words you both know, and highlight the ones you don't know.

#### **VOCABULARY POOL**

Nouns		Adjectives
aunt baby brother brother-/sister-in-law child/children cousin daughter ex-wife/husband father generation grandchild/son/daughter grandfather grandfather grandparents great-grandchildren great-grandparents	half sister/brother husband in-laws mother mother-/father-in-law nephew niece only child parents sister son stepmother/father/ sister/brother twins uncle wife	divorced extended (family) immediate (family) older pregnant remarried younger

- **2** Change partners. Look at your new partner's highlighted words. Explain them to your partner if you can.
- **3** With your new partner, look at this word map. Fill in the blanks with as many of the nouns from the *Vocabulary Pool* as you can. You may use some of them twice. When you finish, compare your word map with the rest of the class.



4 Tell your partner about your family. Use the words in the Vocabulary Pool.

#### **B** Vocabulary in context

Follow these steps to use and read words from the Vocabulary Pool.

- Work with a partner. Look at the family tree. Talk about the relationships between the people.
- Read about the family. Guess who is writing and write the name in the space next to the number below.
- Look back at the *Vocabulary Pool*. Look for words that are *not* in the family descriptions below. Find as many words as you can before your teacher tells you to stop.



- 1 I have two brothers. We all still live with our parents. My father's sister lives with her parents, too. She and her husband have two children, but they don't live with my aunt and uncle. Both of my cousins have children. One of my cousins is divorced. His wife is remarried. She and her husband have a new baby.
- 2 We have a big, happy family. My wife and I have three children, a daughter and two sons. We also have five grandchildren. Our daughter has two children, and one of our sons has three children. One of our sons is single. He doesn't have children. Both of our daughter's children have children, so that means we are great-grandparents!
- **3** My wife and I live with her parents. They are very nice, and we get along well. Our two children are grown, but they live nearby. We see our three grandchildren a lot. Our younger son is divorced. He and his ex-wife have two children, and our older son and his wife have one child. My brother and sister-in-law have three children, so I have two nephews and one niece.
- 4 I have a brother and a stepsister. My brother is older, but he still plays with me. We get along pretty well. Our cousin lives nearby, and she plays with us sometimes, too. She's an only child, but not for long. Our aunt is pregnant! I'm happy because we need more cousins! Our extended family is growing.

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#### C Get ideas

Follow these steps to get ideas to write about families.

- 1 On a separate piece of paper, draw your family tree. Include both your immediate and extended family. Write each person's name on the tree.
- **2** Work with a partner. Tell each other about your family trees. Use the words and phrases from the *Vocabulary Pool* to describe your tree.
- **3** Did your partner use any words that you can include in your family tree? Add them to your family tree.

#### **D** Freewrite

Freewrite about the topics below. For each topic, your teacher will tell you when to start and stop writing. Write everything that you think of, and don't worry about grammar or spelling. You can write words, phrases, and sentences. Don't stop to erase anything. Just keep writing.

Freewrite 1 Your immediate family

Freewrite 2 Your extended family

#### **II** PREPARING YOUR WRITING

#### A Learn about pronouns

#### SUBJECT AND OBJECT PRONOUNS

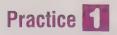
Pronouns replace nouns in sentences. Use a noun first, and then use a pronoun. This way, you don't have to repeat nouns.

Elsa has two cousins. She visits them every weekend.

Marc has a sister. He calls her once a week.

Jim and I live near our father. We have dinner with him every Wednesday.

Subject Pronouns	<b>Object Pronouns</b>
Ι	me
you	you
he	him
she	her
it	it
we	us
they	them



Read about Alicia and Fred. Then answer the questions.

<sup>1</sup>Alicia and Fred are divorced. <sup>2</sup>They have two children, Max and Sarah. <sup>3</sup>Alicia lives in Fort Lauderdale. <sup>4</sup>Max and Sarah live with her during the week. <sup>5</sup>On the weekends, they live with Fred. <sup>6</sup>Fred lives in Miami. <sup>7</sup>Every Friday, he drives to Fort Lauderdale. <sup>8</sup>He picks the children up and takes them to Miami for the weekend. <sup>9</sup>Max and Sarah love Miami. <sup>10</sup>Fred takes them to the zoo and museums. <sup>11</sup>Max and Sarah come back to Alicia on Sunday nights. <sup>12</sup>They are always excited but tired then. <sup>13</sup>Alicia helps them relax and get ready for the weeke.

1	Who is "they" in sentence 2?
2	Who is "her" in sentence 4?
3	Who is "they" in sentence 5?
4	Who is "he" in sentence 7?
5	Who is "them" in sentence 8?
6	Who is "them" in sentence 10?

## Practice **2**

Read about the Park family. Cross out each underlined noun. Write the correct subject or object pronoun above it.

There are six people in the Park family. The Park family lives in South Korea. Samuel and Olivia Park are the parents. <u>Samuel and Olivia Park</u> have (1) three children, Sarah, Richard, and Sophia. The two older children live with <u>Samuel and Olivia Park</u>. Sarah is 23 years old. <u>Sarah</u> works as a Web designer. (2) Richard is 22. <u>Richard</u> is also a Web designer. Richard works with Sarah, and (4) Sarah drives to work with <u>Richard</u> every day. Sophia is 18. <u>Sophia</u> is studying (5) English. <u>Sophia</u> is a student at Hampshire College. Hampshire College is in Massachusetts. <u>Hampshire College</u> is two hours away from Boston. (9) Grandma Park lives with the Park family, too. <u>Grandma Park</u> is 72 years old. (11) likes <u>the Senior Center</u> because <u>Grandma Park</u> has many friends there. (12)

## Practice 3

On a separate piece of paper, rewrite the sentences below. Use subject and object pronouns so that you don't repeat nouns.

American actress Rachel Liu is married to actor Barry Smith. Rachel and Barry live in Los Angeles. Rachel and Barry have four children. Brittany is 12 years old. Brittany is the oldest. Brad and Bart are 10 years old. Brad and Bart are twins. Beth is 8 years old. Beth is the baby of the family. During the week, Barry takes the children to school. Barry drives the children to three different schools each day. Rachel picks the children up and takes the children to classes in the afternoons. On the weekends, Rachel and Barry take the children to the baseball park. Rachel, Barry, Brittany, Brad, Bart, and Beth all love baseball!

#### **B** Learn about possessive nouns

#### **POSSESSIVE NOUNS**

To show possession, add 's or just an apostrophe (') to nouns.

- For all singular nouns, add 's. The boy's father is a teacher.
- For all proper nouns that end in *-s*, add *'s*. Charles's father is a teacher.
- For plural nouns that end in *-s*, add just the apostrophe ('). The boys' father is a teacher.
- For irregular plural nouns that do not end in *-s*, add *'s*. The children'**s** father is a teacher.

## Practice 4

Read about Claire's family. Add the missing apostrophes ('). There are six more mistakes.

<sup>1</sup>Claire's immediate family is very big. <sup>2</sup>That's because her parents are divorced. <sup>3</sup>Claire has two brothers, one sister, and three stepbrothers. <sup>4</sup>Claire lives at her mothers house during the week. <sup>5</sup>She lives at her fathers house on the weekends. <sup>6</sup>Her stepmother is very nice. <sup>7</sup>Her name is Phyllis. <sup>8</sup>Phylliss parents live nearby, so Claire knows them, too. <sup>9</sup>All the children like to visit her parents. <sup>10</sup>Claires family also includes a lot of pets. <sup>11</sup>For example, Phylliss parents have two cats, a bird, and a dog. <sup>12</sup>The childrens favorite pet is Tweety, the bird.

#### **POSSESSIVE PRONOUNS**

Like possessive nouns, possessive pronouns also show possession. The possessive pronoun is always near the noun or subject pronoun that it replaces.

Elsa goes to school in Mexico City. Her university is famous.

'My parents' live in Oakland. Their house is huge.

Subje	ct Pronouns	<b>Possessive Pronouns</b>
I		my
you		your
he		his
she		her
it		its
we	e and a second	our
they		their

#### Practice 5

Fill in the blanks with the correct possessive pronoun.

- **1** You have a nice family. I know \_\_\_\_\_ parents well.
- **2** I have a big family because \_\_\_\_\_\_ brothers and sisters each have lots of children.
- **3** My in-laws love to play with \_\_\_\_\_\_ grandchildren. They are wonderful grandparents.
- **4** We have two boys and one girl. All of \_\_\_\_\_\_ children are still in school, so they still live at home.
- **5** I have two lovely nieces. \_\_\_\_\_ nieces both have children. That means I am a great-aunt!
- 6 Jon's cousins are very young, but \_\_\_\_\_ uncle is only two years older than Jon. They are good friends.
- 7 We gave \_\_\_\_\_ baby a long name. \_\_\_\_\_ name is Josafina Yolanda Magdalena Marielle.
- 8 Alexandra and \_\_\_\_\_ husband live with \_\_\_\_\_ husband's parents. \_\_\_\_\_ house is very large.
- **9** Frank and \_\_\_\_\_\_ wife have three children. \_\_\_\_\_\_ children live with them.
- **10** You and \_\_\_\_\_ mother are lucky because \_\_\_\_\_ homes are close together.

## Practice 6

Complete the story with the correct possessive pronouns.

In some countries, a married man lives in parents' home, so many
women move into in-laws' homes and live with(3)
husbands' parents. In addition, after a husband and wife have children, the
woman raises children in in-laws' home. Often, the
woman takes care of both children and husband's
parents. For example, I am Turkish name is Nisran. I am married
to Yasar, and I live in in-laws' house with Yasar and(10)
four children. I take care of in-laws. I like to help them. But at
night, I am often very tired. I fall into bed early, and I fall asleep
very quickly!

## Practice 7

Look at the family tree in *Vocabulary in context* on page 57. Write sentences about Jorge's family. Use possessive pronouns.

Examples: Sandy is his wife. Max, Rachel, and Javier are their children.

1	
2	
3	
4	
5	
6	

## C Write the first draft 🌶

Now it's time to write the first draft of two pieces of writing. Use your freewrites and your ideas and language from Sections I and II to help you. You can also add any other ideas that come to mind.

Writing 1 Write a first draft about your immediate family.

Writing 2 Write a first draft about your extended family.

#### III REVISING YOUR WRITING

#### A Expand your vocabulary

#### **RELATIONSHIP PHRASES**

You can use these phrases to talk about your relationships with your family members.

- *be close (to)*: be close to, be very close to, be not very close to I'm very close to my younger sister, but I'm not very close to my cousins.
- *get along (with)*: get along with, get along well with, not get along well with I **get along well with** my parents, but I **don't get along well with** my sister.
- *keep in touch (with)*: keep in touch with, don't keep in touch with I keep in touch with my cousins, but I don't keep in touch with my uncle.
- *have a good / bad relationship (with)*: have a good / bad relationship with, don't have a good relationship with

I have a good relationship with my mother, but I have a bad relationship with my father.

#### Practice 8

Fill in the blanks with the phrases below. More than one answer is possible in some sentences.

	close	get along well	keep in touch	not have a good relationship
	get along	have a good relationship	not get along	not very close
	0 0		0	
1	My brother r	never calls our cousins, but	t I	with them.
2	<b>2</b> Josiah and his sister play together all the time. They are very			very
3	<b>3</b> Sometimes, Mei and Ying with their parents well, but other			
	times they do	7 C	with them at all.	
4	4 Many parents say it is hard to with their teenagers.			ith their teenagers.
5	<b>5</b> Twins are often to each other.			
6	Now that we	are adults, my sister and	I	with each other.
7	My grandpar	ents have a computer, so I		with them by e-mail.

**8** I fight with my ex-wife all the time. I do \_\_\_\_\_\_ with her at all.

#### Your turn 🕰

Look at your first draft of Writing 1 and Writing 2. On each draft, write sentences using relationship phrases. Remember to mark where these sentences go.

#### **B** Connect your ideas

#### **USING AND AND BUT**

You can use *and* and *but* to join two sentences. Use a comma before each connector.

- Use *and* to connect similar ideas in a sentence. Jane and her cousin are the same age, **and** they go to the same school, too!
- Use but to connect two contrasting ideas in a sentence.
   I get along with my older cousin, but I don't get along with my younger cousin.

#### Practice 9

Fill in the blanks with and or but.

- 1 My mother is an only child, \_\_\_\_\_ my father is an only child, too.
- 2 Most Japanese families are small, \_\_\_\_\_ Maki's family is big.
- **3** Sei Young and her cousin fight a lot, \_\_\_\_\_ they are very close.
- 4 Marco and Kristen both love sports, \_\_\_\_\_ they both play on teams.
- **5** Jack and Juliana are divorced, \_\_\_\_\_\_ they get along very well.

#### Practice 10

Read the story. Circle *and* or *but* to join the sentences. Then add five more missing commas.

Abigail's great-grandparents are old, and (but) they seem very young. Abigail and her cousins visit them often. Her great-grandmother likes to cook and (but the children love to eat her treats. Sometimes the house is very noisy and crowded and (but Abigail's great-grandparents don't mind. They like all the activity. Sometimes the cousins play outside and (but the adults sit inside and talk. After a while, Abigail's great-grandparents go upstairs to nap and (but sometimes Abigail goes with them. Abigail is seven years old and / but she still likes to nap.

#### Your turn 🔨

Look at your first draft of Writing 1 and Writing 2. On each draft, write sentences about your immediate and extended families using *and* and *but*. Remember to mark where these sentences go.

### C Give and get feedback

Work with a partner. Follow these steps to give and get feedback.

- **1** Show your partner your first draft of Writing 1 and Writing 2 with the sentences you added to them.
- **2** Exchange books. Answer the questions in the chart below about your partner's first drafts.

	Writing 1	Writing 2
How many words or phrases from the <i>Vocabulary Pool</i> did your partner use?		
How many subject and object pronouns did your partner use?		
How many possessive nouns did your partner use?		
How many possessive pronouns did your partner use?		
How many relationship phrases did your partner use?		
How many sentences have and or but?		

- **3** What do you like about each of your partner's pieces of writing? Underline two or three parts. Tell your partner.
- **4** Show your partner the chart. Discuss your answers. Do you have any suggestions for your partner?
- **5** Return your partner's book.

## D Write the second draft 🌽 🍻

Follow these steps to write the second draft.

- 1 Look at the chart your partner completed for your first draft of Writing 1 and Writing 2. Think about what your partner said. Did your partner give you any ideas you can use? For example, can you use any more possessive pronouns?
- **2** Look at the *Progress Check* on page 54 of Chapter 3. Use it to help you revise your first draft of Writing 1 and Writing 2.
- **3** Rewrite each draft with the changes.

#### IV EDITING YOUR WRITING

#### A Focus on mechanics

#### USING CAPITAL LETTERS WITH NAMES AND FAMILY TERMS

Use capital letters with people's names.

Andy, Elsa, Fred and Oliver, Jorge and Maria Ruiz, the Smiths

Use capital letters with family terms when you use them like names. Aunt Claudia lives with me.

We are very close to Grandma Rose.

For more rules about capital letters, see Appendix B on page 162.

#### Practice 11

Read these sentences. Cross out eight more letters that should be capital letters and write the corrections above them. Then check your answers with a partner.

<sup>1</sup>I live with my daughter <sup>/VI</sup> fred's daughter (and my granddaughter). <sup>3</sup>She lives here with us. <sup>4</sup>We also live with my aunt. <sup>5</sup>aunt linda is 80 years old, and we take care of her. <sup>6</sup>fred's cousin lives with us, too. <sup>7</sup>cousin jack is divorced, and he doesn't like living alone. <sup>8</sup>We're a big, happy family!

#### Your turn 🔨

Check your use of capital letters in your second draft of Writing 1 and Writing 2.

#### **B** Check for common mistakes

#### **MISTAKES WITH MALE AND FEMALE PRONOUNS**

Many students confuse male and female pronouns. Look at these corrected mistakes.

Mary is my mother's cousin. He lives with us.

I visit Grandma Rose every weekend. I bring him flowers.

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## Practice 12

Read about Steve's family. Cross out seven more mistakes and write the corrections above them.

<sup>1</sup>Divorce is difficult for many families, but not for some people. <sup>2</sup>For example, He Steve is divorced. <sup>3</sup>She and her ex-wife, Brittany, have one child, Sophie. <sup>4</sup>Steve's ex-wife is remarried. <sup>5</sup>He and his new husband also have one child, Nick. <sup>6</sup>Brittany and his husband live near Steve. <sup>7</sup>Brittany and his husband get along very well with her. <sup>8</sup>Sophie is a little older than Nick, but he and Nick get along very well, too.

## C Edit your writing

Use the *Editing Checklist* below to edit your sentences. Look for only one kind of mistake each time you read your sentences. For example, the first time you read your sentences, ask yourself, "Does every sentence start with a capital letter?"

#### EDITING CHECKLIST

- Does every sentence start with a capital letter?
- **2** Does every sentence end with a period?
- **3** Did you use the correct subject, object, and possessive nouns and pronouns?
- **4** Is there a variety of family relationship phrases?
- **5** Do your sentences with *and* and *but* have two subjects, two verbs, and two objects?
  - **6** Are there commas before *and* and *but* in sentences with two subjects, two verbs, and two objects?
  - **7** Do you have correct capitalization for names and family terms?

#### D Write the final draft 🌽 🌽 🌽



Make all your changes on your second draft of Writing 1 and Writing 2. Remember to mark where the changes go. Rewrite each draft again. Make any changes that you need.

#### **FOLLOWING UP**

#### A Share your writing

Follow these steps to share your writing.

- 1 Work with a partner. Read each other's writing.
- **2** Ask and answer questions about your partner's family. For example, "Who is older, you or your brother?"
- **3** Present your partner's family to the class.

For example, "Marta lives with her mother and her father. She has an older brother, but she doesn't get along with him."

#### **B** Check your progress

After you get your writing back from your teacher, complete the Progress Check below.

PROGRESS CHECK
Date:
New vocabulary I used:
New grammar I used:
Connecting words I used:
Mechanics I learned:
Things I need to remember the next time I write:

# That's Entertainment!

Chapter

6

Think about the types of entertainment that you enjoy. What TV shows do you usually watch? What are your favorite types of movies? How often do you go to the movies? Do you read books? What are your favorite types of books?

In this chapter, you write about TV, movies, or books.

#### **GETTING STARTED**

#### A Useful vocabulary

Follow these steps to study words to use when you write about different types of entertainment.

1 Work with a partner. Talk about the words in the *Vocabulary Pool*. Together, check (✓) the words you both know, and highlight the ones you don't know.

#### **VOCABULARY POOL**

cartoonactionbiographydetective showadventurecomicdocumentaryanimatedfantasydramacomedyfictioneducational programhorrorhistory
game showmusicalhow-tonews programromancemysteryreality showscience fictionnonfictionsitcomthrillersciencesoap operawesternsci-fisports programself-help

- 2 Change partners. Look at your new partner's highlighted words. Explain them to your partner if you can.
- **3** Read these TV show, movie, and book titles. What types are they? Discuss them with your partner. Then write two possible types for each TV show, movie, and book title.



**4** Choose a TV show, a movie, and a book title from step 3 that looks interesting to you. Tell your partner your choices. Why did you choose these titles?

## **B** Vocabulary in context

Follow these steps to use and read words from the Vocabulary Pool.

- Work with a partner. Look at each picture. What type of TV show, movie, or book does it show? Discuss with your partner.
- Read about the types of entertainment the people below say they like and don't like.
- Write the letter(s) of the pictures that show the types of entertainment they like. Then write the letter(s) of the pictures that show what they don't like. Check your answers with a partner.
- 1 People in my country don't like to go to the movies. They usually watch TV in the cold winter months. They like American sitcoms, such as *Ray*, and Japanese game shows, such as *Komodo Dragon*. They don't enjoy dramas and other serious shows. People rarely watch those shows.

Like \_\_\_\_\_ Don't like \_\_\_\_

2 My brother likes to read books. He takes the bus to work every day and he reads on the bus. He doesn't enjoy fiction. He likes self-help books and books about famous people in history, such as biographies of kings. He likes to watch action movies sometimes, but he never watches TV.

Likes \_\_\_\_\_ Doesn't like \_\_\_\_

3 My parents go to the movies three or four times a month. They like a lot of different kinds of movies, such as comedies and action movies. They sometimes watch TV, but they only like the news.

Like \_\_\_\_\_ Don't like \_\_\_\_\_

4 My sister watches TV every night. She only likes educational programs, such as documentaries. She likes movies, too, but only very serious ones. She reads a lot. The books she reads are usually nonfiction, such as historical books.

Likes \_\_\_\_\_ Doesn't like \_\_\_\_\_









## C Get ideas

Follow these steps to get ideas to write about entertainment.

1 Think about your favorite types of TV shows, movies, and books. Complete the chart below. Use the words from the *Vocabulary Pool*.

TV Shows	Movies	Books

- **2** Work with a partner. Compare charts. Tell your partner what types of TV shows, movies, and books you like. Tell you partner some titles of each.
- **3** Did your partner talk about any entertainment types that you like, too? Add them to your chart.
- **4** Stand up and walk around the room. Ask people about their favorite types of entertainment.
- **5** Find one person who shares two favorites from your chart. Sit down and discuss your favorites with that person.

#### **D** Freewrite

Freewrite about the topics below. For each topic, your teacher will tell you when to start and stop writing. Write everything that you think of, and don't worry about grammar or spelling. You can write words, phrases, and sentences. Don't stop to erase anything. Just keep writing.

Freewrite 1 Types of movies or books that you like and that you don't like

Freewrite 2 Popular types of TV shows in your country or culture

#### **II** PREPARING YOUR WRITING

#### A Learn about adverbs of frequency

#### **ONE-WORD ADVERBS OF FREQUENCY**

Adverbs of frequency describe how often an action happens. We often use them with the simple present tense to talk about habits. Here are some common adverbs of frequency.

None of	the time				All of the time
never	rarely	sometimes	often	usually	always

We usually put these one-word adverbs of frequency after *be* and before other verbs.

Hasan is often in front of his computer.

My wife and I sometimes go to the movies.

You can use almost in front of never and always, too.

I almost always watch the news in the morning.

#### Practice

On a separate piece of paper, write these words in the right order to make sentences.

1 TV news shows / rarely / Aisha / watches

2 newspapers / read / never / My friends

- 3 We / get / from TV comedy shows / the news / often
- 4 on the Internet / usually / Sam / reads the news
- 5 almost never / Some people / TV / watch
- 6 are / about real events / usually / Movies / popular

## Practice **2**

Complete the following sentences about yourself. Use the adverbs of frequency in the box above. Talk about your sentences with a partner.

1 I Some times watch the news on TV.

2 I Fare read newspapers.

- 3 I Usually watch comedy shows on TV.
- 4 I \_\_\_\_\_\_ read the news on the Internet.
- 5 I Glugy watch TV.
- 6 I Some + Inv watch movies about real events.

#### **B** Learn more about adverbs of frequency

#### ADVERBS OF FREQUENCY PHRASES

Some adverbs of frequency are phrases. They usually go at the end of the sentence or at the beginning.

Here are some common adverbs of frequency phrases.

once a day	twice a week	three times a month	four times a year
everv dav	everv week	everv vear	all the time

I brush my teeth twice a day.

I go fishing three times a year.

Every year. I go somewhere hot for my vacation.

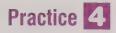
I work in my garden every day.

#### Practice 3

Read about Jamil's and Noor's habits. Then read the sentences below. Correct the adverbs of frequency to make the sentences true.

Every day, Jamil gets up at 6:30 a.m. Then he turns on the TV and watches the news. He doesn't read the newspaper in the morning, except on Sundays. On most days, Jamil takes the train to work. On the train, he reads a book. Two or three times a week, he also works on the train. Jamil does not take the train to work every day. Four or five times a month, his friend, Rana, drives him to work instead. Jamil doesn't work or read in the car. Every day, Jamil takes the train home. In the evenings, he and his wife, Noor, almost never go out. They stay home and watch TV. They like to watch documentaries and educational TV programs together. Jamil also likes detective shows. He watches his favorite detective show once a week. Noor doesn't watch detective shows. She goes to bed instead.

- every day **1** Jamil watches the news on TV twice a week.
- 2 Jamil reads the newspaper every day. Gince a week
- 3 Jamil always takes the train to work. almost
- 4 Jamil rarely works on the train. Two or three times
- 5 Rana often drives Jamil to work. four or five an th
- **6** In the evenings, Jamil and Noor sometimes go to the movies.  $a_{11}, a_{5}^{-1}$
- 7 Jamil and Noor watch educational shows and documentaries on TV on Sundays.
- 8 Jamil and Noor often watch detective shows together. doesn't d.



On a separate piece of paper, rewrite the story about Jamil and Noor. Change four or five of the sentences that have adverbs of frequency phrases. Rewrite those sentences with one-word adverbs of frequency. This will give the writing some variety.

#### Practice 5

Fill out the survey below. Then write sentences about yourself on a separate piece of paper. Use adverbs of frequency.

Complete the following form about your entertainment habits.								
TV (hours a day):								
How many nights a week do you watch these types of programs?								
news programs:				educ	ational	programs:		
reality shows:	· · ·			sitco	ms:			
game shows:				spor	ts progra	ams:		
Movies (times a n	nonth	):'						
Rate the movie ty	vpes f	rom 1	to 5, v	vith 5	being y	our favorite.		
comedy:	1	2	3	4	5			
romance:	1	2	3	4	5			
action/adventure:	1	2	3	4	5			
animated:	1	2	3	4	5			
horror:	1	2	3	4	5			
musical:	1	2	3	4	5			
Books (hours a week):								
How many of these types of books do you read a year?								
fiction: biography: nonfiction: sci-fi: comic:								

#### C Write the first draft 🌶

Now it's time to write the first draft of two pieces of writing. Use your freewrites and your ideas and language from Sections I and II to help you. You can also add any other ideas that come to mind.

Writing 1 Write a first draft about your favorite types of movies or books.

Writing 2 Write a first draft about popular types of TV shows in your country or culture.

#### III REVISING YOUR WRITING

#### A Expand your vocabulary

#### **MAKING NOUNS INTO ADJECTIVES**

You can use adjectives to add variety and interest to your sentences. You can make some nouns into adjectives when you add an adjective ending to a noun. I like to watch shows with romance in them.  $\rightarrow$  1 like romantic shows.

Here are some common adjective endings.

-al -ed -ic -ous

#### Practice 6

Work with a partner. Complete the charts below with the adjective forms. Use a dictionary, if necessary.

Noun	Adjective	Noun	Adjective
animation		information	
biography		music	
drama		mystery	
education		science	

## Practice 7

Complete the sentences with adjectives from *Practice 6*. There is more than one correct answer. When you finish, compare your answers with a partner.

Our favorite TV station is Channel 32. I like Channel 32's nightly news show.
It's very I also often watch science programs, such as <i>Science</i>
Today. The topics are always interesting. The children's
programs are great. My children often watch <i>Counting Is Fun.</i>
My husband is very He likes Night at the Opera. I like it, too.
Opera stories usually are very In the stories, people often fall in
love and then die.

#### Your turn 🔨

Look at your first draft of Writing 1 and Writing 2. On each draft, rewrite some sentences with the adjective forms of the nouns. Remember to mark where these sentences go.

## **B** Connect your ideas

#### **USING SUCH AS**

You can use *such as* to introduce examples. Use *such as* immediately before the example.

I like science fiction movies, such as Star Trek.

Marta often reads historical novels, such as Gone with the Wind and The Six Wives of Henry VIII.

Reality shows, **such as** *So You Want to Be a Celebrity*, are very popular in the United States.

Note: We usually use a comma before examples that are introduced by such as.

## Practice 8

Rewrite the sentences with *such as*. Use the TV shows, movies, and books below as examples.

Escape from Bald Mountain I Want to Be a Millionaire Monsters Under the Sea My Life Nightmare Street Storm Chasers SuperStar The Middle Ages The Nightly News

**1** I often watch reality shows.

2 Many older people like to watch news programs.

**3** Horror movies are often on TV late at night.

**4** Biographies are very popular.

5 My son likes to read children's adventure stories.

6 He usually reads history books for school.

#### Your turn $\sim$

Look at your first draft of Writing 1 and Writing 2. On each draft, write or rewrite some sentences with such as. Remember to mark where these sentences go.

#### C Give and get feedback

Work with a partner. Follow these steps to give and get feedback.

- 1 Show your partner your first draft of Writing 1 and Writing 2 with the sentences you added to them.
- 2 Exchange books. Answer the questions in the chart below about your partner's pieces of writing.

	Writing 1	Writing 2
How many words from the Vocabulary Pool did your partner use?		
How many one-word adverbs of frequency did your partner use?		
How many adverbs of frequency phrases did your partner use?		
How many adjective forms of nouns did your partner use?		
How many sentences use such as?		

- **3** What do you like about each of your partner's pieces of writing? Underline two or three parts. Tell your partner.
- 4 Show your partner the chart. Discuss your answers. Do you have any suggestions for your partner?
- **5** Return your partner's book.

#### D Write the second draft 🌶 🔌



Follow these steps to write the second draft.

- 1 Look at the chart your partner completed for your first draft of Writing 1 and Writing 2. Think about what your partner said. Did your partner give you any ideas that you can use? For example, can you add any more sentences with such as?
- 2 Look at the Progress Check on page 68 of Chapter 4. Use it to help you revise your first draft of Writing 1 and Writing 2.
- **3** Rewrite each draft with the changes.

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#### **IV** EDITING YOUR WRITING

#### A Focus on mechanics

#### **USING UNDERLINING AND ITALICS**

<u>Underline</u> the titles of TV shows, movies, and books when you write by hand.

We both enjoy detective shows, such as Law and Order and CSI.

I like going to romantic comedies, such as The Break-Up.

My favorite book is The Notebook.

When you type on a computer, put titles of TV shows, movies, and books in *italics*. Follow these steps to use italics in Microsoft Word.

- **1** Use the mouse to highlight the title.
- **2** Click the *I* (italics) button on the toolbar.

To take the italics off, click the *I* button a second time.

## Practice 9

Read and underline 11 more book and movie titles.

<sup>1</sup>I am in a book club. <sup>2</sup>We meet every six weeks to discuss books. <sup>3</sup>We enjoy reading historical novels by women, such as <u>Wuthering Heights</u>, Wide Sargasso Sea, and The Other Boleyn Girl. <sup>4</sup>Sometimes we read novels by men, too. <sup>5</sup>We read books by Cormac McCarthy, such as The Road, and books by Pat Conroy, such as The Water Is Wide. <sup>6</sup>We also like reading sci-fi books, such as Dune and Brave New World. <sup>7</sup>We often read fantasy novels, too. <sup>8</sup>We like The Lord of the Rings and other books by J. R. R. Tolkien. <sup>9</sup>We alsó like J. K. Rowling's books, especially the first one, Harry Potter and the Philosopher's Stone. <sup>10</sup>We rarely read nonfiction. <sup>11</sup>Sometimes we watch movies together, too. <sup>12</sup>We watch movies of the books we read, such as My Sister's Keeper, The Time Traveler's Wife, and Inkheart.

#### Your turn 🕰

Check your use of underlining or italics in your second draft of Writing 1 and Writing 2.

#### **B** Check for common mistakes

#### **PLACEMENT OF ADVERBS**

Many students make mistakes with the placement of adverbs.

One-word adverbs of frequency usually go before the verb or after be.

He reads often news magazines.

(Always) animal documentaries are interesting to me.

Adverbs of frequency phrases can go at the beginning or at the end of the sentence. Use a comma when they go at the beginning.

She watches (once a year) a musical.

He(twice a week)reads the newspaper.

## Practice 10

Read the text below. Circle the adverbs of frequency that are in an incorrect place, and draw an arrow to their correct place. Add commas, if necessary. Find seven more mistakes.

<sup>1</sup>My family does different things in the evenings. <sup>2</sup>My parents go often to the movies on weekends. <sup>3</sup>They usually are excited about sci-fi movies, such as *Star Trek* and *The Matrix*. <sup>4</sup>Almost never my grandparents go to the movies. <sup>5</sup>They usually stay home and watch TV. <sup>6</sup>My sister and I rarely stay home on weekends. <sup>7</sup>We love the movies, but we don't like the same kind of movies. <sup>8</sup>I like musicals, such as *Hairspray* and *Mamma Mia*. <sup>9</sup>My sister goes to musicals never. <sup>10</sup>She every week goes to scary horror movies, such as *Friday the 13th*. <sup>11</sup>My little brother goes almost never out in the evenings. <sup>12</sup>He watches cartoons always on TV. <sup>13</sup>He also watches reality shows, such as *The Amazing Race*, often.



## C Edit your writing

Use the Editing Checklist below to edit your sentences. Look for only one kind of mistake each time you read your sentences. For example, the first time you read your sentences, ask yourself, "Does every sentence start with a capital letter?"

## EDITING CHECKLIST

- Does every sentence start with a capital letter?
- **2** Does every sentence end with a period?
- **3** Are your adverbs of frequency in the right place?
- **4** Do you have the correct ending for adjective forms?
- **5** Did you use underlining or italics for titles?

## D Write the final draft 🌶 🔌



Make all your changes on your second draft of Writing 1 and Writing 2. Remember to mark where the changes go. Rewrite each draft. Make any changes that you need.

#### **FOLLOWING UP**

#### A Share your writing

Follow these steps to share your writing.

- **1** Work with a partner. Read your partner's writing.
- **2** Discuss the similarities and differences in your entertainment choices. For example, "We both like game shows on TV. We usually watch game shows on weekday nights." "You don't usually read books, but I sometimes read books."
- **3** Get into groups and share your similarities and differences.

## **B** Check your progress

After you get your writing back from your teacher, complete the Progress Check below.

PROGRESS CHECK
Date:
New vocabulary I used:
New grammar I used:
Connecting words I used:
Mechanics I learned:
Things I need to remember the next time I write:

## People

Chapter

Think about the people you know. What do they look like? What are their personalities like? Think about a famous person. What does that person look like? What does that person seem like?

In this chapter, you write about people.

#### **GETTING STARTED**

#### A Useful vocabulary

Follow these steps to study words to use when you write about people.

1 Work with a partner. Talk about the words in the *Vocabulary Pool*. Together, check (✓) the words you both know, and highlight the ones you don't know.

V	0	C	4 <i>B</i>	ßU	L	A	R	Y	P	0	0	L	

athletic average lood average-size colue -Pbald beautiful blond brave calm casual confident considerate	ed elderly energetic fashionable friendly funny generous good-looking handsome happy	messy middle-aged neat outgoing patient pretty	short y shy + timudo sociable v straight strong v talented v tall v thin thoughtful young v
considerate cooperative curly		pretty ✓ quiet ✓ serious √	

- **2** Change partners. Look at your new partner's highlighted words. Explain them to your partner if you can.
- **3** With your partner, complete the chart with words from the *Vocabulary Pool*. Some words can go in more than one column.

Words that Describe Appearance 🚤	Words that Describe Hair	Words that Describe Personality
cute	blond	brave

**4** Think of a friend. Then tell your partner about that friend. Use the words in the chart above.

#### **B** Vocabulary in context

Follow these steps to use and read words from the Vocabulary Pool.

- Work with a partner. Look at the picture and describe each person.
- Read the descriptions below. Match each description to a person in the picture. In the box next to the description, write the letter of the person described. Two people in the picture are not described.
- Explain your choices to your partner.



- 1 Mike is my neighbor. He's also a good friend. Mike is very tall and good-looking. He has short dark hair. He's strong and extremely athletic. Mike plays a lot of sports. He plays tennis, soccer, football, and basketball, of course. We often play tennis or basketball together.
- 2 Jake isn't tall, but he isn't short. He's average-sized. He has very curly dark hair. Jake is energetic. Jake is very smart, too. He gets good grades, and he always tells interesting stories. Jake's extremely considerate. He likes to be helpful.
- **3** My friends Toby and Alicia are married. They are both very tall and good-looking. Toby has long dark hair, and Alicia has short blond hair. They are also very outgoing. They seem really happy together.
- 4 Hannah has fairly long brown hair and light eyes. She's very cute. Hannah is a lovely person, but she is quiet and a bit shy. She doesn't talk very much, but she's a good listener. She helps me with my problems. She always has good advice.
- **5** Mason is Hannah's brother. He is very handsome. His hair is short, and he has big light eyes. He's fairly tall. Mason is an extremely outgoing, confident person. He's very independent, but he's also cooperative. He's fun to work with.

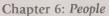










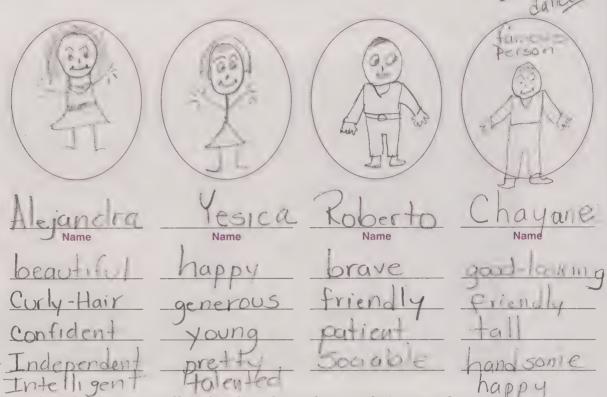


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## C Get ideas

Follow these steps to get ideas to write about people.

1 Draw the faces of three friends. Then draw the face of the famous person you wrote about in Chapter 3. Write the names of each person and four description words and from the *Vocabulary Pool* below each name.



- 2 Work with a partner. Tell each other about the people in your drawings. For example, "This is my friend, Ka-eun. She's tall and thin. She's very pretty. She's very generous, too. She helps people a lot."
- **3** Did your partner use any description words that you can use for your friends? Add those words above.

#### **D** Freewrite

Freewrite about the topics below. For each topic, your teacher will tell you when to start and stop writing. Write everything that you think of, and don't worry about grammar or spelling. You can write words, phrases, and sentences. Don't stop to erase anything. Just keep writing.

Freewrite 1 Your friends

Freewrite 2 A famous person

#### **II PREPARING YOUR WRITING**

#### A Learn about adjectives

#### **ADJECTIVES**

Adjectives describe nouns. They have the same form when they describe both singular and plural nouns. Don't add an *-s* ending to an adjective that describes a plural noun.

Adjectives help the reader see, hear, and feel the nouns you write about. They make your writing more interesting.

Put adjectives before the nouns they describe.

Mario has dark hair.

He is a tall man.

You also put adjectives after verbs such as be, seem, and look.

They are energetic.

Lydia seems confident.

Meghan and Paolo look athletic.

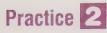
When there are two adjectives, we often put the adjective that describes size first. She has **big beautiful** eyes.

#### Practice 1

Read this description of a movie star. Circle the adjectives, then draw arrows to the nouns or pronouns they describe.

<sup>1</sup>George Clooney is very (famous) <sup>2</sup>He (acts) in different types of movies. <sup>3</sup>In some movies, he's serious) <sup>4</sup>In other movies, he's funny) <sup>5</sup>He is very talented. <sup>6</sup>He's also very (handsome, 7He has big brown eyes and short gray hair.) <sup>8</sup>He is average-sized. <sup>9</sup>He's not tall) but he's (not short) <sup>10</sup>He is middle-aged, but he looks young. <sup>11</sup>In interviews, he seems intelligent. <sup>12</sup>He tells (interesting stories) and funny jokes. <sup>13</sup>He's not shy at all. <sup>14</sup>He seems very outgoing. 15 He seems very (thoughtful) and very (nice)





Read about Zadie and Robert. Then answer the questions. Write complete sentences.

Zadie and Robert are married. Zadie is average-sized. She is very pretty. She has short dark hair and light brown skin. She has big brown eyes. She is outgoing and friendly. She usually looks very happy. She also seems funny and smart. Robert is very tall and thin. He is average looking. He has blond hair and blue eyes. Robert is fairly quiet and shy, and he's extremely considerate of others. He seems very intelligent. Zadie and Robert are different, but they have a very happy marriage.

1	What does Zadie's hair look like? She has short days hoit.
	What color are Zadie's eyes? She has big brown eves
3	What color is Robert's hair? He has blond hair
	How handsome is Robert? He is averange looking
-	What is Zadie's personality like? The is autoring and friendly. She also seens formy and smar
	What is Robert's personality like? He is fairly quiet and shy
7	What kind of marriage do Zadie and Robert have? They have a very happy marriage.

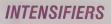
## Practice 3

Look at the two driver's licenses. On a separate piece of paper, write sentences to describe the drivers. Use *be, seem*, and *look*.

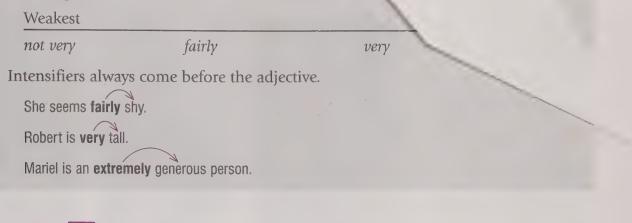
STATE OF TEXAS DRIVER'S LICENSE				
8	Name: Address: Sex:	Louise Hernandez 81 Olive Avenue Dallas, TX 75080 F		
	Hair Color: Eyes: Height: Weight:	Brown <sup>*</sup> Blue 5 feet, 5 inches 125 lbs.		
Must wear glasses	Louise	e Hernandez		

NEW	JERSEY	DRIVER'S LICENS
Name	Rob Smith	
Address	3456 Kennedy Blvd. Newark, NJ 07304	
Sex	M	
Hair Color	None	
Eyes	Brown	
Height	5 feet, 5 inches	The second second
Weight	190 lbs.	
Note	Must wear glasses	Rob Smith

## **B** Learn more about adjectives



Intensifiers add meaning to adjectives. Intensifiers m or stronger.



#### Practice 4

Put these words in the right order to make sentences.

- 1 Marco / athletic player / extremely / is / an Marco is an extremely athletic player.
- 2 The students / casual / fairly / clothes / wear
- 3 The twins / have / outgoing / mother / very / a
- 4 Claudia / quiet / fairly / seems
- 5 Wei / very / guy / nice / is / a
- 6 Our teacher / extremely / helpful / is
- **7** My brother / thin / isn't / very
- 8 Inga / fairly / is / sociable
- 9 Yuta / very / hair / doesn't have / long

Rook at the chart below. On a separate piece of paper, write sentences that describe each person. Use intensifiers. Compare your sentences with a partner. With your partner, choose one person to write about. Together, write five sentences below the chart.

	Jim	Fric	sam
Age in years	22	51	83
Height in feet / cm	7'4" / 224 cm	5'3" / 160 cm	5'10" / 178 cm
IQ	100	150	120
Interesting fact	Has an Olympic gold medal for basketball	Third-place winner, Oak Street Cooking Contest	Volunteers at the hospital and helps in the schools



## C Write the first draft 🌽

Now it's time to write the first draft of two pieces of writing. Use your freewrites and your ideas and language from Sections I and II to help you. You can also add any other ideas that come to mind.

Writing 1 Choose one friend and write about him or her.

Writing 2 Write about a famous person.

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## III REVISING YOUR WRITING

#### A Expand your vocabulary

#### **SYNONYMS**

Synonyms are words that have almost the same meaning, for example, *little* and *small*. Use synonyms in your writing instead of repeating the same word.

attractive

René is good-looking. His friend Gabe is also good-looking.

You can find synonyms for many words in a *thesaurus*. A thesaurus is a collection of synonyms. Look for a thesaurus online or in the reference section of a library. If you are using Microsoft Word, you can also find a thesaurus in Tools.

Be careful to check synonyms in a dictionary before you use them. A dictionary can show you if a word has two different meanings. For example, two synonyms for *funny* are *amusing* and *strange*. However, *amusing* and *strange* mean different things.

John often tells funny jokes. (amusing)

The weather is funny today. (strange)

If you check the meaning of *funny* in a dictionary, you will not make the following mistakes.

John often tells strange jokes.

The weather is amusing today.

## Practice 6

Look up the following adjectives in a thesaurus. List one or two synonyms for each one.

Adjective	Synonyms	
1 pretty		
2 nice		
3 intelligent		
4 interesting		
5 happy		

Read about Flavia. Underline the adjectives. Use the chart in *Practice* 6 to find a synonym for adjectives used more than once. Write the synonym above the adjective.

<sup>1</sup>Flavia is a very pretty young woman in my class. <sup>2</sup>She has <u>pretty</u> eyes. <sup>3</sup>She also has nice hair. <sup>4</sup>She has a nice smile. <sup>5</sup>She's intelligent, too. <sup>6</sup>In our discussions, she always says very intelligent things. <sup>7</sup>She's an interesting person, too. <sup>8</sup>She tells interesting stories about her life. <sup>9</sup>She also has interesting hobbies. <sup>10</sup>She travels a lot, and she takes pretty pictures. <sup>11</sup>Flavia always seems happy, too. <sup>12</sup>She has a lot of friends because happy people are fun to be with.

#### Your turn 🕰

Look at your first draft of Writing 1 and Writing 2. On each draft, rewrite some sentences using synonyms for any adjectives that you use more than once. Remember to mark where these sentences go.

## **B** Connect your ideas

#### **USING FOR EXAMPLE**

You can use *for example* at the beginning of sentences to give more information. Marcia is outgoing and helpful. **For example**, she always helps new students. Wei is very generous. **For example**, he often shares things with his friends.

Use a comma after for example.

# Practice 8

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Match the sentences with their example sentences. Check your answers with a partner.

- $\__{1}$  **1** Chris is fashionable.
  - **2** My friend is an extremely calm person.
    - **3** Margo's cousin is really considerate.
- \_\_\_\_\_ **4** Lee isn't very athletic.
- **\_\_\_\_\_ 5** My classmate isn't a very happy person.
  - **6** Robin is a very strong person.

- **a** For example, she complains about everything a lot.
- **b** For example, she never cries during movies.
- **c** For example, he doesn't exercise very often.
- **d** For example, he always asks about his friends' problems.
- e For example, she never gets nervous before exams.
- f For example, he only wears expensive jeans.

Work with a partner. Read the sentences. Think of example sentences to add.

- 1 My neighbors are very sociable. For example, they have big dinner parties a lot.
- **2** Sandy is a little quiet.
- **3** There are a lot of elderly people in my neighborhood.
- **4** My brother's children are very talented.
- **5** The teachers in that school are extremely patient.
- **6** My little boy isn't very independent.
- 7 Sondra's uncle isn't very generous.
- **8** Jorge is extremely nice.
- **9** Ally isn't very strong.
- **10** Gabriel is extremely messy.

#### Your turn 🕰

Look at your first draft of Writing 1 and Writing 2. On each draft, add sentences with *for example*. Remember to mark where these sentences go. For your draft of Writing 2, find some information about the famous person on the Internet to help you with example sentences.

# C Give and get feedback

Work with a partner. Follow these steps to give and get feedback.

- 1 Show your partner your first draft of Writing 1 and Writing 2 with the sentences you added to them.
- 2 Exchange books. Answer the questions in the chart below about your partner's drafts.

	Writing 1	Writing 2
How many words from the <i>Vocabulary Pool</i> did your partner use?		
How many adjectives did your partner use?		
How many intensifiers did your partner use?		
How many synonyms did your partner use?		
How many sentences are there with <i>for example</i> ?		

- **3** What do you like about each of your partner's pieces of writing? Underline two or three parts. Tell your partner.
- 4 Show your partner the chart. Discuss your answers. Do you have any suggestions for your partner?
- **5** Return your partner's book.

# D Write the second draft 🌶 🌶



Follow these steps to write the second draft.

- 1 Look at the chart your partner completed for your first draft of Writing 1 and Writing 2. Think about what your partner said. Did your partner give you any ideas you can use? For example, can you use any sentences with for example?
- 2 Look at the Progress Check on page 82 of Chapter 5. Use it to help you revise your draft of Writing 1 and Writing 2.
- **3** Rewrite each draft with the changes.

## **IV** EDITING YOUR WRITING

#### **A** Focus on mechanics

#### **CHECKING SPELLING**

How do you know if you spelled your words correctly or not? Are you writing on paper or on a computer?

#### On paper

Follow these steps to correct misspelled words on paper.

- Look at the spelling of your words. Are there any words that you are not sure about?
- Underline these words.
- Then look them up in a dictionary.
- Write the correct spelling of these words in a personal spelling list. Keep this list with you when you write. You can use it to check words.

#### On a computer

On a computer, words with a red line under them may not have the correct spelling. Follow these steps to correct misspelled words on a computer.

- Select the word with the red line.
- Click on Tools. Then select Spelling and Grammar.
- Look at the list of **Suggestions**. Do you know these words? If you are not sure if you have the right word, check it in the dictionary.
- Select the word you want. Then click Change.

## Practice 10

Read about this movie star. Find five words that are not spelled correctly. Cross them out and write the corrections above the words.

<sup>1</sup>Joseph Gordon-Levitt is a talented young actor. <sup>2</sup>He's not very tall, but he's very good-looking. <sup>3</sup>He has short dark hair and beatiful eyes. <sup>4</sup>In some movies, he is very funny, but in some movies, he's very serious. <sup>5</sup>For example, in the movie 500 Days of Summer, he's funny and serious. <sup>6</sup>In the magazines, his clothes are casual but extremily fashionable. <sup>7</sup>He also seems intresting and inteligent. <sup>8</sup>He tells jokes a lot, and seems like an outgoing, frendly person.

Type the underlined words on a computer. Select them and go to **Spelling and Grammar**. Write the **Suggestions** on the line. Then find the **Suggestions** in a dictionary and circle the correct word.

- 1 The president of the company is an extremely <u>bussy</u> person. He works 14 hours a day. (busy) bossy, buss, bushy
- 2 My great-grandmother is still very healty. She is almost never sick.

**3** Terry is a very famousse basketball coach.

**4** Mike is a very possitive person. For example, he always smiles.

**5** Judy's hair is blond and really <u>curley</u>.

6 My best friend usually wears casual clothes. She likes to feel confortable.

7 Leah is usually calm, but she feels nervious about the exam.

8 Cristina's family in the Philippines is very weathy.

#### Your turn 🔨

Check your spelling in your second draft of Writing 1 and Writing 2.

## **B** Check for common mistakes

#### USING WRITING WORDS, NOT SPEAKING WORDS

Some words and phrases are acceptable in speaking, but not in writing. In the column on the left are some intensifiers that we use mainly in speaking. Try to avoid these in writing. Use the synonyms in the column on the right instead.

Speaking	Writing
My best friend is <b>pretty</b> tall.	My best friend is <b>fairly</b> tall.
My best friend is <b>so</b> kind.	My best friend is <b>very</b> kind.
My teacher is <b>totally</b> smart.	My teacher is <b>extremely</b> smart.



Find four more speaking words in the following description. Cross them out and write correct writing words above them.

<sup>1</sup>My boyfriend, Chang-hee, is a great person. <sup>2</sup>He's <del>so</del> smart. <sup>3</sup>He speaks three languages, and he gets good grades in every class. <sup>4</sup>He's totally good-looking, too. <sup>5</sup>He has dark hair, and he's pretty tall. <sup>6</sup>Chang-hee is so nice to everybody. <sup>7</sup>He's very friendly, and he's also so helpful. <sup>8</sup>All of my friends like him.

#### **C** Edit your writing

Use the *Editing Checklist* below to edit your sentences. Look for only one kind of mistake each time you read your sentences. For example, the first time you read your sentences, ask yourself, "Does every sentence start with a capital letter?"

#### EDITING CHECKLIST Z

- **1** Does every sentence start with a capital letter?
- **2** Does every sentence end with a period?
- **3** Are the adjectives in the right place?
- 4 Did you use synonyms instead of repeating adjectives?
- **5** Did you use writing words instead of speaking words?
- **6** Did you spell all your words correctly?

# D Write the final draft

Make all your changes on your second draft of Writing 1 and Writing 2. Remember to mark where the changes go. Rewrite each draft. Make any changes that you need. This time, type your drafts on a computer.

## **FOLLOWING UP**

#### A Share your writing

Follow these steps to share your writing.

- 1 Get into groups of 3 or 4 students. Pass Writing 1 to the classmate on your right.
- **2** Read Writing 1 from your classmate. Does it seem like anyone you know? Complete the chart below.
- **3** Now pass your classmate's Writing 1 to the person on your right. Then read the new Writing 1.
- 4 Again, think of a person you know who is similar. Add that person to the chart.
- 5 Repeat three times or until you have your paper back.
- 6 Tell your classmates about the names you wrote down. Explain how they are similar to the people in the papers you read. For example, "Franco's paper is about his friend Georgio. Georgio sounds like my friend Sam. Sam is also outgoing and energetic."

Student Author	Person Described	This person seems like	
Franco	Franco's friend Georgio	my friend Sam	

# **B** Check your progress

After you get your writing back from your teacher, complete the Progress Check below.

PROGRESS CHECK
Date: New vocabulary I used:
New grammar I used:
Connecting words I used:

98

# Jobs and Careers

Chapter

Think about people with interesting jobs or careers. What do they do? Where do they work? Who do they work with? Now think about yourself. What about you? What kind of job or career do you have or want to have?

In this chapter, you write about jobs and careers.

#### **GETTING STARTED**

#### A Useful vocabulary

Follow these steps to study words and phrases to use when you write about jobs and careers.

 Work with a partner. Talk about the words and phrases in the *Vocabulary Pool*. Together, check (✓) the words you both know, and highlight the ones you don't know.

#### **VOCABULARY POOL**

Jobs	Actions	Work With	
administrative assistant architect chef computer technician contractor cook doctor fashion designer gardener home health aide lab technician landscaper nurse teacher veterinarian	assist be responsible for build cook create cure design develop diagnose fix give manage prepare repair take care of teach treat	adults advice animals buildings children clothes computers diseases equipment food gardens houses information ingredients	medication menus money patients people plants safety students technology tests tools Web sites workers

- **2** Change partners. Look at your new partner's highlighted words. Explain them to your partner if you can.
- **3** With your partner, complete the chart with words from the *Vocabulary Pool*. Match five jobs with words from the "Actions" and "Work With" columns.

A(n)	does this	with
nurse	takes care of	patients

#### **B** Vocabulary in context

Follow these steps to use and read words and phrases from the Vocabulary Pool.

- Work with a partner. Look at the pictures. Talk about the job each person has.
- Read the descriptions below. Match each description to a picture. Write the letter in the blank. There are two extra pictures. Choose a job title from the *Vocabulary Pool* to complete the description.



- 1 These people assist doctors. They record basic information about patients. They give shots and medications. They also give patients and their families advice. I want to be a(n) \_\_\_\_\_\_ because I like to help people.
- **2** These people design and create gardens. They take care of flowers, plants, trees, and lawns. I like to work outdoors and use my hands, so I want to be a(n) \_\_\_\_\_\_.
- **3** These people take care of animals. They work indoors and outdoors. They work with their hands. They work alone and sometimes on teams. They often have assistants. They give advice to people about their animals. I like animals, so I want to be a(n) \_\_\_\_\_\_.
- 4 These people develop menus. They order ingredients and prepare food. They manage workers. They are also responsible for food safety. I want to be a(n) \_\_\_\_\_\_ because I like to work indoors. I also like to work on a team.

## C Get ideas

Follow these steps to get ideas to write about jobs and careers.

1 Answer the questions on the careers quiz.

# **CAREER QUIZ!**

Take this quiz to help you think about the perfect career for you. Circle the words that are true for you. You can circle more than one.

- 1. I like to work: outside / inside
- 2. I like to work with: children / adults / plants / food / numbers / computers / information
- 3. At work, I want to use my: hands / mind
- 4. I want to work: part-time / full-time
- 5. I like to work: alone / on a team
- 6. At work, I like to: fix things / make things / take care of things / study things / make things look nice
- 7. At work, I like to: help people / give advice to people / take care of people / solve problems / try new things
- 8. My favorite subject in school is: art / science / music / math / languages / literature / technology
- 9. I prefer to: follow instructions / give instructions
- 10. I like / don't like to meet new people.
- 11. I like / don't like to organize things.
- 12. I like to work: in the mornings / in the afternoons / in the evenings
- 13. I want to work in a: school / lab / factory / store / restaurant / hotel / office / garden / hospital
- **2** Get into small groups. Tell each other about the words you circled. Give reasons for circling these words. Try to use words from the *Vocabulary Pool* in your discussion.
- **3** Talk with your group. Match jobs from the *Vocabulary Pool* with some of the words you circled. What job matches your answers? For example, "Gardeners work outside. Home health aides solve problems."

## **D** Freewrite

Freewrite about the topics below. For each topic, your teacher will tell you when to start and stop writing. Write everything that you think of, and don't worry about grammar or spelling. You can write words, phrases, and sentences. Don't stop to erase anything. Just keep writing.

Freewrite 1 Jobs you want to have in the future

Freewrite 2 A job you have or someone you know has now

#### **PREPARING YOUR WRITING**

A Learn about count and non-count nouns

#### COUNT AND NON-COUNT NOUNS

Nouns can be things you can count. *Count nouns* can be singular and plural. singular plural The doctor treated one patient yesterday and five patients today.

Make singular count nouns into plural count nouns with an -s, -es, or -ies.

- Add -s to nouns ending in most consonants
- Add -es to nouns ending in -ch, -x, or -s
- Add -ies to nouns ending in -y

For more rules about adding -s or -es, see Appendix C on page 163.

Note these irregular plurals.

man  $\rightarrow$  menwoman  $\rightarrow$  womenchild  $\rightarrow$  childrenperson  $\rightarrow$  people

Nouns can also be things you can't count. *Non-count nouns* never take plural endings.

The doctor gives lots of good advices.

Here are some examples of count nouns and non-count nouns.

Count Nouns	Non-count Nouns
one job	work
two bosses	time
three babies	health

For more common non-count nouns, see Appendix E on page 165.

## Practice

Read the list of nouns. Write *C* next to each count noun. Write *NC* next to each non-count noun. Then write the plural form of each count noun. You can use a dictionary.

1	hotel	<u>C</u> hotels	8	information
2	technology		9	money
3	disease		10	technician
4	chef		11	advice
5	art		12	cashier
6	healthcare		13	aide
7	nurse		14	education

Read this job description and circle the correct nouns. Then look at the nouns you circled. Write *S* above the singular count nouns. Write *P* above the plural count nouns. Highlight the non-count nouns. You can use a dictionary to help you.

A landscaper / Landscapers) design gardens. A landscaper is like an artist / artists. First, a landscaper needs to visit people's homes to see their gardens. Then they choose the colors and the types of plant / plants for the garden. They look at the sunshine / sunshines in the garden. Then they have to make a plan for the garden. Landscapers do many different thing / things. They take care of the plants. I like art / arts, and I like plant / plants, so I want to be a landscaper or a gardener. I also like to do creative work / works. Designing gardens is very creative. It takes a lot of time / times, but it is very interesting.

#### **B** Learn more about count and non-count nouns

#### ARTICLES A / AN, THE, OR Ø (NO ARTICLE)

The articles *a* and *an* are used only with singular count nouns. Use them when you don't need to be specific.

I need to talk to a doctor. (any doctor)

An electrician fixes electrical problems. (all electricians)

The article *the* is used with singular count nouns, plural count nouns, and noncount nouns. Use *the* when you need to be specific.

I need to talk to **the** doctor in room 203. (a specific doctor, the doctor in room 203)

Eli manages **the** workers in Building A. (specific workers, the workers in Building A)

Marco makes the food at our restaurant. (specific food, the food at our restaurant)

Use no article ( $\emptyset$ ) to talk about count and non-count nouns in a very general way.

Doctors work with patients.

Technology is interesting.

Complete the sentences below with *A*, *a*, *An*, *an*, *The*, *the*, or Ø. In some sentences, there are two possible answers.

- 1  $\mathcal{O}_{(1)}$  nurses have  $\mathcal{O}_{(2)}$  important job. They assist  $\mathcal{O}_{(3)}$  doctors.  $\mathcal{O}_{(4)}$  nurse at my doctor's office is very helpful. She gives  $\mathcal{O}_{(5)}$  advice and tells  $\mathcal{O}_{(6)}$  patients about useful Web sites.
- 2 My brother is \_\_\_\_\_ administrative assistant at \_\_\_\_\_ hospital. \_\_\_\_\_ administrative assistants at \_\_\_\_\_ hospital are unhappy because \_\_\_\_\_\_ hospital is noisy and \_\_\_\_\_ doctors are not polite.
- I want to be \_\_\_\_\_\_ Green Gardener. I need to get \_\_\_\_\_\_ information about \_\_\_\_\_\_ Green Gardener program at Southern Community College. You can finish \_\_\_\_\_\_ Green Gardening program certificate in one year. \_\_\_\_\_\_ certificate is very helpful for getting \_\_\_\_\_\_ job.
- 4 Mario is \_\_\_\_\_ cook. He doesn't make much \_\_\_\_\_ money. He needs to get \_\_\_\_\_ food safety certificate. \_\_\_\_\_ salary for cooks with \_\_\_\_\_ food safety certificate is very good.
- 5 \_\_\_\_\_ architects design \_\_\_\_\_ buildings. Sometimes \_\_\_\_\_ architect works with \_\_\_\_\_ engineer. They solve \_\_\_\_\_ problems together.

# C Write the first draft 🌶

Now it's time to write the first draft of two pieces of writing. Use your freewrites and your ideas and language from Sections I and II to help you. You can also add any other ideas that come to mind.

Writing 1 Write a first draft about a job you want to have in the future.

Writing 2 Write a first draft about a job you have or someone you know has.

#### III REVISING YOUR WRITING

#### A Expand your vocabulary

#### PHRASES WITH THE VERB WORK

You can use these phrases to talk about jobs.

- work alone / on a team
   I like to work quietly, so I like to work alone.
- *work part-time / full-time* Ming **works part-time** during the school year.
- work with your hands / ideas
   Serge builds beautiful houses. He likes to work with his hands.
- *work inside / outside* Teachers usually **work inside**.
- *work with people / numbers / adults / children* Hansun is very friendly, so she likes to **work with people**.

## Practice 4

Work with a partner. Complete the chart below. Find three jobs from the *Vocabulary Pool* for each *work* phrase. Then discuss your choices with your classmates.

How People Work	Jobs
1 alone	
2 on a team	
<b>3</b> with their hands	
4 with ideas	
<b>5</b> with people	
6 with numbers	
7 outside	
8 inside	

Fill in the blanks with work phrases from the box on page 106.

- 1 Accountants \_\_\_\_\_\_ work with numbers \_\_\_\_\_\_ in their jobs.
- **2** I don't like to \_\_\_\_\_\_ during the winter.
- **3** Mako \_\_\_\_\_\_ in the mornings, but in the afternoons, he meets with the other people on the team.
- 4 In the summer, many people want to \_\_\_\_\_\_ in the sunshine.
- 5 Claudia makes lots of things. She really likes to \_\_\_\_\_\_
- 6 Antonio is intelligent. He likes to \_\_\_\_\_\_ and solve problems.
- 7 Carlo loves to \_\_\_\_\_\_, so he works in a day-care center.
- 8 Engineers often \_\_\_\_\_\_ because they work on very large projects.

#### Your turn 🕰

Look at your first draft of Writing 1 and Writing 2. On each draft, add at least one sentence using a *work* phrase. Remember to mark where these sentences go.

# **B** Connect your ideas

#### **USING BECAUSE AND SO**

You can use *because* and *so* to give reasons or explain. Put *because* at the beginning of a cause/reason phrase.

I want to be a doctor **because** | like to help people.

Put so at the beginning of a result phrase. Use a comma before so.

I want to help people, so I want to be a doctor.

result

I like to work with animals, so I want to be a veterinarian.

result

Note: Don't use *because* and *so* in the same sentence.

Complete the sentences by matching cause/reason and result phrases. Add commas where necessary. Check your answers with a partner.

- \_\_\_\_\_e 1 Georgio works very hard,
  - \_\_\_\_\_ **2** My friend is a good teacher
- \_\_\_\_\_ 3 Suk loves sports
- \_\_\_\_\_ 4 Everyone loves Kaori's cooking
- \_\_\_\_\_ **5** Jon wants to be a Web designer
  - \_\_\_\_ 6 Zeke wants to work only part-time
- \_\_\_\_\_ **7** Jennifer is a great Web designer
  - \_\_\_ 8 Thomas loves biology

- **a** so she wants to be a high school coach.
- **b** because he likes computers.
- **c** because he takes care of his children in the afternoons.
- **d** so he wants to be a doctor.
- e so he is always tired.
- f so she wants to be a chef.
- g because he is very patient.
- **h** because she is extremely creative.

#### Practice **7**

Read these sentences and circle the correct word. Add commas where necessary.

I love clothes and makeup, because f(3) I want to work with fashion. I want to be a fashion designer because f(3) I like to draw and I like to make things look nice. Fashion designers work with their hands and with ideas. They work alone and they work on teams. They make new and different things because f(3) so they are very creative people. New clothes and styles make people happy because f(3) so people like to look different. Creating new styles is fun and exciting because f(3) so I want to be a fashion designer.

#### . Your turn 🕰

Look at your first draft of Writing 1 and Writing 2. On each draft, add sentences with *so* or *because*. Remember to mark where these sentences go.

# C Give and get feedback

Work with a partner. Follow these steps to give and get feedback.

- **1** Show your partner your first draft of Writing 1 and Writing 2 with the sentences you added to them.
- **2** Exchange books. Answer the questions in the chart below about your partner's pieces of writing.

	Writing 1	Writing 2
How many words from the Vocabulary Pool did your partner use?		
How many count and non-count nouns did your partner use?		
How many articles did your partner use?		
How many phrases with the verb <i>work</i> did your partner use?		
How many sentences are there with <i>because</i> or <i>so</i> ?		

- **3** What do you like about each of your partner's pieces of writing? Underline two or three parts. Tell your partner.
- **4** Show your partner the chart. Discuss your answers. Do you have any suggestions for your partner?
- **5** Return your partner's book.

# D Write the second draft 🎤 🖉



Follow these steps to write the second draft.

- 1 Look at the chart your partner completed for your first draft of Writing 1 and Writing 2. Think about what your partner said. Did your partner give you any ideas you can use? For example, can you add any more sentences with work phrases?
- 2 Look at the Progress Check on page 98 of Chapter 6. Use it to help you revise your first draft of Writing 1 and Writing 2.
- **3** Rewrite each draft with the changes.

#### **IV** EDITING YOUR WRITING

#### A Focus on mechanics

#### FRAGMENTS

A fragment is an incomplete sentence. Look at these examples.

I want to be a gardener. Because I like to work outside.

I like children. So I want to be a teacher.

The first sentence in each pair is correct. The second is a fragment. It belongs with the first sentence. Remember to keep the cause/reason phrase and the result phrase in the same sentence.

To fix a fragment, remove the period and combine the sentences.

I want to be a gardener because I like to work outside.

I like children, so I want to be a teacher.

## Practice 8

Correct the following fragments. Cross out periods and add commas where necessary. Draw lines through capital letters and rewrite them to make them lowercase.

- 1 Bao doesn't like to organize things. So he doesn't want to be a manager.
- **2** Mya likes to work with food. So she wants to be a chef.
- 3 Soraida wants to become a kindergarten teacher. Because she loves children.
- 4 Nali is a talented artist. So she draws pictures for books.
- 5 Yuta doesn't want to be a gardener. Because he doesn't like to get dirty.

# Practice 9

Work with a partner. Read the following fragments. Think of a cause/reason phrase or a result phrase to add to each fragment. Write the phrase in the blank and change the punctuation.

1	So she wants to be a fashion designer.
2	Because he likes to build things.
3	So I want to be a doctor.
4	Because he likes to work with computers.
5	Because he likes animals.

#### Your turn 🕰

Check your second draft of Writing 1 and Writing 2 for fragments.

## **B** Check for common mistakes

#### **MISTAKES WITH ARTICLES**

Articles are very difficult in English, so students often make mistakes with them.

- Don't use *a*/*an* with non-count nouns.
   Home health aides give an information to patients.
- Don't use an article when talking about something in a very general way. Nurses assist the doctors.

# Practice 10

Read the sentences. Cross out eight more mistakes and write the corrections above them.

<sup>1</sup>My friend is <del>the</del> home health aide because she likes to help the people. <sup>2</sup>She also likes to work indoors. <sup>3</sup>The home health aides work in a people's homes. <sup>4</sup>They work with elderly people. <sup>5</sup>The home health aides prepare a healthy food for them. <sup>6</sup>They give a medicine, and sometimes they give an advice. <sup>7</sup>My friend cares about people, so she is the good home health aide.

## **C** Edit your writing

Use the *Editing Checklist* below to edit your sentences. Look for only one kind of mistake each time you read your sentences. For example, the first time you read your sentences, ask yourself, "Does every sentence start with a capital letter?"

## EDITING CHECKLIST

- **1** Does every sentence start with a capital letter?
- **2** Does every sentence end with a period?
- **3** Did you spell all your words correctly, including plural forms of nouns?
- **4** Did you use the correct article?
- **5** Is there a variety of *work* phrases?
- **6** Are sentences with *because* or *so* complete (not fragments)?
- **7** Is there a comma in a sentence with *so*?

# D Write the final draft M M

Make all your changes on your second draft of Writing 1 and Writing 2. Remember to mark where the changes go. Rewrite each draft. Make any changes that you need. This time, type your drafts on a computer.

# **V** FOLLOWING UP

## **A** Share your writing

Follow these steps to share your writing.

- 1 Your teacher will divide the class into Group A and Group B. The people in Group A post Writing 1 on the wall and stand next to it. The people in Group B walk around and read each piece of writing.
- **2** The people in Group B choose one job that they are each interested in. They talk with the writer about why they are interested in that job. For example, "I also want to be a veterinarian because I like animals."
- 3 Exchange roles.

## **B** Check your progress

After you get your writing back from your teacher, complete the Progress Check below.



# Important Life Events

Think about your life. What are the important events in your past? Where were you born? Where did you go to school? Who are the important people in your life and when did you meet them?

In this chapter, you write a paragraph about important events in your life.

#### **GETTING STARTED**

#### A Useful vocabulary

Follow these steps to study words and phrases to use when you write about the important events in your life.

1 Work with a partner. Talk about the words in the *Vocabulary Pool*. Together, check (✓) the words you both know, and highlight the ones you don't know.

#### **VOCABULARY POOL**

be born break up with change jobs die fall in love finish school get a degree get a job get a pet get a scholarship	get divorced get engaged get married get promoted get remarried get sick go to college go to school graduate	have children immigrate learn to drive lose a job meet someone move quit a job retire start school
get a scholarship	grow up	

- **2** Change partners. Look at your new partner's highlighted words. Explain them to your partner if you can.
- **3** With your partner, complete the chart with words from the *Vocabulary Pool*. Some words go into more than one category. Then compare with another pair.

General Life	Relationships	Learning	Work
be born	get married	learn to drive	get a job

4 Check (✓) the things in the chart that happened in your life. Then tell your partner about the important events in your life.

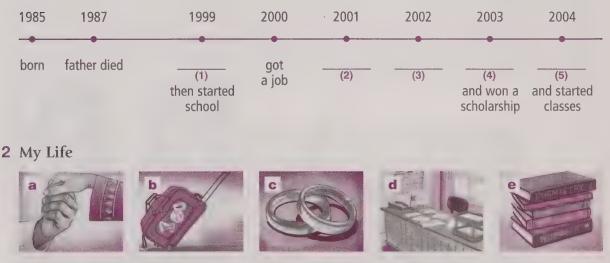
## **B** Vocabulary in context

Follow these steps to use and read words and phrases from the Vocabulary Pool.

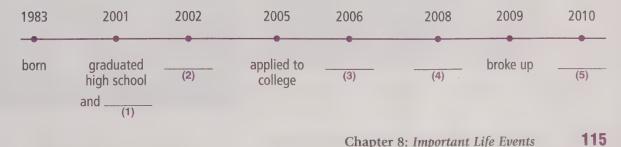
- With a partner, talk about the life events in each picture.
- Read the paragraphs. Talk about when the life events in the picture happened.
- Put the letters of the picture in the correct places on each time line.
- 1 Francisco's Life



Francisco was born in 1985 in Brazil. His father died two years later. After many years, he and his mother got visas and immigrated to the United States. Then he immediately started high school. He wanted to go to college, so he studied hard and got good grades. At 15, he got a job. At 16, he got his driver's license. A year later, he got a car. Francisco graduated one year after that. He also won a scholarship. Then he had enough money to go to college! A year later, he moved to New York and started classes.



I was born in Taiwan in 1983. I graduated from high school 18 years later. I didn't want to go to college, so after high school, I traveled for a while. Then, after a year, I found a job in an office. I worked as an administrative assistant for four years. During those four years, I gradually started to change my mind about college. I finally applied to college. In 2006, I started classes. In my second year of college, I met Il Suk. We fell in love, but we broke up once. We got married two years after we met.



# C Get ideas

Follow these steps to get ideas to write about important life events.

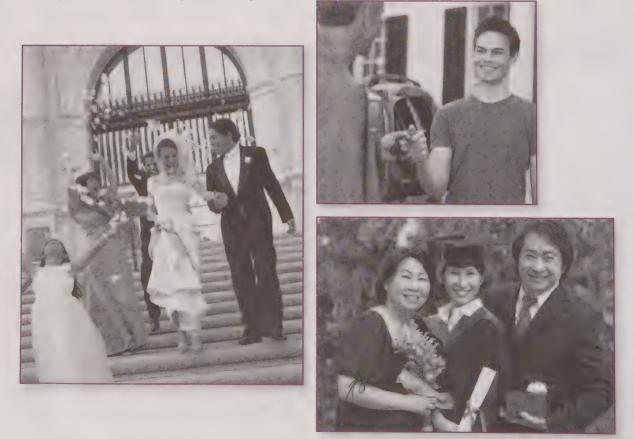
1 Put at least five of the important events of your life on this time line. Use words from the *Vocabulary Pool*. Write dates above each event.



- **2** Work with a partner. Tell your partner about the events on your time line. Ask questions about your partner's time line.
- **3** Did your partner put any events that you can use for your time line? Add those events to your time line.

## **D** Freewrite

Now it's time to freewrite about your life and the important events on your time line. Write everything that you think of, and don't worry about grammar or spelling. You can write words, phrases, and sentences. Don't stop to erase anything. Just keep writing until your teacher tells you to stop.



#### PREPARING YOUR WRITING

**A** Learn about the simple past

#### THE SIMPLE PAST

Use the simple past to talk about things people did in the past.

Six years ago, Ana **started** college and **studied** English. She **graduated** four years later. Then she **traveled** all over Europe, but she **stopped** in France. She **lived** there for one year.

Follow these rules to form the simple past.

• Add *-ed* to regular verbs to form the simple past. Just add *-d* to regular verbs that end in *-e*.

```
start → started
graduate → graduated
```

- If a verb ends in a consonant + -*y*, change the -*y* to -*i* and then add -*ed*. study → studied
- If a verb has one syllable and ends in one consonant, double the consonant and then add *-ed*.

stop → stopped

For more rules about adding -ed, see Appendix F on page 166.

## Practice 1

Fill in the blanks with the past form of the verb in parentheses.

- 1 Last summer, my brother and I \_\_\_\_\_ (walk) across the Brooklyn Bridge.
- **2** I \_\_\_\_\_\_ (work) in a restaurant during high school.
- **3** My family \_\_\_\_\_\_ (live) on a farm in the country for one year.
- 4 Last year, Uncle Wei \_\_\_\_\_ (immigrate) to the United States.
- 5 Sam and Emilio \_\_\_\_\_ (move) to Florida in 2007.
- **6** During high school, Mei \_\_\_\_\_\_ (carry) a lucky stone with her everywhere.
- 7 He \_\_\_\_\_ (plan) the trip years ago.
- 8 They \_\_\_\_\_ (play) at the Mercury Club for 10 years.
- **9** They \_\_\_\_\_ (finish) school a long time ago.
- **10** Two years ago, my grandparents \_\_\_\_\_ (travel) all over the world.

#### TIME EXPRESSIONS WITH THE SIMPLE PAST

We often use time expressions with the simple past. Here are some common time expressions.

• *in* + year

In 1999, Bao moved to the United States.

- *last* week / month / year / spring / summer / fall / winter
   I graduated from high school last year.
- [number] days / months / years / a long time *ago* Solange immigrated to Canada **two years ago**.
- [number] days / months / years *later* I graduated in 2005. I started college **one year later**.
- *for* + period of time

Claudia played soccer for five years.

Remember to use a comma when the time expression comes at the beginning of the sentence.

# Practice 2

On a separate piece of paper, put these words in the right order. If the time expression begins with a capital letter, put it at the beginning of the sentence and use a comma. When you finish, write the sentences in a paragraph.

- 1 to Hawaii / in 1956 / Lee immigrated / from Taiwan
- 2 He / a long time ago / learned English
- 3 for four years / He / at a community college / took classes
- 4 at the University of Hawaii / he started / Two years later
- 5 Lee / from the University of Hawaii / graduated / In 1982
- 6 he worked / From 1982 to 1992 / in Honolulu / at a bank
- 7 10 years ago / to Philadelphia / Lee moved
- 8 a business / Four years later / Lee started
- 9 Lee earned / For many years / a lot of money
- 10 Last year / of hard work / after many years / Lee retired

Read Rob's time line. Then complete the story with the correct time expression below. Use each time expression only once.

1988	1990	1993	2006	2011
born	family immigrated	started school	graduated from high school; started first job	started own business
in	2006 in 1988	in 1990	a year later three years later	for four years
Rob was born His family immigrated to the United States , and Rob started school Rob graduated from				
high school and started his first job at a flower shop. He				
worked at the flower shop, and then he quit. He started his				
ow	n flower and plan	t business	Today, he is a ve	ery
suc	ccessful businesspe	rson.		

#### **B** Learn more about the simple past

#### SIMPLE PAST – IRREGULAR VERBS

Many verbs have an irregular past tense form. Some common irregular verbs are *go, do, have, make,* and *get.* 

I went to school in Costa Rica for four years.

We did our homework at the library last night.

They had a lot of fun last summer.

My grandfather **made** furniture many years ago.

Marta got a job in New York City.

We often use *get* + verb to talk about many life events. To describe these events in the past, use *got* + verb.

Ravi got promoted last week. Now he is a manager.

Sid and Sara got married in 2001, but they got divorced in 2002.

Here are some more common verbs that have irregular past tense forms.

become → became	begin → began	grow up → grew up
meet	lose → lost	win → won

For more irregular past tense forms, see Appendix D on page 164.

Note: Was / Were born is a special expression in English.

I was born in 1995. My parents were born a long time go.

Complete the story with the past form of the verbs in parentheses.

Lorena Ochoa \_\_\_\_\_\_\_ (be born) in 1981. She \_\_\_\_\_\_\_ (grow up) in Guadalajara, Mexico. She \_\_\_\_\_\_\_ (start) playing golf at the age of five. She \_\_\_\_\_\_\_ (win) a state competition at the age of six, and a national competition at the age of seven. Ochoa \_\_\_\_\_\_\_ (attend) the University of Arizona. She \_\_\_\_\_\_\_ (play) in 20 college competitions and \_\_\_\_\_\_\_ (lost) only 8 times. Ochoa \_\_\_\_\_\_\_ (become) a professional golfer in 2002. She \_\_\_\_\_\_\_ (have) many successful competitions. In 2008, she \_\_\_\_\_\_\_ (win) the Corona Championship in Mexico. After that, she \_\_\_\_\_\_\_ (enter) the World Golf Hall of Fame. Ochoa wanted to help young people become golfers, so she \_\_\_\_\_\_\_ (start) a scholarship program for young Mexican golfers.

#### SIMPLE PAST – NEGATIVE

Use didn't + the base form of the verb to talk about things that didn't happen in the past.

He **didn't grow up** in the United States. They **didn't graduate** from high school.

# Practice 5

Answer the questions below. Write complete sentences.

- 1 What didn't you do this morning? <u>I didn't go to the gym this morning</u>.
- **2** What didn't you do five years ago?
- 3 What didn't you do last weekend?
- 4 What didn't you do last year?
- **5** What didn't you do in your childhood?

## C Learn about paragraphs

#### ONE PARAGRAPH = ONE IDEA

A paragraph is a group of sentences about one idea. For example, this paragraph is about Duke Kahanamoku. He is a famous swimmer and surfer. However, notice that this paragraph is only about Kahanamoku's achievements as a swimmer. His achievements as a surfer belong in a different paragraph.

Duke Kahanamoku is famous for his surfing, but he was also an Olympic swimmer. He was born in Honolulu in 1890. During his childhood, Kahanamoku learned how to swim. In 1911, he competed in a swimming competition. He won that competition. He also broke a world speed record in that competition. He competed in the 1912 Olympics in Sweden and won a gold medal and a silver medal. Then Kahanamoku competed in the 1920 Olympics and the 1924 Olympics. He won many more medals for swimming. He participated in the 1932 Olympics in Los Angeles, but he didn't win any medals. After that, he retired from Olympic competition.

## Practice 6

The two lists of sentences below come from two paragraphs. Some of the sentences do not belong with the other sentences. Write an *X* next to the sentences that do not belong.

List A

- \_\_\_\_\_ Barack Obama was born in Hawaii.
- \_\_\_\_\_ His father left when he was two years old.
- \_\_\_\_\_ He moved to Indonesia with his mother when he was six years old.
- \_\_\_\_\_ Indonesian is a difficult language to learn.
- \_\_\_\_\_ He moved back to Hawaii when he was 10.
- \_\_\_\_\_ He went to Punahou School in Hawaii.
- \_\_\_\_\_ Punahou is very expensive and very large.
- \_\_\_\_\_ He graduated in 1979.

#### List B

- \_\_\_\_\_ My brother Ji-Sek is a great violinist.
- \_\_\_\_\_ We shared a bedroom.
- \_\_\_\_\_ I was born in 1987.
- \_\_\_\_\_ He started playing the violin when he was only five years old.
- \_\_\_\_\_ He is very good at the violin.
- \_\_\_\_\_ He played with the city orchestra when he was a teen.
- \_\_\_\_\_ He is very smart.

Reread the two lists of sentences from Practice 6. Then read the ideas below. Circle the idea that best describes each list of sentences.

#### List A

- a Barack Obama
- **b** Obama in Indonesia
- c Obama's childhood

#### List **B**

- a Ii-Sek's education
- **b** Ji-Sek, a great violinist
- **c** My younger brother

#### Your turn *r*

Look back at your freewrite. Choose one part of your life to write about. On a piece of paper, make a list of possible topics. For example:

My education My childhood My teen years My professional life My life with my boyfriend/girlfriend or husband/wife

Then make a list of the important events for your topic. For example:

## Topic:

My childhood

#### Events:

broke my leg met my best friend started at a new school

## D Write the first draft 🥟

Now it's time to write the first draft. Write about your life. Use your freewrite, your Your turn notes, and your ideas and language from Sections I and II to help you. You can also add any other ideas that come to mind.

## III REVISING YOUR WRITING

## A Expand your vocabulary

#### **MORE ADVERBS**

In Chapter 5, you learned that adverbs can describe how often an action happens. Adverbs can also describe how much time an action takes.

- Use eventually, finally, gradually, or slowly for actions that took a lot of time.
   I started college in 1995. I eventually got my degree in 2001.
   School wasn't easy for me. I studied for a long time. Finally, I graduated from college.
   I studied English for 10 years. I gradually learned how to speak and write in English.
   I worked for many years. Slowly, I saved enough money for school.
- Use *quickly* or *immediately* for actions that took very little time.
   I had a good teacher, so I **quickly** learned how to drive.
   I liked my husband right away. We **immediately** fell in love!

Note: Use a comma when these words come at the beginning of the sentence.

#### Practice 8

Read the sentences. Circle the correct adverb. Add commas, if necessary.

- **1** I met Carlos in high school in Chile. We were friends for many years. I liked him and he liked me, and we *gradually / immediately* fell in love.
- **2** After high school, we both went to the university. We studied for many years. *Immediately / Finally* we got our degrees.
- **3** Quickly / Finally after many years, we got married.
- 4 Then we tried to find jobs. It wasn't very difficult. We slowly / quickly found jobs.
- 5 We always wanted to see the United States, so we saved our money for a long time.We *eventually / quickly* saved enough money for the trip.
- **6** One day, we went to the Grand Canyon and the desert. We were amazed! We *slowly / immediately* fell in love with Arizona!
- **7** We wanted to come back to Arizona soon, so we *finally / quickly* quit our jobs and moved to the United States.

#### Your turn 🕰

Look at your first draft. Add at least three sentences with an adverb from the box above. Remember to mark where these sentences go.

#### **B** Connect your ideas

#### USING THEN, NEXT, AND AFTER THAT

You can use then, next, and after that to show the order of events.

I graduated from high school in 2005. Then I came to the United States.

Aisha got a job. **Next**, she applied for a scholarship.

Lorena Ochoa won the Corona Championship. After that, she entered the World Golf Hall of Fame.

Use a comma with next and after that.

Note: Don't overuse ordering words. Not every sentence in your paragraph needs an ordering word.

## Practice 9

Read about Lang Lang's life. Add *then, next,* and *after that* to show the order of events. Use each word or phrase at least once. Change capital letters and add commas where necessary.

<sup>1</sup>Lang Lang is a famous Chinese pianist. <sup>2</sup>He <sup>Then h</sup> began piano lessons at the age of three. <sup>3</sup>Me won the Shenyang Piano Competition at the age of five. <sup>4</sup>Lang Lang entered Beijing's Central Music Conservatory. <sup>5</sup>He won an important music award at the age of 11. <sup>6</sup>He studied at the Curtis Institute in Philadelphia. <sup>7</sup>Lang Lang played with the Los Angeles Symphony at 17. <sup>8</sup>He performed at London's Royal Albert Hall in 2003.



#### Your turn 🕰

Look at your first draft. Add at least three sentences with *then, next,* or *after that.* Remember to mark where these sentences go.

# C Give and get feedback

Work with a partner. Follow these steps to give and get feedback.

- 1 Show your partner your first draft with the sentences you added to it.
- 2 Exchange books. Answer the questions in the chart below about your partner's piece of writing.

	Your Partner's Writing
How many words from the Vocabulary Pool did your partner use?	
How many sentences are in the simple past?	
How many irregular past tense forms did your partner use?	
How many sentences are in the negative simple past?	
This paragraph is about: (idea) How many sentences are <i>not</i> about this idea?	
How many sentences have adverbs?	
How many sentences use <i>then</i> , <i>next</i> , and <i>after that</i> ?	

- **3** What do you like about your partner's piece of writing? Underline two or three parts. Tell your partner.
- 4 Show your partner the chart. Discuss your answers. Do you have any suggestions for your partner?
- **5** Return your partner's book.

# D Write the second draft 🌶 🔌



Follow these steps to write the second draft.

- 1 Look at the chart your partner completed for your first draft. Think about what your partner said. Did your partner give you any ideas you can use? For example, can you add any more sentences with then, next, and after that?
- **2** Check that your paragraph is about only one idea.
- **3** Look at the Progress Check on page 112 of Chapter 7. Use it to help you revise your first draft.
- **4** Rewrite your paragraph with the changes.

# A Focus on mechanics

#### PARAGRAPH FORMAT

A typical paragraph looks like this.

Start the first sentence about <sup>1</sup>/<sub>2</sub> inch (or five spaces) from the left side of the paper. On a computer, press **tab**.

When you write a paragraph, make sure to indent the first line. Start the first sentence about a half inch from the left side of the paper. On a computer, press tab. Leave a little room between sentences. On a computer, press the space bar once. Don't go down to a new line every time you start a new sentence. Leave a little room between sentences. On a computer, press the **space bar** once.

Don't go down to a new line to begin a new sentence.

# Practice 10

Read this paragraph and number the sentences. Then find the formatting mistakes below. Write the sentence numbers on the lines.

My great-grandfather had an interesting life. He was born in Moscow, Russia, in 1875. At 14, he moved to the United States.

He started working immediately.

He found pieces of glass on the street and sold them to factories.

At 19, he started a small glass business. Three years later, he met my

great-grandmother. They got married in 1899. After that, the glass business grew.My great-grandfather became very rich.

My great-grandfather died in 1965.He had a long and happy life.

- 1 The writer didn't leave one space between sentences. \_\_\_\_\_ and \_\_\_\_\_, \_\_\_\_ and \_\_\_\_\_, \_\_\_\_ and \_\_\_\_\_,
- 2 The writer went down to a new line to begin a new sentence. \_\_\_\_\_
- **3** The writer didn't start the first sentence a few spaces from the left.

### Your turn 🕰

Check your paragraph formatting in your second draft. Remember to mark where any changes go.

# **B** Check for common mistakes

#### **MISTAKES WITH THE SIMPLE PAST**

Many students make mistakes with the simple past. If an action happened in the past, make sure the verb has a past tense ending. If there are two or more verbs in a sentence about the past, make sure both verbs are in the past tense.

Last year, I graduated from high school and move to the city.

The past tense of irregular verbs do not end in *-ed*.

He growed up in Singapore.

In negative sentences, use didn't + base form of the verb. graduateThey didn't graduated from high school last year.

# Practice 11

Read the paragraph. Cross out six more mistakes and write the corrections above them.

<sup>1</sup>My wife was born in 1980. <sup>2</sup>Her parents <del>die</del> die two years later. <sup>3</sup>She goed to live with her grandparents. <sup>4</sup>She graduated high school in 1998, and then she start college. <sup>5</sup>She didn't finished college. <sup>6</sup>After two years, she needed money, so she stop. <sup>7</sup>She get a job in an office. <sup>8</sup>I also worked in that office. <sup>9</sup>We married two years later and buy a big house.

# C Edit your writing

Use the *Editing Checklist* below to edit your paragraph. Look for only one kind of mistake each time you read your sentences. For example, the first time you read your sentences, ask yourself, "Does every sentence start with a capital letter?"

# EDITING CHECKLIST

- 1 Does every sentence start with a capital letter?
- **2** Does every sentence end with a period?
- **3** Did you spell all your words correctly?
- **4** Did you indent the first line of your paragraph?
- **5** Did you use the correct past tense forms?
  - **6** Did you use commas after time words when they came at the beginning of sentences?

# D Write the final draft 🌶 🔌



Make all your changes on your second draft. Remember to mark where the changes go. This time, type your paragraph on a computer. Make any changes that you need.

# **FOLLOWING UP**

## A Share your writing

Follow these steps to share your writing.

- 1 On a separate piece of paper, make a time line for your life story. Don't use any names.
- **2** Give your life story and your time line to your teacher.
- **3** Get into groups of 10 or 12 students. Your teacher will give half of your group time lines and the other half life stories. Read the life story or the time line.
- 4 Stand up and ask questions to find the student who has the matching life story or time line. Do not show each other your story or your time line.
- 5 When you have found your match, sit down and compare the time line with the life story.
- **6** Repeat this process with the other half of the time lines and life stories for your group.

# **B** Check your progress

After you get your writing back from your teacher, complete the Progress Check below.

PROGRESS CHECK		
Date:		
New vocabulary I used:		
New grammar I used:		
New paragraph skills I learned:		
Connecting words I used:		
Mechanics I learned:		
Things I need to remember the next time I write:		

# Chapter

# **Going Places**

Think about a trip you took in the past. Where did you go? How was the trip? What was the place you visited like? What did you do there? What was the weather like?

In this chapter, you write a paragraph about a trip you once took.

## **GETTING STARTED**

### A Useful vocabulary

Follow these steps to study words to use when you write about trips.

1 Work with a partner. Talk about the words in the *Vocabulary Pool*. Together, check (✓) the words you both know, and highlight the ones you don't know.

#### **VOCABULARY POOL**

	-	
boring busy cheap cheerful colorful crowded dangerous depressing enjoyable	expensive fascinating filthy fun historic horrible lovely noisy peaceful	popular quiet relaxing safe stressful terrible tiring touristy ugly
enjoyable	peaceful	~ /
exciting	pleasant	uncomfortable

- **2** Change partners. Look at your new partner's highlighted words. Explain them to your partner if you can.
- **3** Find words in the *Vocabulary Pool* that you can use to describe good things and bad things about a trip. Complete the chart below. Then compare your answers with a partner.

Good Things	Bad Things
enjoyable	depressing

**4** Get into groups. Describe a trip you took in the past. Think about the food, the weather, the cost, and so on. Talk about the good parts and the bad parts of the trip. Use words from the *Vocabulary Pool*.

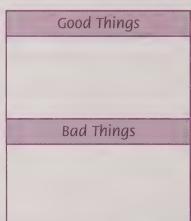
### **B** Vocabulary in context

Follow these steps to use and read words from the Vocabulary Pool.

- With a partner, describe each picture.
- Read the paragraphs. Match the paragraphs to the pictures. Write the numbers of the paragraphs in the box on each picture.
- Find good things and bad things that happened during each trip. Add them to the chart on the right.



- 1 We took a trip to Singapore last summer. As soon as we got there, we went shopping. The clothes in Singapore were very cheap, so we bought a lot of new things. We also went to a lot of museums. They were fascinating. My favorite museum was the art museum. We spent all day there. After we went to the museum, we were very tired. We also went to a lot of wonderful restaurants. The food was delicious, but it was spicy. Our hotel had a great pool. We swam every day before we went out. The weather wasn't very nice. It was extremely hot, and it rained every afternoon. However, we still had a great time.
- 2 I took the train to Chicago with my friends last weekend. We stayed in a small hotel. It was fairly cheap, but it wasn't bad. After we arrived, we went for a walk downtown on the Miracle Mile. The buildings were very beautiful, but it was extremely crowded. We looked in the beautiful stores. However, things were very expensive, so we didn't buy anything. After that, we went back to our hotel and took a nap. In the evening we went to some clubs. The music was great, but it was extremely loud. The next day, we woke up late, and we all had headaches. We had breakfast in the hotel. However, it wasn't very good. When we finished, we took the train home. It was a good weekend.





# C Get ideas

Follow these steps to get ideas to write about trips.

- 1 Work with a partner. Talk about trips that you took in the past.
- **2** Work alone. Complete the chart with where you went, and the good things that happened and the bad things that happened.

Trip To	Good Things	Bad Things

- 3 Work with a new partner. Tell each other about your trips.
- 4 Did your partner use any words that you can use? Add them to your chart.

### **D** Freewrite

Now it's time to freewrite about trips you took in the past. Write everything that you think of, and don't worry about grammar or spelling. You can write words, phrases, and sentences. Don't stop to erase anything. Just keep writing until your teacher tells you to stop.

### PREPARING YOUR WRITING

### A Learn about the simple past of be

#### **USING THE SIMPLE PAST OF BE**

Be is an irregular verb. The simple past forms are was and were.

I was uncomfortable on the plane.

The restaurants were expensive, but the food was good.

There were several tourists in our hotel, so it was noisy.

The negative past forms of *be* are *was not* and *were not*. We often use the contractions *wasn't* and *weren't* with these forms.

The museum wasn't near our hotel, but the buses weren't expensive.

### Practice

Read the following sentences about a trip someone took. Complete the sentences with the correct form of *be*.

- 1 The people at the hotel \_\_\_\_\_ (not be) very helpful.
- **2** The shops \_\_\_\_\_\_ (be) small, but there \_\_\_\_\_\_ (be) a lot to buy.
- **3** We \_\_\_\_\_ (be) very lucky because the weather \_\_\_\_\_ (be) great.
- 4 The food \_\_\_\_\_\_ (be) expensive, and it \_\_\_\_\_\_ (not be) very good.
- **5** The beach \_\_\_\_\_\_ (not be) crowded, and the water \_\_\_\_\_\_ (be) warm.
- 6 My arm \_\_\_\_\_ (be) tired because my suitcase \_\_\_\_\_ (be) heavy.

## Practice **2**

Complete the paragraph with the correct forms of the verbs in parentheses.

Last summer, my family and I \_\_\_\_\_\_ (go) to San Diego. It \_\_\_\_\_\_ (be) a great trip because there \_\_\_\_\_\_\_ (be) a lot to do. We \_\_\_\_\_\_ (go) to the museums in Balboa Park. They \_\_\_\_\_\_ (be) all very interesting, but the Air and Space Museum \_\_\_\_\_\_\_ (be) my favorite museum. There \_\_\_\_\_\_\_ (be) a model of Lindbergh's plane. I \_\_\_\_\_\_ (be) amazed! We also \_\_\_\_\_\_ (go) to the beach. There \_\_\_\_\_\_\_ (not be) very many people at the beach, so it \_\_\_\_\_\_\_ (be) nice. We \_\_\_\_\_\_ (watch) the surfers for a while. We \_\_\_\_\_\_\_ (not go) in the water because it \_\_\_\_\_\_\_ (not be) very warm. However, the weather \_\_\_\_\_\_\_ (be) great. The sun \_\_\_\_\_\_\_ (be) out every day.

### **B** Learn about clauses

#### USING BEFORE, WHEN, AND AFTER IN CLAUSES

You can use before, when, and after to show the order of two events in time.

I read several travel guides before I visited Singapore.

I ate lots of spicy food when I was in Singapore.

I went to Thailand after I left Singapore.

Notice that *before*, *when*, and *after* connect two short sentences. These small sentences within a larger sentence are called *clauses*.

<u>I read several travel guides</u> before <u>I visited Singapore</u>. <u>clause</u> + <u>clause</u>

You can also use *before*, *when*, and *after* clauses at the beginning of sentences. Remember to use a comma at the end of the first clause.

After I visited Singapore, I went to Thailand.

# Practice 3

Read the paragraph about the Brown family's trip to Puerto Rico. Then answer the questions in complete sentences using *before*, *when*, or *after*. Make sure you use all three as many times as possible. Then compare your answers with a partner.

My family and I went to Puerto Rico last September. We stayed in a hotel on Vieques Island. It was an interesting vacation. Before we went to Puerto Rico, we read a guidebook, and we asked friends about the area. However, we didn't pay attention to information about the weather. When we arrived, the weather was beautiful. We had a lot of fun the first two days. We went to the beach, and we went sightseeing. We had wonderful seafood. On the third day, the weather changed. The sky was dark. Then we heard the news: It was hurricane season. The hurricane came that night. Before it came, we went to the grocery store and bought food and water for two days. We also bought gas for our car. There were long lines at all the stores before the hurricane hit. However, when it started, everyone went home. When the hurricane came, we were ready. We stayed indoors and had a good time. We cooked and played games. After the hurricane ended, everything was calm but very wet!

- 1 When did the Browns read a guidebook?
- 2 When was the weather beautiful?
- **3** When did the Browns go to the beach?
- 4 When did the Browns buy food, water, and gas?
- **5** When were there long lines at all the stores?
- 6 When did everyone go indoors?
- 7 When did the Browns stay indoors?
- 8 When was everything calm?

## Practice 4

Read Danielle's travel diary. Write four sentences with before, when, and after.

#### 

- = = April: I applied for a passport.
- **E** May: My friend gave me a book about Italy. My passport arrived.
- **E G June 15:** My friend and I went to Rome.
- **\_\_\_\_\_ June 16:** We arrived in Rome.

**June 16-June 23:** We were in Rome. We went sightseeing. We went to the National Museum. We went shopping. We ate a lot of delicious Italian food! We met some students at the university, Paolo and Mauro. We took a lot of pictures.

**June 23:** We arrived home.

June 24: We were very tired. We got e-mails from Paolo and Mauro!

# C Learn about paragraphs

#### **GENERAL AND SPECIFIC SENTENCES**

There are two kinds of sentences in a paragraph.

- Sentences with general information
- Sentences with specific information

Specific sentences give more details about general sentences. They follow general sentences. A paragraph can sometimes have several specific sentences for each general sentence.

The following are examples of general sentences and specific sentences.

General Sentences	Specific Sentences
We stayed in a very nice hotel.	Our room was small but comfortable.
We had a lot of fun the first two days.	We went to the beach, and we went sightseeing.

# Practice 5

For each general sentence on the left, find two specific sentences on the right. Write the specific sentences under the correct general sentences.

General Sentences	Specific Sentences
1 The shopping was great.	They were cheap and on time.
	The food was bad.
<b>2</b> The hotel was horrible.	The sand was very clean.
	The beds were uncomfortable.
<b>3</b> We ate dinner at a terrible restaurant.	There were lots of beautiful clothing stores.
	The seats were comfortable.
4 We took a lot of buses.	The waiters were extremely rude.
	The water was warm and relaxing.
<b>5</b> We went to the beach almost every day.	The rooms were small and dark.
	There were many shoe stores, too.

### Your turn 🖍

Look back at your freewrite. Choose a trip to write about. In the chart, make a list of the general things you did on the trip. Then write two or three specific details about what you did.

What I Did (General Information)	Details About What I Did (Specific Information)
went sightseeing	took a tour of the city saw lots of old buildings took a lot of pictures

# D Write the first draft

Now it's time to write the first draft. Write about a trip. Use your freewrite, your Your turn notes, and your ideas and language from Sections I and II to help you. You can also add any other ideas that come to mind.

### **I** REVISING YOUR WRITING

### A Expand your vocabulary

#### WEATHER WORDS

You can use nouns or adjectives to talk about the weather.

Noun
We had a lot of <b>rain</b> last weekend.
We didn't get much <b>snow</b> this year.
There were a lot of <b>clouds</b> in the sky.
The <b>sun</b> was very bright.
The <b>wind</b> was very strong by the water.

Adjective It was rainy last weekend. It wasn't very snowy this year. It was very cloudy. It was sunny. It was very windy by the water.

We often use these weather words together.

gray and overcast hot and humid/dry cold and rainy clear and bright



gray and overcast

# Practice 6

Match each sentence with a sentence on the right. Discuss your answers with a partner.

- \_\_\_\_\_ **1** The weather was great.
- **\_\_\_\_\_ 2** The weather was terrible.
- **\_\_\_\_\_ 3** The sky was always overcast.
  - \_\_\_\_\_ **4** It was extremely hot.
  - **5** The weather was cold but beautiful.
    - **\_\_\_\_ 6** It was extremely cold.

- **a** It was 12°F (about –11°C).
- **b** It was cloudy every day.
- **c** It was over 100°F (about 38°C) most days.
- **d** It was warm and sunny every day.
- e It was clear and bright.
- f It was rainy every day.

# Practice 7

Read the paragraph. Then read it again and choose a sentence below that fits each blank.

- **a** It was only about  $30^{\circ}F(-1^{\circ}C)$ .
- **d** It was cold but sunny.

**b** It started to rain.

- e It was very windy.
- **c** The sky was gray and overcast.

We went to Washington, D.C., last April to see the cherry trees. The weather changed many times during our trip. When we got there, the weather was great. <u>(1)</u> We needed jackets, but we didn't need umbrellas. The cherry trees looked beautiful. However, when we woke up the next day, the weather was very different. It was very dark outside. <u>(2)</u> After we ate breakfast, we went to the park to see the trees again, but all the cherry blossoms were on the ground. <u>(3)</u> Suddenly, it got very cold. We went into a coffee shop. The weather changed again. <u>(4)</u> We stayed in the coffee shop for two hours because we didn't have our umbrellas. Finally, the rain stopped, and we went outside, but it was freezing. <u>(5)</u> It was cold for the rest of our trip, but we had a good time.

### Your turn 🖍

Look at your first draft. Add at least two sentences about the weather. Remember to mark where these sentences go.

# **B** Connect your ideas

#### USING HOWEVER, FOR EXAMPLE, AND BECAUSE

However connects two sentences with contrasting ideas.

We had a great trip. However, it was very expensive.

The people were friendly. However, they talked too much.

In Chapter 6, you connected two sentences with *for example*. You can use *for example* at the beginning of a sentence to give more information.

We ate at a very expensive restaurant. For example, a bowl of soup was \$12!

In Chapter 7, you connected sentences with *because*. You can use *because* to explain or give reasons.

We didn't eat at Sammy's Café **because** it was very expensive.

Note: Don't forget to use a comma after *however* and *for example*.

# Practice 8

Complete the sentences with however, for example, or because. Add commas where necessary.

- 1 I liked our trip to Santa Fe last year. \_\_\_\_\_\_ we stayed too long.
- 2 We didn't spend a lot of time at the beaches \_\_\_\_\_\_ it was cold.
- **3** We visited a lot people in Seoul. \_\_\_\_\_\_ we visited my grandmother, my aunt, and most of my cousins.
- 4 My trip to Paris was inexpensive. \_\_\_\_\_\_ the hotel room was only \$50 a night.
- **5** We met a lot of nice people in Oaxaca. \_\_\_\_\_ the people in our hotel were not very nice.
- **6** We didn't visit the museums \_\_\_\_\_\_ they were very crowded.

### Your turn $\sim$

Look at your first draft. Add at least one sentence with however, one with for example, and one with because. Remember to mark where these sentences go.

# C Give and get feedback

Work with a partner. Follow these steps to get feedback on your writing.

- 1 Show your partner your first draft with the sentences you added to it.
- 2 Exchange books. Answer the questions in the chart below about your partner's first draft.

	Your Partner's Writing
How many words from the Vocabulary Pool did your partner use?	
How many sentences with the simple past of <i>be</i> are there?	
How many sentences with <i>before</i> , <i>when</i> , and <i>after</i> are there?	
How many general sentences are there?	
How many specific sentences are there?	
How many sentences about the weather are there?	
How many sentences with <i>however</i> , for example, and because are there?	

- 3 What do you like about your partner's piece of writing? Underline two or three parts. Tell your partner.
- **4** Show your partner the chart. Discuss your answers. Do you have any suggestions for your partner?
- **5** Return your partner's book.





Follow these steps to write the second draft.

- 1 Look at the chart your partner completed for your first draft. Think about what your partner said. Did your partner give you any ideas you can use? For example, can you add any more sentences with before, when, or after?
- 2 Check that your paragraph has both general and specific sentences, and that the specific sentences come after the general sentences.
- 3 Look at the Progress Check on page 128 of Chapter 8. Use it to help you revise your first draft.
- **4** Rewrite your paragraph with the changes.

# **EDITING YOUR WRITING**

### A Focus on mechanics

#### USING COMMAS WITH TIME WORDS, EXPRESSIONS, AND CLAUSES

Use commas when these words, phrases, and clauses begin a sentence.

- Time words Eventually, the plane took off.
- Time expressions

Two hours later, the air-conditioning broke.

Time clauses

Before I went to Seoul, I didn't like Korean food.

Don't use commas when the time words, expressions, and clauses come at the end of the sentence.

The plane took off eventually.

The air-conditioning broke two hours later.

I didn't like Korean food before I went to Seoul.

# Practice 9

Read the paragraph and underline the time words, expressions, and clauses. Then put commas in the right places. Check your answers with a partner.

<sup>1</sup>Last July we went to San Francisco for our vacation. <sup>2</sup>Before we left we packed our suitcases. <sup>3</sup>We packed lots of shorts, T-shirts, and sandals. <sup>4</sup>After that we went to the airport. <sup>5</sup>When we got to the airport we checked our bags and went to the gate. <sup>6</sup>The flight was late. <sup>7</sup>We waited at the gate for four hours! <sup>8</sup>Finally our plane took off. <sup>9</sup>We arrived in San Francisco very late at night. <sup>10</sup>After we arrived we went to get our suitcases, but they weren't there. <sup>11</sup>They were lost! <sup>12</sup>We filled out a lot of forms at the airport. <sup>13</sup>It was midnight! <sup>14</sup>Finally we left the airport. <sup>15</sup>We took the subway, but we got lost. <sup>16</sup>About two hours later we found our hotel. <sup>17</sup>When we woke up the next day our suitcases were at the hotel. <sup>18</sup>We were happy. <sup>19</sup>However, the weather was terrible! <sup>20</sup>It was cold and rainy every day, so we bought some warm clothes!

### Your turn 🖍

Look at your second draft. Check your use of commas.

### **B** Check for common mistakes

#### FORMING THE SIMPLE PAST

Students sometimes make mistakes with the simple past tense; they use the past tense of *be* with another verb. You can use the past tense of *be* or the past tense of another verb. You cannot use both.

I was <del>go</del> in Peru last month. *walked* They were walk to work this morning.

I wasn't go in Peru last month. didn'tThey weren't walk to work this morning.

# Practice 10

Read this paragraph. Cross out five mistakes with the simple past. Write the corrections above the mistakes.

<sup>1</sup>Two years ago, we were climb Mt. Fuji in Japan. <sup>2</sup>Before we were go, we read a lot of books. <sup>3</sup>We packed all the right clothes. <sup>4</sup>We were take bottles of water and lots of snacks. <sup>5</sup>They were really heavy! <sup>6</sup>When we were get to the mountain, we saw a lot of snack bars. <sup>7</sup>We weren't need all our food!

# C Edit your writing

Use the *Editing Checklist* below to edit your paragraph. Look for only one kind of mistake each time you read your sentences. For example, the first time you read your sentences, ask yourself, "Does every sentence start with a capital letter?"

# EDITING CHECKLIST

- 1 Does every sentence start with a capital letter?
- **2** Does every sentence end with a period?
- **3** Did you spell all your words correctly?
- **4** Did you indent the first line of your paragraph?
- **5** Did you start new sentences in the correct place?
- **6** Did you leave a space between your sentences?
- **7** Did you use the correct past forms?
- **8** Did you use commas after time words, expressions, and clauses that come at the beginning of a sentence?

# D Write the final draft 🌶 🔌 🌶

Make all your changes on your second draft. Remember to mark where the changes go. This time, type your paragraph on a computer. Make any changes that you need.

# **FOLLOWING UP**

# A Share your writing

Follow these steps to share your writing.

- 1 Get into small groups.
- 2 Exchange paragraphs and read about each other's trips.
- **3** Rate each trip on a scale of 1 to 5, where "5" is a trip you want to take, and "1" is a trip you are not interested in taking. Circle a number for each trip.

Ттір:	1	2	3	4	5
Trip:	1	2	3	4	5
Trip:	1	2	3	4	5
Trip:	1	2	3	4	5
Trip:	1	2	3	4	5

4 Now pass your classmate's paper to another student and read the next paper.

- **5** Rate that trip, and repeat the process until you are finished reading all the papers.
- 6 Compare charts and give reasons for your ratings.

### **B** Check your progress

After you get your writing back from your teacher, complete the Progress Check below.



# In the Future

Think about your future. What are your plans? Are you going to get a degree? Do you expect to change jobs? Do you hope to get married? Do you plan to have children? Do you want to travel?

In this chapter, you write a paragraph about your future plans.

# **GETTING STARTED**

# A Useful vocabulary

Follow these steps to study words and phrases to use when you write about future plans.

1 Look through the *Getting Started* sections of Chapters 2, 3, 4, 7, and 8. Find words and phrases to use to talk about possible future plans. Write them in the *Vocabulary Pool*. Then add words and phrases of your own.

#### **VOCABULARY POOL**

change jobs get married

2 Use the words and phrases from your Vocabulary Pool to complete the chart below.

Personal Life	Education	Career/Job	Other Future Plans
get married		change jobs	

**3** Work with a partner. Compare charts. Did your partner use any words that you can use? Add them to your chart.

# **B** Vocabulary in context

Follow these steps to use and read words and phrases from the Vocabulary Pool.

- Look at the pictures and make guesses about the people's possible future plans.
- Read the paragraphs below. Match the people with their plans. Write the letter of the picture on the line. You will not use one letter.
- Talk about the amount of time each plan needs. Are the plans short-term (less than two years) or long-term (2–40 years)? Circle *short-term* or *long-term* under each paragraph.



1 My husband and I hope to find a house this year. We want to have children, but our apartment is too small. It also doesn't have a yard. We want to have a garden, so we need a big yard. We're going to look for new jobs. We're also going to save our money. When we find our house, we are going to plant a garden. We hope to grow lots of vegetables. After a year, we hope to sell our vegetables at the farmer's market.

#### short-term / long-term

2 My dream is to have my own restaurant in Houston one day. First, I am going to finish my English classes at the community college. Then I am going to apply to the university. I'm going to study business management. I hope to get a scholarship. I hope to have my Bachelor's degree in six years. After that, I intend to work in my uncle's restaurant for a while. Then I am going to apply for a loan and open my restaurant.

#### short-term / long-term

**3** One day, I want to be a child-care worker. However, I don't want to do it now. I'm going to wait for my children to get older. When my children are teenagers, I plan to return to school. I'm going to get a certificate as a child-care worker. Then I plan to find a job. After a few more years, I hope to open a day-care center in my house.

short-term / long-term

# C Get ideas

Follow these steps to get ideas to write about future plans.

- 1 Make a list of possible future plans. They can be any future plans: plans for this year, next year, five years from now, or even 40 years from now. Write them in the "Possible Future Plan" column of the chart below.
- **2** Think about the steps that you are going to take for each plan. Write the steps for each plan in the "Steps" column. Number them.
- **3** Now think about when each future plan is going to happen. Write a date or a time expression next to each plan in the "When" column. Decide if the plan is short-term or long-term and write "short-term" or "long-term" in the last column.

Possible Future Plan	Steps	When	Short- or Long-term?
travel around Latin America	1 apply for a passport 2 study Spanish 3 save money for trip	in the next two years	short-term

- 4 Work with a partner. Tell each other about your plans and steps.
- 5 Did your partner use any words that you can use? Add them to your chart.

### **D** Freewrite

Now it's time to freewrite about your future plans. Describe your plans and the steps for each plan. Are they short- or long-term plans? Write everything that you think of, and don't worry about grammar or spelling. You can write words, phrases, and sentences. Don't stop to erase anything. Just keep writing until your teacher tells you to stop.

### **PREPARING YOUR WRITING**

### A Learn about the simple future with going to

#### **USING GOING TO**

To talk about the future, you can use *be* + *going to* + verb. Use *going to* to talk about plans that are definite.

I am going to take classes at the university next year.

He is going to study English at the community college for two years.

We are going to visit my grandmother next week.

The negative form is be + not + going to + verb.

I'm not going to get married for a long time.

You aren't going to find a job without a certificate.

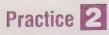
She isn't going to work in the restaurant after she gets her degree.

### Practice 1

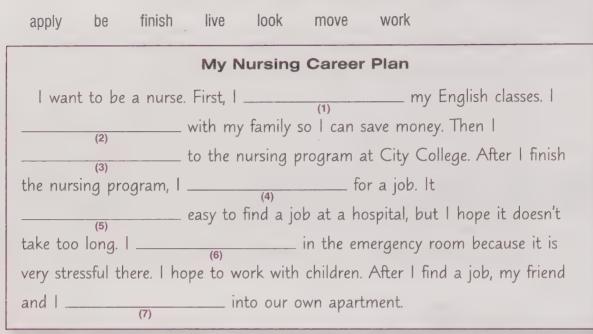
Complete the sentences with the correct form of *be* + *going to* + verb. Use the verb in parentheses. Some sentences are negative.

1 We \_\_\_\_\_ (have) a big family one day.

- **2** Julien and I hope to get married soon. Then we \_\_\_\_\_\_ (move) to New Orleans.
- **3** Ivan plans to learn to cook well. After that, he \_\_\_\_\_ (get) a job in a good restaurant.
- **4** In two years, Junko intends to get pregnant. She \_\_\_\_\_ (not work) full-time after that.
- **5** I \_\_\_\_\_\_ (save) my money and buy a car next year.
- **6** I'm going to be very busy at work in the fall, so I \_\_\_\_\_\_ (not take) classes in September.
- 7 My husband and I want to visit Mexico, so we \_\_\_\_\_\_ (study) Spanish at the community college this fall.
- 8 Marisol and Reiko didn't take English 101, so they \_\_\_\_\_ (not graduate) next year.



Complete this paragraph with *be* + *going to* + verb or *not be* + *going to* + verb. Use the verbs below.



### **B** Learn about *plan*, *expect*, *intend*, *hope*, *want* + *to* + verb

#### USING PLAN, EXPECT, INTEND, HOPE, WANT + TO + VERB

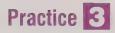
You can also talk about future plans with *plan, expect, intend, hope, want* + *to* + verb.

*Plan, expect, intend, hope,* and *want* all talk about the future, but these words do not all mean the same thing.

- Use *plan* and *expect* when you are very sure something is going to happen.
   I plan to start classes next semester.
   We expect to move to Taiwan in September.
- Use *intend* when you are fairly sure about something but not completely sure. They **intend to buy** a new house, but they don't have the money yet.

She intends to finish her degree in four years.

Use *hope* and *want* to talk about things you want to happen but are less sure about. You don't have a definite plan for these things to happen yet.
 Marc hopes to study in the United States next year.
 I want to change jobs soon.



Make sentences with *plan*, *expect*, *intend*, *hope*, and *want*. Start each sentence with *I plan to*, *I expect to*, *I hope to*, etc. Use the words in parentheses to help you to choose the correct verb.

- **1** get a certificate in Green Gardening (fairly sure) *I* intend to get a certificate in Green Gardening.
- **2** have my own business (less sure)
- **3** open a Green Gardening business (less sure)
- 4 work for a gardening business (fairly sure)
- **5** finish my English studies (very sure)
- 6 take landscaping classes at a local college (fairly sure)

# Practice 4

Put the sentences that you wrote in *Practice 3* into the correct places in the paragraph below. There are different ways to do this. After you finish, compare your paragraphs in small groups.

My Own	Business
In five years,	
First, .	
	After that,
	At the
end of the course, I	
	After
l get my certificate,	
in my	hometown. Finally, when I have enough
experience and enough money,	

# C Learn about paragraphs

#### **TOPIC SENTENCES**

Topic sentences name the topic of the paragraph. They also prepare the reader for the general and specific sentences that follow. In the paragraph below, the topic sentence is the first sentence. It prepares the reader for the sentences that follow about the plan to have a Web design business in 10 years.

#### My Own Web Design Business

In 10 years, I plan to have my own Web design business. First, I plan get a certificate in Web design from City College of San Francisco. I intend to take English classes and business classes for the first year. Then I plan to take graphic design and Web design classes. While I go to school, I plan to get an internship at a Web design company in San Francisco. Then I hope to get a job as a Web designer at one of the Internet design firms in the city. While I work, I plan to save a lot of money. Finally, I hope to open my own Web design business.

# Practice 5

Read the paragraph. Then read the sentences below it. Check ( $\checkmark$ ) any sentence that makes a good topic sentence for the paragraph.

#### A Trip to Latin America

First, I am

going to apply for a passport. I want to talk to the people that I meet, so next semester I'm going to take a Spanish class. Then I intend to save money for the trip. After that, I plan to get Latin American guidebooks at the library and study them. A month before I go, I'm going to make hotel and flight reservations. Finally, I'm going to leave for a great Latin American adventure!

- \_\_\_\_\_ 1 Latin America is an exciting place to visit.
- **2** I plan to travel around Latin America some day.
- \_\_\_\_\_ **3** Colombia is in Latin America.
- \_\_\_\_\_ 4 There are many interesting sights in Latin America.
- \_\_\_\_\_ 5 In the next few years, I'm going to visit Latin America.

#### Your turn 🕰

Look back at your Freewrite. Choose one plan to write about. On a piece of paper, write a topic sentence.

### D Write the first draft 🌽

Now it's time to write the first draft. Write about your future plans. Use your freewrite, your *Your turn* notes, and your ideas and language from Sections I and II to help you. You can also add any other ideas that come to mind.

# **III REVISING YOUR WRITING**

# A Expand your vocabulary

#### FUTURE TIME EXPRESSIONS

You can use future time expressions to talk about when something is going to happen.

These expressions describe a specific or definite time in the future.

tomorrow	next week	next month	next year
in X days	in X weeks	in X months	in X years

These words and phrases describe more general times or an indefinite time in the future.

soon one day in the future later on

Remember to use a comma if you put the time expression at the beginning of the sentence.

In five years, I plan to have my own business.

One day, I hope to travel around the world.

# Practice 6

Lucia is a 20-year old college student. Read about her plans. Some are definite and some are not definite. On a separate piece of paper, write a sentence about each plan. Use a time expression from the box above.

Definite	Not Definite
Get a business degree at the university	Get promoted at my job
Move to New York	Have a house with a big yard and three children
Apply for a job at a small business in New York	Travel around Asia

#### Your turn 🔨

Look at your first draft. Add at least two sentences with future time expressions. Remember to mark where these sentences go.

### **B** Connect your ideas

#### **ORDERING WORDS**

Ordering words tell the order in which things happen. Here are some common ordering words.

first second then next finally

Use a comma after all ordering words except then.

**First**, I'm going to finish my degree. **Then** I'm going to apply for a passport. **Next**, I plan to apply to graduate school in Australia. I want to study the Great Barrier Reef and the animals that live there. **Finally**, I hope to move to Darwin. It's a fascinating city.

Note: Don't overuse ordering words. Not every sentence in your paragraph needs an ordering word.

# Practice 7

Complete the paragraphs with ordering words from the box above.

#### Paragraph 1

I want to move to Seattle next year. \_\_\_\_\_\_, I plan to do research on jobs in the city. I hope to find a job in a hospital because I am a nurse. \_\_\_\_\_\_ I'm going to find out about apartments. I hope they don't cost too much. Just in case, I plan to save a lot of money before I move. \_\_\_\_\_\_, I'm going to sell my car because you don't really need a car in Seattle.

#### Paragraph 2

One day, I hope to become a private chef. \_\_\_\_\_\_, I am going to apply to cooking school. I hope to get a degree in culinary arts. \_\_\_\_\_\_, I intend to get a job at a restaurant in town because I want to get some work experience. \_\_\_\_\_\_ I'm going to apply for jobs in all the big hotels because I want to learn how to make very fancy dishes. \_\_\_\_\_\_, I intend to apply for private chef jobs in Dallas because there are a lot of opportunities for private chefs there.

### Your turn $\sim$

Look at your first draft. Add at least two sentences with ordering words. Remember to mark where these sentences go.

# C Give and get feedback

Work with a partner. Follow these steps to get feedback on your writing.

- 1 Show your partner your first draft with the sentences you added to it.
- **2** Exchange books. Answer the questions in the chart below about your partner's first draft.

	Your Partner's Writing
How many words from the <i>Vocabulary Pool</i> did your partner use?	
How many sentences with <i>be going to</i> are there?	
How many sentences with <i>plan</i> , <i>expect</i> , <i>intend</i> , <i>hope</i> , and <i>want to</i> are there?	
Are there any sentences that aren't about both the topic and the topic sentence? If yes, how many?	
How many sentences with future time expressions are there?	
How many sentences with ordering words are there?	

- **3** What do you like about your partner's piece of writing? Underline two or three parts. Tell your partner.
- 4 Show your partner the chart. Discuss your answers. Do you have any suggestions for your partner?
- **5** Return your partner's book.

# D Write the second draft 🌶 🖉



Follow these steps to write the second draft.

- 1 Look at the chart your partner completed for your first draft. Think about what your partner said. Did your partner give you any ideas you can use? For example, can you add any more sentences with ordering words?
- **2** Check that all sentences are about both the topic and the topic sentence.
- **3** Look at the *Progress Check* on page 144 of Chapter 9. Use it to help you revise your first draft.
- **4** Rewrite your paragraph with the changes.

## IV EDITING YOUR WRITING

### A Focus on mechanics

#### WRITING TITLES

Use the topic of your paragraph to create a title. Titles should be interesting. They should also let the reader know what to expect in the paragraph. Look at these titles for a paragraph about a plan to become a chef.

Becoming a Private Chef From the Classroom to the Kitchen My Plan to Become a Private Chef Two Years to Become a Chef

The first word in a title always starts with a capital letter. Most of the other words start with capital letters, too. However, articles (*a*, *an*, and *the*), short prepositions (*to*, *at*, and *in*), and conjunctions (*and*, *or*) do not start with a capital letter. Center your title above the first line of your paragraph.

## Practice 8

Rewrite the titles using correct capital letters.

- 1 hopes and dreams for a nurse \_\_\_\_\_\_
  2 my plan for my family \_\_\_\_\_\_
- **3** saving money for a house \_\_\_\_\_
- **4** getting a job teaching young children
- **5** a trip to costa rica next summer \_\_\_\_

# Practice 9

Read the paragraph. Underline the topic sentence. Then circle the best title on page 157.

I hope to work in many countries for the next 10 years. First, I plan to get a job as an engineer with an international company. After a while, I hope to go to another country to work with that company. I want to go to the Middle East to work. There are a lot of jobs there for engineers. Also, I like hot weather, and it is hot there. I'm going to study Arabic before I go. Next, I want to work in Thailand. Thailand is a very beautiful country. Finally, I want to work in Singapore or Hong Kong. I hope to save a lot of money in those jobs. When I return to South Korea, I hope to get a job managing engineering projects.

- a Returning to South Korea after Ten Years
- **b** Working as an Engineer
- c Working Overseas as an Engineer

# Practice 10

Reread the two paragraphs in *Practice 7*. With a partner, write a title for each paragraph.

Paragraph 1: \_\_\_\_\_\_ Paragraph 2: \_\_\_\_\_

### Your turn 🕰

Look at your second draft. Write a title for your paragraph.

# **B** Check for common mistakes

#### FORMING THE FUTURE WITH VERB + TO

Many students make mistakes with the future with *be going*, *plan*, *expect*, *intend*, *hope*, and *want* + *to* + verb.

• Remember to use *to*.

to I hope get married one day.

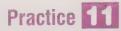
• Remember to use the verb in its base form after to.

He plans to moves into an apartment with me.

• Remember to use *be* with *going to*.

One day, + going to go to Europe.

- Remember to use the correct form of *be*.
   Our children is going to start a business together.
- Remember to use the *-ing* form of *going to*. I'm <del>go</del> to get a job in a restaurant.



Read this paragraph. Find eight more mistakes. Write the corrections above them.

#### Having a Family

<sup>1</sup>In two years, my boyfriend and I am going to get married. <sup>2</sup>We want to finish school first. <sup>3</sup>I expect finish school in two years, but my boyfriend plans to finishes next year. <sup>4</sup>Then we intend look for jobs. <sup>5</sup>We hope to find jobs in Tokyo. <sup>6</sup>We going to look for jobs in the same area. <sup>7</sup>After that, we are going look for an apartment. <sup>8</sup>We both want live close to our work. <sup>9</sup>Finally, we are go to get married. <sup>10</sup>We hope to have our wedding in Hawaii. <sup>11</sup>We want to having a beautiful wedding!

### C Edit your writing

Use the *Editing Checklist* below to edit your paragraph. Look for only one kind of mistake each time you read your sentences. For example, the first time you read your sentences, ask yourself, "Does every sentence start with a capital letter?"

### EDITING CHECKLIST 🗹

- 1 Does every sentence start with a capital letter?
- **2** Does every sentence end with a period?
- **3** Did you spell all your words correctly?
- **4** Did you indent the first line of your paragraph?
- **5** Did you use *be going, plan, expect, intend, hope,* and *want* + *to* + verb correctly?
- **6** Did you use commas after future time expressions that come at the beginning of a sentence?

# D Write the final draft 🌶 🖉

Make all your changes on your second draft. Remember to mark where the changes go. This time, type your paragraph on a computer. Make any changes that you need.

# V FOLLOWING UP

# A Share your writing

Follow these steps to share your writing.

- 1 On a computer, copy and paste your paragraph onto a new page.
  - Put each sentence of your paragraph on a separate line with four spaces between each sentence.
  - Print your list of sentences.
  - Cut each sentence into strips of paper so that each strip of paper has only one sentence on it.
- 2 In class, put the sentences on your desk and jumble them so they are not in order.
- **3** Change desks with a partner and:
  - Find the topic sentence.
  - Put the other sentences in order.
  - Look at each other's new paragraphs to see if they are correct.
- 4 Jumble the sentences again and repeat the process with another partner.



# **B** Check your progress

After you get your writing back from your teacher, complete the Progress Check below.

PROGRESS CHECK
Date: New vocabulary I used:
New grammar I used:
Connecting words I used:

# Appendix

# **A** Country, nationality, and language words

Country	Nationality	Language
Argentina	Argentinean	Spanish
Australia	Australian	English
Brazil	Brazilian	Portuguese
Canada	Canadian	English / French
Chile	Chilean	Spanish
China	Chinese	Mandarin Chinese / Cantonese
Colombia	Colombian	Spanish
Egypt	Egyptian	Arabic
France	French	French
Great Britain	British	English
Indonesia	Indonesian	Indonesian
Iraq	Iraqi	Arabic / Kurdish
Israel	Israeli	Hebrew
Italy	Italian	Italian
Japan	Japanese	Japanese
Mexico	Mexican	Spanish
the Philippines	Philippine / Filipino	Tagalog / English
Russia	Russian	Russian
Saudi Arabia	Saudi Arabian	Arabic
South Korea	South Korean	Korean
Spain	Spanish	Spanish
Thailand	Thai	Thai
Turkey	Turkish	Turkish
the United States	American	English
Vietnam	Vietnamese	Vietnamese

# **B** Capitalization

#### 1 What do I capitalize?

а	The first word in	every sentence:
		The yard has trees and flowers. We went to several museums.
b	The pronoun <i>I</i> :	My sister and I went to the same college. I think that I will stay home tonight.
С	Names:	Mariella Henandez, Martin M. Smith
d	Days:	Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday
е	Months:	January, February, March, April, May, June, July, August, September, October, November, December
f	Holidays:	Valentine's Day, New Year's Day
g	Nationalities:	Korean, Thai, Mexican
h	Languages:	Chinese, English, Arabic
i	Cities:	New York, Jakarta, Tokyo
j	Countries:	Canada, Brazil, Australia
k	Continents:	South America, Africa, Europe

### 2 What do I not capitalize?

a Seasons:	spring, summer, winter, fall (autumn)	
<b>b</b> Sports:	basketball, tennis, football	
<b>c</b> School subjects:	mathematics, biology, history	

# C Spelling rules (1)

The following are spelling rules for:

- Changing the endings of simple present verbs when the subject of the verb is a singular noun or *he*, *she*, or *it*
- Changing the endings of singular count nouns to make plural nouns

```
a For most words, add only -s. This is also the rule for words ending in -e.
        run – runs
        dance - dances
        school - schools
b For words that end in -s, -ss, -sh, -ch, or -x, add -es.
        bus – buses
        kiss – kisses
        brush - brushes
        watch - watches
        box – boxes
c For words that end with a vowel (a, e, i, o, u) + -y, add only -s.
        toy – toys
        buy - buys
        day – days
d For words that end with a consonant (all other letters) + -y, change the -y to -i
  and add -es.
        study - studies
        fly - flies
```

# D Common irregular verbs

Base form	Past	Base form	Past
be	was, were	hold	held
beat	beat	hurt	hurt
become	became	keep	kept
begin	began	know	knew
bend	bent	leave	left
bet	bet	let	let
bite	bit	lose	lost
bleed	bled	make	made
blow	blew	meet	met
break	broke	pay	paid
bring	brought	read	read
build	built	ride	rode
buy	bought	ring	rang
catch	caught	run	ran
choose	chose	say	said
come	came	see	saw
cost	cost	sell	sold
cut	cut	send	sent
dig	dug	shake	shook
do	did	show	showed
draw	drew	shut	shut
drink	drank	sing	sang
drive	drove	sit	sat
eat	ate	spend	spent
fight	fought	stand	stood
find	found	steal	stole
fly	flew	swim	swam
forget	forgot	take	took
forgive	forgave	teach	taught
freeze	froze	tell	told
get	got	think	thought
give	gave	throw	threw
go	went	understand	understood
have, has	had	wake	woke
hear	heard	wear	wore
hide	hid	win	won
hit	hit	write	wrote

# E Common non-count nouns

Spailing rules (

advice	music
air	
art	news
baggage	paper
bread	pasta
	peace
coffee	pepper
	progress
English	
equipment	rain
	research
fog	running
food	
freedom	safety
friendship	salt
furniture	sand
	science
garbage	snow
	soccer
happiness	swimming
homework	
honesty	tea
housework	tennis
	time
information	traffic
	transportation
knowledge	travel
laundry	vocabulary
love	has out in a remember a be
luck	water
luggage	weather
	wind
math	wood
money	work

### **F** Spelling rules (2)

The following are spelling rules for changing the endings of regular verbs to form the simple past tense.

```
a For verbs that end in -e, add only -d.
        smile - smiled
        hope - hoped
b Verbs ending in -y
  • When there is a vowel (a, e, i, o, u) before the -y, keep the -y and add -ed.
        stay - stayed
        enjoy - enjoyed
  • When there is a consonant (all other letters) before the -y, change the -y to -i
     and add -ed.
        crv - cried
        hurry - hurried
c Verbs ending in a consonant
  • For verbs that end in two consonants, add -ed.
        talk - talked
         CC
        help - helped
         CC
  • For verbs that end in two vowels and a consonant, add -ed.
        wait - waited
        VVC
        pour - poured
        VVC
  • For verbs that end in a consonant, a vowel, and another consonant, double
     the end consonant and add -ed.
       hop - hopped
        CVC
        step - stepped
        CVC

    Note these exceptions.

       listen - listened
       offer - offered
  • Do not double w or x.
       snow - snowed
       mix – mixed
```



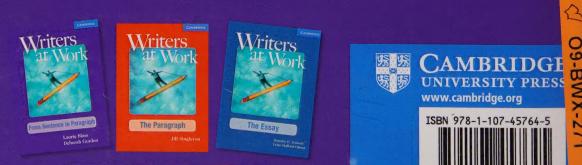
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