

UNIT

1

The Sentence and the Paragraph

Academic Focus | Writing

Unit Goals

Rhetorical Focus

- paragraph organization
- format of a paragraph
- topic sentences, supporting sentences, and concluding sentences
- unity and coherence in a paragraph

Language and Grammar Focus

- simple sentence structure
- capitalization and end punctuation
- fragments and run-on sentences

Margins
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from the edge
of the paper on
both sides)

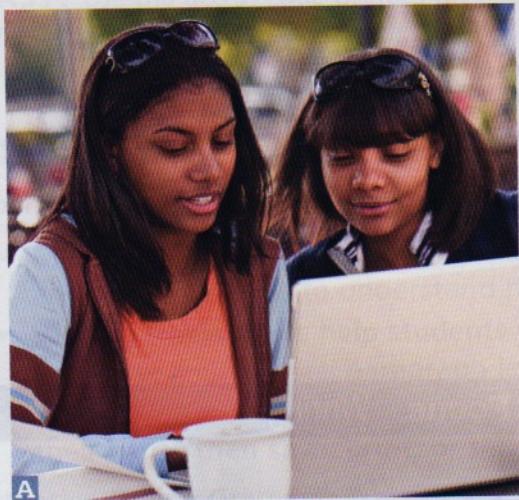
Directions: Write a sentence about the color red.

In our classroom, Red is love. Red is anger.

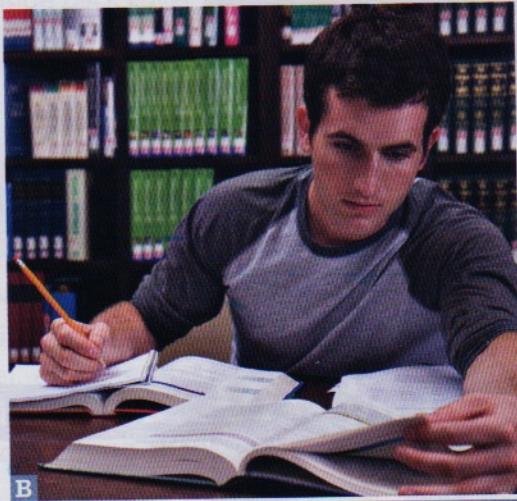
Exercise 1 Talking about colors

Directions: Write a sentence about the color red.

- What do the photos tell you about writing?
- What do photos A and C tell you about writing?
- What do photos B and D tell you about writing?
- How and where do you prefer to write?
- What part of writing is easier for you, finding a topic or revising and editing your writing?



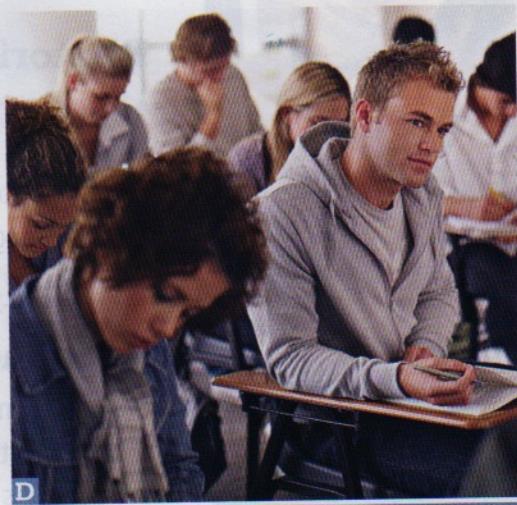
A



B



C



D

Exercise 1 Thinking about the topic

Discuss the pictures with a partner.

- What do the photos tell you about writing?
- What do photos A and C tell you about writing?
- What do photos B and D tell you about writing?
- How and where do you prefer to write?
- What part of writing is easier for you, finding a topic, writing drafts, or revising and editing your writing?

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The Paragraph

A **paragraph** is a group of sentences about a topic. In this book, you will learn how to organize and write the following kinds of paragraphs.

- A **descriptive paragraph** describes a person, a place, or a thing. The writer uses clear details that will help readers imagine the subject.
- An **example paragraph** gives examples to explain a topic. The writer uses very specific examples so that the reader can clearly understand the writer's ideas.
- A **process paragraph** gives steps to tell readers how to complete a process or a task.
- A **narrative paragraph** tells a story. It is often written in the order in which events occurred.
- An **opinion paragraph** expresses beliefs or opinions about a topic. The writer tries to present reasons that will persuade readers to agree with the opinion.

Format of a Paragraph**Exercise 1 Reading a sample paragraph**

Title _____ • Red
 center the title

Indenting _____ I love the color red. No other color symbolizes
 (indent the first line $\frac{1}{2}$ inch) so many different emotions and experiences. Life
 would be very boring without the color red. Fires

topic sentence _____ would not burn in the same way. The sunset would
 Double-space (skip a line) not be interesting, and blood would not be so
 surprisingly beautiful. Red is powerful when it
 appears in nature, and it is also powerful when it
 appears in our emotions. Red is love. Red is anger.
 Margin _____ Red is beauty. I like to live life in a strong way, so I
 think I will always admire the color red.

Margins _____ (one inch margin from the edge of the paper on both sides)

supporting sentences

concluding sentence

perfectly still, but I looked down and saw a snake make slowly
 slithering over my toes. I felt the snake bite me. It grew extremely fast.
 After the snake moved away, I screamed and ran home to tell my mom.
 She captured the snake and took it away. The experience frightened me, and I
 never went outside barefoot again.

Writing Process Part 1 Stimulating Ideas

Exercise 2 Identifying the elements of a paragraph

A. Find the mistakes in the format of the following paragraph.

My Favorite Color

My favorite color is blue.

The color blue makes me happy.

It reminds me of the blue sky when there are no clouds and no pollution.

I think about the beaches of the Caribbean islands.

That is why my house is blue.

Blue also helps me relax. When I have a problem, I sit in my favorite chair. I look at the blue living room. I close my eyes, and I imagine the beach of a Caribbean island. My problems go away. I feel peaceful.

B. Rewrite the paragraph in the correct format.

In Writing Process Part 2 you will . . .

- learn about paragraph organization.
- learn to write effective topic sentences.
- learn about supporting sentences.
- learn to write concluding sentences.
- What part of writing is easier for you, finding a topic, writing drafts, or revising and editing your writing?

In each topic sentence, underline the topic. In the supporting sentences, underline the topic and the main idea.

Rhetorical Focus

Paragraph Organization

A well-written paragraph has a **topic sentence**, **supporting sentences**, and a **concluding sentence**.

- The **topic sentence** introduces the topic. It also tells what the writer will say about the topic.
- The **supporting sentences** follow the topic sentence. They give more information to explain and support the topic sentence.
- The **concluding sentence** often repeats the information in the topic sentence in a different way. It may also include what the writer has learned or why the topic is important. Sometimes the concluding sentence offers a prediction, a request, or a warning.

Exercise 1

Reading a student paragraph

Read the narrative paragraph below. Notice the **topic sentence**, **supporting sentences**, and **concluding sentence**. What scared the barefoot boy?

topic sentence

Barefoot Boy

I had a scary experience when I was a young boy. One evening while my parents were eating dinner, I was playing barefoot in the yard with my toys. Even now I still remember the perfume of the flowers and the moisture of the grass. While I was sitting on the grass and playing with a truck, I looked up at the sky, and my attention was distracted by the beauty of the stars. Then I felt something cold and smooth slide over my feet. I stayed perfectly still, but I looked down at my feet. Then I saw a snake slowly slithering over my toes. I felt terrible and afraid, and my heart beat very fast. After the snake moved away, I screamed to my parents for help. They captured the snake and took it away. The experience frightened me, and I never went outside barefoot again.

supporting sentences

concluding sentence

Exercise 2 Examining the student paragraph

Respond to the paragraph by answering the following questions.

- How do the supporting sentences explain the topic sentence?

- Read the conclusion again. What did the writer learn from the experience?

Rhetorical Focus



The Topic Sentence

The **topic sentence** is usually the first or second sentence in a paragraph. It introduces a new idea. It presents the topic and explains what the writer will say about the topic. This explanation is called the **controlling idea**.

Read the following topic sentences. In each one, the topic is *my friend*. The controlling idea in each sentence explains what the writer will say about the topic. These controlling ideas tell the reader what to expect in the supporting sentences.

topic

controlling idea

My friend is an honest person.

My friend is the funniest person I know.

My friend has a terribly dangerous job.

Features of an Effective Topic Sentence

A topic sentence is not a **fragment**. It is a complete sentence.

Fragment:

✗ Smart phones for college students. (INCORRECT)

Complete Sentence:

Smart phones have several useful features for college students.

A topic sentence is not too general.

Too General: Smart phones are good.

Improved: Smart phones improve communication among friends and family members.

A topic sentence is not a simple fact or specific detail.

Too Specific: Smart phones cost \$300.

Improved: Because smart phones are expensive, people should consider several factors before buying one.

Exercise 3 Identifying topics and controlling ideas

In each topic sentence, circle the topic. Then underline the controlling idea.

1. Hiking is the best way to explore nature closely.
2. My uncle had a frightening experience as a young man.
3. Text messaging has become popular among teenagers.
4. Effective time management requires four easy steps.
5. College students drop classes for three reasons.

Exercise 4 Identifying effective topic sentences

Check (✓) the topic sentences that are effective. Revise the topic sentences that are not effective.

1. The population of my country is now 10 million.

My country's large population is a problem.

2. There are four simple steps to preparing fried rice.

3. Video games are good.

4. Exercise benefits health.

5. Eating together helps improve family relationships.

6. Homework should be optional in college.

Exercise 5 Writing topic sentences

Use each word or phrase below to write a topic sentence with a controlling idea.

Then share your sentences with a partner.

1. How do the following topics relate to your life?

- traveling to a foreign country Traveling to a foreign country helps people learn about different cultures.

2. traffic _____

- my hometown _____

- soccer _____

- how to lose weight _____

Rhetorical Focus



Supporting Sentences

Supporting sentences add information about the topic and the controlling idea.

Supporting sentences can include **definitions**, **explanations**, and **examples**.

Read the topic sentence below. Then study the types of supporting sentences that might follow.

topic

controlling idea

Young people are too dependent on computers.

Supporting Definition

Dependency on computers means that young people cannot perform normal life functions without computers.

Supporting Explanation

In the past, people memorized important information. Today's youth rely on their computers and cell phones to do assignments, record numbers, and save important information. As a result, young people can find themselves unprepared in an emergency, such as an electrical blackout. If their computer and phone batteries die, these young people will be lost.

Supporting Example

For example, I do all my schoolwork on my computer. When my computer crashed last week, I lost my only draft of an essay that was due the next day. As a result, I got a bad grade.

Exercise 6 Identifying topic sentences and supporting sentences

For each set of sentences, write **TS** next to the topic sentence. Write **SS** next to the supporting sentences.

1. SS a. Mosquitoes are attracted to heat.
SS b. Mosquitoes will fly several miles to find food.
SS c. Only the female mosquito bites.
TS d. Mosquitoes are interesting insects.
SS e. Mosquitoes have poor eye-sight but use heat to find blood.

2. _____ a. The first type of hotel is an airport hotel.
_____ b. Many airport hotel guests are passengers whose flights were delayed or cancelled.
_____ c. There are two types of hotels in most major cities.
_____ d. The second type of hotel is a downtown hotel.
_____ e. Guests of downtown hotels include tourists and business people.

3. _____ a. Part-time jobs teach students skills they need for the future.
_____ b. They also learn about job responsibilities.
_____ c. Students learn how to be on time.
_____ d. They learn about working with others.
_____ e. Students learn about business.

4. _____ a. The collection includes music from Spain, Ethiopia, and Egypt.
_____ b. I also enjoy going to concerts by musicians from different countries.
_____ c. Last month I went to a concert by a famous musician from Korea.
_____ d. I have a large collection of world music on my MP3 player.
_____ e. One of my hobbies is listening to international music.

5. _____ a. If uniforms are required, students will not wear T-shirts with offensive messages.
_____ b. Uniforms prevent students from wearing improper clothing.
_____ c. All high schools should require their students to wear uniforms.
_____ d. Students who wear uniforms do not have to worry about the latest fashions.
_____ e. Students do not need to worry about matching colors or styles.



The Concluding Sentence

The concluding, or final, sentence of a paragraph usually reminds the reader of the topic and controlling idea. The concluding sentence restates the main idea.

Topic Sentence: I love the color red because it is a symbol of strength.

Concluding Sentence: I like to live life in a strong way, so I think I will always admire the color red.

In addition to restating the main idea, the concluding sentence may:

- warn the reader.

If you do not follow these steps, you may not get the grade that you want.

- make a prediction.

Soon everyone will be driving pollution-free cars.

- give an opinion about the topic.

Some people might disagree, but I think lamb is the best meat for grilling.

Sometimes writers signal the concluding sentence with the phrase *In conclusion*.

In conclusion, learning a second language has many advantages.

Exercise 7 Identifying concluding sentences

Read each topic sentence. Then check (✓) the sentence that would make the best conclusion.

1. There are four steps to finding a cheap airline ticket online.
 - a. Airline tickets will be more expensive in the future.
 - b. Following these steps will help you find the best price.
 - c. Everybody wants to save money on airline tickets.
2. Video games can benefit children.
 - a. Some video games teach children decision-making strategies.
 - b. In addition to playing video games, watching some educational programs on TV is good for children.
 - c. These benefits can have lasting effects on children.
3. The government can encourage people to recycle by taking the following steps.
 - a. Without these measures, people are less likely to recycle.
 - b. The government should pick up the recycling from people's houses at least once a week.
 - c. The government should do more to protect the environment.

Exercise 8 Examining concluding sentences

Circle the word that best describes each of the concluding sentences.

1. If you follow these steps, you will never lose your keys again.
 a. prediction b. opinion c. warning
2. Students who are not careful with credit cards can go into debt quickly.
 a. prediction b. opinion c. warning
3. Antalya, Turkey is one of the most beautiful cities in the world.
 a. prediction b. opinion c. warning
4. You will be able to fold a beautiful paper crane with only a little practice.
 a. prediction b. opinion c. warning
5. The desert is a beautiful but dangerous place to hike, so do your research, and prepare carefully.
 a. prediction b. opinion c. warning

In Writing Process Part 3 you will . . .

- learn about unity in paragraphs.
- learn how to create coherence in your writing.

Exercise 2 Examining the controlling idea

Respond to the questions and statements below.

1. Circle the topic and underline the controlling idea.
2. After you read the topic sentence, what did you expect the supporting ideas to do?
3. One sentence in the paragraph is off-topic. It does not support the unity of the paragraph. Draw a line through it.
4. What other supporting sentences would you add to the paragraph?

Good academic writers follow specific steps to make sure that their writing is both clear and accurate. These writers gather, organize, and develop ideas. They write two or more drafts. When they revise each draft, good writers look for unity, coherence, and grammatical mistakes. They correct these mistakes to develop their final drafts.

Rhetorical Focus



Unity Within a Paragraph

A paragraph must have **unity**. A paragraph has unity when all the sentences support a single idea.

- The topic sentence must have only one controlling idea. Additional controlling ideas make the paragraph lose its focus.
- The supporting sentences in a paragraph must support or explain the controlling idea. Their examples, details, steps, or definitions must all support the same idea. Ideas that do not support the topic sentence cause the paragraph to lose its focus.
- The concluding sentence usually restates the idea in the topic sentence. However, it should use different words. It can give an additional thought, but it must not introduce a new topic.

Topic Sentence

My friend Adriana is generous.

Supporting Sentences

She often lets travelers stay in her home. She hosts many students when they go to her home for study groups or dinners. She sends money to her family in Chile every month to help them with their bills. She often brings flowers or other gifts to her friends on their birthdays. She also takes food to older people who are sick or lonely.

Concluding Sentence

Adriana is one of the most generous people I know.

Note that all the sentences are about Adriana's generosity. A sentence about the way she looks or about her job will not support the unity of the paragraph unless it somehow relates to Adriana's generosity.

- a. Without these measures, people are less likely to recycle.
- b. The government should pick up the recycling from people's houses at least once a week.
- c. The government should do more to protect the environment.

Exercise 1 Reading a student paragraph

Read the paragraph. Where did the pink sheep come from?

The Pink Sheep

Many years ago, a special gift came to me in an interesting way. When I was a small boy, I enjoyed playing in my yard. One day, I found a hole in the wall of my yard. It was near the ground, so I could not see through the hole, but I knew that behind the wall was my neighbor's yard. I wanted to see that yard, so I used rocks to make the hole wider. One day, when I was trying to break through the wall, a small hand appeared from the hole. The hand was holding a rubber sheep. The sheep was pink, and it had wide eyes. I took the rubber sheep. Then I pushed my favorite wooden truck through the hole to give to the child on the other side. I bought the truck with money I received for the New Year. Years later, when I was old enough to go out by myself, I went around the corner to find the child who gave me that special gift, but nobody was in that house. Another neighbor said that a girl used to live there and that she was the same age as I was. I never found her, but her gift still has a special meaning for me.

Exercise 2 Examining the student paragraph

Respond to the questions and statements below.

1. Circle the topic and underline the controlling idea.
2. After you read the topic sentence, what did you expect the supporting ideas to explain? Write your answer in your own words.
3. One sentence in the paragraph is off-topic. It does not support the unity of the paragraph. Draw a line through it.
4. What other supporting sentences would you add to the paragraph?

Writing Process Part 3 Unity and Coherence

Exercise 3 Recognizing unity in supporting sentences

Read the following topic sentences. Underline the controlling idea in each topic sentence. Then check (✓) each sentence that supports the topic sentence.

1. I am an organized person.
 - a. My desk is always neat and tidy.
 - b. I have a system for organizing my papers, and I can always find what I need.
 - c. I feel uncomfortable when I am in a strange place.
 - d. My friends always want me to help them put their closets in order.
2. Twenty Questions is an easy game to play when you are traveling.
 - a. One person must think of a person, place, or object.
 - b. Sometimes people travel by car and sometimes by train or airplane.
 - c. It is very important to travel with people that you get along with.
 - d. The other players take turns asking questions that can only be answered "yes" or "no."
3. Tea and coffee are very different from each other.
 - a. Coffee has more caffeine than tea does.
 - b. Coffee and tea both have caffeine.
 - c. People enjoy tea and coffee during social events.
 - d. Tea is much more common around the world than coffee is.
4. People should not buy expensive cars.
 - a. Some people spend a fourth of their income on a car payment, which is unnecessary.
 - b. Cars do not increase in value, so they are not good investments.
 - c. Car companies are always looking for ways to make cars safer on the road.
 - d. People who do not pay cash must also pay interest, so they lose even more money when they buy an expensive car.
5. It is easy to get a sports injury.
 - a. Many people enjoy sports.
 - b. Runners often have problems with their ankles and knees.
 - c. Basketball players can break their fingers or get knocked over by other players.
 - d. Many people join gyms but never go there to exercise.

Exercise 6

6. My city is famous because of its architecture.
- a. We have old red-tiled buildings around the main square.
 - b. The restaurants near the beach are famous for their great lobster.
 - c. The city has tree-lined boulevards with beautiful limestone buildings and bronze statues.
 - d. A famous university is located on the side of a mountain and can be seen from all over the city.

Exercise 4 Editing for unity

Read the paragraph below, and find the three sentences that do not relate to the controlling idea. Cross them out.

Life in a New Place

Thai people living in Dallas, Texas, must make many adjustments to be like Texans. First of all, they must learn to eat many new kinds of food. For example, Texans eat hamburgers and pizza because these foods are inexpensive and easy to find. However, most Thai people like spicy dishes made with green or red curry. In addition, in Dallas, Thai people can meet people from other countries who have many different cultures and languages. For example, more than 30 percent of the population in Dallas is Mexican. Another 2 percent of the population is Vietnamese. More than 5 percent of Dallas's population is originally from Pakistan. Pakistan is also an interesting country to visit. The weather in Dallas requires another kind of adjustment. Like Thailand, Dallas has many months of hot weather, but Dallas is not as humid as Thailand. However, Dallas also has cold winters, which are strange for Thai people. Sometimes it even snows in Dallas. I never saw snow in Thailand. Before I came to the United States, I had worked in a bank. There are banks in Dallas, too. Although life is different in Texas, most Thai people find Dallas to be an interesting and exciting place to live.

Exercise 5 Developing unity

Write two supporting sentences for each of the following topic sentences.

Then exchange books with a partner, and check your partner's sentences for unity.

1. Computers are useful in many ways.

They are great for doing research on the Web.

Students can use computers for writing research papers.

2. Good restaurants have certain important characteristics.

3. People in my country always eat a healthy breakfast.

4. There are activities in a park for family members of all ages.

5. There are many ways to show respect to older people.

6. When you go camping, there are some things you should take with you.

Rhetorical Focus

Coherence Within a Paragraph

In addition to unity, a paragraph must also have coherence. This means that the supporting details are organized in a logical way.

Writers often use time, space, or order of importance to present the supporting information in a paragraph coherently. The following example is organized by space.

When you are close to the airport, you will see many signs for the different terminals. After you pass the signs, you will drive over a hill. The airport is on the other side of the hill. On your right, you will see the international terminal. This terminal is two stories tall. The front is all glass. On the left, you will see the domestic terminals.

Exercise 6 Identifying patterns of coherence

Read the paragraphs below. Then circle the word that best describes the paragraph's organization.

Paragraph 1

My favorite restaurant is in an old house. It is very convenient for my family to go there because it is in my neighborhood. We can drive, or if the evening is pleasant, we can walk there. It has a nice atmosphere and friendly service. We know some of the waiters and waitresses. We enjoy talking to them because they ask us about our children. We especially like the decorations. The walls are soft yellow, and fresh flowers sit on the tables. Finally, the food is excellent. The cook is the owner, and he makes delicious dishes with fresh ingredients. We always enjoy our meals at this great restaurant.

Time	Space	Order of Importance
------	-------	---------------------

Paragraph 2

My favorite restaurant is in an old house. My husband and I enjoy eating there on summer evenings. We usually walk from our house so we can enjoy our neighbors' gardens and get a little bit of exercise. The afternoon sun shines through the trees, but it is not too bright. We arrive at dusk. If we are lucky, we can sit outside. The waiter brings a basket of warm bread and cold drinks. We have an appetizer or a salad while the sun goes down. Then the waiter lights the candles while we enjoy the main course. By the time we finish dessert, it is nighttime. We walk home slowly, feeling full but happy in the moonlight.

Time	Space	Order of Importance
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4. Many bookstores in the United States offer free WiFi.
5. Indira Gandhi was prime minister of India for a total of 15 years.

Exercise 7 Evaluating coherence within a paragraph

Read the following paragraphs. Which one has better coherence? What is the pattern of organization?

Paragraph 1

Soccer brings the world together in many ways. During the World Cup, people watch from all over the world. If they cannot see the game in person, they watch it on television. Many countries participate in the World Cup.

People learn about the teams from different countries, and they learn something about those countries. When people watch the World Cup, they do not care if the game is on at 4:00 a.m. in their country. They will stay up to watch it. They learn about the flags from different countries because they see the fans waving the flags.

Paragraph 2

The best way to meet new friends is to take a class. First, all the people in a class have something in common. They all want to learn about the subject, so there is something to talk about. Second, everyone sees each other every time the class meets, so there are many opportunities to get to know others. Third, there are often activities and group projects, so students can work together. This is the best way to get to know people. By the end of the class, it is hard not to know your classmates.

In Writing Process Part 4 you will . . .

- learn about simple sentence structure.
- learn about end punctuation and capitalization.
- learn about fragments and run-on sentences.

When you edit, you make changes that will improve your writing and correct mistakes.

Language and Grammar Focus



Simple Sentence Structure

A sentence is a statement that expresses a complete idea. Sentences form the building blocks of written communication. They include affirmative statements, negative statements, and questions. A complete sentence must have a **subject** and a **verb**.

Subject

A subject tells who or what the sentence is about.
A subject can be a name.

Emily smiled.

A subject can be a noun or a pronoun.

My teacher loves her job. **She** smiled.

A subject can be singular or plural.

Exercise is the key to good health. **Chairs** come in many forms.

A subject can be more than one word.

Yoko and Hiro have eight children.

Verb

The verb refers to an action or a state. It shows tense or time. Two common tenses are simple present and simple past.

Omar **sings**. (*simple present*)

The ducks **walked** across the street. (*simple past*)

A sentence can have more than one verb.

My brother **studied** hard and **earned** a degree in economics.

Exercise 1 Identifying subjects and verbs

Underline the subject, and circle the verb(s) in each sentence.

1. My mother **raised** seven children.
2. She cooked and cleaned all day long.
3. My father and his brother have a small business.
4. Many bookstores in the United States offer free WiFi.
5. Indira Gandhi was prime minister of India for a total of 15 years.

Exercise 2 Writing simple sentences

Answer each question below in a complete sentence. Then exchange books with a partner. Underline the subject and circle the verb in your partner's sentences.

1. Where is Cairo?

Cairo is the capital of Egypt.

2. What sports are popular in your country?

3. What city is the best place to live?

4. How much did your textbook cost?

5. When did your parents marry?

6. How often does your class meet?

Language and Grammar Focus



Punctuation and Capitalization

The first word in a sentence is always **capitalized**.

The wedding lasts for several days.

A complete sentence usually ends in a **period**.

A good speech begins with a joke.

A question ends with a **question mark**.

Do you enjoy learning about the world?

Sometimes, writers use an **exclamation mark** to give emphasis to a sentence.

I looked down, and sliding across my bare foot was a giant green snake!

Exercise 3 Using correct punctuation and capitalization

Add the correct punctuation and capitalization to the following sentences.

1. How did Mao Tse-tung change people's lives in China

2. we gathered in the Zocalo to celebrate mexico's independence

3. what is the best time of year to visit Sydney, Australia

4. I had never dreamed that glaciers would be so beautiful

Exercise 4 Identifying subjects, verbs, and end punctuation

Read the paragraph. In each sentence, underline the subject and circle the verb(s). Then draw a box around the end punctuation.

Summer by the Sea

My favorite memory is about a summer trip. It happened a long time ago before my brothers got married and moved out. My parents had seven children. All seven of us piled into one car for a summer vacation by the beach. We traveled in that crowded car for two days! Finally we arrived at a small house near the beach. It had one big room with many beds and another room for eating and cooking. The kids spent all day outside. We played together in the water. Sometimes my mother made a picnic dinner. We sat on the sand to eat and watch the sun go down. One night we brought out blankets and slept by the water. We talked and looked at the stars until late at night. The sand was comfortable to sleep on. I molded the sand around my body to get a better sleeping position. It was wonderful to wake up to the sound of waves and the smell of the ocean. This wonderful summer vacation was the best experience of my life.

Language and Grammar Focus

Fragments

Every sentence must have a subject and a verb. Sentences must also express complete ideas. A sentence that is missing a subject or a verb is incomplete. It is called a **fragment**.

Incorrect Sentences

- ✗ I like Singapore because is a clean city. (*subject is missing after because*)
 - ✗ They successful. (*verb is missing*)

Correct Sentences

I like Singapore because **it** is a clean city.

They **are** successful

Exercise 5 Identifying and correcting fragments

(a) Decide whether each fragment below is missing a subject or a verb. Then rewrite it correctly.

1. Some food very spicy. Some food is very spicy.
2. Corn my favorite vegetable. Corn is my favorite vegetable.
3. Is very bright in the afternoon. It is very bright in the afternoon.
4. In the afternoon takes a two-hour nap. In the afternoon I take a two-hour nap.

Language and Grammar Focus



Run-on Sentences

Two sentences that run together without correct punctuation are called **run-on sentences**. One way to correct a run-on sentence is to put a period between the sentences. Another way is to add a **comma** and a connecting word such as **and**, **but**, or **so**.

✗ I received a letter it was from my sister. (INCORRECT: no punctuation between two sentences)

I received a letter. It was from my sister. (CORRECT: period added between the sentences)

✗ They laughed, I felt better. (INCORRECT: comma alone between two sentences)

They laughed, **and** I felt better. (CORRECT: connecting word added)

Exercise 6 Correcting run-on sentences

Correct the following run-on sentences by rewriting them.

1. I am a full-time student, I live in a great apartment near campus.

I am a full-time student, and I live in a great apartment near campus.

2. There are mice living underneath my house they make a lot of noise at night.

There are mice living underneath my house, and they make a lot of noise at night.

3. I used to eat rice and vegetables for breakfast now I eat cereal and milk.

I used to eat rice and vegetables for breakfast, and now I eat cereal and milk.

4. Reading helps you learn new vocabulary, it also improves your grammar.

Reading helps you learn new vocabulary, and it also improves your grammar.

Exercise 7 Editing for fragments and run-on sentences

Read and edit the paragraph. There are two more fragment mistakes and three run-on mistakes. Use appropriate punctuation and capitalization.

Working as a Hotel Receptionist

Being a part-time receptionist in a hotel provides many useful work skills for young people. First, can learn about working with the public. Hotel receptionists have to interact with guests every day, they also answer phone calls and make reservations. In addition, because there travelers from a lot of different countries, hotel receptionists learn how to interact with people from different language and cultural backgrounds. They need to learn English, it is the language that most international travelers are able to speak. They also learn about other cultures. Which is a useful skill for a lot of international jobs in the future. Finally, hotel receptionists have to deal with the guests' complaints, they learn problem-solving skills. In conclusion, a part-time hotel receptionist job gives a young person a variety of skills to use in the future.

In Review you will . . .

- review the elements of a paragraph.
- review end punctuation.
- practice correcting fragments and run-on sentences.

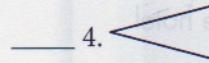
- I would run to jump into the arms of my beloved mother.
- a. The second starts on Friday instead of Saturday.
- b. Ma country does not follow Greenwich time.
- c. There are some very specific differences between my best of the world and myself.
- d. In conclusion, I always had an enjoyable visit with my brothers and sisters.
- e. In conclusion, my whole family likes train stations.
- f. Now I am an adult, but I still feel when I go to the train station to meet someone.
- g. My bus was delayed, so I was stuck at the station.
- h. I enjoyed my first teacher from my old hometown calling my name.

In Putting It All Together, you will review what you learned in this unit.

Exercise 1 Identifying the elements of a paragraph

Use the words in the box to label the formatting elements of the paragraph.

- a. margin
- b. double-spacing
- c. indent
- d. title

1. _____ • **My Grandfather the Baker**
2. _____ • My grandfather has a lot of respect in our community. He is the owner of a bakery called The Bread Factory. Baking has been his profession since he was young. He started working in the bakery at the age of 13. He learned many recipes. The most delicious and secret recipe uses oatmeal and other ingredients that only he knows.
3. _____ • This bread made him famous. Nowadays, he makes some bread only once in a while because he gets tired easily. Instead, he sits at a table, and the people of the town come to buy bread. Everyone admires my grandfather because he is an honest and hardworking man.
4. 

Exercise 2 Identifying topic sentences and supporting sentences

For each set of sentences, write TS next to the topic sentence. Write SS next to the supporting sentences.

1. _____ a. The calendars are different.
_____ b. The weekend starts on Friday instead of Saturday.
_____ c. My country does not follow Greenwich time.
_____ d. There are some very specific differences between my part of the world and western countries.
2. _____ a. I was traveling to Jakarta, Indonesia to visit my cousin.
_____ b. My plane was delayed, so I was stuck at the airport.
_____ c. I experienced a strange coincidence last year.
_____ d. I heard my math teacher from my old hometown calling my name.

3. a. I like several things about my English class.
 b. I meet many new friends from different countries.
 c. Every day, I learn new words, and I keep them in a notebook.
 d. Sometimes we play games and laugh during class time.
4. a. You can use the Internet to find information, but if you do not have the right skills, you can waste a lot of time.
 b. The Internet can be incredibly useful if you know how to use it.
 c. There are opportunities to buy and sell products on the Internet, but you have to know the proper way to send money.
 d. The Internet is a good place to find a job.

Exercise 3 Evaluating concluding sentences

Read the paragraphs below. Then read the concluding sentences that follow, and decide which one works best. Copy the sentence you choose into the paragraph.

Exercise 6 Using concluding sentences

There They Are!

I feel happy whenever I am at a train station waiting for someone who is close to me. I was the youngest child in my family, so my

older brothers and sisters left home before I did. However, they always returned for vacations and holidays. My mother, father, and I were

always at the train station to greet them. I enjoyed the smell of the train and the roaring noise it made as the big black engine pulled into the station. I would jump up and down trying to see while everyone crowded around the doors. "There they are!" my mother would cry.

I would run to jump into the arms of my beloved brother or sister.

- a. In conclusion, I always had an enjoyable visit with my brothers and sisters.
b. In conclusion, my whole family likes train stations.
c. Now I am an adult, but I still feel joy when I go to the train station to meet someone I love.

Exercise 7 Identifying concluding sentences

A Wise Shopper

A consumer can save a lot of money by shopping wisely. This means he is always looking for sales and collecting coupons. It also means that the person is not a compulsive shopper. In other words, the wise consumer does his research and makes a plan so that he knows what he is looking for. He is not tempted by attractive products that are not necessary. Sometimes he goes home without purchasing anything. He might think he wasted his time, but he knows he did not waste his money.

1. My grandfather is a baker.
2. My grandmother has a garden.
3. a. In conclusion, a compulsive shopper can never be a wise shopper.
b. In conclusion, a wise shopper also keeps a budget so that he knows how much he can spend.
c. In conclusion, a wise shopper finds ways to save money on the price and to avoid buying what he does not need.

Exercise 4 Editing a paragraph

Read and edit the paragraph. Fix run-on sentences, fragments, and mistakes in capitalization. There are three sentences that do not support the topic sentence. Cross them out.

My Red Couch

I acquired a couch in an interesting way. I was walking to the bus stop and I saw the couch on the sidewalk. There was a sign on the couch that read "I am free. Take me home." I like taking the bus to school because I can study on the bus or read the newspaper. I really liked the couch. It had a beautiful wooden frame and red fabric. However, there was a problem. I did not have a truck my apartment was five blocks away. suddenly, I saw my classmate across the street. She usually sat next to me in a computer class. I told her my problem, she offered to help. It a big, heavy couch, but my friend and I carried it down the street. When we got tired, we sat down to rest on the couch. Finally, we brought it to

my door, and my neighbor helped carry it upstairs. My neighbor works in a department store. It was a funny day for me, and I like to remember this day whenever I come home and see my beautiful red couch.

Exercise 5 Identifying subjects and verbs

Underline the subject, and circle the verb(s) in each sentence.

1. Many children like hot chocolate in the morning.
2. They do not like coffee.
3. India has over one billion people.
4. Eva Perón was the first lady of Argentina from 1946 to 1952.
5. On July 20, 1969, Neil Armstrong became the first human to step on the moon.
6. Lions and tigers are two examples of wild animals.

Exercise 6 Using end punctuation

Add the correct end punctuation to the following sentences.

1. How do airplanes stay in the sky
2. When I got home, there were candles and fresh flowers everywhere
3. He was late to his own birthday dinner
4. The guests were very happy with the food
5. Which countries have the best beaches for surfing

Exercise 7 Identifying and correcting fragments

Decide whether each fragment below is missing a subject or a verb.

Then rewrite it correctly. Use a separate piece of paper.

1. Suddenly fell down.
2. I like Hanoi because has a lot of energy.
3. I walking beside the lake with my best friend.
4. My first day in college an exciting day for me.
5. In the morning a lot of traffic on the freeway.
6. The school library located in the student center.

Exercise 8 Identifying and correcting run-on sentences

Correct the following run-on sentences by rewriting them.

1. We watched a movie it was about a little girl who had lost her mother.

means that the person is not a compulsive shopper. In other words, the

2. We have a harvest moon festival every year in our city, there are parades and kiosks with noodle soup and other delicious food.

not necessary. Sometimes he goes home without purchasing anything.

He might think he wasted his time, but he knows he did not waste his

money.

3. I reviewed my lessons every day last semester, I passed all my tests with high grades.

A few people were the first to buy the new iPhone 12.

On July 20, 2020, many Americans became the first to buy the new iPhone 12.

4. School cafeterias should not serve junk food they should replace it with vegetables and fruit.

c. In conclusion, a wise shopper finds ways to save money by not buying what he does not need.

Exercise 4. 5. Learning English opens a lot of doors for immigrants for example they can find a job more easily.

Read and edit the paragraph. Fix run-on sentences, fragments, and mistakes in capitalization. There are three sentences that do not complete the original sentence. Cross them out.

6. The man woke up in the middle of the night it was dark outside.

My Red Couch

I acquired a couch in an interesting way. I was walking to the bus stop across the street from my apartment. I saw a poster on a tree that read "I am free. Take me home." I like taking the bus to school because I can study on the bus or read the newspaper. I really liked the couch. It had a beautiful wooden frame and red fabric. However, there was a problem. I did not have a truck. My apartment was five blocks away. suddenly, I saw my classmate across the street. She usually sat next to me in a computer class. I told her my problem, she offered to help. It a big, heavy couch, but my friend and I carried it down the street. When we got tired, we sat down to rest on the couch. Finally, we brought it to