A large pyramid, likely the Great Pyramid of Giza, is shown against a dramatic sunset or sunrise sky. The sky is filled with warm, orange, and yellow hues, with darker clouds at the top. The pyramid's stone blocks are visible, creating a sense of scale and history.

# GREAT WRITING

FIFTH EDITION

Keith S. Folse  
April Muchmore-Vokoun  
Elena Vestri



# GREAT WRITING

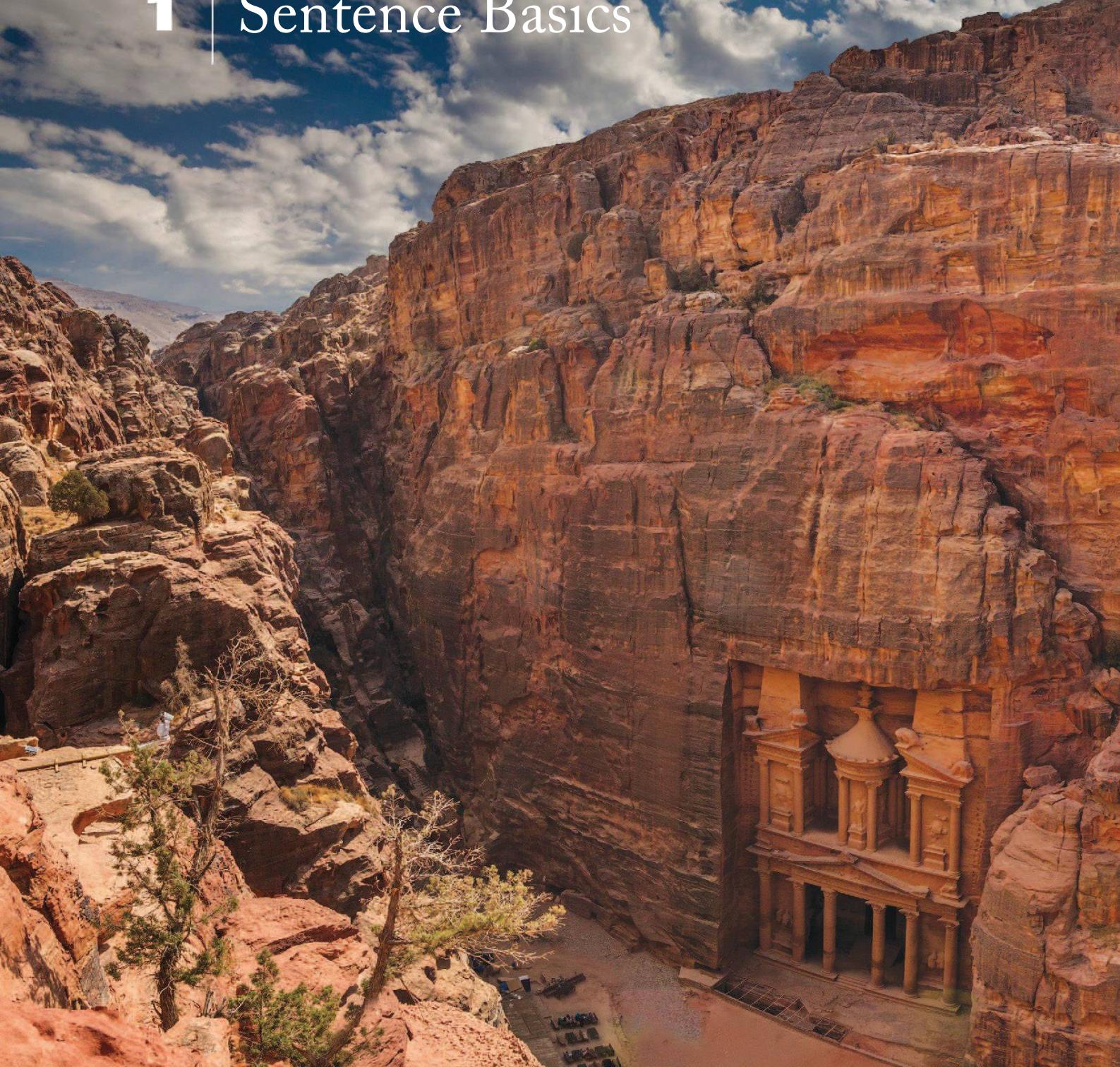
FIFTH EDITION

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**OBJECTIVES**

- Use common sentence patterns with the verb *be*
- Write sentences with *there is/there are*
- Use prepositional phrases of place and time
- Use time words and phrases
- Use correct capitalization and punctuation



**Al-Khazneh is an ancient building in Petra, Jordan.**

## FREEWRITE

Look at the photo. On a separate piece of paper, write what you know or want to know about this place. Why do people build places like this?

# ELEMENTS OF GREAT WRITING

## What Is a Sentence?

A **simple sentence** is a group of words that:

- expresses a complete thought
- has a subject and a verb
- has an object and/or other information after the verb

SUBJECT	VERB	OBJECT	OTHER INFORMATION
Maria	sings.		
Maria and her sister	play	the piano.	
They	sing and play	beautiful songs	every day.
Maria's brother	plays	soccer and basketball.	

The **subject**:

- is the person or thing that does the action
- can be a noun or a pronoun

The **verb**:

- shows the action or state of the subject
- is sometimes an action word, such as *go, speak, write, swim, or watch*
- is sometimes a non-action word, such as *be, like, want, or need*

The **object**:

- receives the action of the verb
- can be a noun or a pronoun

## ACTIVITY 1 | Identifying subjects, verbs, and objects

Underline the subject in each sentence. Circle the verb(s). Double underline any objects.

1. My friend and I play tennis.
2. Eun and Hae-Won skate.
3. The university has business and education classes.
4. Abdullah and Salem take and share pictures.
5. The science class studies climate change.

6. The history professors give long lectures.
7. Eva reads newspapers, magazines, and books.
8. The performer sings, acts, and dances.

## ACTIVITY 2 | Using subjects, verbs, and objects

Fill in each blank with the correct subject, verb, or object. Use words from the word box.

Amazon Go	Caroline	enjoys	She	wakes up
arrives	classes	her job	takes	works

### WORDS TO KNOW Paragraph 1.1

**attend:** (v) to go to a meeting, class, and so on

**break:** (n) a pause or stop in work or activity

### PARAGRAPH 1.1

## A Great Place to Work

1 \_\_\_\_\_ has a great job at Amazon Go. 2 \_\_\_\_\_ works there on Mondays, Tuesdays, and Thursdays. She does not work there on Wednesdays because she attends 3 \_\_\_\_\_ at Jefferson Community College. On her workdays, Caroline 4 \_\_\_\_\_ at 6 a.m. She 5 \_\_\_\_\_ at the store at 8 a.m. She 6 \_\_\_\_\_ from 8 a.m. to 5 p.m. She 7 \_\_\_\_\_ her **break** from 12:30 p.m. to 1:30 p.m. Caroline likes 8 \_\_\_\_\_ very much. She 9 \_\_\_\_\_ her coworkers, too. For Caroline, 10 \_\_\_\_\_ is a great place to work.



## Avoiding Fragments

A **fragment** is an incomplete sentence. It:

- is missing a subject or a verb
- does not have a complete idea

✓ John is my brother. **H**e works at Ames Bank.

✗ John is my brother. Works at Ames Bank.

✓ Many people **have** white cars.

✗ Many people **w**hite cars.

Check your work to avoid writing fragments.

### WRITER'S NOTE Using *It* as a Subject

Use *It* as the subject to talk about weather and time. Without the *It* subject, you have a fragment.

✓ **I**t snows a lot this time of year.

✗ Snows a lot this time of year.

✓ **I**t is five o'clock now.

✗ Is five o'clock now.

## ACTIVITY 3 | Identifying fragments

Write F for *fragment* and S for *complete sentence*. Then correct the fragments.

1. S Hans lives in a big apartment.

2. F My mother <sup>makes</sup> ^ breakfast every morning.

3. \_\_\_\_\_ Is sunny today.

4. \_\_\_\_\_ Abdul has a car.

5. \_\_\_\_\_ They my cousins from Miami.

6. \_\_\_\_\_ It twelve o'clock.

7. \_\_\_\_\_ Michael likes football.

8. \_\_\_\_\_ Nicole and Jean best friends.

9. \_\_\_\_\_ Colombia is in South America.

10. \_\_\_\_\_ Has a subject and a verb.

## Sentences with the Verb *Be*

***Be*** is a very common verb in English. It has three forms in the simple present: *am*, *is*, *are*. *Be* is never followed by an object. Here are three common sentence patterns of *be*.

### Subject + *Be* + Adjective(s)

SUBJECT	BE	ADJECTIVE(S)
I	<b>am</b>	happy.
You/We/They	<b>are</b>	young.
He/She/It	<b>is</b>	fun and interesting.

### Subject + *Be* + Noun(s)/Noun Phrase

SUBJECT	BE	NOUN(S)/NOUN PHRASE
I	<b>am</b>	a mother and a doctor.
The players	<b>are</b>	a team.
Ceviche	<b>is</b>	a seafood dish.

### Subject + *Be* + Prepositional Phrase

SUBJECT	BE	PREPOSITIONAL PHRASE
I	<b>am</b>	at school.
My keys	<b>are</b>	on the table.
The test	<b>is</b>	in the morning.

You can use more than one pattern at a time in a sentence:

adj prep phr  
I am happy at work.

n phr prep phr  
She is a top chef in Asia.



## ACTIVITY 4 | Identifying sentence patterns of *be*

Read the paragraph. Then follow the directions below.

1. Circle the sentence(s) with the pattern *be* + adjective(s).
2. Underline the sentence(s) with the pattern *be* + noun(s)/noun phrase.
3. Double underline the sentence(s) with the pattern *be* + prepositional phrase.

### WORDS TO KNOW Paragraph 1.2

**border:** (n) the line that divides two countries  
**research:** (n) the study of information

**scientist:** (n) someone who works in science

### PARAGRAPH 1.2

## A Language Scientist

Sandhya Narayanan is a National Geographic Explorer. She is from Boston, USA, and Toronto, Canada. She speaks many languages. She is a language **scientist**. Sandhya works in the Andes Mountains on the **border** of Peru and Bolivia. She studies two languages there. These languages are old. They are Quechua and Aymara. She studies the change of these languages over time. Her **research** teaches us about languages in the world.

**Sandhya Narayanan**



## ACTIVITY 5 | Scrambled sentences

Unscramble the words and phrases to write complete sentences.

1. My name / Angela / is

My name is Angela

2. from Kearney, Nebraska / I / am

---

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

---

4. a professor / My mother / is

---

5. My father / a small business owner / is

---

6. am / the oldest child / I / in my family

---

7. tall / I / am

---

8. Hiking / is / my hobby

---

9. am / I / an / English teacher

---

10. is / Teaching / exciting and fun

---

## ACTIVITY 6 | Writing sentences

A. Write eight simple sentences about yourself. Follow the examples in Activity 5.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

B. Take turns reading your sentences to a partner. Then write three or four things you learned about him/her.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## Grammar: Expressing Place and Time

A prepositional phrase is a group of words that:

- begins with a preposition, such as *at*, *in*, or *on*
- includes a noun or pronoun, called the object of the preposition

A prepositional phrase of place tells about location. It answers the question *Where*? We usually put it at the end of a sentence.

We eat a lot of salad **at home**.

The computer is **on the desk**.

Loretta lives **in my house**.

A prepositional phrase of time tells about time. It answers the question *When*? We usually put it at the end of a sentence. It often goes after a prepositional phrase of place if both are present.

Michelle reads the newspaper **in the morning**.

She sees him **at the bank on Mondays**.

A time word or time phrase also answers the question *When*? and can come at the end of a sentence.

Eric watches TV **daily**.

Marco works **every afternoon**.

If you start a sentence with an expression of time, it is common to use a comma.

**In the spring**, everyone has finals.

**Today**, we have an important meeting.

**Twice a week**, Teresa volunteers at the library.

Here are some common ways to express place and time.

PREPOSITIONAL PHRASES OF PLACE	PREPOSITIONAL PHRASES OF TIME	TIME WORDS AND PHRASES
at school	at 9:00 a.m.	today
at the bank	at noon	now
on the wall	at night	every day
on Main Street	in the morning	once a week
in the bag	on Saturdays	twice a month
in Istanbul	on October 14	three times a year

For more information on the prepositions *at*, *in*, and *on*, see the *Writer's Handbook*.

## ACTIVITY 7 | Scrambled sentences

Unscramble the words and phrases to write complete sentences.

1. Amal / five days a week / works / at the hospital

---

2. Silvia and Ana / twice a week / at City College / grammar / study

---

3. at the gym / exercises / Janie / every day

---

4. we / take / every week / in Mrs. Wang's class / an important quiz

---

5. puts / Eric / his books / in the afternoon / in his car

---

6. eats dinner / once a week / Sulaiman / at a restaurant

---

7. Sara / once a month / a pie / bakes / in the oven

---

8. I / busy / right now / am / at work

---

9. Paul and Carrie / their grandmother / every month / visit / in Miami

---

10. we / coffee / have / every morning / at the café

---

## Grammar: *There Is/There Are* + Prepositional Phrase

Use *there is/there are* to say that something exists. Use **there is/there are + a prepositional phrase** to say where something is. When you begin a sentence with *there*, the subject follows the verb *be*. Use *is* with singular subjects. Use *are* with plural subjects.

THERE	IS/ARE	SUBJECT	PREPOSITIONAL PHRASE
There	is	one Earth.	
There	is	a meeting	in the conference room.
There	are	two types of elephants.	
There	are	two empty chairs	at the table.

### ACTIVITY 8 | Analyzing a paragraph

Read the paragraph. Underline the five sentences with *there is* and *there are*. Number them 1-5. Then answer the questions that follow.

#### WORDS TO KNOW Paragraph 1.3

**common:** (adj) usual

**leader:** (n) a person in control of a situation or place

**location:** (n) place

**object:** (n) thing

**simple:** (adj) basic, uncomplicated

#### PARAGRAPH 1.3

### My Colorful Classroom

My classroom is very colorful. There are twenty desks <sup>1</sup> in the room. Each desk has a dark brown seat and a shiny white top. There is a world map on the left side of the room. This map shows the **locations** of all the countries in the world, and each continent<sup>1</sup> is a different color. There are two posters on the right side of the room. There is a list of fifty **common** verbs on the first poster. The second poster has some **simple** pictures of fruits and vegetables. On the bulletin board, there are some pictures of famous **leaders**. These **objects** make my classroom colorful.

<sup>1</sup>continent: one of the seven main areas of land on the Earth (Africa, Antarctica, Asia, Australia, Europe, North America, and South America)



A classroom in  
Oman, Jordan

1. Which sentences use *there are*? \_\_\_\_\_
2. What are the subjects of these sentences? \_\_\_\_\_
3. Which sentences use *there is*? \_\_\_\_\_
4. What are the subjects of these sentences? \_\_\_\_\_
5. Where is the world map? \_\_\_\_\_
6. Where are the posters? \_\_\_\_\_
7. Where are the pictures of famous leaders? \_\_\_\_\_

### ACTIVITY 9 | Editing a paragraph

The paragraph has four errors with *there is*/*there are*. Find and correct them.

#### WORDS TO KNOW Paragraph 1.4

**follow:** (v) to go after

#### PARAGRAPH 1.4

### The English Alphabet

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

**The Nomade** sculpture in Antibes, France, is made of steel letters.



## ACTIVITY 10 | Using *there is/there are* + prepositional phrase

Choose *is* or *are* to complete the first part of the sentence. Then fill in the blank with the correct prepositional phrase of place.

at the beach  
at the library  
at the museum

at the zoo  
in a rainbow  
in the class

in the park  
in the parking lot  
on the bus

on the table  
on the test  
on TV

1. There (is / are) seven colors \_\_\_\_\_.
2. There (is / are) many types of art \_\_\_\_\_.
3. There (is / are) students from different countries \_\_\_\_\_.
4. There (is / are) a beautiful garden \_\_\_\_\_.
5. There (is / are) many different animals \_\_\_\_\_.
6. There (is / are) a dirty plate \_\_\_\_\_.
7. There (is / are) so many cars \_\_\_\_\_.
8. There (is / are) a new reading room \_\_\_\_\_.
9. There (is / are) difficult questions \_\_\_\_\_.
10. There (is / are) a funny show \_\_\_\_\_.
11. There (is / are) a passenger \_\_\_\_\_.
12. There (is / are) people swimming \_\_\_\_\_.

## ACTIVITY 11 | Analyzing a paragraph

Read the paragraph. Underline the subject and circle the verb in each sentence. Double underline any objects. Then answer the questions that follow.

### WORDS TO KNOW Paragraph 1.5

**cover:** (v) to hide something by putting another thing over it  
**main:** (adj) most important

**middle:** (n) the central part of something  
**practice:** (n) repeated activity to help you become better at something

**Students at Inuyama Junior High School in Japan take part in the tradition of washing their desks and chairs in the Kisogawa River.**



**PARAGRAPH 1.5**

## A Student's Desk

<sup>1</sup>There are four school books in the **middle** of my desk. <sup>2</sup>The two large books **cover** the desk. <sup>3</sup>They are textbooks. <sup>4</sup>One is a grammar book. <sup>5</sup>It is green. <sup>6</sup>There is a writing book next to the grammar book. <sup>7</sup>It is blue. <sup>8</sup>The other books are smaller. <sup>9</sup>They are on top of the textbooks. <sup>10</sup>They are workbooks. <sup>11</sup>The textbooks have the **main** information. <sup>12</sup>The workbooks have more **practice**. <sup>13</sup>These four books are always on my desk.

1. What is the noun phrase in sentence 4? \_\_\_\_\_
2. What is the prepositional phrase of place in sentence 9? \_\_\_\_\_
3. Which sentences have objects? \_\_\_\_\_
4. Which sentences follow the pattern *be + adjective*? \_\_\_\_\_

## ACTIVITY 12 | Writing sentences

Write ten simple sentences about the picture. Make sure that every sentence has a subject and a verb. Write at least one sentence with each of the following: *there is*, *there are*, *be + adjective*, and *be + prepositional phrase of place*.



1. The couch and chair are yellow.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

# Mechanics: Beginning and Ending a Sentence

In English, there are two kinds of letters: **capital** and **lowercase**.

Capital Letters	A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
Lowercase Letters	a b c d e f g h i j k l m n o p q r s t u v w x y z

We always begin a sentence with a capital letter.

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

A period (.) is the most common way to end a sentence.

- ✓ Brazil is a large country.
- ✗ Brazil is a large country

## ACTIVITY 13 | Scrambled sentences

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

1. love / children around the world / soccer / to play

---

2. do not / children in some countries / money / have / for a ball

---

3. are / these children / very clever

---

4. their own / make / soccer balls / they

---

5. start with / they / old shopping bags and paper

---

6. they / around the materials / wrap / string

---

7. makes / a strong ball / this / to play with

---

8. are / the children / happy / to play with / these hand-made soccer balls

---

## Mechanics: Using Capital Letters with Proper Nouns

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

PROPER NOUN	EXAMPLES
The Name of a Person	One famous person in history is <b>Nelson Mandela</b> . <b>Toni Morrison</b> is an award-winning author.
The Name of a Place	My favorite city is <b>New York City</b> . The capital of <b>Qatar</b> is <b>Doha</b> .
The Title of Something	Paco loves the movie <b>Star Wars: The Last Jedi</b> . Our class is reading <b>Great Expectations</b> .
Days and Months	The first <b>Sunday</b> of July is an important day to me. The fourth <b>Thursday</b> in November is a holiday in the United States.
Languages and Countries	In India, the most common languages are <b>Hindi</b> and <b>English</b> . The official languages of Canada are <b>English</b> and <b>French</b> .

For a complete list of capitalization rules, see the *Writer's Handbook*.

### ACTIVITY 14 | Editing a paragraph

Correct the capitalization mistake(s) in each sentence.

#### WORDS TO KNOW Paragraph 1.6

**own:** (v) to have something that is yours

**popular:** (adj) liked by many people

**reliable:** (adj) able to be trusted

**tourist:** (n) someone traveling or visiting a place for fun

**variety:** (n) different types of things

#### PARAGRAPH 1.6

### An Interesting Job

**M**y cousin albert has an interesting job.<sup>2</sup> he is a taxi driver in chicago.<sup>3</sup> albert **owns** his own taxi company.<sup>4</sup> it is called **reliable** taxi service.<sup>5</sup> albert drives a taxi every day except sunday.<sup>6</sup> may and june are busy months for him.<sup>7</sup> **tourists** from canada and europe often use albert's company.<sup>8</sup> he drives his passengers to a **variety** of locations.<sup>9</sup> **popular** places are the john hancock observatory, millennium park, and wrigley field.<sup>10</sup> my cousin practices english with his customers.<sup>11</sup> albert loves his job.

# BUILDING BETTER VOCABULARY

## WORDS TO KNOW

attend (v)  
border (n)  
break (n)  
common (adj)  
cover (v)

follow (v)  
leader (n)  
location (n) **AW**  
main (adj)  
middle (n)

object (n)  
own (v)  
popular (adj)  
practice (n)  
reliable (adj) **AW**

research (n) **AW**  
scientist (n)  
simple (adj)  
tourist (n)  
variety (n)

**AW** This icon indicates that the word is on an academic word list.

## ACTIVITY 15 | Word associations

Circle the word or phrase that is more closely related to the bold word on the left.

- |             |                 |                 |
|-------------|-----------------|-----------------|
| 1. attend   | leave something | go to something |
| 2. break    | brief stop      | quick start     |
| 3. common   | unusual         | usual           |
| 4. follow   | go after        | go before       |
| 5. main     | different       | important       |
| 6. middle   | center          | edge            |
| 7. own      | have            | sell            |
| 8. popular  | hated           | liked           |
| 9. simple   | difficult       | easy            |
| 10. variety | one             | several         |

## ACTIVITY 16 | Collocations

Fill in the blank with the word that most naturally completes the phrase.

attend	break	common	communicate	leader
--------	-------	--------	-------------	--------

1. \_\_\_\_\_ clearly
2. a group \_\_\_\_\_
3. take a \_\_\_\_\_
4. \_\_\_\_\_ an English class
5. make a \_\_\_\_\_ mistake

location	middle	reliable	research	tourist
----------	--------	----------	----------	---------

6. a \_\_\_\_\_ attraction

7. a \_\_\_\_\_ source of information

8. more \_\_\_\_\_ is necessary

9. in the \_\_\_\_\_ of a project

10. a central \_\_\_\_\_

### ACTIVITY 17 | Word forms

Complete each sentence with the correct word form. Use the correct form of the nouns and verbs.

NOUN	VERB	ADJECTIVE	SENTENCE
attendance	attend		<p>1. Mr. Cox checks the students' _____ every day.</p> <p>2. Do you _____ any classes in the evenings?</p>
cover	cover	covered	<p>3. I have a _____ on my smart phone.</p> <p>4. Amal _____ her head with a scarf every day.</p>
practice	practice		<p>5. Do you have soccer _____ today?</p> <p>6. Eva _____ her English at the language club.</p>
scientist		scientific	<p>7. The _____ magazine publishes all the latest research.</p> <p>8. Neil deGrasse Tyson is a _____ and a TV host.</p>
variety	vary	various	<p>9. There are _____ ways to study vocabulary.</p> <p>10. This menu has a _____ of vegetarian foods.</p>

## ACTIVITY 18 | Vocabulary in writing

Choose five words from Words to Know. Write a complete sentence with each word.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

---

## BUILDING BETTER SENTENCES

---

### ACTIVITY 19 | Editing sentences

Find and correct the errors. The number in parentheses tells how many errors each sentence has.

1. Gyeongju National park is in south Korea.<sup>P</sup><sub>S</sub><sup>A</sup>(3)
2. Most schools classes in may.(2)
3. My family at the pool swims. (1)
4. In the winter, snows a lot in the mountains (2)
5. Jane classes at Houston Community College. (1)
6. There is on the table a big dinner. (1)
7. mr. Smith the most popular teacher this semester in our school. (3)
8. The pacific ocean is the largest ocean in the world. (2)
9. The official language of china is mandarin (3)
10. You can find in a Museum many beautiful types of art. (2)

## ACTIVITY 20 | Editing sentences

Some of the sentences have errors with missing subjects, missing verbs, punctuation, or capitalization. Check (✓) whether each sentence is correct or incorrect. Correct the incorrect sentences.

	Correct	Incorrect
1. Mexico <sup>is</sup> not near Great Britain.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. The Bahla Fort is in <sup>O</sup> eman.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Sudan is in Africa	<input type="checkbox"/>	<input type="checkbox"/>
4. Portland is a popular city in Oregon, USA.	<input type="checkbox"/>	<input type="checkbox"/>
5. Austria and Hungary are in Europe.	<input type="checkbox"/>	<input type="checkbox"/>
6. Russia and Canada bigger than the United States.	<input type="checkbox"/>	<input type="checkbox"/>
7. Rains a lot in Southeast Asia during the rainy season.	<input type="checkbox"/>	<input type="checkbox"/>
8. Three main groups of people live in Malaysia.	<input type="checkbox"/>	<input type="checkbox"/>
9. Nepal is north of India.	<input type="checkbox"/>	<input type="checkbox"/>
10. Bolivia not part of Europe.	<input type="checkbox"/>	<input type="checkbox"/>

## Combining Sentences

Some writers like to keep their sentences short because they feel that if they write longer and more complicated sentences, they are more likely to make mistakes. However, longer sentences connect ideas, and this makes it easier for the reader to understand.

Study these sentences. The important information is circled.

I have a friend.

My friend studies science.

My friend studies at the university.

Every sentence has an important piece of information. The most important information from each sentence can be used to create longer and smoother sentences. Notice how the ideas in the shorter sentences are combined in these longer sentences.

My friend is a science student at the university.

I have a friend who studies science at the university.

A word or word form may change or be omitted, but no ideas are changed or omitted. Remember that there is usually more than one way to combine sentences.

Study these sentences. The important information is circled.

There was a **storm** **yesterday**.

It was **strong**.

It moved **quickly** toward the city.

Now read these longer, smoother sentences:

Yesterday, a strong storm moved quickly toward the city.

There was a strong storm that moved quickly toward the city yesterday.

## ACTIVITY 21 | Combining sentences

Combine the ideas into one sentence. You may change the word forms, but do not change or omit any ideas. There may be more than one answer.

1. Andrew is a teacher.

Andrew is reliable.

Andrew teaches at my high school.

---

2. There are answers.

The answers are correct.

The answers are on the website.

---

3. Rachel takes Tai Chi classes.

The classes are at a park.

The park is popular.

---

**Students do Tai Chi in Chongqing, China.**



# WRITING

## ACTIVITY 22 | Writing sentences

Write original sentences. Follow the instructions.

- Answer the questions below to write eight to ten complete sentences about a famous location (city, country, or area) you want to visit.
- As you write, use at least two vocabulary words or phrases presented in this unit. Underline these words in your sentences.

1. What famous location do you want to visit? \_\_\_\_\_

---

---

2. Where is this location? \_\_\_\_\_

---

---

3. What is an important monument or place there? \_\_\_\_\_

---

---

4. Briefly describe this monument or place. \_\_\_\_\_

---

---

5. What is another thing this location is known for? \_\_\_\_\_

---

---

6. Briefly explain. \_\_\_\_\_

---

---

7. What is an interesting thing to see or do in this location? \_\_\_\_\_

---

---

8. Briefly explain. \_\_\_\_\_

---

---

## Editing

It is a good idea to check your work for grammar, spelling, and punctuation. You should also make sure your writing is clear and easy to understand.

After you finish writing, check your work for errors. Use the checklist below to help you.

- Each sentence has a subject and a verb.
- Each sentence starts with a capital letter and ends with a period.
- I used the verb *be* correctly.
- I used *there are* with plural subjects and *there is* with singular subjects.
- I used prepositional phrases of place correctly.
- I capitalized all proper nouns.
- I used vocabulary words from the unit correctly.

## Peer Editing

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

After you check your work, it is helpful to have a peer check it. A peer is someone who is equal to you, such as a classmate. When a peer edits your writing, it is called peer editing.

This is what usually happens in peer editing:

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

## Peer Editing Comments

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

- Your comments are helpful. Be specific about the mistakes.

Helpful: "You forgot to put the word *at* here."

Not helpful: "This is incorrect."

- Your comments are polite. Say things the way you would want someone to tell you.

Polite: "What does this sentence mean? Can you make the meaning clearer?"

Not polite: "What is this? It doesn't make any sense at all!"

Before you write a comment, ask yourself, "Will this be helpful to the writer? Would I want someone to tell me this?"

## ACTIVITY 23 | Writing peer editing comments

Edit the paragraph. There are mistakes with capitalization, punctuation, and fragments. Then complete the feedback below. Compare your comments with a partner.

Sunset in Siena, Italy



### PARAGRAPH 1.7

#### The Beauty of Tuscany

T  
I want to visit tuscany. Tuscany ~~is~~ a beautiful location in Italy. The apennine Mountains in Tuscany. Have great places to ski and hike. Tuscany also famous for its beautiful ceramics<sup>1</sup>. For example, bowls, vases, and oil jars very popular with tourists. Tuscany has so many interesting places to see. Pisa and Siena two beautiful cities there. Is a wonderful place to visit

<sup>1</sup>ceramics: pottery; items made of oven-dried clay

1. Write one positive comment about the paragraph.

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

## ACTIVITY 24 | Peer editing

Exchange books with a partner and look at Activity 22. Read your partner's sentences. Then use Peer Editing Form 1 in the *Writer's Handbook* to comment on your partner's sentences. Offer positive suggestions and comments that will help your partner improve his or her writing. Consider your partner's comments as you revise your own sentences.

## Additional Topics for Writing

Choose one or more of the topics to write about. Follow your teacher's directions.

- TOPIC 1:** Look back at the photo and caption on pages 2–3. Describe an amazing location in your country. Where is it? What is it? Why is it amazing?
- TOPIC 2:** Describe an interesting job someone you know has. What things does this person have to do for that job?
- TOPIC 3:** Write about your favorite type of animal. Why do you like this animal? Where does this animal normally live? What does the animal look like?
- TOPIC 4:** Write about your weekends. What do you like to do? Who do you spend your weekends with?
- TOPIC 5:** Write about a hobby that you have. What is it? How often do you do it? Why do you enjoy this hobby?

## TEST PREP

You should spend about 25 minutes on this task. Write a paragraph with six to ten sentences.

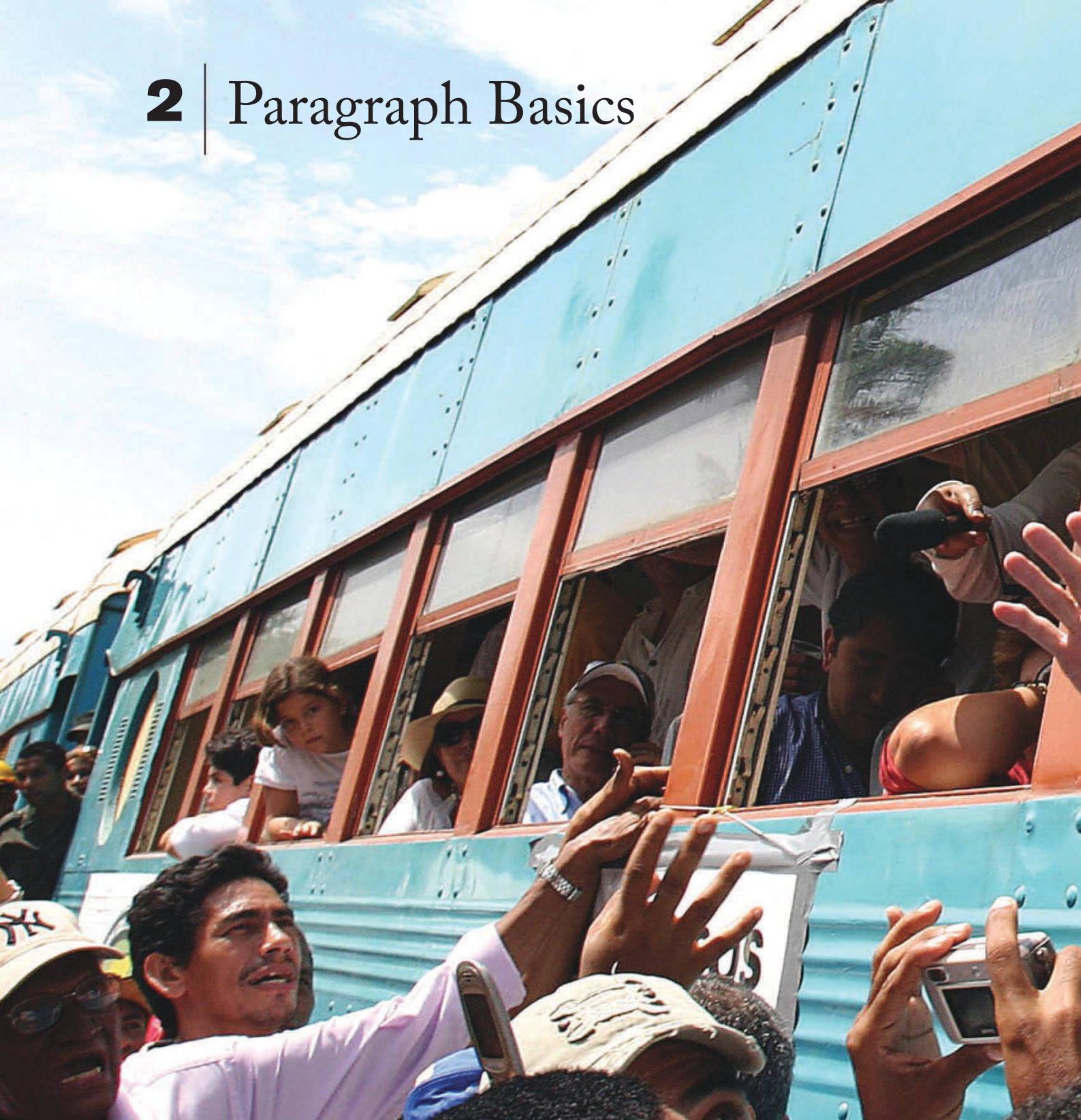
*Some people prefer to spend their free time indoors. Other people prefer to spend their free time outdoors. Which do you prefer? Give specific reasons and examples.*

### TIP

Take five to seven minutes to think of ideas before you begin writing. Take notes on these ideas. This will help you write your response more quickly and clearly.

Remember to use complete sentences. Check your work for fragments and correct capitalization and punctuation.

## 2 | Paragraph Basics



### OBJECTIVES

- Identify topic, supporting, and concluding sentences
- Use adjectives
- Use subject and object pronouns
- Write an original paragraph



**Nobel Prize-winning author Gabriel García Márquez greets people from a train window in his hometown of Aracataca, Colombia.**

**FREEWRITE** | Look at the photo and read the caption. What is happening? Why?

# ELEMENTS OF GREAT WRITING

## What Is a Paragraph?

A **paragraph** is a group of sentences about one topic or idea. It has four main parts:

- an indented (moved in) first line
- a topic sentence that gives the main idea
- a body of sentences all about the main idea
- a concluding sentence

### ACTIVITY 1 | Analyzing paragraphs

Read the paragraphs and answer the questions that follow.

#### WORDS TO KNOW Paragraphs 2.1 to 2.2

**amazing:** (adj) causing great surprise or wonder  
**bother:** (v) to annoy someone

**comfortable:** (adj) relaxed and restful  
**relax:** (v) to stop work and enjoy oneself

#### PARAGRAPH 2.1

### The Best Place to Relax

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



1. The topic sentence is the first sentence. Write it here.

2. What is the main idea of this paragraph?

- a. The writer likes watching the sunset.
- b. The writer likes to read a book in a quiet place.
- c. The writer likes to relax on her back porch.

**3.** Write the four things the writer does to relax on her porch.

- a. She sits in comfortable chairs.
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

**4.** How many sentences are in this paragraph? \_\_\_\_\_

**5.** The concluding sentence is the last sentence. Write it here.

---

#### PARAGRAPH 2.2

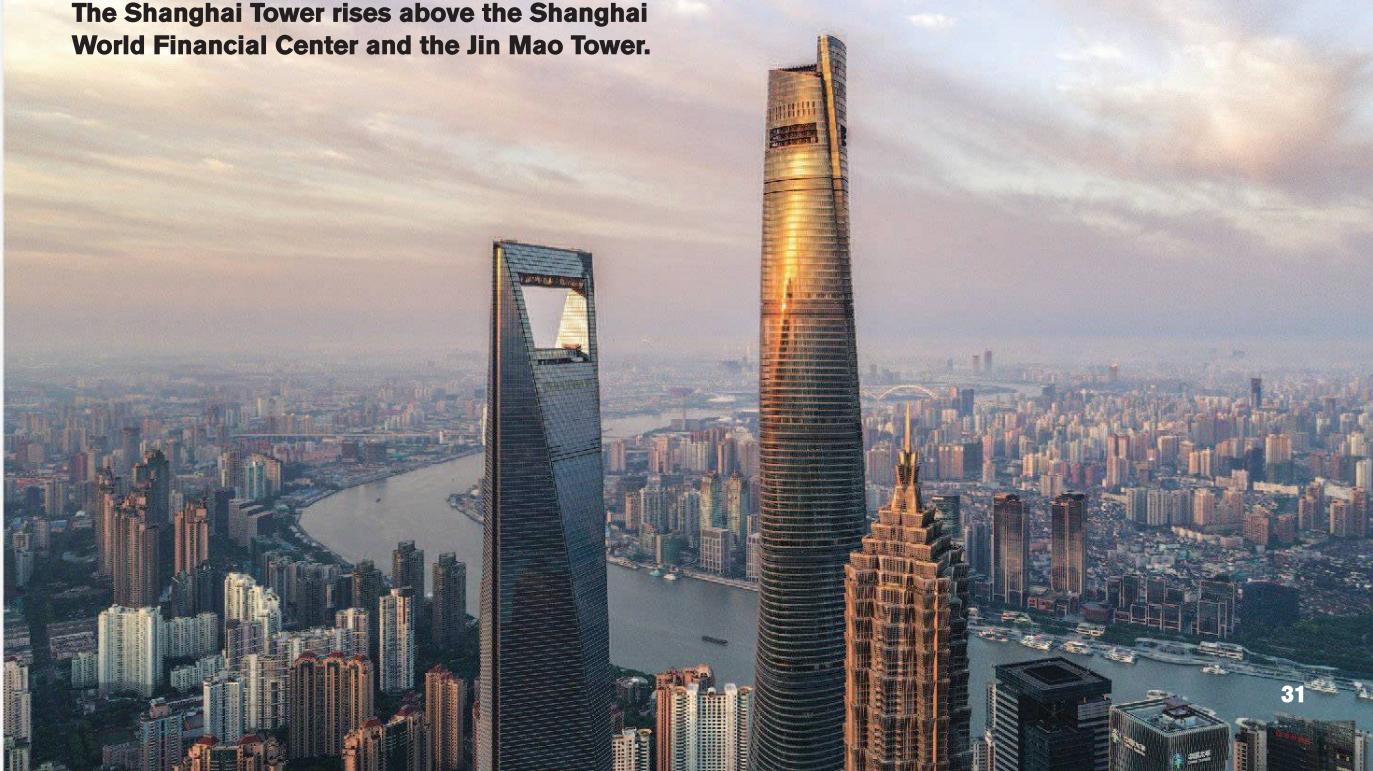
### The Shanghai Tower

The Shanghai Tower in China is an **amazing** building. It is the tallest building in Shanghai's business district<sup>1</sup>, and the second-tallest building in the world. The tower has 128 floors, and there are more levels below the building. It has 107 elevators, and they can move 40 mph. There are beautiful gardens on many floors, and the Shanghai Tower has one of the world's highest observation decks<sup>2</sup>. In addition, the tower is good for the environment. Special machines use the wind to make extra electricity for the building, and the building uses rainwater to keep it cool inside. The Shanghai Tower is amazing inside and out.

<sup>1</sup>district: an area of a city or a country

<sup>2</sup>observation deck: the top of a building where people can look at everything below

**The Shanghai Tower rises above the Shanghai World Financial Center and the Jin Mao Tower.**



**1.** What is the topic sentence? Write it here.

---

**2.** What is the main idea of this paragraph?

- a. The Shanghai Tower is good for the environment.
- b. The Shanghai Tower is tall.
- c. The Shanghai Tower is wonderful.

**3.** Write six amazing things about the Shanghai Tower.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

f. \_\_\_\_\_

**4.** How many sentences are in this paragraph? \_\_\_\_\_

**5.** What is the concluding sentence? Write it here.

---

## Mechanics: The Title of a Paragraph

A **title** gives the reader information about what is in a paragraph. A good title:

- tells the main topic, but does not tell about everything in the paragraph
- is usually short—sometimes only one word
- does not have a period at the end
- does not begin with *My Paragraph*
- follows special capitalization rules

The capitalization rules for titles are:

- always capitalize the first letter of the first word
- only capitalize the first letter of the important words in the rest of the title
- do not capitalize a preposition or an article unless it is the first word

How to Take a Good Picture with a Cell Phone

An Amazing Vacation

## **ACTIVITY 2 | Editing titles**

With a partner discuss what is wrong with each title. Then edit each one to make it a good title.

- 1. AN INFLUENTIAL INVENTOR**
- 2. A Handbook For International Students In Canada**
- 3. Three Types of Transportation.**
- 4. My Paragraph on a New Technology**
- 5. How to Become an Engineer at NASA in a Very Short Amount of Time**
- 6. The ten Best Movies of All Time**
- 7. This Was the Best Day of My Life.**
- 8. My first car**
- 9. an Unusual Animal**
- 10. the first female astronaut**

## **ACTIVITY 3 | Writing a paragraph**

Answer the questions. Use complete sentences.

- 1. Who is a popular person in your country?**  
\_\_\_\_\_
- 2. Where is this person from?**  
\_\_\_\_\_
- 3. What does this person do?**  
\_\_\_\_\_
- 4. Why is this person popular?**  
\_\_\_\_\_
- 5. Do you like this person? Why or why not?**  
\_\_\_\_\_

Now write your sentences in paragraph form on a separate piece of paper. Remember to indent the first line and give your paragraph a title.

## Parts of a Paragraph: The Topic Sentence

A good paragraph has a **topic sentence**. The topic sentence:

- tells the main idea of the whole paragraph
- is often the first sentence
- should not be too specific or too general

If a paragraph does not have a topic sentence, the reader may be confused because the organization of ideas will not be clear.

### ACTIVITY 4 | Identifying topic sentences

Paragraphs 2.3, 2.4, and 2.5 are each missing a topic sentence. Read each paragraph. Then choose the best topic sentence.

#### WORDS TO KNOW Paragraphs 2.3 to 2.5

**accident:** (n) a harmful or unpleasant event that happens by surprise  
**compete:** (v) to participate in a contest  
**damage:** (v) to hurt or injure  
**danger:** (n) a harmful situation  
**during:** (prep) all through a time period  
**energy:** (n) activity

**explore:** (v) to travel around to learn more; to investigate  
**extremely:** (adv) very  
**fan:** (n) a person who likes something very much  
**traffic:** (n) the movement of cars, trucks, and so on in an area

#### PARAGRAPH 2.3

### The Problems with Snow

Snow is beautiful when it falls. However, the snow is not beautiful for very long. When it starts to melt<sup>1</sup>, the clean streets become wet and difficult to walk on. The sidewalks are slippery<sup>2</sup>. Snow also causes traffic problems. Some roads are closed. Other roads are difficult to drive on safely. Drivers have more accidents on snowy roads. There are more problems with snow than reasons to like it.

<sup>1</sup>melt: to change from a solid to a liquid

<sup>2</sup>slippery: causing people or things to fall or slide



- In December, it usually snows.
- Snow does not cause many problems.
- Snow is beautiful, but it causes many problems.

## PARAGRAPH 2.4

### My Favorite City

I love to see all the interesting landmarks<sup>1</sup> there. I always visit the Statue of Liberty and the Empire State Building. It is also fun to **explore** different areas of the city. My favorites are Chinatown and Manhattan. Most importantly, New York City is full of **energy**. People from all over the world walk on its streets, play in its parks, and eat its wonderful food. I never feel bored or alone when I am there. I truly<sup>2</sup> love New York City.

<sup>1</sup>landmark: a historic building or other point of interest

<sup>2</sup>truly: really; sincerely

- a. My favorite city is New York City.
- b. New York City is a very busy city.
- c. New York City is also full of energy.

## PARAGRAPH 2.5

### Road Cycling

In road cycling, cyclists **compete** on public<sup>1</sup> roads. These roads are usually good, but rain can make them very slippery. Serious accidents are common **during** this weather. Cyclists also ride very close together. If a rider falls, many of the others around him also fall. These accidents can **damage** bikes and hurt the riders. Finally, the cyclists are also in **danger** from their **fans**. Spectators<sup>2</sup> stand along the roads as the bikes speed<sup>3</sup> past. Fans often run next to the riders or try to touch them, and this can cause terrible problems. Road cycling may look like a safe sport, but it can be **extremely** dangerous.

<sup>1</sup>public: meant for use by the people in the community

<sup>2</sup>spectator: someone who watches an event

<sup>3</sup>speed: to move quickly

Cyclists on the cycling Tour of Oman



- a. Road cycling can be a dangerous sport.
- b. Road cycling fans can be a danger to bike riders.
- c. Road cycling is an extremely exciting sport.

## ACTIVITY 5 | Writing topic sentences

Read the paragraphs and write a topic sentence for each one. Remember to indent. Then read the paragraphs again. Make sure that each topic sentence gives the main idea for the whole paragraph.

### WORDS TO KNOW Paragraphs 2.6 to 2.8

**check:** (v) to look for information

**connect:** (v) to reach by phone or Internet

**explain:** (v) to give information about; make clear

**organized:** (adj) in good order

**patient:** (adj) calm; not easily upset

**plan:** (v) to prepare for something

**taste:** (v) to sense the flavor of food and liquids

### PARAGRAPH 2.6

## Pasta, Pasta, Pasta

First, pasta **tastes** great. Sometimes I eat it plain<sup>1</sup>. However, I also like it with butter or cheese. Another reason I like pasta is the variety. There are many types of pasta, but my favorites are spaghetti, macaroni, vermicelli, and lasagna. In addition, pasta is very easy to prepare. I can make pasta in less than 10 minutes. Finally, pasta is a very healthy food for me. A plate of pasta has about 300 calories<sup>2</sup>, but it has only three grams of fat. I love to eat pasta every day.

<sup>1</sup>plain: simple; with nothing added

<sup>2</sup>calorie: a measure of energy produced by food

### PARAGRAPH 2.7

## Why I Love My Tablet<sup>1</sup>

First, it **connects** me to my school and class. I **check** my class website for daily assignments and videos. In addition, I put all the due dates<sup>2</sup> for tests and homework into the tablet's calendar so that I am always ready for class. All my textbooks are also on it. I do not need to carry many heavy textbooks anymore. Finally, I use the tablet to complete all my writing assignments. When I finish them, I just email my work to my teacher. I never go to school without my tablet.

<sup>1</sup>tablet: a portable computer controlled by touch

<sup>2</sup>due date: the day something must be completed



A math teacher in Afghanistan

#### PARAGRAPH 2.8

## Good Teachers

First, good teachers are **patient**. They **explain** things again and again. In addition, they are **organized**. They **plan** for every class. Good teachers are also encouraging<sup>1</sup>. They help students understand the subject. Finally, good teachers are fair<sup>2</sup>. They do not give too much or too little work, and they grade students on how good their work is. These are some important qualities<sup>3</sup> of good teachers.

<sup>1</sup>encouraging: giving strength or hope

<sup>2</sup>fair: just; reasonable

<sup>3</sup>quality: something typical of someone's character and personality

## Parts of a Paragraph: Supporting Sentences

Every paragraph must have sentences that support the topic sentence. These sentences make up the **body** of the paragraph and are called **supporting sentences**. They:

- give more information about the topic, such as details, examples, or reasons
- should not include ideas that are unrelated or unconnected to the topic

Read the paragraph below. The two underlined sentences are unrelated to the topic.

### Making Chili

Chili is an easy dish to prepare. To make chili, cut up one large onion. Then fry it in a little vegetable oil. Next, add fresh garlic and some chili peppers. When the onions are soft, add one pound of ground meat. Stir until the meat is cooked. Sprinkle one tablespoon of red chili powder on top. There are many types of chili powder. After that, add four cups of diced tomatoes, one cup of water, and one can of red beans. Cover the pot and cook over low heat for about one hour. Fried chicken also takes about an hour to prepare. This simple recipe creates a delicious dinner.

## ACTIVITY 6 | Identifying unrelated sentences

Underline the topic sentence and cross out the two unrelated sentences in each paragraph.

### PARAGRAPH 2.9

#### My Office

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

### PARAGRAPH 2.10

#### An Energetic Neighbor

My 96-year-old neighbor, Mrs. Wills, lives alone and takes care of herself. My grandmother lived to be 87. Mrs. Wills goes to the grocery store by herself, and she does all her own cooking. She does not like to eat white rice. Mrs. Wills also cleans her own house. She puts her heavy garbage can by the street for trash collection every week. She exercises by walking on the beach. I hope to have that much energy when I am 96 years old.

**A Yupik elder woman harvests grass for baskets in Alaska, USA.**



## Changing Celsius to Fahrenheit

Changing temperatures from Celsius to Fahrenheit is not difficult. First, multiply the Celsius temperature by 9. Then divide this answer by 5. When you finish, add 32 to your answer. The result is the temperature in Fahrenheit. Most countries report temperatures in Celsius, but the United States reports them in Fahrenheit. For example, if the Celsius temperature is 20, you multiply 20 by 9. Then you divide the answer, 180, by 5. The result is 36. If you get a different number, check your math mistake. Next, add 32, and you have the correct Fahrenheit temperature, 68. Now you can easily change a temperature from Celsius to Fahrenheit.

## Grammar: Adjective + Noun

When you write, you can make a sentence much more interesting if you add descriptive words. These descriptive words are called **adjectives**. They describe nouns (people, places, things, and ideas).

	ADJECTIVE(S)	NOUN
I have a	<b>heavy</b>	bag.
This is my	<b>new</b>	bicycle.
Michael goes to an	<b>excellent</b>	college.
Rachel draws	<b>small ink</b>	pictures.

Sometimes you can combine two short sentences by putting the adjective(s) before the noun.

TWO SHORT SENTENCES	BETTER WRITING
n                adj There is a <u>volcano</u> . It is <b>huge</b> .	adj        n There is a <b>huge</b> <u>volcano</u> .
n                adj Susan is an <u>athlete</u> . She is <b>talented</b> .	adj        n Susan is a <b>talented</b> <u>athlete</u> .
adj    n            adj Sami drives an <b>old</b> <u>car</u> . It is <b>silver</b> .	adj    adj    n Sami drives an <b>old silver</b> <u>car</u> .
adj        n Lisa collects <b>small</b> <u>photographs</u> . These n                adj <u>photographs</u> are <b>antique</b> .	adj    adj    n Lisa collects <b>small antique</b> <u>photographs</u> .

For more information about order of adjectives, see the *Writer's Handbook*.

#### WRITER'S NOTE Adjective Form

Adjectives have only one form. There is no plural form.

- ✓ The university has **online** classes.
- ✗ The university has **onlines** classes.

### ACTIVITY 7 | Describing nouns with adjectives

Combine the related sentences into one sentence. Some words are not used. Use correct capitalization and punctuation.

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

*Rob owns a red car.*

---

2. I do not like this weather. The weather is cold.
- 

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

4. Ali has a job. The job is new.
- 

5. They like to drink coffee. The coffee is very hot.
- 

6. Nina reads stories. They are funny.
- 

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

8. Juan works for a company. The company is large. The company is international.
- 

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

10. Sharon rents a house on Smith Street. The house is white. The house is tiny.
-

## Grammar: Linking Verb + Adjective

A **linking verb** connects the subject to the words after the verb. *Be* is a linking verb. Other linking verbs are related to the five senses: sight, taste, touch, smell, and hearing. If the main verb of a sentence is a linking verb, the adjective comes after the verb.

SUBJECT	LINKING VERB	ADJECTIVE
The boys	<b>are</b>	young.
I	<b>am</b>	sleepy.
That house	<b>is</b>	big.
Justin	<b>looks</b>	ill.
The grapes	<b>taste</b>	delicious.
The hot water	<b>feels</b>	good.
These flowers	<b>smell</b>	sweet.
Sohee's plan	<b>sounds</b>	interesting.
Tony and Ron	<b>seem</b>	nervous.

### ACTIVITY 8 | Identifying adjectives

There are ten adjectives in the paragraph. Find and underline them. Circle any linking verbs.

#### WORDS TO KNOW Paragraph 2.12

**culture:** (n) ideas, activities, and behaviors that are special to a people, country, or region

**dream:** (n) a hope for something

#### PARAGRAPH 2.12

### My Dream Vacation

I have a **dream** to visit Alaska. The weather is beautiful there. I love cold weather. When the temperature is low, I have energy! I also want to visit Alaska because I love nature. Alaska looks so pure<sup>1</sup>. I dream about its amazing snowy mountains. In addition, there are unique<sup>2</sup> animals to see. Finally, I want to learn about the native<sup>3</sup> people of Alaska. Their **culture** sounds very interesting to me. I really want to visit this wonderful state soon.

<sup>1</sup>pure: clean; not dirty or polluted

<sup>2</sup>unique: one of a kind

<sup>3</sup>native: coming from or belonging to a particular place

## ACTIVITY 9 | Writing sentences

Look at the photo and read the caption. Write seven to nine sentences about the photo. Use *there is/there are*, prepositional phrases of place, and/or adjectives.

1. The market is in Indonesia.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

Lok Baintan floating market in Indonesia



## Sequence Words and Phrases

We use **sequence words and phrases** to show the order of ideas in a paragraph. Notice the sequence words in Paragraph 2.1, “The Best Place to Relax.”

My back porch is my favorite place to relax. **First**, it has a lot of comfortable chairs with soft pillows. . . . My back porch is **also** very quiet. . . . **Finally**, in the evening, I can sit on my porch and watch the sunset.

Some other sequence words and phrases are *next*, *in addition*, *then*, and *last*.

### ACTIVITY 10 | Ordering sentences

Put the supporting sentences in order from 1 to 8. The topic sentence (TS) is marked for you.

- \_\_\_\_\_ a. Doctors say that one hour of exercise each day can keep you in good shape.
- \_\_\_\_\_ b. First, you need to eat healthy food.
- \_\_\_\_\_ c. **TS** It is easy to stay healthy if you follow some simple steps.
- \_\_\_\_\_ d. This allows your body to rest and become stronger.
- \_\_\_\_\_ e. The best types of food to eat are fruits and vegetables.
- \_\_\_\_\_ f. Exercise is also good for your mind.
- \_\_\_\_\_ g. Finally, you need to find time to relax.
- \_\_\_\_\_ h. You should eat a lot of them every day.
- \_\_\_\_\_ i. Next, you need to do some exercise.

## Grammar: Subject and Object Pronouns

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

**Alisa** lives in the city. **Alisa** likes the noise and the crowds, but **Alisa** does not like the stress.

Alisa has **many friends**. She talks to **these friends** every day. She sees **these friends** every weekend.

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

**Subject pronouns** come before the verb.

SINGULAR SUBJECT PRONOUN		PLURAL SUBJECT PRONOUN	
I	live in Panama.	We	live in Panama.
You	work in a bank.	You	work in a bank.
He/She/It	is from Turkey.	They	are from Turkey.

In the following sentence, the subject pronoun *she* takes the place of *Alisa*.

**Alisa** lives in the city. **She** likes the noise and crowds, but **she** does not like the stress.

**Object pronouns** usually come after the verb.

SINGULAR OBJECT PRONOUN		PLURAL OBJECT PRONOUN	
Mona likes	<b>me.</b>	Mona likes	<b>us.</b>
I know	<b>you.</b>	I know	<b>you.</b>
Kevin understands	<b>him/her/it.</b>	Kevin understands	<b>them.</b>

In the following sentence, the object pronoun *them* takes the place of *friends*.

Alisa has many **friends**. She talks to **them** every day. She sees **them** every weekend.

An object pronoun can also come after a preposition.

	PREPOSITION	OBJECT PRONOUN
Assad walks	with	<b>me.</b>
They give help	to	<b>us.</b> <b>you.</b> <b>him/her/it.</b>
Jessica lives	near	<b>them.</b>

Only use a pronoun when the noun it is replacing is clear. In the following sentences, it is not clear which noun *they* replaces, *scientists* or *experiments*.

The scientists do experiments in the lab. **They** are very interesting.

In this case, it is better to use the noun.

The scientists do experiments in the lab. **These experiments** are interesting.

## ACTIVITY 11 | Using subject pronouns

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

### PARAGRAPH 2.13

#### Two Conservationists

Vitor Becker and Clemira Souza are interesting people. Vitor is a scientist.

1 \_\_\_\_\_ (Vitor Becker) is married to Clemira. 2 \_\_\_\_\_ (Clemira

Souza) is a professor. 3 \_\_\_\_\_ (Vitor and Clemira) are also conservationists.

4 \_\_\_\_\_ (Vitor and Clemira) work to protect the rain forest and its animals

in Brazil. 5 \_\_\_\_\_ (Vitor and Clemira) created the Serra Bonita Reserve

on old farmland. 6 \_\_\_\_\_ (The Serra Bonita Reserve) is in the rain forest. 7

\_\_\_\_\_ (The Serra Bonita Reserve) is Vitor and Clemira's home. Scientists and

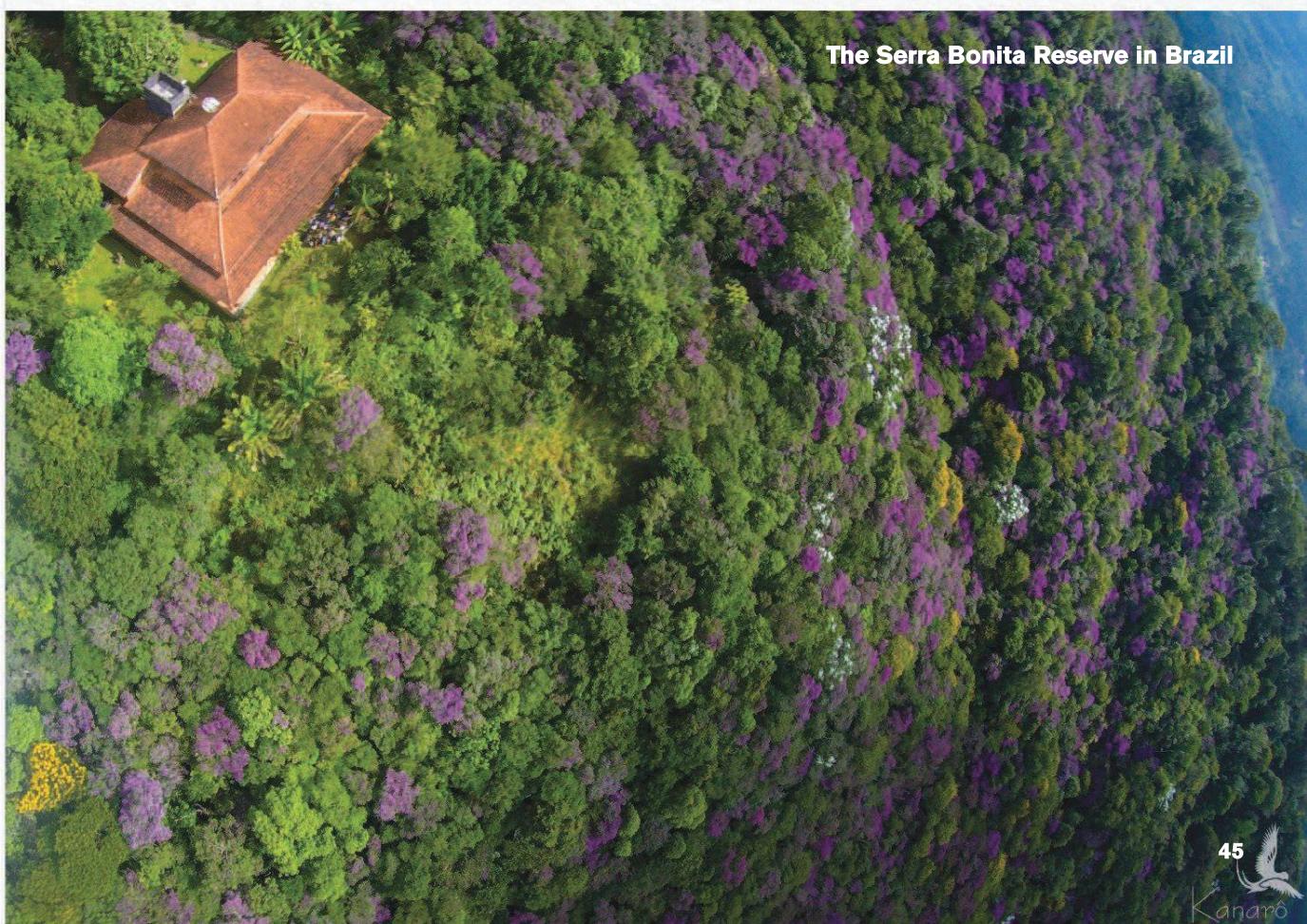
students visit the Serra Bonita Reserve. 8 \_\_\_\_\_ (The scientists and students)

study the plants and animals of this special part of the rain forest. Tourists also visit Serra

Bonita. 9 \_\_\_\_\_ (The tourists) explore and learn about the reserve. Vitor

and Clemira work hard every day of the week to help these visitors. 10 \_\_\_\_\_

(Vitor and Clemira) love their important home in the rain forest.



The Serra Bonita Reserve in Brazil

## ACTIVITY 12 | Using object pronouns

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

### PARAGRAPH 2.14

#### My Best Friend

My best friend Gretchen is a very interesting woman. I met <sup>1</sup> \_\_\_\_\_ (Gretchen) ten years ago. She is from Alabama. She comes from a very large family. She has four brothers and three sisters. She does not live with <sup>2</sup> \_\_\_\_\_ (her brothers and sisters). They live in Alabama with their parents. Gretchen studies veterinary medicine<sup>1</sup> in another state. She loves <sup>3</sup> \_\_\_\_\_ (veterinary medicine) because she really cares about animals. Gretchen has three pets. She has a cat, a small bird, and a large horse, Hal. She likes <sup>4</sup> \_\_\_\_\_ (her pets) all very much. However, she likes Hal the best. In her free time, Gretchen plays tennis, reads books, and cooks. I love <sup>5</sup> \_\_\_\_\_ (Gretchen) like a sister. I hope that our friendship will stay with <sup>6</sup> \_\_\_\_\_ (Gretchen and me) for many years.

<sup>1</sup>veterinary medicine: medicine that deals with the care of animals

## ACTIVITY 13 | Using pronouns

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

### PARAGRAPH 2.15

#### Our Big Move

We

Andy and I have a busy day today. Andy and I are very excited because we are moving into a new apartment. Andy and I have many big things to move. I have a large flat screen television. Andy and I plan to put the television next to the window. Andy's sister and her friends will help Andy and me move today, too. Andy's sister and her friends will move our large couch and chairs and put the couch and chairs in front of the television. Finally, Andy's sister and her friends will move our beds. Our beds may take a long time to move because our beds are so big. However, Andy and I are not worried because Andy's sister and her friends will help Andy and me quickly finish everything on our long moving list.

## Grammar: Possessive Adjectives

When you want to talk about something that belongs to someone or something, you can use a **possessive adjective**. A possessive adjective answers the question *Whose?* as in *Whose house?* *Whose books?* and *Whose television?*

A possessive adjective comes before the noun that it describes.

SUBJECT PRONOUN	POSSESSIVE ADJECTIVE	EXAMPLE
I	my	My <u>house</u> is on Mariposa Avenue.
you	your	Do you have <u>your ticket</u> for the airplane?
he	his	Nick lives with <u>his father</u> .
she	her	<u>Her purse</u> is red and black.
it	its	A butterfly moves <u>its wings</u> quickly.
we	our	We write all <u>our papers</u> on a computer.
they	their	The students will bring <u>their CDs</u> .

For information on possessive pronouns, see the Writer's Handbook.

### ACTIVITY 14 | Using possessive adjectives

Fill in each blank with the correct possessive adjective.

#### PARAGRAPH 2.16

### Kate and Her Siblings

Kate has a lot of siblings. She has two sisters and one brother.

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

## ACTIVITY 15 | Using subject pronouns and possessive adjectives

Choose the correct subject pronoun or possessive adjective.

### PARAGRAPH 2.17

#### My Grandmother

A very important person in <sup>1</sup> (I / my) life is <sup>2</sup> (I / my) grandmother. <sup>3</sup> (She / Her) name is Evelyn Anna Kratz. <sup>4</sup> (She / Her) life is very interesting. <sup>5</sup> (She / Her) is 89 years old. <sup>6</sup> (She / Her) comes from Poland. <sup>7</sup> (She / Her) speaks English well, but <sup>8</sup> (she / her) first language is Polish. My grandmother comes from a large family. <sup>9</sup> (She / Her) has three sisters. <sup>10</sup> (They / Their) names are Karina, Dorota, and Maria. <sup>11</sup> (I / My) grandmother has one brother, too. <sup>12</sup> (He / His) name is Peter. When <sup>13</sup> (they / them) talk about <sup>14</sup> (they / their) lives, <sup>15</sup> (I / My) love to listen. In <sup>16</sup> (I / my) opinion, they are the most interesting stories in the world.

#### Parts of a Paragraph: The Concluding Sentence

In addition to a topic sentence and body, a good paragraph has a **concluding sentence**.  
The concluding sentence:

- ends the paragraph with a final thought
- often expresses the same idea as the topic sentence using different words
- does not give any new information about the topic

Look at the topic sentences and concluding sentences from a few paragraphs in this unit. Notice how they express the same ideas in different ways. Words that are important to the topic may be repeated.

TOPIC SENTENCE	CONCLUDING SENTENCE
<u>My back porch</u> is my favorite place to relax.	I can <u>relax</u> in many places, but my back porch is the best.
The <u>Shanghai Tower</u> is an amazing building.	The <u>Shanghai Tower</u> is <u>amazing</u> inside and out.
I have a dream to visit Alaska.	I really <u>want to visit</u> this wonderful <u>state</u> soon.

## ACTIVITY 16 | Analyzing concluding sentences

Write the topic sentence and concluding sentence from each paragraph indicated. Then underline the similar information. Discuss your answers with a partner.

### 1. Paragraph 2.3

Topic sentence: \_\_\_\_\_

Concluding sentence: \_\_\_\_\_

### 2. Paragraph 2.4

Topic sentence: \_\_\_\_\_

Concluding sentence: \_\_\_\_\_

### 3. Paragraph 2.5

Topic sentence: \_\_\_\_\_

Concluding sentence: \_\_\_\_\_

## ACTIVITY 17 | Identifying concluding sentences

Read each paragraph and choose the best concluding sentence.

### WORDS TO KNOW Paragraphs 2.18 to 2.19

**careful:** (adj) aware of danger; cautious

**celebrate:** (v) to do something to mark a special event

### PARAGRAPH 2.18

#### Buying a Car

Buying a car requires **careful** planning. First, you must decide to buy a new or a used car. New cars can be expensive, but they are reliable. Used cars are cheaper, but they often need repairs. You must also decide on what type of car to buy. You can research different types of cars on the Internet to help you choose. The final decision is where to buy your car. Some places charge you more money than others.

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



People enjoy Hanami in Kyoto, Japan.

#### PARAGRAPH 2.19

## Hanami

Hanami, or flower viewing, is a popular Japanese tradition. Every spring, thousands of cherry trees bloom all over Japan. For two weeks during Hanami, friends and families gather in parks and the countryside to see the beautiful flowers and **celebrate** the beginning of spring. People make a lot of food and have picnics under the trees. There is a lot of music and dancing, and large groups of people walk through the parks together. The celebrations often go into the night.

- a. People like to be with their family and friends during Hanami.
- b. Looking at flowers during Hanami is interesting.
- c. Hanami is a Japanese custom many people love.

#### PARAGRAPH 2.20

## Mondays

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

- a. Mondays are worse than Tuesdays, but they are better than Sundays.
- b. I do not like meetings on Mondays.
- c. These are just a few reasons why I do not like Mondays.

## **ACTIVITY 18 | Writing a paragraph**

Look back at Activity 10. Write the sentences in paragraph order. Remember to indent the topic sentence. Then write a concluding sentence for the paragraph.

### **Staying Healthy**

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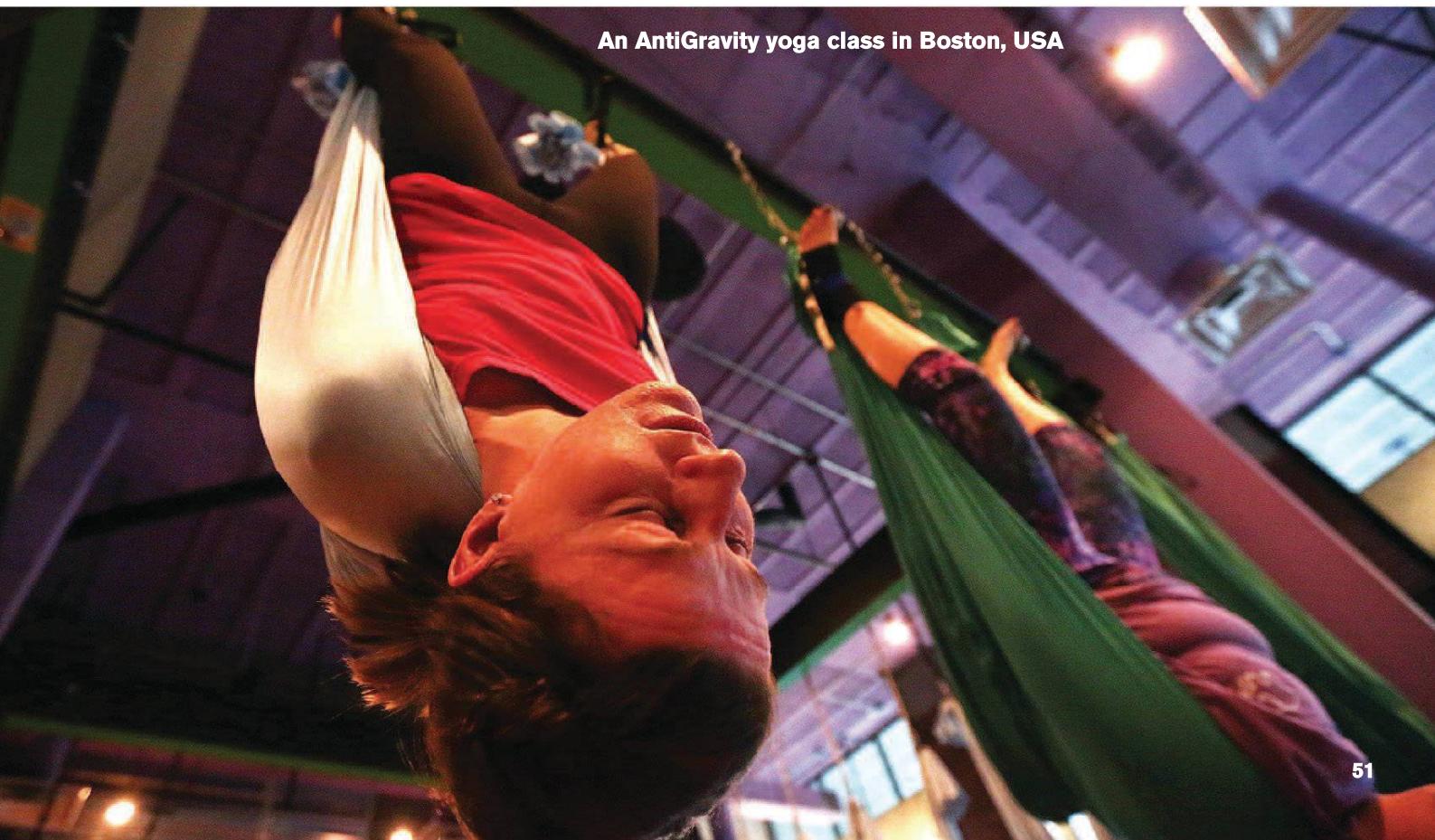
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**An AntiGravity yoga class in Boston, USA**



# BUILDING BETTER VOCABULARY

## WORDS TO KNOW

accident (n)	compete (v)	during (prep)	organized (adj)
amazing (adj)	connect (v)	energy (n) <b>AW</b>	patient (adj)
bother (v)	culture (n) <b>AW</b>	explain (v)	plan (v)
careful (adj)	damage (v)	explore (v)	relax (v) <b>AW</b>
celebrate (v)	danger (n)	extremely (adv)	taste (v)
check (v)	dream (n)	fan (n)	traffic (n)
comfortable (adj)			

## ACTIVITY 19 | Word associations

Circle the word or phrase that is more closely related to the bold word on the left.

- |              |                         |                      |
|--------------|-------------------------|----------------------|
| 1. amazing   | very boring             | very interesting     |
| 2. bother    | help                    | annoy                |
| 3. careful   | cautious                | worried              |
| 4. celebrate | do an everyday activity | do something special |
| 5. compete   | try to finish           | try to win           |
| 6. danger    | something difficult     | something unsafe     |
| 7. during    | at the time             | after the time       |
| 8. extremely | rarely                  | really               |
| 9. fan       | love                    | hate                 |
| 10. plan     | finish                  | prepare              |

## ACTIVITY 20 | Collocations

Fill in the blank with the word that most naturally completes the phrase.

culture	dream	explain	patient	relax
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1. be \_\_\_\_\_ while waiting
2. clearly \_\_\_\_\_ the directions
3. \_\_\_\_\_ after a long day
4. my biggest \_\_\_\_\_
5. ancient Chinese \_\_\_\_\_

accident

check

explore

taste

traffic

6. \_\_\_\_\_ delicious
7. \_\_\_\_\_ the dictionary
8. \_\_\_\_\_ new places
9. a serious car \_\_\_\_\_
10. heavy \_\_\_\_\_

### ACTIVITY 21 | Word forms

Complete each sentence with the correct word form. Use the correct form of the nouns and verbs.

NOUN	VERB	ADJECTIVE	SENTENCE PRACTICE
comfort	comfort	comfortable	1. My new dress is extremely _____. 2. Parents often _____ crying children.
connection	connect	connected	3. People can _____ with each other easily through the Internet. 4. I study at this library all the time because the WiFi _____ here is very good.
damage	damage	damaged	5. High-heeled shoes _____ wooden floors. 6. The _____ car does not work.
energy	energize	energetic	7. Young children can be very _____. 8. Riders need a lot of _____ to complete a race.
organization	organize	organized	9. There are many ways to _____ a closet. 10. My boss is a very _____ woman.

## ACTIVITY 22 | Vocabulary in writing

Choose five words from Words to Know. Write a complete sentence with each word.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## BUILDING BETTER SENTENCES

### ACTIVITY 23 | Editing from teacher comments

Read the teacher's comments. Then rewrite the paragraph correctly on a separate piece of paper.

#### PARAGRAPH 2.21

### Aspirin

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

word order

capitalization

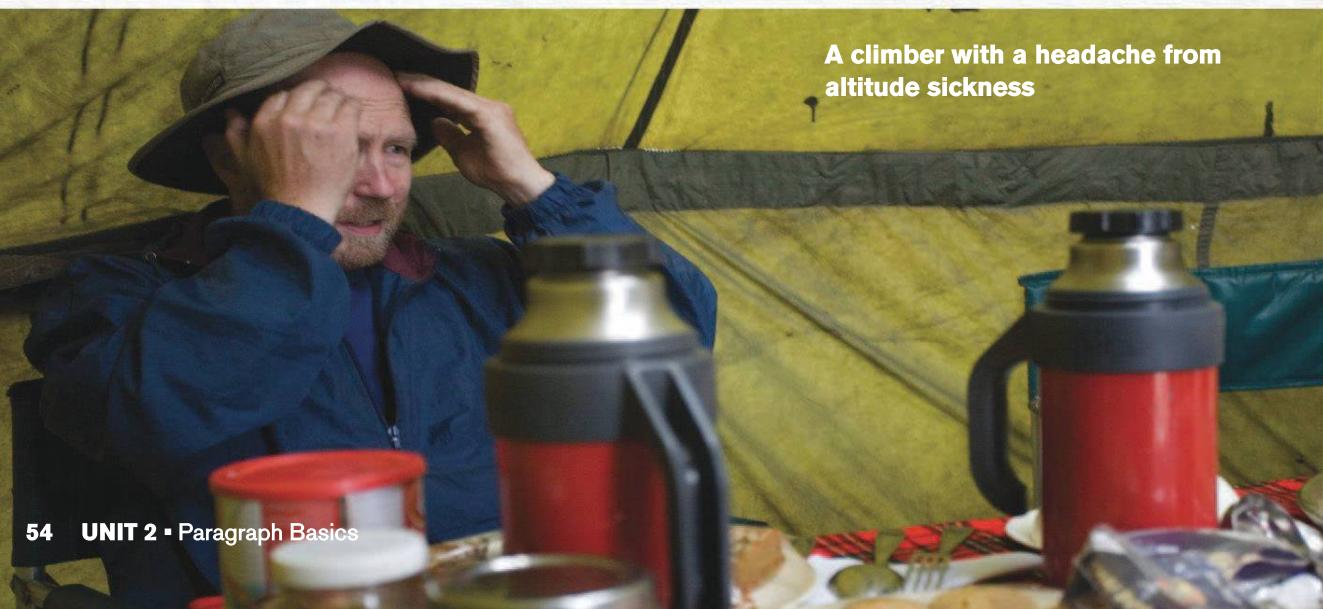
incorrect pronoun

missing linking verb

incorrect pronoun

capitalization

word order



A climber with a headache from altitude sickness

## **ACTIVITY 24 | Editing sentences**

Find and correct the errors. The number in parentheses tells how many errors each sentence has.

- 1.** Amal a student at Seattle Community College. (1)
- 2.** There is 15 floors in this building. (1)
- 3.** Jim's backpack difficult to carry. (1)
- 4.** Me shirt favorite is not clean. (2)
- 5.** Mysteries are a popular type of book (1)
- 6.** The sun damages skin unprotected. (1)
- 7.** The Shanghai Tower a building tall. (2)
- 8.** Is not raining today. (1)
- 9.** There are a lot of information about the project (2)
- 10.** Everyone loves him beautiful smile. (1)

## **ACTIVITY 25 | Combining sentences**

Combine the ideas into one sentence. You may change the word forms, but do not change or omit any ideas. There may be more than one answer. See Unit 1 for more information.

- 1.** There is a meeting.  
The meeting is important.  
The meeting is on a calendar.  
The calendar is Linh's.
- 

- 2.** Carlos rides a bike to work.  
The bike belongs to Carlos.  
Carlos rides the bike every day.
- 

- 3.** I have friends.  
These friends are new.  
These friends are in my English class.
-

# WRITING

## ACTIVITY 26 | Writing a paragraph

Write an original paragraph. Follow the instructions.

- Answer the questions in the chart below. Use complete sentences or notes.
- Use at least two vocabulary words or phrases from the unit.
- Copy your sentences into paragraph form on a separate piece of paper. Underline vocabulary from the unit.
- Give your paragraph a title.

Topic Sentence	<p>1. Who is the most interesting person you know? (This is your topic sentence.)</p> <p><u>The most interesting person I know is</u></p>
Body	<p>2. Why is this person interesting? List three reasons. Give an example to support each reason. Use adjectives in your descriptions. (These are your supporting sentences.)</p> <p>Reason 1: _____</p> <p>Example 1: _____</p> <p>Reason 2: _____</p> <p>Example 2: _____</p> <p>Reason 3: _____</p> <p>Example 3: _____</p>
Concluding Sentence	<p>3. Write a concluding sentence that gives information similar to the information in your topic sentence. Use an adjective other than <i>interesting</i>.</p> <p>_____</p>

## Editing

After you finish writing, check your work for errors. Use the checklist below to help you.

- The paragraph has a title.
- I wrote a topic sentence and a concluding sentence. They are connected in meaning.
- I indented the first line of the paragraph.
- My supporting sentences are related to the topic.
- I used adjectives in my descriptions.
- I used subject and object pronouns to add variety.
- I used possessive adjectives to show ownership.

## ACTIVITY 27 | Peer Editing

Exchange books with a partner and look at Activity 26. Read your partner's paragraph. Then use Peer Editing Form 2 in the *Writer's Handbook* to help you comment on your partner's paragraph.

## Additional Topics for Writing

Choose one or more of the topics to write about. Follow your teacher's directions.

- TOPIC 1:** Review your Freewrite response for this unit. Who are you a fan of? Why do you like this person?
- TOPIC 2:** What are the qualities of a good friend? Why are these qualities important for a good friend to have?
- TOPIC 3:** Write about your phone, computer, or other electronic device. How often do you use it? What do you use it for? Do you like it? Why or why not?
- TOPIC 4:** Write about your favorite kind of entertainment. Why do you like this entertainment? How do you feel when you experience it?
- TOPIC 5:** Write about something you do not like. What is it? Give three reasons why you do not like it. Provide examples to support your reasons.

## TEST PREP

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You should spend about 25 minutes on this task. Write a paragraph with six to ten sentences.

### TIP

Before you start to write, read the question carefully. Then write a strong topic sentence that answers the question. Use words from the question in your topic sentence. The rest of the paragraph should explain or give reasons to support your topic sentence.

*Some people believe that success in life comes from taking risks or chances. Others believe that success results from careful planning. In your opinion, what does success come from? Use specific reasons and examples to support your answer.*

Remember to indent the first line of your paragraph. Include a topic sentence, supporting sentences, and a concluding sentence. Check your work for correct use of pronouns and adjectives.

---



**Aisholpan Nurgaiv is the first female eagle hunter in her family, and the first female to compete in and win the Golden Eagle Festival in Mongolia.**

## OBJECTIVES

- Write sentences in the simple present
- Write simple and compound sentences
- Use *and*, *but*, and *so* in compound sentences
- Use *a*, *an*, *the*, and Ø article
- Write an original paragraph

# 3 Writing about the Present



## FREEWRITE

Look at the photo and read the caption. What is a sport or hobby that you like to do? Describe it.

# ELEMENTS OF GREAT WRITING

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## Using the Simple Present

The **simple present** is one way to discuss the present. It is very common in academic writing. We use the simple present to describe:

- regular activities or habits

Dr. Jones begins his days by visiting patients.  
Carla drinks two cups of coffee every day.

- facts or things that are generally true

Earth revolves around the Sun.  
The people of Iceland are friendly and helpful.

- a process (how to make or do something)

Next, the artist prepares his materials.  
Finally, the delicious meal is ready to serve.

### ACTIVITY 1 | Analyzing sentences

Identify whether each sentence is describing a *habit* (H), *fact* (F), or *process* (P).

1. \_\_\_\_\_ Boston, USA, has many colleges and universities.
2. \_\_\_\_\_ After you finish your paragraph, you should edit it.
3. \_\_\_\_\_ Water freezes at 0°C.
4. \_\_\_\_\_ It is possible to build a camera with materials from your home in a few steps.
5. \_\_\_\_\_ My mother often wears a beautiful pair of gold earrings.
6. \_\_\_\_\_ One year on Neptune lasts about 165 Earth years.
7. \_\_\_\_\_ Every weekday, Samantha drives to her English class.
8. \_\_\_\_\_ Next, add milk and sugar to the coffee.
9. \_\_\_\_\_ Arthur always eats popcorn when he watches a movie.
10. \_\_\_\_\_ My laptop computer has a beautiful blue cover.

## Grammar: The Simple Present Affirmative

The simple present affirmative has two forms: the base form and the *-s* form.

SUBJECT	VERB	OTHER INFORMATION
I/You/We/They	<b>like</b> <b>wash</b> <b>carry</b>	to go to the beach. the dishes in the sink. suitcases to the airport.
He/She/It	<b>likes</b> <b>washes</b> <b>carries</b>	

For most verbs, add *s* to make the *-s* form. However, when the verb ends

- in *ss, sh, ch, z, or x*, add *es* (*teach* → *teaches*)
- in a consonant + *y*, change the *y* to *i* and add *es* (*cry* → *cries*)
- in a vowel + *y*, add *s* (*play* → *plays*)

The verbs *have*, *do*, and *go* have irregular *-s* forms.

SUBJECT	VERB + OTHER INFORMATION
He/She/It	<b>has</b> a new friend. <b>does</b> exercise. <b>goes</b> to school.

Remember that the verb *be* has three forms in the simple present.

SUBJECT	VERB + OTHER INFORMATION
I	<b>am</b> a student.
You/We/They	<b>are</b> on vacation.
He/She/It	<b>is</b> smart.

In informal writing, you can use contractions. A contraction is a shortened form of two words combined with an apostrophe (''). Do not use contractions in academic writing.

I am = I'm	he is = he's
you are = you're	she is = she's
we are = we're	it is = it's
they are = they're	

Remember to use the *-s* form with a third-person singular subject.

- ✓ He **calls** his parents every day.  
✗ He **call** his parents every day.

## ACTIVITY 2 | Using the simple present affirmative

Fill in each blank with the simple present form of the verb in parentheses.

### WORDS TO KNOW Paragraph 3.1

**immediately:** (adv) right now

**patient:** (n) a person cared for by a doctor or nurse

### PARAGRAPH 3.1

#### Dr. Sindi's Test

Dr. Hayat Sindi <sup>1</sup>\_\_\_\_\_ (have) a portable<sup>1</sup> test for liver<sup>2</sup> problems. The test is made of paper and <sup>2</sup>\_\_\_\_\_ (be) very small—the size of a stamp you use to mail a letter. This <sup>3</sup>\_\_\_\_\_ (make) it cheap and easy to bring to people in remote<sup>3</sup> areas of the world. When doctors <sup>4</sup>\_\_\_\_\_ (travel) to these places, they can take hundreds of the tests with them. They <sup>5</sup>\_\_\_\_\_ (give) the tests to people and <sup>6</sup>\_\_\_\_\_ (see) the results **immediately**. So they <sup>7</sup>\_\_\_\_\_ (be) able to help sick people in their own villages. Dr. Sindi's amazing test <sup>8</sup>\_\_\_\_\_ (make) life easier for doctors and their **patients** around the world.

<sup>1</sup>portable: capable of being carried or moved around

<sup>2</sup>liver: the part of your body that helps to clean your blood

<sup>3</sup>remote: far away; difficult to reach

**Dr. Hayat Sindi,  
a biotechnologist and  
entrepreneur from  
Saudi Arabia**



### ACTIVITY 3 | Using the simple present affirmative

Fill in each blank with the simple present form of a verb in the word bank. Some verbs are used more than once.

be      come      have      love      play      practice      speak

#### PARAGRAPH 3.2

### My Classmates

My classmates come from all over the world. José <sup>1</sup> \_\_\_\_\_ from Spain, so he <sup>2</sup> \_\_\_\_\_ Spanish. Wonbin, Hyun-Ju, and Hee-Young <sup>3</sup> \_\_\_\_\_ Korean, but they <sup>4</sup> \_\_\_\_\_ from different cities. Yuri <sup>5</sup> \_\_\_\_\_ from Ukraine. He <sup>6</sup> \_\_\_\_\_ English all the time and <sup>7</sup> \_\_\_\_\_ a great accent. The Al-Ahmad brothers <sup>8</sup> \_\_\_\_\_ from Oman, and they <sup>9</sup> \_\_\_\_\_ soccer very well. I <sup>10</sup> \_\_\_\_\_ from Italy, and I <sup>11</sup> \_\_\_\_\_ to sing in class. We <sup>12</sup> \_\_\_\_\_ all very different, and that makes our class interesting.

### ACTIVITY 4 | Changing from singular to plural

Read the paragraph. Then follow the steps to rewrite it on a separate piece of paper.

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

#### WORDS TO KNOW Paragraph 3.3

**hurry:** (v) to be quick

**routine:** (n) things that someone does regularly

**stressful:** (adj) causing worry and tension

**temporary:** (adj) for a short time

#### PARAGRAPH 3.3

### Jim's Daily Routine

Jim is a very busy student. Every morning, he wakes up at 7:00 a.m., gets ready, and then **hurries** off to school. He studies engineering at City College. He attends school for six hours every day. After school, he goes to his job at a clothes store. After his job, he goes home, eats a quick dinner, studies, and does his homework. Jim knows that his **routine** is **stressful**. He also knows that the routine is **temporary** because he will graduate soon.

## ACTIVITY 5 | Editing a paragraph

The paragraph has six missing *be* verbs and three missing *have* verbs. Find and correct them.

### WORDS TO KNOW Paragraph 3.4

**destination:** (n) where someone is going  
**flow:** (v) to move smoothly

**miss:** (v) to not participate in something  
**national:** (adj) related to a country

### PARAGRAPH 3.4

#### The City of Budapest

Budapest, Hungary<sup>is</sup>, one of the most interesting cities in Europe. First, it many interesting tourist **destinations**. One example the Danube River. It **flows** through the middle of the city, and it a long connection with human history. Budapest also beautiful architecture<sup>1</sup>. Buda Castle a World Heritage Site<sup>2</sup>. In addition, there a long history of traditional food in Hungary. There many **national** dishes. One of the most popular goulash soup. When you travel to Europe, do not **miss** a visit to Budapest.

<sup>1</sup>architecture: the style or design of buildings

<sup>2</sup>World Heritage Site: a place that is important to culture, history, or science

A view of Buda Castle across the Danube River



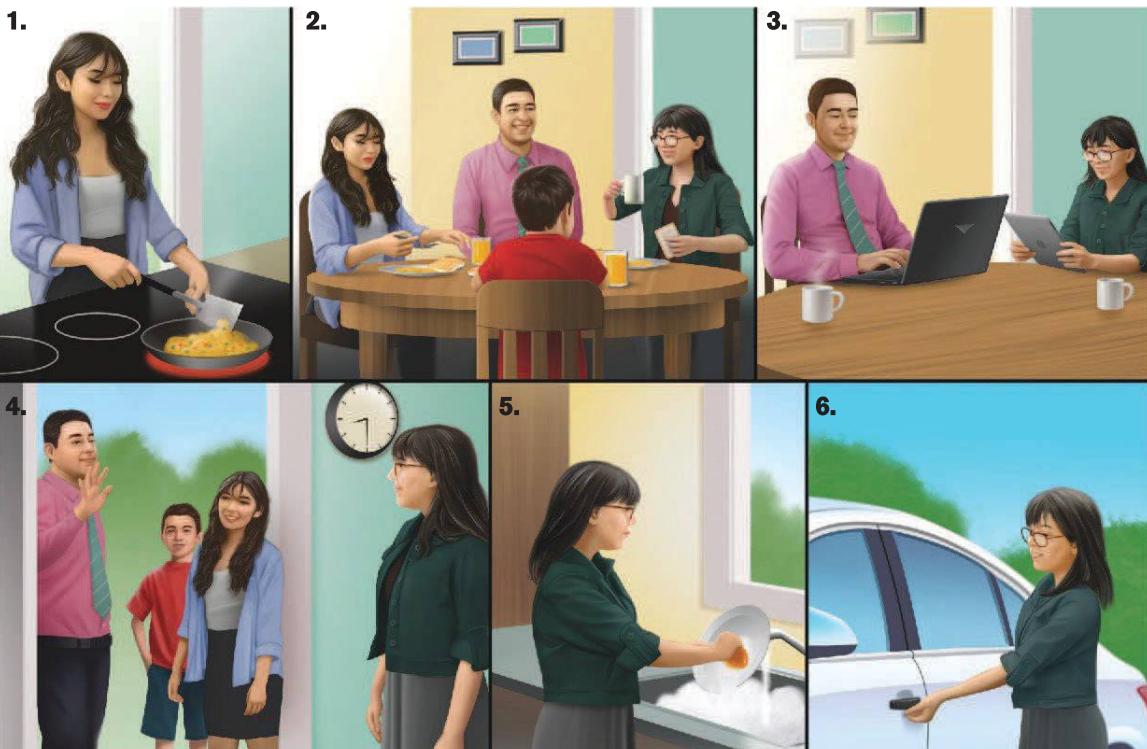
## ACTIVITY 6 | Writing about pictures

Look at the pictures. Then complete Paragraph 3.5 with the correct word, phrase, or sentence.

### WORDS TO KNOW Paragraph 3.5

certainly: (adv) for sure

whole: (adj) all of something



### PARAGRAPH 3.5

#### One Family's Morning Routine

The Lee family is very busy on weekday mornings. Every morning, Susan Lee, the oldest child, wakes up and <sup>1</sup>\_\_\_\_\_ for the **whole** family. She loves to do that. When the food is ready, everyone <sup>2</sup>\_\_\_\_\_. The kids eat their breakfast quickly. After they eat, Susan's father and mother <sup>3</sup>\_\_\_\_\_ <sup>4</sup>\_\_\_\_\_. At 8:30 a.m., <sup>5</sup>\_\_\_\_\_. Mr. Lee drives the kids to school before he goes to work. <sup>6</sup>\_\_\_\_\_. A few minutes later, <sup>7</sup>\_\_\_\_\_. The Lees **certainly** do a lot before their day at work and school begins.

### WRITER'S NOTE *There are* vs. *They are*

Be careful not to confuse *There are* and *They are*.

***There are*** shows that something exists. A plural subject comes after *are*.  
***They are*** is the beginning of a sentence with the subject *They*.

- ✓ ***There are*** five people in my family.
- ✗ ***They are*** five people in my family.
- ✓ I speak two languages. ***They are*** English and Arabic.
- ✗ I speak two languages. ***There are*** English and Arabic.

### ACTIVITY 7 | Choosing *they are* or *there are*

Choose *they are* or *there are* to complete the paragraph.

#### WORDS TO KNOW Paragraph 3.6

**admire:** (v) to like

**space:** (n) where the moon, stars, and other planets are

**well-known:** (adj) famous

#### The Space Needle in Seattle, Washington, USA

#### PARAGRAPH 3.6

### Amazing Tourist Towers

<sup>1</sup>(***They are / There are***) many famous World's Fair<sup>1</sup> towers all over the world. <sup>2</sup>(***They are / There are***) popular tourist destinations. The most **well-known** is the Eiffel Tower from the 1889 fair in Paris, France. <sup>3</sup>(***They are / There are***) beautiful lights on the tower at night, and tourists often ride boats on the Seine River to **admire** them. Another famous tower is the Space Needle in Seattle, USA, from the 1962 World's Fair. <sup>4</sup>(***They are / There are***) many people who think the top of the Space Needle looks like something from **space**. In Daejeon, South Korea, tourists love to visit the Tower of Grand Light from the 1993 World's Fair. The tower is now part of a giant amusement park<sup>2</sup>, and <sup>5</sup>(***they are / there are***) pools, movie theaters, and exciting rides. <sup>6</sup>(***They are / There are***) always crowded with people enjoying themselves. These are only a few of the amazing World's Fair towers.

<sup>1</sup>World's Fair: an international exhibition of the achievements of different nations

<sup>2</sup>amusement park: a large outdoor area with rides, games, shows, and food and drink



## ACTIVITY 8 | Using *they are* or *there are*

Complete each sentence with *They are* or *There are*.

1. \_\_\_\_\_ too many questions on this test.
2. \_\_\_\_\_ happy to see us today.
3. \_\_\_\_\_ at the doctor.
4. \_\_\_\_\_ many different ways to study English.
5. \_\_\_\_\_ some apples in the kitchen.
6. \_\_\_\_\_ at the store right now.
7. \_\_\_\_\_ my favorite subjects.
8. \_\_\_\_\_ errors in your paragraph.
9. \_\_\_\_\_ many great teachers at our school.
10. \_\_\_\_\_ excited about Mark's party.

## Grammar: The Simple Present Negative

To make negative statements in the simple present, use *do not* and *does not* before the base form of the verb.

SUBJECT	DO NOT/DOES NOT	BASE FORM OF VERB
I/You/We/They	<b>do not</b>	work. understand.
He/She/It	<b>does not</b>	listen.

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

SUBJECT	FORM OF BE + NOT	
I	<b>am not</b>	
You/We/They	<b>are not</b>	at home.
He/She/It	<b>is not</b>	

In informal writing, you can use these contractions:

do not = don't

is not = isn't

does not = doesn't

are not = aren't

## ACTIVITY 9 | Using the simple present negative and affirmative

The sentences below are false. With a partner, rewrite each sentence using the negative form for the verb to make it true. Then write a correct affirmative sentence about the topic. The first one has been done for you.

1. Borscht is a food from England. Borscht is not a food from England. It is the national dish of Ukraine.

2. The capital of Japan is Osaka. \_\_\_\_\_

3. Soccer is the most popular sport in the United States. \_\_\_\_\_

4. Water freezes at 50 degrees Fahrenheit. \_\_\_\_\_

5. Angel Falls is in Brazil. \_\_\_\_\_

6. Seattle and Dallas are cities in France. \_\_\_\_\_

7. Thailand is a European country. \_\_\_\_\_

8. Coffee plants grow naturally in Norway. \_\_\_\_\_

9. The Great Pyramids are in Spain. \_\_\_\_\_

10. Global warming means the Earth's temperature is going down. \_\_\_\_\_

11. Canada is near the equator. \_\_\_\_\_

12. There are four Latin languages. \_\_\_\_\_

# Grammar: Simple and Compound Sentences

## Simple Sentences

A **simple sentence** has at least one subject and one verb. It can have a subject-verb combination that has more than one subject and/or more than one verb.

Notice the different subject-verb combinations possible in simple sentences.

SUBJECT	VERB
Japan	<b>imports</b> oil from Saudi Arabia.
Japan and Germany	<b>import</b> oil from Saudi Arabia.
Japan	<b>imports</b> oil and <b>exports</b> cars.
Japan and Germany	<b>import</b> oil and <b>export</b> cars.

## Compound Sentences

A **compound sentence** is two simple sentences that are joined by a comma and a connector (such as *and*). If both sentences have the same subject, replace the second with a pronoun.

SIMPLE SENTENCE 1	CONNECTOR	SIMPLE SENTENCE 2
Japan and Germany import oil	, <b>and</b>	Saudi Arabia imports vegetables.
Jack likes Italian food	, <b>but</b>	Fatima and Juliana prefer Thai food.
Abbie watches TV at night	, <b>so</b>	<b>she</b> does not finish her homework on time.
For vacation, we camp in the mountains	, <b>or</b>	<b>we</b> relax on the beach.

The **connector** in a compound sentence is called a coordinating conjunction. It shows the relationship between the two simple sentences.

CONNECTOR	MEANING
<b>and</b>	adds information
<b>but</b>	adds contrasting (different) information
<b>so</b>	gives the result of the event or information in the first sentence

## ACTIVITY 10 | Identifying sentence types

Circle the subject(s) and underline the verb(s) in each sentence. Then write S for *simple sentence* or CD for *compound sentence*.

1. C Japan's flag is red and white, and Canada's flag is also red and white.
2. S Japan and Canada have the same two colors in their flags.
3. \_\_\_\_\_ The weather is bad, but the pilot plans to leave on time.
4. \_\_\_\_\_ It is extremely hot in Abu Dhabi during the summer.
5. \_\_\_\_\_ The Martellus Map of Europe, Africa, and Asia is over five hundred years old.
6. \_\_\_\_\_ The Atacama Desert receives almost no rain, so it is the driest desert in the world.
7. \_\_\_\_\_ Students in many countries take college entrance exams, but they do not like it.
8. \_\_\_\_\_ January, March, May, July, August, October, and December have 31 days.
9. \_\_\_\_\_ The Olympic rings represent the flags of every country, so they are blue, yellow, red, black, and green.
10. \_\_\_\_\_ Baseball and golf are popular sports to watch and play.
11. \_\_\_\_\_ Some people prefer gold jewelry, but others prefer silver jewelry.
12. \_\_\_\_\_ Research requires time, patience, and determination.

### WRITER'S NOTE Writing Lists of Words

When you write a sentence that contains a list of three or more items:

- put a comma after each item except the last one
- make sure all the words in the list are the same part of speech, such as all verbs or all nouns
- try not to make the list longer than three or four items

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

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

## ACTIVITY 11 | Identifying commas in a list

Look back at Activity 10. Underline the four sentences that contain a list of three or more items.

## ACTIVITY 12 | Writing compound sentences

Combine each pair of simple sentences into one compound sentence. Use *and*, *but* or *so*. There may be more than one answer.

1. Seher lives in Turkey. Her sister lives in Canada.
- 

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

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

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

5. Hurricanes begin in the Atlantic Ocean. Typhoons begin in the Pacific.
- 

6. Some people think tomatoes are fruit. Other people think they are vegetables.
- 

7. Ali is a medical student. He takes a lot of science classes.
- 

8. Maja usually goes to bed early. She is up late tonight.
- 

9. Jiang does not like coffee. He drinks tea.
- 

10. It is quiet at the library. Students like to study there.
- 

11. My parents have a telephone in their home. I only have a cell phone.
- 

12. Some fish live in fresh water. Some fish live in salt water.
-

## ACTIVITY 13 | Editing a paragraph

The paragraph has ten errors. Find and correct them.

six simple present errors

two connecting word errors

two comma errors

### WORDS TO KNOW Paragraph 3.7

**gym:** (n) a place for physical exercise or sports practice      **typical:** (adj) average; normal  
**individual:** (adj) different from others; separate

A gymnast competes on the parallel bars.



### PARAGRAPH 3.7

#### Not an Average Teenager

Steven Mills not is your **typical** teenager. Steven is a competitive gymnast, or he want to compete in the Olympics. He wake up at 5:00 in the morning every day and he practices before school. He jogs to the **gym**, but he practices gymnastics for two hours. Then he eats a healthy breakfast, and he gets ready for school. Steven go to school from 8:30 in the morning until 2:00 in the afternoon. After school, he returns to the gym for **individual** practice with his coach. When practice finish at 6:00 in the evening, Steven returns home. He eats dinner, do his homework and talks with his family. Steven is in bed early to be ready to work hard again the next day.

## Grammar: Using *A* and *An* or $\emptyset$

*A* and *an* are called **indefinite articles**. We use articles with nouns.

There are two types of nouns in English: count and non-count. Count nouns can be counted. They have a singular form (*phone, person*) and a plural form (*phones, people*). Non-count nouns are not countable. They have only one form (*money, information*).

A singular count noun cannot stand alone. We use an article or another word before it, such as *this, that, or a possessive adjective (my, your, his, etc.)*. Use:

- *a* or *an* before a singular count noun when its meaning is general (not specific)

We want to buy **a** house in the future.

- *a* before a singular count noun that begins with a consonant sound

**a** break / **a** dream / **a** horse / **a** uniform

- *an* before a singular count noun that begins with a vowel sound

**an** animal / **an** engineer / **an** honor / **an** uncle

When there is an adjective before a singular count noun, use the beginning sound of the adjective, not the noun, to choose *a* or *an*.

✓ Our friends attend **an** excellent school.

✗ Our friends attend **a** excellent school.

We do not use *a* or *an* before plural count nouns or non-count nouns.

✓ Computers are part of everyone's life. ( $\emptyset$  article)

✓ A computers are part of everyone's life.

For more information on using *a* or *an* and a list of common non-count nouns, see the *Writer's Handbook*.

### ACTIVITY 14 | Choosing *a*, *an*, or $\emptyset$

Write each noun or noun phrase in the correct column.

accidents  
computers  
daily activity

extra pencil  
happy memory  
hour

information  
money  
object

solution  
umbrella  
university

A	An	$\emptyset$

## ACTIVITY 15 | Editing sentences

Each sentence is missing *a* or *an*. Add the correct indefinite article to each one.

1. My father has stressful job
2. You have exam today.
3. Our teacher gives us project every week.
4. There is large cake for my son's birthday.
5. His mother is amazing woman.
6. We have test in this class every week.
7. Their sister is excellent cook.
8. You can buy e-book on that website.

## Grammar: Using *The*

*The* is called the **definite article**. Use *the*:

- before a singular count noun, plural count noun, or non-count noun when its meaning is specific (not general)

I do not have my keys, so I am locked out of **the** house.

- for the second (and third, fourth, etc.) time you talk about something

I have a sweater and a coat. **The** sweater is made of wool, but **the** coat is made of leather.

- when the noun you are referring to is unique—there is only one

**The** Hubble Space Telescope takes incredible pictures of outer space.

**The** Taj Mahal is a beautiful monument.

For more information on using *the*, see the *Writer's Handbook*.

## ACTIVITY 16 | Using *a*, *an*, *the*, and *Ø*

Choose the correct article to complete the paragraph.

### WORDS TO KNOW Paragraph 3.8

**can afford:** (phr) to have enough money

**create:** (v) to make something

**Shipping containers used as student dormitories in Amsterdam, the Netherlands**



**PARAGRAPH 3.8**

## An Exciting Way to Recycle

<sup>1</sup>(A / The) company in the Netherlands is recycling in <sup>2</sup>(a / an) new and exciting way. <sup>3</sup>(A / The) company is changing old shipping containers into new buildings. First, it cleans <sup>4</sup>(Ø / the) containers. Then it adds <sup>5</sup>(Ø / a) new floors, <sup>6</sup>(Ø / the) windows, and electricity to each one. After that, the outside of <sup>7</sup>(Ø / the) new building is painted <sup>8</sup>(a / the) bright color. Often, <sup>9</sup>(a / the) company connects containers to **create** <sup>10</sup>(a / an) apartment building or student dormitory. Some containers even become stores. In the end, it costs much less money to make <sup>11</sup>(Ø / a) new building from <sup>12</sup>(an / Ø) old container, so more people **can afford** to buy or rent one. Making shipping containers into new buildings adds about one hundred years of life to shipping containers, and is <sup>13</sup>(an / the) amazing way to recycle.

### ACTIVITY 17 | Using the simple present and articles

Choose the correct form of the verb. Then add an article (*a*, *an*, *the*) where necessary.

1. Robert always (go / goes) to beach near his house.

2. Laura's parents (visit / visits) their friends in India once a year.

3. We (have / has) grammar test now.

4. The weather (is / are) very nice for picnic today.

5. Brad often (eat / eats) apples for snack.

6. I (lend / lends) you pencil all the time.

7. This computer (do not work / does not work) anymore.

8. Ian (buy / buys) cup of coffee during his afternoon break.
9. Nicholas and Karla (take / takes) classes at Seattle Community College.
10. My dad (drive / drives) me to airport when I travel.

## BUILDING BETTER VOCABULARY

### WORDS TO KNOW

admire (v)	flow (v)	miss (v)	stressful (adj) <b>AW</b>
can afford (phr)	gym (n)	national (adj)	temporary (adj) <b>AW</b>
certainly (adv)	hurry (v)	patient (n)	typical (adj)
create (v) <b>AW</b>	immediately (adv)	routine (n)	well-known (adj)
destination (n) <b>AW</b>	individual (adj) <b>AW</b>	space (n)	whole (adj)

### ACTIVITY 18 | Word associations

Circle the word or phrase that is more closely related to the bold word on the left.

1. admire	dislike	like
2. certainly	surely	usually
3. gym	exercise	rest
4. immediately	later	now
5. individual	together	separate
6. national	country	world
7. patient	hospital	supermarket
8. typical	normal	rare
9. well-known	famous	healthy
10. whole	all of	none of

### ACTIVITY 19 | Collocations

Fill in the blank with the word that most naturally completes the phrase.

flow	routine	space	temporary	well-known
------	---------	-------	-----------	------------

1. be in outer \_\_\_\_\_
2. a \_\_\_\_\_ author
3. a boring \_\_\_\_\_
4. rivers \_\_\_\_\_
5. a \_\_\_\_\_ solution

admire

can afford

miss

popular

stressful

6. a \_\_\_\_\_ job
7. \_\_\_\_\_ a meeting
8. a \_\_\_\_\_ destination
9. \_\_\_\_\_ someone
10. \_\_\_\_\_ to buy something

### ACTIVITY 20 | Word forms

Complete each sentence with the correct word form. Use the correct form of the nouns and verbs.

NOUN	VERB	ADJECTIVE	SENTENCES
admiration	admire	admiring	<p>1. Many people _____ the view from the top of Jebel Hafeet in the United Arab Emirates.</p> <p>2. I have a lot of _____ for Olympic athletes.</p>
creation	create	creative	<p>3. Artists are _____ people.</p> <p>4. The _____ of a new app requires a lot of work.</p>
flow	flow	flowing	<p>5. Water _____ down my street after it rains heavily.</p> <p>6. It is relaxing to listen to the gentle _____ of the river.</p>
hurry	hurry	hurried	<p>7. After work, people are always in a big _____ to get home.</p> <p>8. I need to _____ to catch the bus.</p>
stress	stress	stressful	<p>9. Don't _____ about the homework assignment. It's easy.</p> <p>10. Yuka has a lot of _____ at her job.</p>

## **ACTIVITY 21 | Vocabulary in writing**

Choose five words from Words to Know. Write a complete sentence with each word.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

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## BUILDING BETTER SENTENCES

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### **ACTIVITY 22 | Editing sentences**

Find and correct the errors. The number in parentheses tells how many errors each sentence has.

1. Elephant are native to africa and Asia. (2)
2. The coffee is hot, but you must be careful. (1)
3. The scientists does not have an assistant. (1)
4. Tourists must take boat to visit Statue of Liberty. (2)
5. Me aunt drinks cup of coffee every morning. (2)
6. Many bird fly thousands of miles in the spring. (1)
7. You do not want to be late for test so you must hurry to class. (2)
8. Patient needs to exercise and eat well every day. (1)
9. There are a lot of people leaving the stadium, or they are happy about the final score. (1)
10. Please give you test to teacher. (2)

### **ACTIVITY 23 | Writing sentences**

Write an original sentence using the words listed.

1. (miss/important)  
\_\_\_\_\_
2. (typical/tradition)  
\_\_\_\_\_

- 3.** (always/practice)
- 

- 4.** (extremely/stressful)
- 

- 5.** (attend/well-known)
- 

## **ACTIVITY 24 | Combining sentences**

Combine the ideas into one sentence. You may change the word forms, but do not change or omit any ideas. There may be more than one answer.

- 1.** (HINT: Use a connector.)

Cheetahs have spots.

Leopards have spots.

The spots create patterns.

The patterns are different.

---

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- 2.** (HINT: Use a connector.)

You can see polar bears in Alaska, USA.

You can see grizzly bears in Alaska, USA.

You can see panda bears in south central China.

---

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- 3.** (HINT: Use a connector.)

Miguel wants to be a professional soccer player.

Miguel practices soccer.

Miguel does this every day.

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# WRITING

## ACTIVITY 25 | Writing a paragraph

Think about your favorite activity. Then follow these steps to write a paragraph about it on a separate piece of paper. Put a check (✓) next to each step as you complete it. Use at least one compound sentence and two of the vocabulary words and phrases presented in the unit. Underline the unit vocabulary you use.

1. \_\_\_\_\_ In your first sentence, write: \_\_\_\_\_ *is my favorite activity*. Fill in the blank with the name of the activity you like.
2. \_\_\_\_\_ In your next sentence, write the first reason you like the activity. Next, write a sentence with an explanation about why you like it.
3. \_\_\_\_\_ In the next sentence, write the second reason that you like the activity. Next, write a sentence with an explanation for this reason.
4. \_\_\_\_\_ In the next sentence, write the final reason that you like the activity. Next, write a sentence with an explanation for this reason.
5. \_\_\_\_\_ In the last sentence, write: *These are some of the reasons why I like \_\_\_\_\_*.

## Editing

After you finish your writing, check your work for errors. Use the checklist below to help you.

- Each sentence has a subject and a verb.
- I used the base form and -s form of verbs correctly.
- I used at least one compound sentence.
- I used commas in compound sentences and lists.
- I included the four main parts of a paragraph and a title.

## ACTIVITY 26 | Peer editing

Exchange papers from Activity 25 with a partner. Read your partner's paragraph. Then use Peer Editing Form 2 in the *Writer's Handbook* to help you comment on your partner's paragraph.

## Additional Topics for Writing

Choose one or more of the topics to write about. Follow your teacher's directions.

- TOPIC 1:** Look at the photo on pages 58–59. Hunting with eagles is a national tradition in Mongolia. What sport or hobby is a national tradition in your country? Describe it.
- TOPIC 2:** Write about something you want to learn, such as planting a garden. Why do you want to learn it? What are the steps for learning it? Do you think it is a hard thing to learn? Why or why not?
- TOPIC 3:** Write about an interesting career. Include one specific type of job in this career. Write about the duties of the job and why it is interesting.
- TOPIC 4:** Write about your favorite app. What is it called? What does it do? How does it work? How is your life different with this app?
- TOPIC 5:** Write about something that you do *not* enjoy doing but have to do. Why don't you like doing it? Why do you have to do it? What happens if you don't do this activity?

## TEST PREP

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You should spend about 25 minutes on this task. Write a paragraph with six to ten sentences.

*Some people prefer to travel with a companion. Others prefer to travel alone. Which do you prefer? Use two or three specific reasons and examples to support your answer.*

Use the simple present in your paragraph. Include one or two compound sentences by combining two simple sentences with a comma and the connectors and, but, or so. Use articles as necessary.

### TIP

It is important for your writing to look like a paragraph. Be sure to indent the first sentence. Write the rest of the sentences from margin to margin. Leave an appropriate amount of space after your periods. These small details make your paragraph easier to read and understand.

# 4

# Writing about the Past



## OBJECTIVES

- Write sentences in the simple past
- Use past time words and phrases
- Use adverbs of manner
- Write complex sentences with time clauses
- Write an original paragraph



**National Geographic  
Explorer Aalaa Al Shamahi,  
a paleoanthropologist and  
comedian, holds a copy of  
a Neanderthal skull at  
University College London.**

## FREEWRITE

Look at the photo and read the caption. What do you think of this photo? What are some funny things you did in the past?

# ELEMENTS OF GREAT WRITING

## Using the Simple Past

The **simple past** is one way to write about the past. It is common in academic writing. We use the simple past to:

- write about recent or historical events

The L Tower in Toronto, Canada, opened in 2015.

- tell a narrative, or story, that is real or imagined

The team's journey to the championship was a difficult one.

- describe the events in a person's life

As a young man, Mahatma Gandhi worked as a lawyer.

- report on the result of an experiment

The cell divided several times.

### ACTIVITY 1 | Analyzing a paragraph

Read the paragraph. Then answer the questions that follow.

#### WORDS TO KNOW Paragraph 4.1

**invention:** (n) something created for the first time      **prize:** (n) a reward for winning something  
**organization:** (n) a group that works for a specific goal      **suffering:** (n) mental or physical pain

#### PARAGRAPH 4.1

### The Nobel Peace Prize

Alfred Nobel became famous for two very different reasons. Nobel was first well-known for creating dynamite<sup>1</sup>. He created this important tool to make life easier for workers, and he made a lot of money from his **invention**. Unfortunately, people began to misuse<sup>2</sup> dynamite, and it caused great **suffering**. At the end of his life, Nobel worried that it would be the only reason people remembered him. As a result, he used most of his money to create an **organization** to give **prizes** to people who do the most good for the world. One of these was the Nobel Peace Prize. Nobel created this special prize for people who work the hardest to create peace in the world. Now, Nobel is perhaps even more famous for the Nobel Peace Prize than for dynamite.

<sup>1</sup>dynamite: an explosive

<sup>2</sup>misuse: to use something in the wrong way or for the wrong purpose

1. How is the simple past used in the paragraph?
  - a. to write about a recent event
  - b. to describe the events in a person's life
  - c. to report on the result of an experiment
  
2. Why is the simple present used in the concluding sentence?
  - a. to describe a habit
  - b. to describe a fact
  - c. to describe a process

## Grammar: The Simple Past Affirmative

Simple past affirmative verbs end in *ed* or *d*.

SUBJECT	VERB	OTHER INFORMATION
I/You/He/She/It/We/They	visited lived	the university. in a small town.

For most verbs, add *ed* to make the simple past. However, when a verb ends:

- in *e*, add *d*. (*live* → *lived*)
- in a consonant + *y*, change the *y* to *i* and add *ed* (*carry* → *carried*)

Many verbs in English have an irregular simple past form. There is no rule that says when a verb is irregular, but you can look it up in a dictionary. Here are some common ones.

BASE	PAST	BASE	PAST	BASE	PAST	BASE	PAST
become	became	do	did	go	went	ride	rode
begin	began	eat	ate	have	had	run	ran
buy	bought	feel	felt	leave	left	say	said
catch	caught	find	found	make	made	see	saw
come	came	get	got	pay	paid	send	sent
						teach	taught
						write	wrote

The verb *be* is irregular in the simple past. It has two forms.

SUBJECT	VERB	OTHER INFORMATION
I/He/She/It	<b>was</b>	at home.
You/We/They	<b>were</b>	excited.

For more information on the spelling of regular simple past verbs and a longer list of common irregular simple past verbs, see the *Writer's Handbook*.

## ACTIVITY 2 | Identifying simple past verbs

Read the paragraph. Circle all the simple past verbs.

### WORDS TO KNOW Paragraph 4.2

**design:** (v) to create

**disappear:** (v) to go away

**improve:** (v) to make better

**machine:** (n) equipment that uses power to do work

**solve:** (v) to find an answer or solution for something

### PARAGRAPH 4.2

#### An Important Invention

Willis Carrier is not very well known, but he **designed** one of the most important inventions of the 20th century—the air conditioner. In 1902, Carrier worked as an engineer in a factory. A company in New York had problems with the air quality in its buildings, and Carrier wanted to help. He researched ideas to try to **solve** the problem. Not all his ideas worked, so he did more research. He **improved** his ideas and designed a **machine** as a solution to the problem. Finally, he wrote down all his notes and drawings and gave them to the company. The company built the machine and put it in its buildings, and the air problems **disappeared**. It took a long time for the air conditioner to become popular in family homes. However, now the whole world uses Carrier's invention even if they do not know who he was.

Air conditioning  
is essential at this  
indoor ski slope in  
Dubai, UAE.



## ACTIVITY 3 | Using regular simple past verbs

Fill in each blank with the correct simple past form of the verb in parentheses.

### WORDS TO KNOW Paragraph 4.3

**battery:** (n) a storage container for electricity  
**complicated:** (adj) difficult; complex

**notice:** (v) to see

**project:** (n) a specific task

### PARAGRAPH 4.3

#### A Simple Solution

A university class **project**<sup>1</sup> \_\_\_\_\_ (help) two young women create a simple solution for a **complicated** problem. Julia Silverman and Jessica Matthews's professor at Harvard University<sup>2</sup> \_\_\_\_\_ (ask) the class to solve a world problem. Julia and Jessica<sup>3</sup> \_\_\_\_\_ (study) different countries with few energy sources.

They<sup>4</sup> \_\_\_\_\_ (**notice**) that both adults and children in these countries<sup>5</sup> \_\_\_\_\_ (play) soccer every day.

So Julia and Jessica<sup>6</sup> \_\_\_\_\_ (decide) to create a new energy source<sup>1</sup>. They<sup>7</sup> \_\_\_\_\_ (work) with friends to design a soccer ball with a **battery** in it. It took a long time, but they were finally successful. Julia and Jessica<sup>8</sup> \_\_\_\_\_ (name) their ball the SOCCSKET and<sup>9</sup> \_\_\_\_\_ (show) it to users in El Salvador,

Mexico, and South Africa. When players there<sup>10</sup> \_\_\_\_\_ (kick) the ball, the battery inside caught the energy from the ball's movement. After games, the players<sup>11</sup> \_\_\_\_\_ (use) the energy in the battery to power LED lights and cell phones, and they<sup>12</sup> \_\_\_\_\_ (love) it. It is amazing that a simple class assignment can improve the lives of so many!

<sup>1</sup>energy source: something that makes power for light, heat, etc.



Former US President Barack Obama plays with a **SOCCSKET**.

## ACTIVITY 4 | Using irregular simple past verbs

Fill in each blank with the correct simple past form of the verb in parentheses.

### WORDS TO KNOW Paragraph 4.4

**achievement:** (n) a success

**hire:** (v) to pay someone to do a job

**extraordinary:** (adj) unusual, uncommon

### PARAGRAPH 4.4

#### Helen Keller (1880–1968)

Helen Keller lived quite an **extraordinary** life. When she

1 \_\_\_\_\_ (be) two years old, she 2 \_\_\_\_\_ (have) a serious fever<sup>1</sup>. It 3 \_\_\_\_\_ (make) her deaf and blind.

Because she could not hear or see, it was almost impossible for her to communicate. When she 4 \_\_\_\_\_ (be) seven years old, her parents **hired** Annie Sullivan to teach Helen. Although it was difficult at first, Sullivan finally 5 \_\_\_\_\_ (teach) Helen to communicate with sign language. This **achievement** opened a new world to Keller.

When Helen was 20 years old, she 6 \_\_\_\_\_ (begin) taking college courses. After her graduation, she 7 \_\_\_\_\_ (write) 13 books and traveled around the world to talk about her life. Helen Keller 8 \_\_\_\_\_ (be) an amazing person.

<sup>1</sup>fever: a higher than normal body temperature, usually due to infection



## Grammar: Past Time Words and Phrases

Past time words and phrases show when something happened in the past.

last night    last week    the other day    this morning    (two minutes) ago    yesterday

You can put these expressions at the beginning or the end of a sentence. We often use a comma after a time word or phrase at the beginning of a sentence.

I watched the news **last night**.

**Last night**, I watched the news.

## ACTIVITY 5 | Writing sentences with irregular simple past verbs

Ask your partner the questions. Write each answer as a complete sentence.

1. Where were you last summer?

2. How did you feel yesterday?

3. What was the last funny movie you saw?

4. What did you eat for lunch yesterday?

5. Who did you send your last email to?

## Grammar: The Simple Past Negative

The negative simple past of all verbs, except *be*, is formed in the same way.

SUBJECT	DID + NOT + BASE FORM	OTHER INFORMATION
I/You/He/She/It/We/They	<b>did not arrive</b>	on time.

For the verb *be*, add the word *not* to make a negative sentence.

SUBJECT	BE + NOT	OTHER INFORMATION
I/He/She/It	<b>was not</b>	
You/We/They	<b>were not</b>	at the store yesterday.

Remember to:

- use *did not* + the base form of the verb
  - ✓ Ahmed **did not** finish his homework.
  - ✗ Ahmed did not finished his homework.
  - ✗ Ahmed no finished his homework.
- use *was/were not* + the base form of the verb
  - ✓ Sandra **was not** in school yesterday.
  - ✗ Sandra was no in school yesterday.

In informal writing, you can use the following contractions:

did not = didn't

was not = wasn't

were not = weren't

## ACTIVITY 6 | Scrambled sentences

Unscramble the words and phrases to write correct sentences. Change the verbs to the negative simple past.

1. lived / in Singapore / three years ago / Carmen

Carmen did not live in Singapore three years ago.

---

2. Ling / engineering / last semester / studied
- 

3. last weekend / him / Humberto's parents / visited
- 

4. me / helped / Jack / with my presentation / yesterday
- 

5. Emma / an email / sent / this morning / to her parents
- 

6. with his academic advisor / spoke / Khaled / the other day
- 

7. I / my homework / yesterday / did
- 

8. the celebration early / Lan and Mei / last night / left
- 

9. went / my brother / last Saturday / to the grocery store
- 

10. on vacation / went / two days ago / Karla
- 

11. his customers / the other day / called / the salesman
- 

12. yesterday / in the cafeteria / had / my friends and I / lunch
- 

13. a long time / my drive to work / took / this morning
- 

14. a few days ago / a new lake / scientists / on Saturn / discovered
-

## ACTIVITY 7 | Using *be* in the simple past

Write the correct form of *be* in each blank. Use the negative form where indicated

### PARAGRAPH 4.5

#### Moving to the United States

My name is Panadda, and I <sup>1</sup> \_\_\_\_\_ born in Thailand. I <sup>2</sup> \_\_\_\_\_ (negative) the first child. My sister Suntri <sup>3</sup> \_\_\_\_\_ born three years before I <sup>4</sup> \_\_\_\_\_ born. My parents <sup>5</sup> \_\_\_\_\_ (negative) rich, but they <sup>6</sup> \_\_\_\_\_ always happy. They <sup>7</sup> \_\_\_\_\_ hard workers. In 2014, we moved to the United States. Everyone in my family <sup>8</sup> \_\_\_\_\_ very excited. We <sup>9</sup> \_\_\_\_\_ also scared. My mother <sup>10</sup> \_\_\_\_\_ (negative) able to speak English at all. When we arrived, she began English classes. My sister and I started school. We <sup>11</sup> \_\_\_\_\_ (negative) comfortable in the classroom because we did not know the language. After a few years, however, we learned the language and the culture of the United States.

A woman from Thailand becomes a U.S. citizen.



## ACTIVITY 8 | Using the simple past

Write the simple past of the verbs in parentheses. Use the negative where indicated.

### WORDS TO KNOW Paragraph 4.6

**be supposed to:** (phr) to be expected to  
**crash:** (v) to fail suddenly

**horrible:** (adj) very bad; extremely unpleasant  
**yell:** (v) to shout

### PARAGRAPH 4.6

#### Bob's Horrible Day

Bob <sup>1</sup> \_\_\_\_\_ (have) a really **horrible** day yesterday. First, he <sup>2</sup> \_\_\_\_\_ (**be** **supposed to**) get up at 6:00 a.m., but his alarm clock <sup>3</sup> \_\_\_\_\_ (work, negative). He <sup>4</sup> \_\_\_\_\_ (**get up**) at 8:00. There <sup>5</sup> \_\_\_\_\_ (**be**, negative) any hot water, so he had to take a cold shower. After that, his car <sup>6</sup> \_\_\_\_\_ (**start**, negative), so he took the bus. When Bob <sup>7</sup> \_\_\_\_\_ (**get**) to work, his boss <sup>8</sup> \_\_\_\_\_ (**yell**) at him for being late. Then his computer <sup>9</sup> \_\_\_\_\_ (**crash**), and he <sup>10</sup> \_\_\_\_\_ (**lose**) all of his work. He <sup>11</sup> \_\_\_\_\_ (**get**, negative) home until midnight. He <sup>12</sup> \_\_\_\_\_ (**be**) glad the horrible day was over.

## ACTIVITY 9 | Writing sentences

The sentences below are false. With a partner, rewrite each using the negative form of the verb to make it true. You may use the Internet for help. Then write a true affirmative sentence.

1. John F. Kennedy was a leader in Mexico.

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

2. Confucius lived in Colombia.

Confucius did not live in Colombia. He lived in China.

3. Ronaldinho played professional basketball.

Ronaldinho did not play professional basketball. He played soccer.

4. Marie and Pierre Curie discovered penicillin.

Marie and Pierre Curie did not discover penicillin. Alexander Fleming discovered penicillin.

**5.** The *Titanic* sank in the Pacific Ocean.

---

**6.** Leonardo da Vinci came from Germany.

---

**7.** Barack Obama was the president of Canada.

---

**8.** J.K. Rowling wrote *Romeo and Juliet*.

---

**9.** Steve Jobs created Microsoft.

---

**10.** The 2018 FIFA World Cup took place in South Africa.

---

### ACTIVITY 10 | Writing a paragraph

On a separate piece of paper, write a paragraph about your family's past or about a difficult day you had. Include at least one compound sentence. Give your paragraph a title.

### Grammar: Adverbs of Manner

**Adverbs** describe or give more information about verbs, adjectives, and other adverbs. Adverbs of manner usually describe verbs and end in *-ly*. They answer the question *How?*

Kerry picked up the baby **carefully**. (How did Kerry pick up the baby?)

My sister is studying **hard**. (How is my sister studying?)

Here are some common adverbs of manner.

badly	fast*	nervously	slowly
carefully	happily	quickly	suddenly
easily	hard*	quietly	well*

\*These adverbs do not use the *-ly* form.

#### WRITER'S NOTE *-ly* Adjectives

Some words that end in *-ly* are adjectives, not adverbs.

deadly

friendly

lonely

lovely

## ACTIVITY 11 | Using adverbs

Fill in each blank with an adverb that describes the underlined verb or verb phrase. Use an adverb from the list on page 93 or one of your own.

1. Julia studied \_\_\_\_\_ for the final exam. She was in the library every afternoon.
2. He got onto the bus \_\_\_\_\_ because it was raining.
3. Mariah spoke \_\_\_\_\_ at the conference. She was not used to speaking in front of so many people.
4. David did \_\_\_\_\_ in this class. He never studied.
5. Nili cried very \_\_\_\_\_ during the movie. I did not know she was crying until I looked at her.
6. Teresa typed her paper \_\_\_\_\_. She almost did not finish before class ended.
7. Nate read the directions \_\_\_\_\_. He did not want to make a mistake.
8. I had a cold, so I did not play \_\_\_\_\_ in the soccer game last week.

## ACTIVITY 12 | Writing sentences with adverbs

Write original sentences using the adverbs given.

1. (easily)  
\_\_\_\_\_
2. (happily)  
\_\_\_\_\_
3. (suddenly)  
\_\_\_\_\_
4. (hard)  
\_\_\_\_\_
5. (quickly)  
\_\_\_\_\_
6. (quietly)  
\_\_\_\_\_

## Grammar: Complex Sentences with Time Clauses

When you write, sentence variety will make your writing more interesting. Good writers use both simple and compound sentences.

John played tennis. (simple sentence)

John played tennis, and he was good at it. (compound sentence)

There is another way to add variety to your writing: **complex sentences**. A complex sentence consists of two clauses: an independent clause and a dependent clause. A clause is a group of words that includes a subject and a verb.

*ind clause*      *dep clause*  
Joe listened to music after he watched TV. (complex sentence)

An independent clause can be a sentence by itself. A dependent clause cannot be a sentence by itself. It must be connected to the independent clause. If it is not, it is a fragment.

✓ Before he bought a car, John rode his bicycle to work.

✗ Before he bought a car. John rode his bicycle to work.

In a complex sentence, the dependent clause starts with a connector called a subordinating conjunction. Subordinating conjunctions such as *after*, *when*, *as soon as*, and *before* show the time order of events in a sentence. Dependent clauses that start with these time word connectors are called **time clauses**.

### COMPLEX SENTENCES WITH TIME CLAUSES

After + first action	<p><i>1</i>      <i>2</i> <u>After</u> Leila finished school, she drove to work.</p> <p><i>2</i>      <i>1</i> Leila drove to work <u>after</u> she finished school.</p>
When + first action	<p><i>1</i>      <i>2</i> <u>When</u> my sister got sick, the doctor gave her some medicine.</p> <p><i>2</i>      <i>1</i> The doctor gave my sister some medicine <u>when</u> she got sick.</p>
As soon as + first action	<p><i>1</i>      <i>2</i> <u>As soon as</u> the group arrived in Portland, they toured the city.</p> <p><i>2</i>      <i>1</i> The group toured the city <u>as soon as</u> they arrived in Portland.</p>
Before + second action	<p><i>2</i>      <i>1</i> <u>Before</u> Josh took the driver's license exam, he practiced driving.</p> <p><i>1</i>      <i>2</i> Josh practiced driving <u>before</u> he took the driver's license exam.</p>

For more information on connectors in complex sentences, see the *Writer's Handbook*.

## Commas in Complex Sentences

When a complex sentence begins with the dependent clause, put a comma at the end of the clause. Do not use a comma when the dependent clause comes at the end of the sentence.

After she ate dinner, she called her friend.

She called her friend after she ate dinner.

### ACTIVITY 13 | Identifying sentence types

Identify each sentence as *simple* (S), *compound* (CD), or *complex* (CX). If the sentence is compound or complex, add a comma when it is needed.

1. \_\_\_\_\_ Alexi and Juan finished their essays last night.
2. \_\_\_\_\_ Karl saw a movie this weekend but he thought it was really boring.
3. \_\_\_\_\_ Before Mahmood left class he spoke to the teacher about his homework.
4. \_\_\_\_\_ Amy expected to take a test today but she was wrong.
5. \_\_\_\_\_ The students did not have any questions after the teacher gave the assignment.
6. \_\_\_\_\_ My friends and I went down to the cafeteria and had lunch.
7. \_\_\_\_\_ We had enough time to get a coffee before class started.
8. \_\_\_\_\_ We can study here or we can go to the library.
9. \_\_\_\_\_ My brother flew to Amsterdam and he met our cousins there.
10. \_\_\_\_\_ When Karen wanted information for her report she went to the library.
11. \_\_\_\_\_ We cannot take a break before noon.
12. \_\_\_\_\_ The wildlife reserve protects elephants and their natural habitat.
13. \_\_\_\_\_ Sam began to study as soon as he got to the library.
14. \_\_\_\_\_ Ying asked a friend to edit her paper and she liked her friend's comments.

## ACTIVITY 14 | Writing complex sentences

Combine the two simple sentences into a complex sentence using the connector in parentheses.  
Use pronouns when appropriate and the correct punctuation.

- 1.** (as soon as)

First: I graduated from high school.

Second: I got a summer job.

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

---

- 2.** (before)

First: Juan took some English classes.

Second: Juan traveled around the world.

---

- 3.** (when)

First: My sister and I finished our homework.

Second: My sister and I went to a movie.

---

- 4.** (after)

First: The house caught on fire.

Second: The fire department arrived very quickly.

---

- 5.** (before)

First: The young woman looked left and right.

Second: The young woman crossed the street.

---

- 6.** (when)

First: The lights in the classroom went out.

Second: The teacher told the students not to worry.

---

- 7.** (as soon as)

First: Jacob had the freedom to study abroad.

Second: Jacob moved to California to study English.

---

# BUILDING BETTER VOCABULARY

## WORDS TO KNOW

achievement (n) <b>AW</b>	design (v) <b>AW</b>	improve (v)	prize (n)
battery (n)	disappear (v)	invention (n)	project (n) <b>AW</b>
be supposed to (phr)	extraordinary (adj)	machine (n)	solve (v)
complicated (adj)	hire (v)	notice (v)	suffering (n)
crash (v)	horrible (adj)	organization (n)	yell (v)

## ACTIVITY 15 | Word associations

Circle the word or phrase that is more closely related to the bold word or phrase on the left.

- |                          |                  |                |
|--------------------------|------------------|----------------|
| <b>1. be supposed to</b> | have an accident | work hard      |
| <b>2. complicated</b>    | difficult        | easy           |
| <b>3. crash</b>          | fail             | save           |
| <b>4. disappear</b>      | come back        | go away        |
| <b>5. extraordinary</b>  | usual            | unusual        |
| <b>6. hire</b>           | get a job        | give a job     |
| <b>7. horrible</b>       | extremely bad    | extremely good |
| <b>8. improve</b>        | your grades      | your height    |
| <b>9. notice</b>         | ignore           | see            |
| <b>10. suffering</b>     | pain             | pleasure       |

## ACTIVITY 16 | Collocations

Fill in the blank with the word that most naturally completes the phrase.

battery	organization	prize	project	solve
---------	--------------	-------	---------	-------

1. complete a \_\_\_\_\_ on time
2. join an \_\_\_\_\_
3. win a \_\_\_\_\_
4. \_\_\_\_\_ the mystery
5. recharge the \_\_\_\_\_

achievement	design	hire	machine	yell
-------------	--------	------	---------	------

6. \_\_\_\_\_ a new building
7. \_\_\_\_\_ at someone
8. \_\_\_\_\_ a new employee
9. a powerful \_\_\_\_\_
10. my greatest \_\_\_\_\_ in life

### ACTIVITY 17 | Word forms

Complete each sentence with the correct word form. Use the correct form of the nouns and verbs.

NOUN	VERB	ADJECTIVE	SENTENCES
achievement	achieve		<p>1. Her cancer research was her greatest professional _____.</p> <p>2. I _____ a lot today.</p>
improvement	improve	improved	<p>3. Damon quickly _____ in his swimming classes when he was younger.</p> <p>4. This new computer software has many _____.</p>
invention	invent	inventive	<p>5. The telephone was an important _____.</p> <p>6. Some believe that Marconi _____ the radio, but others believe that Tesla created it.</p>
suffering	suffer		<p>7. The patient _____ from a rare disease.</p> <p>8. The medication greatly reduced the patient's _____.</p>
notice	notice	noticeable	<p>9. The student _____ the mistake and corrected it.</p> <p>10. There are _____ differences among the cultures of the world.</p>

## ACTIVITY 18 | Vocabulary in writing

Choose five words from Words to Know. Write a complete sentence with each word.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## BUILDING BETTER SENTENCES

### ACTIVITY 19 | Editing from teacher comments

Read the teacher's comments. Then make corrections.

#### PARAGRAPH 4.7

#### Ibn Battuta

Muhammad Ibn Battuta was a famous moroccan traveler. He live in Morocco in the 14th century. When he a young man, he made a trip to Mecca. Ibn Battuta loves to see new places so much that he continued to travel. This was no his original plan—but he continued on his journey. He had many adventures during his travels and he met many interesting people. After he returned home, he did not forgot about his journey. He wrote a book about his travels, this book now gives us a lot of important information about life in the 14th century. Also, gives us more information about this interesting and important man.



## **ACTIVITY 20 | Error correction**

Find and correct the errors. The number in parentheses tells how many errors each sentence has.

- 1.** We go to the park yesterday. (1)
- 2.** The company president did not wrote the letter. (1)
- 3.** Before he go home he finished his homework. (2)
- 4.** The ice cream was delicious but the chocolate cake was better. (1)
- 5.** We watched some of the movie but we leave early. (2)
- 6.** Gary no graduated from college, but his sister finish in three years. (2)
- 7.** Lauren weared her new dress, but she didn't liked it. (2)
- 8.** After he was in the same job for five years his salary go up 25 percent. (2)
- 9.** After the child ate his vegetables he ask for dessert. (2)
- 10.** The baseball player catch the ball, but he drop it. (2)

## **ACTIVITY 21 | Combining sentences**

Combine the ideas into one sentence. You may change the word forms, but do not change or omit any ideas. There may be more than one answer.

- 1.** (HINT: Use a time connector.)  
Cassius Clay was 22 years old.  
At that time, he changed his name.  
His name changed to Muhammad Ali.
- 
- 

- 2.** Valentina Tereshkova traveled to space.  
She did this before any other female astronaut.  
This happened on June 16, 1963.
- 
-

**3.** (HINT: Use a time connector.)

Serena Williams was a young woman.

Serena Williams became famous for her tennis skills.

Her tennis skills were incredible.

---

---

## WRITING

### ACTIVITY 22 | Original writing practice

Think of an important historical event from the last one hundred years. Then follow these steps to write a paragraph about this event. Use the simple past, at least one complex sentence with a time clause, and at least two of the vocabulary words or phrases presented in the unit. Underline the unit vocabulary you use. Put a check (✓) next to each step as you complete it.

1. \_\_\_\_\_ In your first sentence, write the name of the event.
2. \_\_\_\_\_ In your next sentence, write where the event happened.
3. \_\_\_\_\_ In the next three or four sentences, explain what happened and why it was important.
4. \_\_\_\_\_ In the last sentence, summarize why this event was important.

### Editing

After you finish your writing, check your work for errors. Use the checklist below to help you.

- I used the correct form of all simple past verbs.
- I used *after*, *when*, *as soon as*, or *before* as to show time order in a complex sentence.
- I used commas correctly in complex sentences and with time words/phrases.
- Each sentence/clause has a subject and a verb.
- I included the four main parts of a paragraph and a title.

### ACTIVITY 23 | Peer editing

Exchange papers from Activity 22 with a partner. Read your partner's paragraph. Then use Peer Editing Sheet 2 in the Writer's Handbook to help you comment on your partner's paragraph.

## Additional Topics for Writing

Choose one or more of the topics to write about. Follow your teacher's directions.

- TOPIC 1:** Look at the photo on pages 82–83. A paleoanthropologist studies early humans. Do you think it is important to learn about the past? Why or why not?
- TOPIC 2:** Write about an event in the news last week. Who was involved? Where did it happen? Was it a good or a bad event? Explain.
- TOPIC 3:** Write about something funny that happened to you recently. What happened? Why was it funny?
- TOPIC 4:** Describe a place you visited when you were a child. Where was this place? Why did you go there? Who went with you? What did you do there?
- TOPIC 5:** Describe a time when you tried a new food. How old were you? Where were you? What did the food look (taste, feel, smell) like?

## TEST PREP

---

You should spend about 25 minutes on this task. Write a paragraph with six to ten sentences.

*Do you agree or disagree that progress is always good? Use specific reasons and examples to support your answer.*

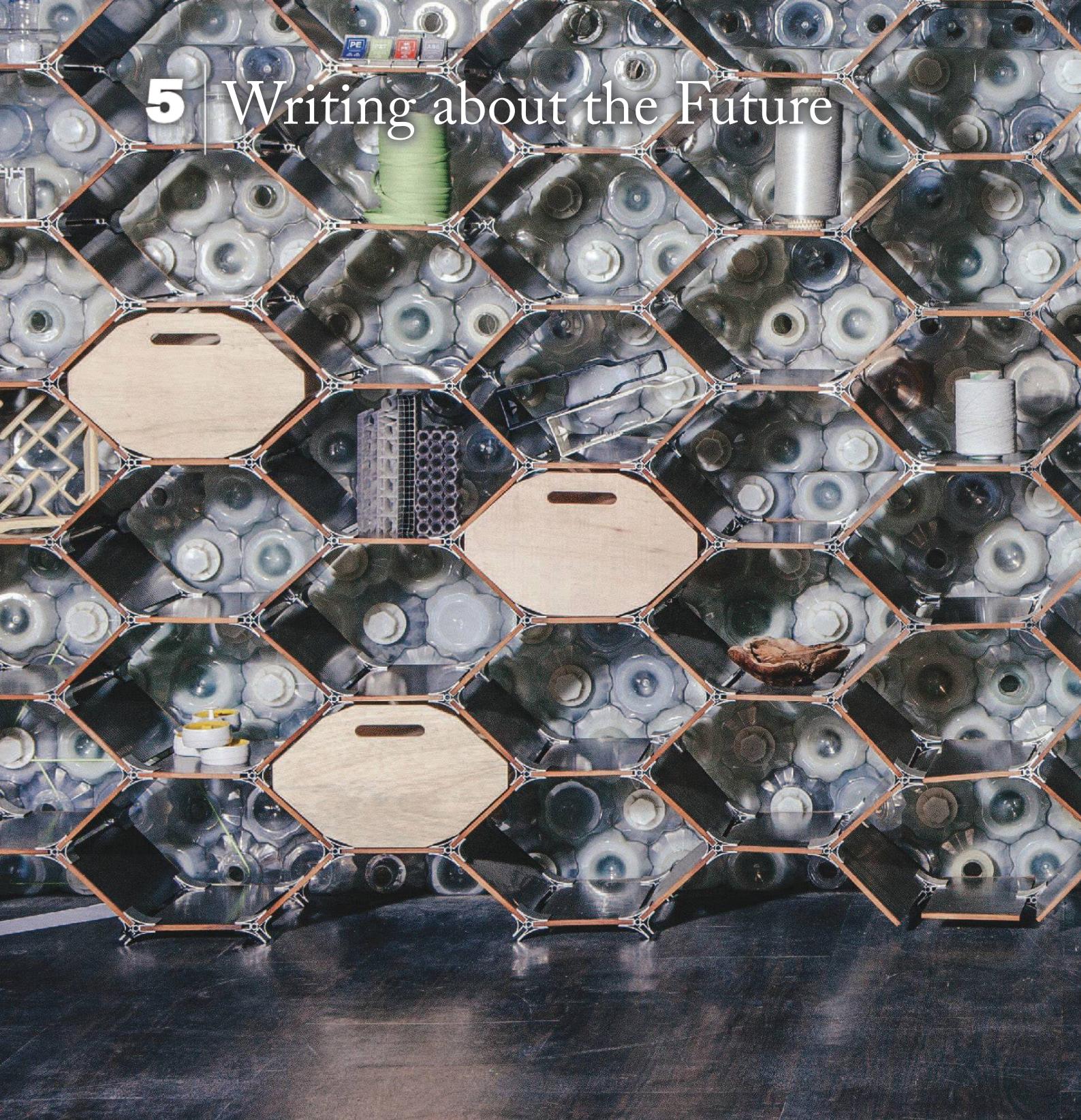
**TIP**

Pay careful attention to verb forms in your writing. Sometimes, you may use examples from the past to support your opinion about something in the present. When you do that, you need to switch between the simple past and the simple present.

---

Remember to use the simple past when you write about people, places, things, and events in the past. Use complex sentences with *after*, *when*, *as soon as*, and *before* to show time order.

---



# 5 Writing about the Future

## OBJECTIVES

- Write about the future with *be going to* and *will*
- Use time clauses
- Use *if* clauses
- Use reason clauses
- Write an original paragraph



**Arthur Huang** is a National Geographic Emerging Explorer. He created the *Trashpresso*, a machine that turns plastic into building materials for walls and floors. He believes this is the future of recycling.

## FREEWRITE

Look at the photo and read the caption. Write about your experience with recycling. What types of things do you recycle? Do you own anything that is made from recycled materials?

# ELEMENTS OF GREAT WRITING

## Using *Be Going to* and *Will*

*Be going to* and *will* are used to talk about the **future**. They often have little or no difference in meaning. The future forms are less common in academic writing, but we use them to:

- make predictions (guesses about the future) and discuss expected results

The community is going to/will benefit from the new park.

The chemical is going to/will change the liquid to a bright blue color.

- talk about plans and proposals

The president is going to/will meet with several world leaders on his trip.

Many grocery stores are going to/will sell this new product.

### ACTIVITY 1 | Analyzing sentences

Check (✓) the use of *be going to* and *will* in each sentence.

	Prediction	Plan
1. Humans will live on Mars one day.	<input type="checkbox"/>	<input type="checkbox"/>
2. First, the scientists will research the problem.	<input type="checkbox"/>	<input type="checkbox"/>
3. That little boy is going to fall.	<input type="checkbox"/>	<input type="checkbox"/>
4. Arni is going to use two groups in his project.	<input type="checkbox"/>	<input type="checkbox"/>
5. The material will expand when it is in water.	<input type="checkbox"/>	<input type="checkbox"/>
6. The bear will be thin and hungry when spring arrives.	<input type="checkbox"/>	<input type="checkbox"/>
7. If you follow these steps, you will write a great research paper.	<input type="checkbox"/>	<input type="checkbox"/>
8. The team is going to use the information for their project.	<input type="checkbox"/>	<input type="checkbox"/>

### Grammar: *Be Going to*

For some future meanings, we generally prefer one future form over the other. We use *be going to* for:

- future plans that are already made
- predictions that are based on a present action

SUBJECT	BE GOING TO	VERB (BASE FORM)	
I	am	going to	come to the party.
He/She/It	is		travel next week.
You/We/They	are		slip on the ice. get wet from the rain.

SUBJECT	BE	NOT	GOING TO	VERB (BASE FORM)
I	am	not	going to	come to the party. travel next week. slip on the ice. get wet from the rain.
He/She/It	is			
You/We/They	are			

### WRITER'S NOTE *Going to* vs. *Gonna*

Speakers of English often pronounce *going to* as *gonna*. However, do not use *gonna* in academic writing. You must write out the words completely.

- ✓ Our research is **going to** show that more studies are needed.
- ✗ Our research is *gonna* show that more studies are needed.

### ACTIVITY 2 | Editing a paragraph

The paragraph has five errors with *be going to*. Find and correct them.

#### WORDS TO KNOW Paragraph 5.1

**countryside:** (n) land that is not in towns, cities, or industrial areas

**sight:** (n) a place to visit on a trip

**spend:** (v) to use time, money, etc.

#### PARAGRAPH 5.1

### My Winter Vacation

My winter vacation going to be wonderful because I am going to go to Quebec. I am going to go there with my best friend. We going to **spend** one week in the city, and then we are going explore the **countryside** for a week. I have an aunt who lives there, and she is going to shows us all the beautiful **sights**. While I am there, I am going buy a lot of souvenirs<sup>1</sup> for my parents, brother, and friends. I cannot wait for my vacation to begin.

<sup>1</sup>souvenir: an object bought in order to remember a place

Quebec City, Canada, in winter



### ACTIVITY 3 | Writing about the future with *be going to*

Answer the questions about Michael's schedule for next week. Write complete sentences with *be (not) going to*.

SUN	MON	TUES	WED	THURS	FRI	SAT
Eat lunch with Mom & Dad	Meet with Mr. Anderson Go running	Interview Andrew Pinter for the new job position	Finish business report for Ms. Simms Go for a bike ride	Take the day off of work Go to the doctor	Eat dinner with Bob Go running	Play soccer with friends

1. What is Michael going to do on Sunday?

---

2. Who is Michael going to interview on Tuesday?

---

3. On what day are Michael and Bob going to have dinner?

---

4. When is Michael going to meet with Mr. Anderson?

---

5. What are Michael and his friends going to do on Saturday?

---

6. What is Michael going to finish for Ms. Simms on Wednesday?

---

7. When is Michael going to go to the doctor?

---

8. What is Michael not going to do on Thursday?

---

9. On what days is Michael going to go running?

---

10. On what days is Michael not going to exercise?

---

## ACTIVITY 4 | Making predictions

Work with a partner. Write as many predictions as you can about the image below. Write complete sentences using the correct form of *be going to*.



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## Grammar: *Will*

We generally use *will* for:

- future plans/decisions made in the moment
- strong predictions
- promises and offers to help

SUBJECT	WILL	VERB (BASE FORM)
I/You/He/She/It/We/They	will	answer the door. have a great time on vacation. help make dinner.

SUBJECT	WILL	NOT	VERB (BASE FORM)
I/You/He/She/It/We/They	will	not	drive to work in this snow. watch that boring movie. be late this time.

In informal writing, you can use these contractions:

I will = I'll      you will = you'll      he will = he'll      she will = she'll  
it will = it'll      we will = we'll      they will = they'll      will not = won't

### ACTIVITY 5 | Using *will*

Fill in each blank with *will* or *will not* and a verb from the box. You will use some verbs more than once.

be          buy          get          have          make          need

#### WORDS TO KNOW Paragraph 5.2

**advantage:** (n) a good part or feature

**mistake:** (n) an error

**amount:** (n) a total, sum

**service:** (n) work paid for with money

**disadvantage:** (n) a problem

#### PARAGRAPH 5.2

### The Driverless Car Debate

When driverless cars become common, they <sup>1</sup> \_\_\_\_\_ both advantages and disadvantages. One advantage will be fewer traffic accidents. Driverless cars <sup>2</sup> \_\_\_\_\_ (negative) as many mistakes as humans because they <sup>3</sup> \_\_\_\_\_ (negative) distracted<sup>1</sup>. Another advantage will be the

amount of time drivers have to do other things. They <sup>4</sup> \_\_\_\_\_ able to use their time in the car to work, read books, watch TV, and so on. However, it is not clear how many people <sup>5</sup> \_\_\_\_\_ a driverless car. Their high cost will be a disadvantage because many people <sup>6</sup> \_\_\_\_\_ (negative) able to afford them. Another disadvantage will be fewer jobs. Taxi drivers and others in the transportation<sup>2</sup> business <sup>7</sup> \_\_\_\_\_ less work because fewer and fewer people <sup>8</sup> \_\_\_\_\_ their services. Whether good or bad, driverless cars will be here soon.

<sup>1</sup>distracted: having one's attention pulled away

<sup>2</sup>transportation: ways to move from one place to another



A driverless shuttle in  
Las Vegas, USA

### ACTIVITY 6 | Writing about the future with *will*

Make five predictions about what your life will be like in ten years. Use *will not* in at least one sentence.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Grammar: Future Time Expressions

In Unit 1, you learned some common ways to express time. You can use many of the same expressions with *be going to* and *will*. Here are some other expressions you can use to show when something will happen in the future:

TIME WORDS AND PHRASES	PREPOSITIONAL PHRASES OF TIME
next Saturday/week/month/year	in a day/week/month/year
next time	in ten minutes/two hours
later	on the weekend/my birthday
tomorrow	by 2030

We often use a comma after time expressions when they are at the beginning of a sentence.

**On Saturday**, we are going to go to the movies.

We are going to go to the movies **on Saturday**.

**Next year**, the airline will use a new kind of jet.

The airline will use a new kind of jet **next year**.

### ACTIVITY 7 | Identifying time expressions

Choose the correct word or phrase to complete the paragraph.

#### WORDS TO KNOW Paragraph 5.3

**hardly**: (adv) almost not

**special**: (adj) important; meaningful

**perform**: (v) to present or act in front of an audience

#### PARAGRAPH 5.3

### Carmen's Fifteenth Birthday

<sup>1</sup>(Later / Next) week, Carmen Viera will be 15 years old, and her family has plans for a **special** celebration for her. <sup>2</sup>(In / On) her birthday, Carmen is going to wear a long white dress. <sup>3</sup>(At / In) the morning, she is going to meet her family and friends. <sup>4</sup>(At / On) noon, they will go to a ballroom<sup>1</sup> at a hotel. They are going to have a party there called a *quince*. When the party starts, Carmen will **perform** some formal dances with her friends. <sup>5</sup>(Later / Next time), everyone is going to dance, eat, and celebrate. Carmen can **hardly** wait. She knows that she will always remember her special day.

<sup>1</sup>ballroom: a large room where important parties are held

## Grammar: Complex Sentences about the Future

Remember that a complex sentence consists of an independent clause and a dependent clause. When the dependent clause begins with a time word connector, such as *after*, *when*, *before*, and *as soon as*, it is called a time clause. In a complex sentence about the future, use *be going to* or *will* in the independent clause, and use the simple present in the dependent (time) clause.

INDEPENDENT CLAUSE	TIME CLAUSE
Calvin <b>will take</b> a nap	<u>after</u> he <b>finishes</b> his work.
Maya <b>is going to read</b> a good book	<u>when</u> she <b>gets</b> home.
Those birds <b>will fly</b> south	<u>before</u> the weather <b>becomes</b> too cold.
Zainab <b>is going to make</b> a phone call	<u>as soon as</u> class <b>is over</b> .

Use a comma when the time clause is at the beginning of a sentence.

**After he finishes his work**, Calvin will take a nap.

Remember to use the simple present in the time clause.

- ✓ Eliza will work on her painting **when she has time**.
- ✗ Eliza will work on her painting when she will have time.



Migrating Snow Geese in  
New Mexico, USA

## ACTIVITY 8 | Choosing verbs for complex sentences in the future

Choose the correct form for each verb in parentheses.

### WORDS TO KNOW Paragraph 5.4

**collect:** (v) to bring together

**floating:** (adj) resting or moving on top of water or other liquid

**garbage:** (n) trash

**get rid of:** (phr) to throw away

**recycle:** (v) to use again, especially waste items

### PARAGRAPH 5.4

## The Ocean Cleanup

Boyan Slat wants to **get rid of** the plastic **garbage** in our oceans. He started The Ocean Cleanup, an organization that is working on a safe and reliable way to do this. It is creating giant **floating** nets that will catch plastic near the top of the ocean but not harm any sea life. When the nets <sup>1</sup>(**are / will be**) ready, the company <sup>2</sup>(**puts / will put**) them into oceans near large areas of floating garbage. After the nets <sup>3</sup>(**are / will be**) in place, the plastic garbage <sup>4</sup>(**flows / will flow**) into them. When the nets <sup>5</sup>(**fill up / will fill up**), large boats <sup>6</sup>(**collect / will collect**) the garbage to **recycle** it. As soon as the newly recycled materials <sup>7</sup>(**are / will be**) ready, they <sup>8</sup>(**go / will go**) into a variety of products. The Ocean Cleanup estimates<sup>1</sup> that after it <sup>9</sup>(**uses / will use**) its system for five years, the Giant Pacific Garbage Patch<sup>2</sup> <sup>10</sup>(**is / will be**) fifty percent smaller. After it <sup>11</sup>(**cleans / will clean**) that garbage patch, it <sup>12</sup>(**starts / will start**) to clean up the other four garbage patches in the world. The oceans of the future will be cleaner places because of Boyan Slat and The Ocean Cleanup.

<sup>1</sup>estimate: to make a judgment about something

<sup>2</sup>Giant Pacific Garbage Patch: an area with a lot of trash in the Pacific Ocean between Hawaii and California, USA



Boyan Slat and his  
giant floating nets

## ACTIVITY 9 | Writing complex sentences about the future

Combine the two simple sentences into a complex sentence about the future with the connector in parentheses. Use correct verb forms and punctuation.

**1. (when)**

First: A gardener adds fertilizer to a plant.  
Second: The plant begins to grow.

---

**2. (as soon as)**

First: The winter ice melts in the North Sea.  
Second: Ships sail from port to port.

---

**3. (before)**

First: I see how you drive.  
Second: I lend you my car.

---

**4. (after)**

First: The liquid heats up.  
Second: The chemical reaction begins.

---

**5. (as soon as)**

First: The air inside the balloon heats up.  
Second: The air expands.

---

**6. (before)**

First: The scientists discuss the project requirements.  
Second: The scientists begin the work.

---

**7. (when)**

First: I leave work.  
Second: I call you.

---

**8. (after)**

First: You choose your classes.  
Second: You need to buy your books.

---

## Grammar: *If* Clauses

An ***if* clause** shows condition. As with time clauses about the future, we use *be going to* or *will* in the main clause and simple present in the dependent (*if*) clause.

INDEPENDENT CLAUSE	IF CLAUSE
We <b>are going to</b> be late	<b>if</b> we <b>do not leave</b> now.
You <b>will</b> do well on the test	<b>if</b> you <b>study</b> hard.
People <b>will</b> drive their cars less	<b>if</b> gas <b>becomes</b> very expensive.

Remember to use a comma when the *if* clause is at the beginning of a sentence.

If we **do not leave** now, we **are going to** be late.

### ACTIVITY 10 | Using *if* clauses

Fill in each blank with the correct form of the verb in parentheses.

#### WORDS TO KNOW Paragraph 5.5

**benefit:** (n) a positive result

**tax:** (n) a necessary payment to the government

**similar:** (adj) almost alike

**totally:** (adv) completely, entirely

#### PARAGRAPH 5.5

### Philadelphia's Special Tax

People in Philadelphia, United States, have to pay a special **tax** now when they buy sweet drinks, such as soda. Officials believe that this will have several benefits.

One advantage of the tax will be more government funding<sup>1</sup>. The city will use most of the money from the tax to improve its public schools, parks, recreation centers<sup>2</sup>, and libraries. However, if people<sup>1</sup> \_\_\_\_\_ (buy) soda and other sugary drinks outside of the city, the government<sup>2</sup> \_\_\_\_\_

(not make) much money for these public services. Another advantage will be better health for the people of Philadelphia. Research on the subject shows that if people

3 \_\_\_\_\_ (have) to pay more for soda because of the tax, they

4 \_\_\_\_\_ (buy) less of it. Surprisingly, the same research shows

that if people<sup>5</sup> \_\_\_\_\_ (want) to buy other types of sugary drinks,

the tax<sup>6</sup> \_\_\_\_\_ (not change) their spending. For example, people

continue to buy the same amounts of sweet tea and fruit juice in Philadelphia. Although

the **benefits** of Philadelphia's tax on sugary drinks are not **totally** clear, several other

cities in the United States now have a **similar** tax.

<sup>1</sup>government funding: money provided by the government to pay for something

<sup>2</sup>recreation center: a public building used for meetings, sports, activities, etc.

## ACTIVITY 11 | Writing about the future with *if*

Write five sentences with *if* clauses that explain what will happen if you wake up late.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Grammar: Reason Clauses

A **reason clause** answers the question *Why?* and often begins with the connector *because*. For reason clauses about the future, use *be going to* or *will* in the main clause. Use any appropriate verb form in the reason clause.

INDEPENDENT CLAUSE	REASON CLAUSE
They <b>are going to study</b> English	<u>because</u> they <b>want to learn</b> a second language.
I <b>will move</b> to Canada	<u>because</u> I <b>got a job</b> there.
Hanna <b>will work</b> from home tomorrow	<u>because</u> it <b>is going to snow</b> .

Remember that a reason clause is a dependent clause and cannot be a sentence by itself. If it is used by itself, it is a fragment.

- ✓ We are not going to go to the beach **because it is raining**.
- ✗ We are not going to go to the beach. Because it is raining.

Remember to use a comma when the reason clause is at the beginning of a sentence.

**Because they want to learn a second language**, they are going to study English.

## ACTIVITY 12 | Identifying sentences and fragments

Write S for *complete sentence* and F for *fragment*. Then add the correct capitalization and punctuation to the sentences.

1. S B because he studies hard, Dante will do well in this class.
2. F because the weather will be bad on Saturday evening
3. \_\_\_\_\_ because it will be cold we are going to pack our heavy jackets
4. \_\_\_\_\_ because everyone had a wonderful time at the party

5. \_\_\_\_\_ because he is going to forget about his appointment
6. \_\_\_\_\_ because she is stuck in traffic she is going to arrive late
7. \_\_\_\_\_ because I live in New York City now I will go to the theater often
8. \_\_\_\_\_ because some students were not in class last week
9. \_\_\_\_\_ because the storm is really strong a lot of people will lose power
10. \_\_\_\_\_ because the managers are out of the office we are not going to have the meeting

### ACTIVITY 13 | Writing complex sentences about the future

Complete each sentence with a reason clause.

1. Printed newspapers will not exist \_\_\_\_\_.
2. No one is going to use voicemail \_\_\_\_\_.
3. DVD players will disappear \_\_\_\_\_.
4. Classrooms are going to change \_\_\_\_\_.
5. Insects are going to be an important food source \_\_\_\_\_.

Lollipops with insects inside



### WRITER'S NOTE *Because* vs. *So*

*Because* introduces a reason, or cause, in a complex sentence.

Mai is going to buy a new phone this week **because hers does not work well.**

*So* introduces a result in a compound sentence.

Mai's phone does not work well, **so she is going to buy a new one.**

### ACTIVITY 14 | Combining sentences with *so* and *because*

Identify each sentence as *cause* (C) or *result* (R). Combine them into a compound sentence using *so*. Then combine them into a complex sentence using *because*. Use commas and subject and object pronouns as necessary.

1. a. C I am thirsty.

b. R I am going to drink a huge glass of water.

I am thirsty, so I am going to drink a huge glass of water.

I am going to drink a huge glass of water because I am thirsty.

2. a. \_\_\_\_\_ We are not going to play tennis.

b. \_\_\_\_\_ It is raining really hard.

---

---

3. a. \_\_\_\_\_ Mr. Lopez will take Ana to the doctor.

b. \_\_\_\_\_ Ana is very sick.

---

---

4. a. \_\_\_\_\_ I love the movie.

b. \_\_\_\_\_ I will recommend the movie to others.

---

---

5. a. \_\_\_\_\_ Jonathan does not feel well.

b. \_\_\_\_\_ Jonathan is not going to go to the party.

---

---

6. a. \_\_\_\_\_ I am not going to buy the new smartphone.

b. \_\_\_\_\_ The new smartphone is very expensive.

---

---

7. a. \_\_\_\_\_ Brian will go to bed early.

b. \_\_\_\_\_ Brian is extremely tired.

---

---

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

b. \_\_\_\_\_ Angela is going to go shopping at the farmers' market.

---

---

### ACTIVITY 15 | Review: Identifying sentence types

Identify each sentence as *simple* (S), *compound* (CD), or *complex* (CX)

1. \_\_\_\_\_ I am going to go surfing next weekend.

2. \_\_\_\_\_ My father is going to retire next year, but my mother is going to keep working.

3. \_\_\_\_\_ After Gerardo finishes painting his house, it will look beautiful.

4. \_\_\_\_\_ Irene is going to call you when she gets home from work.

5. \_\_\_\_\_ Brett and his friends are going to go out for dinner and see a hockey game.

6. \_\_\_\_\_ Ariel is going to go to college next year, but her brother is going to get a job.

7. \_\_\_\_\_ The game is over, so we are going to eat at Harvey's Grill.

8. \_\_\_\_\_ I will bring a salad and dessert to the party.

9. \_\_\_\_\_ Leslie and Serena will be roommates next semester, but they do not get along.

10. \_\_\_\_\_ If we do not finish this project on time, the company will lose the contract.

11. \_\_\_\_\_ Ana and her friends will not be able to go to the museum this weekend.

12. \_\_\_\_\_ We are going to visit our family in Mexico City because we have a long weekend.

### WRITER'S NOTE Paying Attention to Commas

Ask yourself *why* you are using a comma in a sentence. If you cannot explain the rule, the comma may not belong in the sentence. Every time you write, take a moment to review all your commas.

For a list of common comma rules, see the *Writer's Handbook*.

### ACTIVITY 16 | Review: Using commas

Combine the two sentences into one. Use the appropriate commas for compound sentences, complex sentences, and lists.

1. At the party, we ate food. We talked with our friends, and we played games.
- 

2. First, we are going to go to the store. Then we are going to make dinner.
- 

3. John wants to go to the movies. Rob and Theo want to go home.
- 

4. We will go to the Caribbean for our vacation. We will go to the beach every day.
- 

5. Elizabeth will not ride roller coasters. Roller coasters are too scary.
- 

The Cliffhanger Rollercoaster in Colorado, USA, is the highest roller coaster in North America.



# BUILDING BETTER VOCABULARY

## WORDS TO KNOW

advantage (n)

amount (n)

benefit (n) **AW**

collect (v)

countryside (n)

disadvantage (n) **AW**

floating (adj)

garbage (n)

get rid of (phr)

hardly (adv)

mistake (n)

perform (v)

recycle (v)

service (n)

sight (n)

similar (adj) **AW**

special (adj)

spend (v)

tax (n)

totally (adv)

## ACTIVITY 17 | Word associations

Circle the word or phrase that is more closely related to the bold word on the left.

- |                |                 |            |
|----------------|-----------------|------------|
| 1. advantage   | benefit         | weakness   |
| 2. collect     | bring together  | take apart |
| 3. countryside | city            | village    |
| 4. floating    | on top of water | underwater |
| 5. garbage     | clean           | dirty      |
| 6. mistake     | error           | solution   |
| 7. recycle     | reuse           | throw away |
| 8. similar     | different       | same       |
| 9. spend       | throw away      | use        |
| 10. totally    | barely          | completely |

## ACTIVITY 18 | Collocations

Fill in the blank with the word or phrase that most naturally completes the phrase.

amount

disadvantage

get rid of

perform

special

1. \_\_\_\_\_ circumstances

2. \_\_\_\_\_ a song

3. a major \_\_\_\_\_

4. the \_\_\_\_\_ you need to pay

5. \_\_\_\_\_ whatever you do not want

hardly	mistake	recycle	sights	spend
--------	---------	---------	--------	-------

6. \_\_\_\_\_ a few minutes on

7. do \_\_\_\_\_ any work at all

8. make a \_\_\_\_\_

9. \_\_\_\_\_ paper and plastic

10. see the \_\_\_\_\_

### ACTIVITY 19 | Word forms

Complete each sentence with the correct word form. Use the correct form of the nouns and verbs.

NOUN	VERB	ADJECTIVE	SENTENCE PRACTICE
benefit	benefit	beneficial	1. There are many _____ to a good night's sleep. 2. Speaking more than one language is _____ in today's economy.
collection	collect		3. Jennifer will come to your table and _____ your papers. 4. My mother is going to sell her art _____.
mistake	mistake	mistaken	5. I thought that other person was you, but I was _____. 6. We learn by making _____.
performance	perform		7. The teacher will grade our _____ on the test. 8. The actors are going to _____ in a play next week.
tax	tax	taxable	9. Every employee must pay a _____ on the money they get from working. 10. The money that waiters make from tips is _____.

## ACTIVITY 20 | Vocabulary in writing

Choose five words from Words to Know. Write a complete sentence with each word.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## BUILDING BETTER SENTENCES

### ACTIVITY 21 | Editing sentences

Find and correct the errors. The number in parentheses tells how many errors each sentence has.

1. If you are going to be at the beach you need to wear sunscreen. (1)
2. Everyone will bring their umbrellas, because it is going to rain. (1)
3. We are gonna meet them at the afternoon. (2)
4. The students going to go to the museum later. (1)
5. I am very hungry, because I will eat a big dinner tonight. (1)
6. They will type their ideas before they finished the project. (1)
7. When you spend time with my family, you will going to love them. (1)
8. The lights will turn on, as soon as you will push this button. (2)
9. The car is going to getting very hot if it is in the sun all day. (1)
10. After she makes the food, is going to take it to the table. (1)
11. Alison will go to the bookstore, so she needs books for her class. (2)
12. We will go shopping in Saturday. Because we need clothes for our vacation. (3)

## ACTIVITY 22 | Writing about a photo

Write sentences about the photo. Use the connector in parentheses and *be going to* or *will*.

**A crocodile swims close to  
photographer Jennifer Hayes.**



1. (after)

---

2. (when)

---

3. (if)

---

4. (because)

---

## ACTIVITY 23 | Combining sentences

Combine the ideas into one sentence. You may change the word forms, but do not change or omit any ideas. There may be more than one answer.

1. (HINT: Use an *if* clause.)

We will go on a whale watch.

We will do this next weekend.

There must be good weather to do this.

---

---

- 2.** (HINT: Use a reason clause.)

The runners will wear shirts.

The shirts are the same.

The reason is that they are a team.

---

---

- 3.** (HINT: Use a time clause.)

First, Kevin will collect a lot of plastic bottles.

Second, Kevin will recycle the plastic bottles.

---

---

---

## WRITING

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### ACTIVITY 24 | Writing a paragraph

Answer the questions. Then write a paragraph on a separate piece of paper. Try to use at least one time clause and one reason clause. Use at least two vocabulary words or phrases presented in the unit and underline them in your paragraph.

**1.** What is one important goal you have for the future? \_\_\_\_\_

**2.** When will you achieve this goal? \_\_\_\_\_

**3.** What three steps will you take to achieve the goal? Provide reasons for why these steps will help you.

a. Step 1: \_\_\_\_\_

Reason: \_\_\_\_\_

---

---

b. Step 2: \_\_\_\_\_

Reason: \_\_\_\_\_

---

---

c. Step 3: \_\_\_\_\_

Reason: \_\_\_\_\_

---

---

## Editing

After you finish your writing, check your work. Use the checklist below to help you.

- I responded to all of the questions.
- I used *will* and *be going to* correctly.
- I used at least one time clause.
- I used reason clauses in my supporting sentences.
- I used commas correctly.
- I included the four main parts of a paragraph and a title.

### ACTIVITY 25 | Peer editing

Exchange papers from Activity 24 with a partner. Read your partner's paragraph. Then use Peer Editing Form 2 in the *Writer's Handbook* to help you comment on your partner's paragraph.

## Additional Topics for Writing

Choose one or more of the topics to write about. Follow your teacher's directions.

- TOPIC 1:** Review your Freewrite response for this unit. Think of all the ways that people recycle. Which types of recycling will have the biggest impact on the planet? Why?
- TOPIC 2:** Choose a current topic in the news. Read about it. Then write about what you think will happen and why.
- TOPIC 3:** Think about a special project or event that is going to happen in your neighborhood, city, or country. What is going to happen? When will it happen? Why is it going to happen? When will this project be complete?
- TOPIC 4:** Imagine that you are preparing to be away from home for a year. In addition to clothing and personal care items, what else will you take? Why?
- TOPIC 5:** Write about something that you plan to do in the next two weeks. Include the people who are going to be with you, what you are going to do, and why you are going to do this.

## TEST PREP

You should spend about 25 minutes on this task. Write a paragraph with six to ten sentences.

*What changes do you think will happen in this century? Give two specific examples and explain your choices.*

Remember to use *be going to* and *will* to write about the future. Use time clauses, *if* clauses, and reason clauses to write complex sentences about the future. Pay attention to verb forms and commas in these complex sentences.

### TIP

Avoid using words such as *always*, *never*, *all*, and *none*. You cannot give enough proof for these words. Instead, use words such as *probably*, *often*, *most*, *many*, *almost never*, and *almost none*.

# 6 Sentence Variety



Students and parents outside of the Bonn International School in Germany, which has students from 78 different nations

## OBJECTIVES

- Recognize sentence variety
- Write sentences with adjective clauses
- Use the modals *should*, *must*, *might*, and *can*
- Write an original paragraph



## FREEWRITE

Look at the photo and read the caption. Write about some advantages of studying with people from different countries.

# ELEMENTS OF GREAT WRITING

## The Importance of Sentence Variety

**Sentence variety** is important in writing. Using compound and complex sentences in addition to simple sentences will make your paragraph more interesting.

Compare the following paragraphs. Both contain similar information about tennis terms. However, the paragraph in Example 2 reads better because there are a variety of sentence types.

### EXAMPLE 1

#### Tennis Terms

Tennis has many special terms. They are used to discuss the game. Some people do not know the meaning of these special terms. They are not familiar with tennis. One special word is *love*. *Love* means “nothing” or “zero” in tennis. All tennis matches begin with a score of love-love. *Deuce* is a special word. It means the score is even. It means each player scored three points. This means the score is tied at 40. One other special term is *volley*. A *volley* means hitting the ball before it touches the ground. It comes from the French word *volée*. *Volée* means *flight*. *Love*, *deuce*, and *volley* are special terms. All tennis players and fans know these special terms.

Simple Sentences: 16   Compound Sentences: 0   Complex Sentences: 1

### EXAMPLE 2

#### Tennis Terms

Tennis has many special terms that are used to discuss the game. Some people who are not familiar with tennis do not know the meaning of these special terms. One special word is *love*, and it means “nothing” or “zero” in tennis. All tennis matches begin with a score of love-love. *Deuce* is a special word that means the score is even. It means each player scored three points, so the score is tied at 40. One other special term is *volley*. A *volley* means hitting the ball before it touches the ground. It comes from the French word *volée*, and it means *flight*. *Love*, *deuce*, and *volley* are special terms that all tennis players and fans know.

Simple Sentences: 2   Compound Sentences: 3   Complex Sentences: 5

## ACTIVITY 1 | Identifying sentence types

Look back at the paragraph in Example 2. Underline the simple sentences. Double underline the compound sentences. Notice the remaining complex sentences.

## Grammar: Adjective Clauses

**Adjective clauses** are another way to add sentence variety to your writing. You can combine two simple sentences into a complex sentence with an adjective clause.

An adjective clause:

- has a subject and a verb
- describes a noun (just like an adjective does)
- often begins with *who* or *that*
- usually comes directly after the noun it describes

Notice how the two simple sentences are combined into a complex sentence with an adjective clause. The adjective clause is in bold. The noun it describes is underlined.

TWO SIMPLE SENTENCES	SENTENCE WITH AN ADJECTIVE CLAUSE
Tennis has many special terms. They are used to discuss the game.	Tennis has many special <u>terms</u> <b>that are used to discuss the game.</b>
Some people do not know the meaning of these special terms. They are not familiar with tennis.	Some <u>people</u> <b>who are not familiar with tennis</b> do not know the meaning of these special terms.
Deuce is a special word. It means the score is even.	Deuce is a special <u>word</u> <b>that means the score is even.</b>
<i>Love, deuce, and volley</i> are special terms. All tennis players and fans know these terms.	<i>Love, deuce, and volley</i> are special <u>terms</u> <b>that all tennis players and fans know.</b>

### Who vs. That

When an adjective clause describes a person, use *who* or *that*.

When an adjective clause describes an animal, place or thing, use *that* (or *which*).

A tennis match in Monaco



## ACTIVITY 2 | Identifying adjective clauses

The paragraph has five adjective clauses. Find and underline them. Then circle the noun or pronoun that is described by each adjective clause.

### WORDS TO KNOW Paragraph 6.1

**consider:** (v) to think, believe

**generation:** (n) a group of people of approximately the same age

**grow up:** (phr v) to mature, become an adult

**modern:** (adj) related to today's life

**row:** (n) a line of things, people, etc.

### PARAGRAPH 6.1

#### A Family Photo

This is a photo that shows the different **generations** and cultures in Ali Tecimen's family. Ali is the man in the blue jacket. He was born in Berlin, Germany. He **grew up** there, but his family is from Turkey. The two people in the front **row** are his grandmother and grandfather. They are the ones who brought the family to Berlin in the 1970s. They went there for work. Ali's parents are behind his grandmother. The young girl who is with them is Ali's daughter. The other woman in the photo is Ali's wife. The boy who is between them is their son. Even though Ali was born in Berlin and grew up there, he **considers** Turkey his home. This is a photo of Ali Tecimen's family, but it is also a picture that shows what many **modern** families look like.



## Grammar: Subject Adjective Clauses

In **subject adjective clauses**, *who*, *that* or *which* is the subject of the verb.

TWO SIMPLE SENTENCES	SENTENCE WITH AN ADJECTIVE CLAUSE
<i>S V</i> Joe met a man. <u>The man</u> is very famous.	<i>S V</i> Joe met a man <u>who</u> <b>is</b> famous.
<i>S V</i> The subject is science. <u>This subject</u> <b>was</b> the hardest.	<i>S V</i> The subject <u>that</u> <b>was</b> the hardest was science.

### ACTIVITY 3 | Using subject adjective clauses

Combine the two sentences into one. Change the second sentence into an adjective clause with *who* or *that* as the subject. The adjective clause should describe the noun in bold.

1. A coach is a **person**. This person trains athletes.

A coach is a person who trains athletes.

---

2. Elon Musk is a **businessman**. He wants to make space travel easier and more common.
- 

3. Romansch is a **language**. It comes from Latin.
- 

4. Bolivia is a South American **country**. It does not have a coastline.
- 

5. Nasi lemak is a Malaysian **dish**. It uses white rice and coconut milk.
- 

6. Dante Alighieri was an Italian **poet**. He wrote *The Divine Comedy*.
- 

7. A meerkat is an **animal**. It is a native of Africa.
- 

8. The *Titanic* was a **ship**. It sank in the North Atlantic Ocean in 1912.
- 

### Grammar: Object Adjective Clauses

In object adjective clauses, *who*, *that*, or *which* is the object of the verb. In formal writing, *whom* is used instead of *who* or *that*.

TWO SIMPLE SENTENCES	SENTENCE WITH AN ADJECTIVE CLAUSE
They are meeting the teacher. Everyone <u>likes</u> the <u>teacher</u> .	They are meeting the teacher <u>who/whom/that</u> <u>everyone likes</u> .
The girl is a new student. I <u>met</u> <u>her</u> in the hallway.	The girl <u>who/whom/that I met</u> in the hallway is a new student.

## ACTIVITY 4 | Using object adjective clauses

Combine the two sentences into one. Change the second sentence into an adjective clause with *who*, *whom*, or *that* as the object. The adjective clause should describe the noun in bold.

1. The Guatemalan **dish** is called chilaquiles. I like this dish the best.

The Guatemalan dish that I like the best is called chilaquiles.

---

2. The **movie** was *Black Panther*. We saw this movie at the theater last night.
- 

3. The **dream** was strange. I had this dream last night.
- 

4. The **number** was incorrect. Paul gave me this number.
- 

5. The **story** was extremely interesting. Samir told this story.
- 

6. The homework **assignment** was difficult. The grammar teacher gave us the homework assignment.
- 

7. The **scientist** works in our lab. Many people admire this scientist.
- 

8. The **food** got cold on our way home. We bought the food for dinner.
- 

9. The famous **actress** was very friendly. I saw this actress at the restaurant.
- 

10. The **play** is very popular in London. We are going to see this play tonight.
- 

## ACTIVITY 5 | Identifying adjective clauses

Underline the three sentences that have an adjective clause.

### WORDS TO KNOW Paragraph 6.2

**complete:** (v) to finish something

**encourage:** (v) to give strength or hope to someone

**exist:** (v) to be present physically or emotionally

**pay attention:** (phr) to observe and listen closely

**the wild:** (n) an area away from people, towns, and cities

## The National Geographic Photo Ark

There are many animals that are in danger of disappearing. Joel Sartore hopes to help save these endangered animals with the National Geographic Photo Ark. He plans to photograph the approximately<sup>1</sup> 12,000 animal species<sup>2</sup> that are in human care. These animals are in places such as zoos. He photographs animals in zoos because some species no longer **exist in the wild**. His pictures of these animals have black or white backgrounds that make people **pay attention** to each animal. The small, less popular animals look as important as the bigger, more well-known ones. It will take Sartore years to **complete** the Photo Ark, but he hopes his work will **encourage** people to care about the animals on our planet.

<sup>1</sup>approximately: close to a particular number or time

<sup>2</sup>species: a group of living things

NATIONAL  
GEOGRAPHIC

PHOTOARK  
JOEL SARTORE

A threatened koala with  
her babies



NATIONAL  
GEOGRAPHIC

PHOTOARK  
JOEL SARTORE

An endangered  
Florida panther



## ACTIVITY 6 | Analyzing adjective clauses

Copy the three sentences that you underlined in Activity 5. Then write the simple sentences that were combined to make each complex sentence.

1. \_\_\_\_\_  
\_\_\_\_\_
  
- a. \_\_\_\_\_
  
- b. \_\_\_\_\_
  
  
2. \_\_\_\_\_  
\_\_\_\_\_
  
- a. \_\_\_\_\_
  
- b. \_\_\_\_\_
  
  
3. \_\_\_\_\_  
\_\_\_\_\_
  
- a. \_\_\_\_\_
  
- b. \_\_\_\_\_

## ACTIVITY 7 | Combining sentences

A. Combine the two sentences into one by using an adjective clause.

1. This is the weather. I like this weather the most.  
\_\_\_\_\_

2. People write *centre* and *theatre*. These people use British English.  
\_\_\_\_\_

B. Sentence 1 belongs in Paragraph 6.3, and Sentence 2 belongs in Paragraph 6.4. Read the paragraphs and check (✓) the best location for each sentence.

## WORDS TO KNOW Paragraphs 6.3 to 6.4

**bright:** (adj) giving out a lot of light  
**definitely:** (adv) without doubt; clearly  
**difference:** (n) something not the same

**extra:** (adj) additional  
**lazy:** (adj) lacking energy or activity  
**mood:** (n) an emotional state or feeling

### PARAGRAPH 6.3

#### How the Weather Affects Me

Some people do not believe the weather can change their **mood**, but it can really change mine. ☐ Rainy weather makes me feel **lazy**. It makes me want to stay inside and do nothing. I want to watch a movie or sleep. When the sun is **bright**, I feel energetic. ☐ This kind of weather makes me want to go outside. I want to play tennis or go to the beach. When the temperature is cool and the sun is shining, I feel like working. I want to finish my projects. As you can see, my mood **definitely** changes with the weather. ☐

### PARAGRAPH 6.4

#### Spelling Differences

There are a few small but important spelling **differences** between British and American English. ☐ First, there is a difference in the use of *-re* and *-er* endings. ☐ However, these words are written as *center* and *theater* in American English. ☐ Second, British English has an **extra** letter to some words. For instance, *colour* and *travelling* in British English are *color* and *traveling* in American English. Finally, some words that end in *-ise* or *-ize* in British English can only be spelled *-ize* in American English. In British English, you can write *organise* or *organize*, but in American English you can only write *organize*. Although they are very similar, British and American English have some very different spelling rules.



Artist James Cochran (Jimmy C) works on his mural of William Shakespeare near the Globe theatre in London.

## ACTIVITY 8 | Writing sentences with adjective clauses

Write a sentence with an adjective clause that describes each noun. Use the information in parentheses or your own ideas.

1. magazine (fashion articles) I am reading a magazine that has many fashion articles.
2. phone (good pictures) \_\_\_\_\_
3. teacher (a lot of homework) \_\_\_\_\_
4. animal (endangered) \_\_\_\_\_
5. invention (very important) \_\_\_\_\_
6. building \_\_\_\_\_
7. location \_\_\_\_\_
8. friend \_\_\_\_\_
9. university \_\_\_\_\_
10. gift \_\_\_\_\_

## Grammar: Using Modals to Add Meaning

We use a **modal** before the base form of a verb to add meaning to that verb. Modals can be affirmative or negative. To make them negative, add *not*.

MODAL	PURPOSE	EXAMPLES
should (not)	to give advice	It is going to rain. You <b>should take</b> an umbrella.
must (not)	to show necessity	You <b>must have</b> a visa to visit that country.
might (not)	to show possibility	The weather is bad. We <b>might not go</b> to the beach.
can (cannot)	to show ability	Roberto <b>can speak</b> three languages.

We only use one modal before a verb.

- ✓ We **might** go to a new restaurant for dinner.
- ✗ We might **can** go to a new restaurant for dinner.

Remember to use the base form of the verb after the modal.

- ✓ We might **play** football tomorrow.
- ✗ We might **to play** football tomorrow.

## ACTIVITY 9 | Choosing modals

Choose the modal that best completes each sentence. Sometimes both answers are possible.

### WORDS TO KNOW Paragraph 6.5

**advice:** (n) an opinion about what to do  
**daily:** (adv) each day

**skill:** (n) an ability to do something well  
**suggestion:** (n) a recommendation

### PARAGRAPH 6.5

#### How to Improve Your English Quickly

Here is some good **advice** on how to improve your English quickly. First, you <sup>1</sup>(must / can) speak English as much as possible. This practice <sup>2</sup>(can / must) help improve your fluency<sup>1</sup>. Second, you <sup>3</sup>(should / might) also make friends with people who speak English well. This way, you <sup>4</sup>(can / must) use your English more often, and your new friends <sup>5</sup>(can / must) help you by correcting your mistakes. Third, you <sup>6</sup>(should / might) read a lot in English. This will improve your vocabulary. Finally, you <sup>7</sup>(might / should) write in a journal **daily**. This <sup>8</sup>(must / can) help your writing **skills** improve quickly. These **suggestions** <sup>9</sup>(should / must) help your English get better faster.

<sup>1</sup>fluency: the ability to easily speak and write a language

## ACTIVITY 10 | Using modals

You are preparing dinner for your friends. Answer the following questions with a modal.

1. What should you do before your friends arrive?

---

2. What must you do before dinner?

---

3. What can your friends do to help with the dinner?

---

4. What might you cook if there are twenty guests?

---

5. What should you do if one of the guests is late?

---

## ACTIVITY 11 | Writing a paragraph

On a separate piece of paper, write a paragraph about things that someone should bring if they visit your country for a week. Explain why these things are necessary. Use modals.

## ACTIVITY 12 | Identifying sentence types

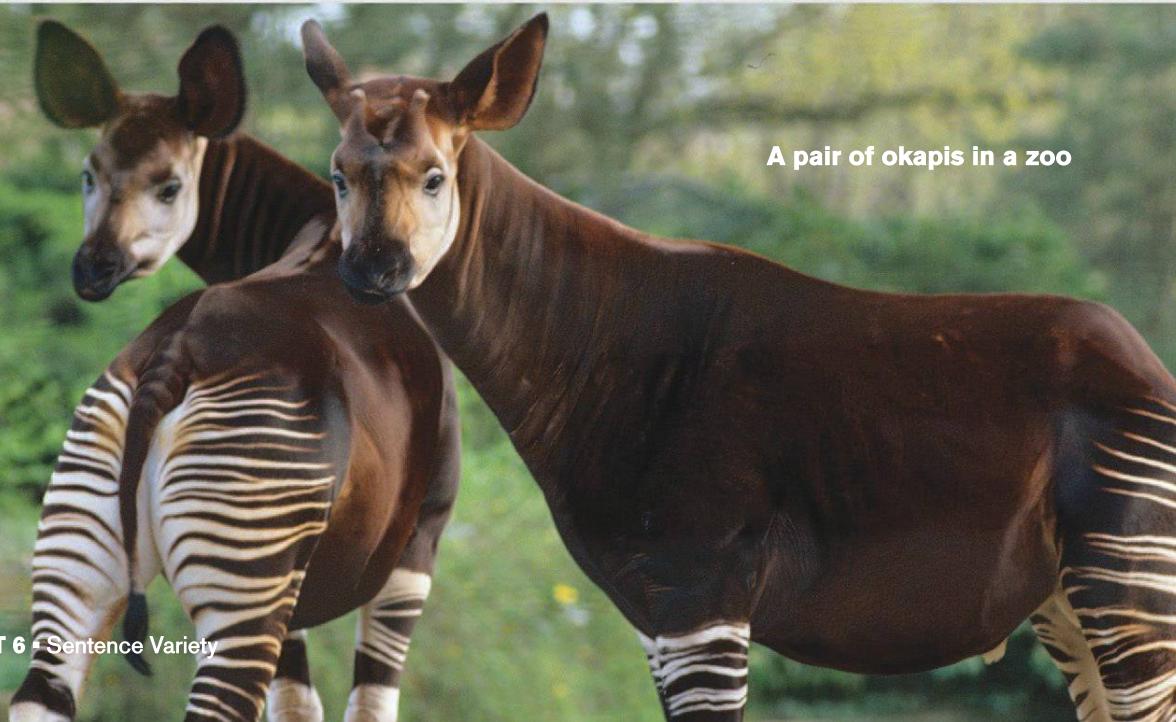
Write S for *simple sentence*, CD for *compound sentence*, or CX for *complex sentence*. Then decide where each sentence belongs in Paragraph 6.6 and write its letter on the correct line.

- a. \_\_\_\_\_ Okapis are actually in the same family as giraffes.
- b. \_\_\_\_\_ Zebras and donkeys are part of the horse family, but they are different species.
- c. \_\_\_\_\_ Zebras look like horses that have black and white stripes.

### PARAGRAPH 6.6

#### Zebras, Donkeys, Horses, and Okapis

Zebras, donkeys, horses, and okapis have a lot of similarities. First, zebras and donkeys both look like horses.<sup>1</sup> \_\_\_\_\_ They are closer in size to donkeys though. Donkeys look like small horses with furry brown hair and long ears.<sup>2</sup> \_\_\_\_\_ Second, okapis look like a mix of a zebra and a donkey. They have legs that are striped like a zebra and a body that is dark brown like some donkeys. However, they are not part of the horse family.<sup>3</sup> \_\_\_\_\_ Although okapis, zebras, donkeys, and horses look alike, they are different.



A pair of okapis in a zoo

Tourists on a viewing platform at Iguazu Falls



### ACTIVITY 13 | Reviewing sequence words

Put the sentences in the correct order (1 through 9) to make a well-organized paragraph.

- a. \_\_\_\_\_ While Victoria Falls, Iguazu Falls, and Niagara Falls all look different, they have several things in common.
- b. \_\_\_\_\_ Additionally, Victoria Falls is on the border between Zambia and Zimbabwe.
- c. \_\_\_\_\_ One way they compete is by having viewing platforms on each side of all the waterfalls.
- d. \_\_\_\_\_ It is interesting to know how much these waterfalls have in common.
- e. \_\_\_\_\_ For example, at least four major waterfalls come together to create Iguazu Falls.
- f. \_\_\_\_\_ Finally, each waterfall is a major tourist attraction, and the countries compete with each other to get the most tourists.
- g. \_\_\_\_\_ Next, each large waterfall is made up of smaller waterfalls.
- h. \_\_\_\_\_ Iguazu Falls belongs to both Brazil and Argentina, and Niagara Falls is shared by Canada and the United States.
- i. \_\_\_\_\_ First, each waterfall is owned by two countries.

# BUILDING BETTER VOCABULARY

## WORDS TO KNOW

advice (n)	definitely (adv) <b>AW</b>	generation (n) <b>AW</b>	pay attention (phr)
bright (adj)	difference (n)	grow up (phr v)	row (n)
complete (v)	encourage (v)	lazy (adj)	skill (n)
consider (v)	exist (v)	modern (adj)	suggestion (n)
daily (adv)	extra (adj)	mood (n)	the wild (n)

## ACTIVITY 14 | Word associations

Circle the word or phrase that is more closely related to the bold word or phrase on the left.

- |                      |              |                 |
|----------------------|--------------|-----------------|
| <b>1. advice</b>     | command      | opinion         |
| <b>2. bright</b>     | cloudy       | sunny           |
| <b>3. complete</b>   | finish       | start           |
| <b>4. consider</b>   | ignore       | think about     |
| <b>5. daily</b>      | always       | rarely          |
| <b>6. definitely</b> | unsure       | sure            |
| <b>7. exist</b>      | be somewhere | leave somewhere |
| <b>8. grow up</b>    | become older | become larger   |
| <b>9. lazy</b>       | active       | inactive        |
| <b>10. modern</b>    | old          | new             |

## ACTIVITY 15 | Collocations

Fill in the blank with the word or phrase that most naturally completes the phrase.

grow up	mood	row	suggestion	the wild
---------	------	-----	------------	----------

1. sit in the front \_\_\_\_\_

2. make a \_\_\_\_\_

3. \_\_\_\_\_ in a small town

4. be in a bad \_\_\_\_\_

5. live in \_\_\_\_\_

difference	encourage	generation	pay attention	skill
------------	-----------	------------	---------------	-------

6. develop a \_\_\_\_\_

7. \_\_\_\_\_ to the directions

8. the next \_\_\_\_\_

9. there is no \_\_\_\_\_

10. \_\_\_\_\_ someone to continue

## ACTIVITY 16 | Word forms

Complete each sentence with the correct word form. Use the correct form of the nouns and verbs.

NOUN	VERB	ADJECTIVE	SENTENCE PRACTICE
advice	advise		1. When I have a problem, my mother always gives me good _____. 2. My college counselor _____ me to take geometry last semester.
difference	differ	different	3. What's the _____ between your new laptop and your old one? 4. My generation _____ from my parents' generation in many ways.
encouragement	encourage	encouraging	5. Teachers usually offer a lot of _____ to their students. 6. My friend _____ me to travel.
	modernize	modern	7. The government will _____ its office buildings next year. 8. _____ technology is amazing.
suggestion	suggest		9. The city wants the citizens to _____ ideas for the new park. 10. Cindy's _____ will help our project.

## ACTIVITY 17 | Vocabulary in writing

Choose five words from Words to Know. Write a complete sentence with each word.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## BUILDING BETTER SENTENCES

### ACTIVITY 18 | Editing a paragraph

The paragraph has eight errors. Find and correct them.

1 adjective clause error  
2 capitalization errors

2 comma errors  
1 word order error

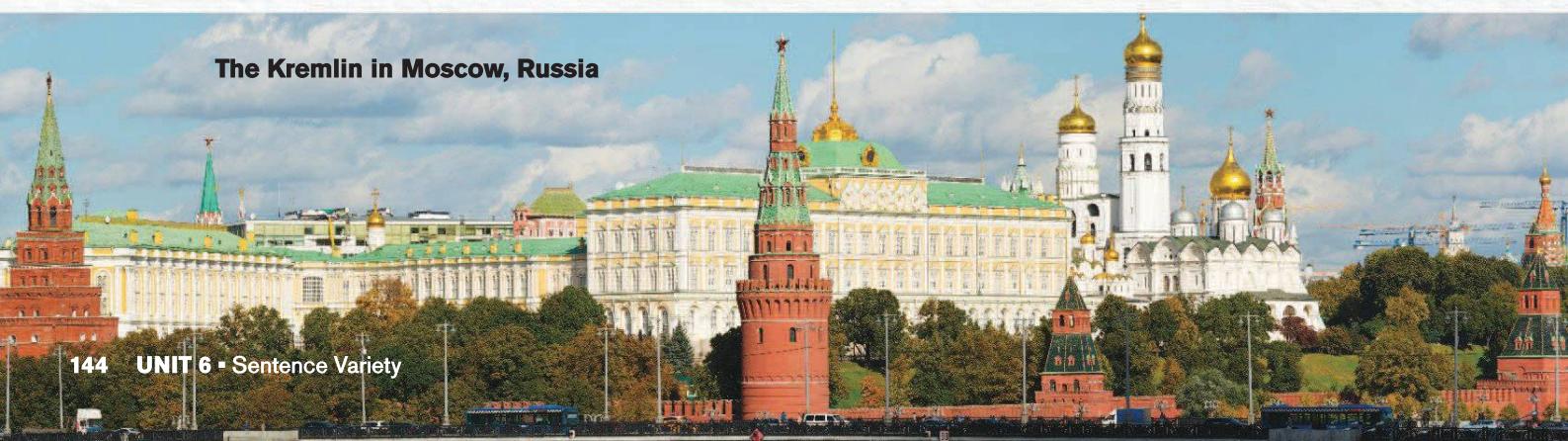
1 compound sentence error  
1 possessive adjective error

#### PARAGRAPH 6.7

### Visiting a New Country

There are many reasons to visit a new country. First, you can see beautiful interesting and distant places. For example, you can visit the Kremlin and Red Square in russia. Another reason to travel is to eat new types of food. If you visit Thailand, you can drink jasmine tea, you can eat coconut-flavored rice. Finally, you can meet new people which live in these different places. you can talk to people and learn more about his likes and dislikes. As you can see, traveling to another country is important for reasons different.

**The Kremlin in Moscow, Russia**



## ACTIVITY 19 | Scrambled sentences

Each of the scrambled sentences is missing one word. Unscramble the words and phrases. Then add the missing word to write a correct sentence.

1. in Hawaii / every year / go / to our beach house

We go to our beach house in Hawaii every year.

---

2. Kevin / at the dentist's office / an appointment / at 4:30 p.m.
- 

3. got / a nice gift / James / last week / for birthday
- 

4. eats lunch and talks / to her friends / every day / Suri / the cafeteria
- 

5. works / Mary / every day / hard / a new car / wants to buy / because
- 

6. Mount Erebus / a volcano / has / a lava lake / is
- 

## ACTIVITY 20 | Combining sentences

Combine the ideas into one sentence. You may change the word forms, but do not change or omit any ideas. There may be more than one answer.

1. The two women are my grandmother and mother.

The women are on the porch.

---

---

2. Parents often give advice.

They want their children to take this advice.

---

---

3. Archaeologists must get permission from landowners.

These archaeologists want to explore private land.

---

---

# WRITING

## ACTIVITY 21 | Writing a paragraph

Write a paragraph on a separate piece of paper on the following topic:

*On the weekends, do you prefer to cook and eat at home or eat in a restaurant? Why?*

Follow these steps for writing. Put a check (✓) next to each step as you complete it. Additionally, include at least one adjective clause, one compound sentence, two modals, and two vocabulary words or phrases presented in the unit in your paragraph. Underline the vocabulary.

1. \_\_\_\_\_ In your first sentence, tell which dining choice you prefer.
2. \_\_\_\_\_ In the supporting sentences, give two or three reasons why you prefer this type of experience.
3. \_\_\_\_\_ Give details for each of your reasons.
4. \_\_\_\_\_ In the last sentence, summarize your opinion about the experience that you prefer.

## Editing

After you finish your writing, check your work for mistakes. Use the checklist below to help you.

- I gave my opinion in the first sentence.
- I gave two or three reasons in my supporting sentences.
- I gave details for each of my reasons.
- I summarized my opinion in the last sentence.
- I used at least one adjective clause.
- I used at least one compound sentence.
- I used commas correctly in compound and complex sentences.
- I used at least two modals.
- I used at least two vocabulary words or phrases from the unit and underlined them.
- I included the four main parts of a paragraph and a title.

## ACTIVITY 22 | Peer editing

Exchange papers from Activity 21 with a partner. Read your partner's paragraph. Then use Peer Editing Form 2 in the *Writer's Handbook* to help you comment on your partner's paragraph.

## Additional Topics for Writing

Choose one or more of the topics to write about. Follow your teacher's directions.

- TOPIC 1:** Describe your class. How many students are in it? Where are you all from? How are you similar? How are you different?
- TOPIC 2:** Write about your dream house or apartment. Describe what this house looks like (its size, style, color, etc.). Write about the location of the house (in the mountains, on the beach, in a big city, etc.).
- TOPIC 3:** Write about an important discovery. What is it? Why is it important? Why do you find this discovery so interesting?
- TOPIC 4:** Describe a painting that you like. Who painted it? What is in the painting? Describe the colors. What do you feel when you look at the painting?
- TOPIC 5:** Describe your favorite kind of shopping. Where do you shop? What do you shop for? What do you like about the experience?

## TEST PREP

---

You should spend about 25 minutes on this task. Write a paragraph with six to ten sentences.

*Some universities require students to take classes in many subjects. Other universities require students to specialize in one subject. Which is better? Use specific reasons and examples to support your answer.*

### TIP

It is important to show sentence variety in your writing. A simple sentence is more meaningful if you use it along with compound and complex sentences. When your writing is varied, it sounds stronger and more academic.

---

Remember to use adjective clauses to describe nouns to add variety to your sentences. Use the modals *should*, *must*, *might*, and *can* to express advice, necessity, possibility, and ability.

---

# 7

# Reader Response



## OBJECTIVES

- Use sequence words to organize ideas
- Express an opinion using an opinion verb + *that* clause
- Write a response paragraph
- Write an original paragraph



**Two men have a conversation near the Brooklyn Bridge in New York City, USA.**

## FREEWRITE

Look at the photo and read the caption. Write about conversations you have with your friends. What do you talk to them about? Do you ever disagree? Explain.

# ELEMENTS OF GREAT WRITING

## Listing

Writers often organize their ideas in **lists**: by number, time, or importance. A topic sentence for a paragraph with listing order often includes a phrase such as *many types, several reasons, three steps, etc.*

There are **several reasons** for the recent increase in sales.

All new students must go through **four steps** before they can register for classes online.

In this kind of paragraph, it is important to signal the order of ideas with sequence words and phrases. Here are some common sequence words and phrases for listing.

First/Second/Third	Last	A/An/One (reason/example)
Next	Finally	Another (reason/example)
Then	The first/next/last (reason/example)	In addition

*First, next, then, last, finally, and in addition* are adverbs and often come at the beginning of a sentence followed by a comma (except for *then*).

**First**, passengers buy a ticket.

**Next**, they go through the gate.

**Then** they wait for the train.

With *one (reason/example), the next (reason/example), and another (reason/example)*, do not use a comma.

**The next reason** to read is to increase your vocabulary.

Barcelona **is another example** of a city with unusual buildings.

## ACTIVITY 1 | Identifying topic sentences for listing paragraphs

Check (✓) the topic sentences for paragraphs with listing order.

1. \_\_\_\_\_ There are three major oceans on Earth.
2. \_\_\_\_\_ To make good sushi, chefs follow specific steps.
3. \_\_\_\_\_ Soccer is the most popular sport in the world.
4. \_\_\_\_\_ Students take online classes for several reasons.
5. \_\_\_\_\_ The biggest reason for climate change is human activity.
6. \_\_\_\_\_ Although reading online is convenient, it is difficult to read deeply.
7. \_\_\_\_\_ The U.S. government is divided into three branches.
8. \_\_\_\_\_ The water cycle has four stages.
9. \_\_\_\_\_ Parents should allow children more freedom.
10. \_\_\_\_\_ Skydiving seems extremely dangerous, but it is actually quite safe.

## ACTIVITY 2 | Choosing sequence words

Fill in each blank with the correct sequence word or phrase. Use correct capitalization.

a second	another	finally	first	in addition
----------	---------	---------	-------	-------------

### WORDS TO KNOW Paragraph 7.1

**access:** (v) to get into something; enter

**effect:** (n) a result

**issue:** (n) a topic or matter of concern

**natural:** (adj) formed by nature; not man-made

**produce:** (v) to make, create

**trend:** (n) a current style or pattern

### PARAGRAPH 7.1

#### Trends in City Design

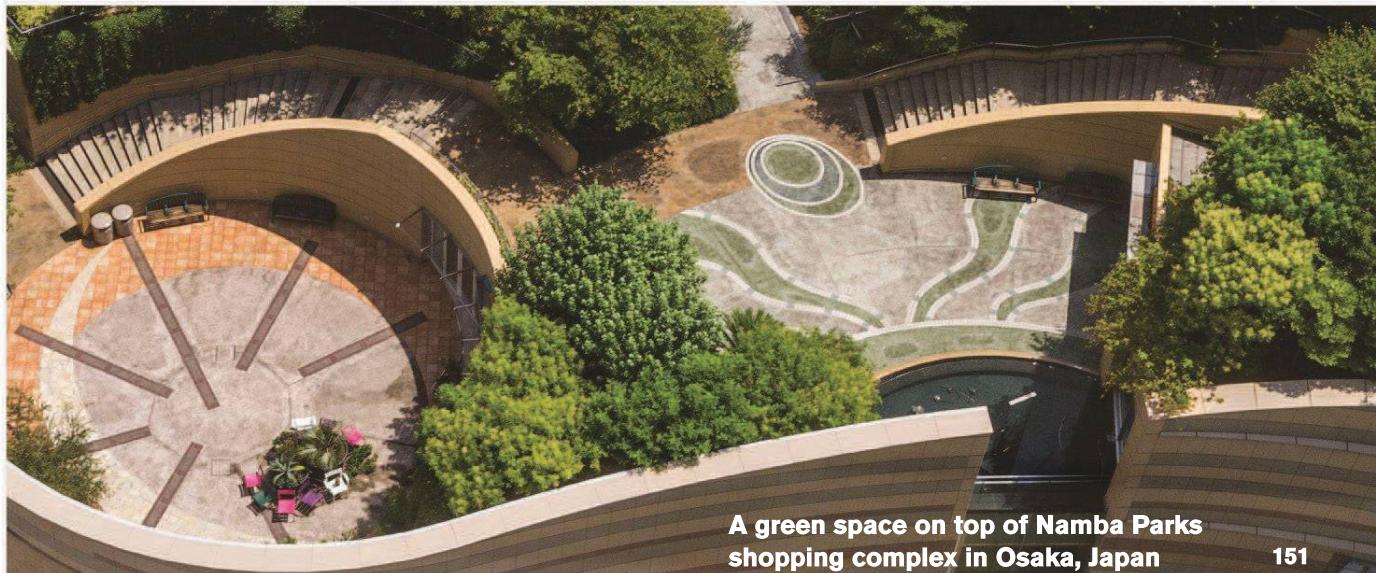
Five **trends** are changing the way we design cities. <sup>1</sup> \_\_\_\_\_,

we are paying more attention to people and their needs. As a result, residents are much closer to shopping and restaurants that they love. It is also easier for them to **access** public transportation and use bike paths. <sup>2</sup> \_\_\_\_\_ trend is creating healthier buildings. These buildings have more **natural** light and fewer chemicals.

Bringing more nature into cities is <sup>3</sup> \_\_\_\_\_ trend. We can see this in cities that have green spaces and tree-planting programs. <sup>4</sup> \_\_\_\_\_, we are thinking about the **effects** of climate change<sup>1</sup>. Bad storms, flooding, and rising sea levels are just a few **issues** we need to consider when designing cities.

<sup>5</sup> \_\_\_\_\_, there is a trend toward sustainability. More and more buildings are **producing** their own energy. As we change, our cities change, too.

<sup>1</sup>climate change: changes in Earth's weather patterns



A green space on top of Namba Parks shopping complex in Osaka, Japan

**Mayon Volcano on Luzon Island,  
in the Philippines**



### **ACTIVITY 3 | Organizing a paragraph**

Put the sentences in paragraph order (1–8). Use the sequence words to help you.

- a. \_\_\_\_\_ The Philippines faces a number of dangers related to weather.
- b. \_\_\_\_\_ Finally, the Philippines is located on the Pacific Ring of Fire.
- c. \_\_\_\_\_ These warm temperatures cause major storms called typhoons to develop.
- d. \_\_\_\_\_ The Ring of Fire is an area that has a lot of earthquakes and volcanoes.
- e. \_\_\_\_\_ Second, the heavy rain from storms can cause mudslides.
- f. \_\_\_\_\_ These reasons explain why the Philippines experiences extreme weather.
- g. \_\_\_\_\_ First, the Philippines is by the equator, so water temperatures are very warm.
- h. \_\_\_\_\_ Mudslides are becoming a big problem because so many of the forests on the islands were cut down.

### **Responding to Ideas**

Students in academic classes often need to respond to or give their opinion about something they read, watch, or discuss. A **response paragraph** is usually about a topic that people have strong opinions about. There are typically three types of responses: agree, disagree, and a mix of both.

A response paragraph should have:

- a topic sentence that states your opinion
- supporting sentences that give reasons and examples to support your opinion
- a concluding sentence that summarizes your opinion or offers a suggestion

## WRITER'S NOTE Avoiding Plagiarism

Writers often use facts to support their opinions. If a fact is well-known and written about a lot, you can use it in your own writing without citing or referring to the original author. However, if a fact is not well-known or written about a lot, then you need to cite the original author in your paragraph to avoid plagiarism. Plagiarism is a serious offense.

## ACTIVITY 4 | Analyzing a response

Read Paragraph 7.2. Then read the response in Paragraph 7.3 and answer the questions that follow.

### WORDS TO KNOW Paragraphs 7.2 to 7.3

**argue:** (v) to fight with words  
**continue:** (v) to carry on for a period of time  
**development:** (n) growth or progress  
**focus:** (v) to center one's attention on  
**join:** (v) to become a member of a group

**necessary:** (adj) required, needed  
**opportunity:** (n) a chance, possibility  
**provide:** (v) to supply  
**reduce:** (v) to make something smaller, decrease

### PARAGRAPH 7.2

## Reducing Time for Physical Education

Many U.S. elementary and high schools are **reducing** the time students have for physical education during the school day. They are doing this to give students more time to **focus** on academic work and to **invest<sup>1</sup>** in more academic subjects. People who agree with this action say students need to spend more time preparing for national tests. In addition, they **argue** that not all students like to take physical education classes. They say that students who like exercise can **join** an afterschool sports program. However, people who disagree with this action say that not all students can access activities outside of school. They also argue that exercise is **necessary** for young people's brains as well as their bodies. They mention that brain **development** is connected to exercise and can help students do better in their academic classes. Despite the debate<sup>2</sup>, students **continue** to lose their physical education classes.

<sup>1</sup>invest: to put effort or money into something

<sup>2</sup>debate: an argument; discussion



A gym class in Colorado, USA

## More Attention to Education

I believe that schools should focus on education, not exercise, for three reasons. One reason is that they need to give students more **opportunities** to get academic information. **Providing** time for gym class takes away these opportunities. In addition, students need more time to prepare for national tests, such as college entrance exams. They should practice test-taking skills, not sports. Finally, students need to be able to compete academically in college. They will be at a disadvantage if the other students in their classes studied more than they did in elementary and high school. For these reasons, I believe a school's job is to educate minds, not exercise bodies.

1. What is the writer's opinion? \_\_\_\_\_

2. What three reasons does the writer include?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

3. Is the concluding sentence a summary or a suggestion? \_\_\_\_\_

## Grammar: Opinion Verbs + *That* Clauses

To express an opinion, you can use an opinion verb + *that* clause. A ***that* clause** (also called a noun clause) is a dependent clause that contains a subject, verb, and possibly other information. It answers the question *What?*

OPINION VERB	THAT CLAUSE: S + V (+ OTHER INFORMATION)
I believe	s v that <u>students</u> should <u>have</u> school on Saturdays.
I feel	s v that <u>having pets</u> <u>teaches</u> children about responsibility.
I think	s v that <u>people</u> <u>should</u> be able to vote at 16.
I agree	s v that <u>helping others</u> is important.
I disagree	s v that <u>video games</u> <u>make</u> players violent.

Note that we can use the modal *should* to make a suggestion.

We **should** start a tree-planting program in our city.

## ACTIVITY 5 | Analyzing a response paragraph

Read another response to Paragraph 7.2. Underline all the *that* clauses. Then answer the questions that follow.

### WORDS TO KNOW Paragraph 7.4

**chance:** (n) an opportunity

**unfair:** (adj) not fair or just

**habit:** (n) a repeated behavior; routine

### PARAGRAPH 7.4

#### Keep Physical Education

There are several reasons why I do not think that schools should reduce the time for physical education. First, I think that it is **unfair** to make students sit in class all day. They need a **chance** to take a break and move around. Second, exercise brings oxygen to our brains. This can help students focus better on their lessons and learn more. Last, I believe that physical education classes teach students healthy **habits**. This is important because students will miss fewer classes if they are healthy. I truly feel that reducing the time for physical education in schools is not a good idea.



1. What is the writer's opinion? \_\_\_\_\_

2. What three reasons does the writer include?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

3. Is the concluding sentence a summary or a suggestion? \_\_\_\_\_

## ACTIVITY 6 | Using *that* clauses

The paragraph is missing the three *that* clauses below. Decide where each belongs and write it on the line. Then answer the questions that follow.

- that exercise has a place in schools
- that schools should focus on academics
- that schools should find different ways to get students to exercise

### WORDS TO KNOW Paragraph 7.5

**compromise:** (n) an agreement reached where each side gets some but not all of what it wants      **lack:** (n) not enough of something

### PARAGRAPH 7.5

#### Academics and Exercise

I have mixed feelings about the **lack** of physical education in schools. On the one hand, I agree <sup>1</sup> \_\_\_\_\_.

If students are more educated, they will be more competitive in college and at work. On the other hand, I believe <sup>2</sup> \_\_\_\_\_.

\_\_\_\_\_. If students are in poor physical health, it is hard for them to learn. I think <sup>3</sup> \_\_\_\_\_.

\_\_\_\_\_. They should find a **compromise**.

1. What is the writer's opinion? \_\_\_\_\_

2. What two reasons does the writer include?

a. \_\_\_\_\_

b. \_\_\_\_\_

3. Is the concluding sentence a summary or a suggestion? \_\_\_\_\_

## ACTIVITY 7 | Writing sentences

A. Write a sentence with your opinion about each topic. Use an opinion verb + *that* clause.

1. animals in zoos

---

2. children watching TV

---

3. social media

---

4. going on a diet

---

5. taking a year off before going to college

---

6. telling a lie to be polite

---

7. requiring shoppers to use their own bags

---

8. driverless cars

---

B. Choose two of your opinions. Write them on the lines below and list three reasons for each one. Then share your ideas with a partner.

Opinion 1: \_\_\_\_\_

Reason a: \_\_\_\_\_

Reason b: \_\_\_\_\_

Reason c: \_\_\_\_\_

Opinion 2: \_\_\_\_\_

Reason a: \_\_\_\_\_

Reason b: \_\_\_\_\_

Reason c: \_\_\_\_\_

# BUILDING BETTER VOCABULARY

## WORDS TO KNOW

access (v) **AW**

argue (v)

chance (n)

compromise (n)

continue (v)

development (n)

effect (n)

focus (v) **AW**

habit (n)

issue (n) **AW**

join (v)

lack (n)

natural (adj)

necessary (adj)

opportunity (n)

produce (v)

provide (v)

reduce (v)

trend (n) **AW**

unfair (adj)

## ACTIVITY 8 | Word associations

Circle the word or phrase that is more closely related to the bold word on the left.

- |              |             |           |
|--------------|-------------|-----------|
| 1. argue     | disagree    | agree     |
| 2. chance    | possibility | example   |
| 3. continue  | stop        | go        |
| 4. focus     | confusion   | attention |
| 5. issue     | topic       | answer    |
| 6. necessary | extra       | required  |
| 7. produce   | break       | make      |
| 8. provide   | give        | take      |
| 9. reduce    | bigger      | smaller   |
| 10. unfair   | equal       | unequal   |

## ACTIVITY 9 | Collocations

Fill in the blank with the word or phrase that most naturally completes the phrase.

access

compromise

development

habit

lack

1. have a bad \_\_\_\_\_

2. reach a \_\_\_\_\_

3. \_\_\_\_\_ the building

4. cancelled due to a \_\_\_\_\_ of interest

5. physical \_\_\_\_\_

focus	natural	necessary	opportunity	trend
-------	---------	-----------	-------------	-------

6. an excellent career \_\_\_\_\_

7. start a \_\_\_\_\_

8. be \_\_\_\_\_ for growth

9. \_\_\_\_\_ on your studies

10. made out of \_\_\_\_\_ materials

## ACTIVITY 10 | Word forms

Complete each sentence with the correct word form. Use the correct form of the nouns and verbs.

NOUN	VERB	ADJECTIVE	SENTENCE PRACTICE
access	access	accessible	1. Students do not have _____ to the building at night. 2. The university is _____ by bus, train, and subway.
development	develop	developed	3. A storm _____ over the ocean yesterday. 4. Social _____ is important for young children.
product	produce	productive	5. Writing a list of things to do helps some people to be more _____. 6. Coffee is a _____ of Brazil.
provision	provide		7. The company _____ cars to employees when they travel. 8. The Red Cross is in charge of the _____ of food and water after a disaster.
reduction	reduce	reduced	9. The _____ in sales means the company has to close three offices. 10. To lose weight, people need to _____ the amount of food they eat and increase their exercise.

## ACTIVITY 11 | Vocabulary in writing

Choose five words from Words to Know. Write a complete sentence with each word.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## BUILDING BETTER SENTENCES

### ACTIVITY 12 | Identifying errors

Find and correct the errors. The number in parentheses tells how many errors each sentence has.

1. I think that children should has more free time. (1)
2. Addition, they should watch less TV. (1)
3. And final, children need to play outside. (1)
4. Better health is another reasons to join a gym. (1)
5. An example of famous painting is the *Mona Lisa*. (1)
6. More people is going to live longer because of his healthier habits. (2)
7. He disagrees that parents should to help children with homework. (1)
8. They believes that everyone have a talent or can do something special. (2)
9. The last examples of a coffee producer are Brazil. (2)
10. We feel that planning for the future are important. (1)

## **ACTIVITY 13 | Writing sentences**

Write an original sentence using the words listed.

- 1.** (weather/hurricane)

---

- 2.** (TV/reason)

---

- 3.** (example/fun activity)

---

- 4.** (disagree/necessary)

---

- 5.** (reduce/unfair)

---

- 6.** (trend/continue)

---

- 7.** (issue/focus on)

---

- 8.** (opportunity/provide)

---

## **ACTIVITY 14 | Combining sentences**

Combine the ideas into one sentence. You may change the word forms, but do not change or omit any ideas. There may be more than one answer.

- 1.** Some cars are electric.

They are better for the environment.

I believe that.

---

---

- 2.** There are many beaches near my house.

These beaches are popular places to go.

They are popular in the summer.

---

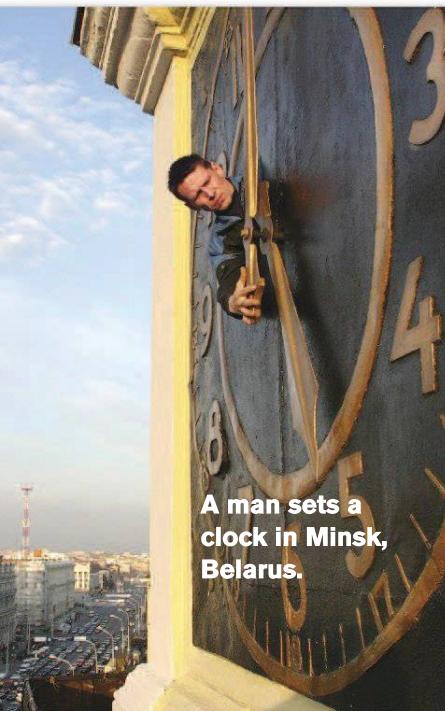
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3. Jenna likes to travel alone.  
She meets people.  
She can do what she wants.
- 
- 

## WRITING

### ACTIVITY 15 | Writing a paragraph

Read Paragraph 7.6. Then follow the steps below to write a response paragraph on a separate piece of paper. Use at least two vocabulary words or phrases presented in the unit and underline them in your paragraph.



#### PARAGRAPH 7.6

### Changing the Clocks

In many countries, people change the time on their clocks twice a year in a practice called daylight saving time. People who support daylight saving time say that more light in the evening means we use lights and electricity less. However, because we use a lot of our power for heat and air conditioning, this change in daylight hours does not help us save much energy. In the beginning, supporters argued that the time change helped farmers because they could work longer into the evening during the summer. But this change in schedule can be very hard on our bodies as it makes people more tired and even causes heart attacks to increase. One argument for daylight saving time continues to be strong—people spend more money on evening activities, so businesses do well. In addition, some types of crime decrease because of more light in the evening. Although this practice is becoming less popular, it still continues in many places.

1. \_\_\_\_\_ State your opinion in your topic sentence. Use an opinion verb + *that* clause.
2. \_\_\_\_\_ Give several reasons or examples to support your opinion.
3. \_\_\_\_\_ Use sequence words and phrases to organize the ideas in your supporting sentences.
4. \_\_\_\_\_ In your concluding sentence, summarize your opinion or offer a suggestion.
5. \_\_\_\_\_ Give your paragraph a title.

## Editing

After you finish your writing, check your work for mistakes. Use the checklist below to help you.

- I wrote a topic sentence that states my opinion and is indented.
- I wrote a sufficient number of supporting sentences related to the topic.
- I used sequence words and phrases to organize my ideas.
- I wrote a concluding sentence that summarizes my opinion or offers a suggestion.
- I gave my paragraph a title.

### ACTIVITY 16 | Peer editing

Exchange papers from Activity 15 with a partner. Read your partner’s paragraph. Then use Peer Editing Form 2 in the *Writer’s Handbook* to help you comment on your partner’s paragraph.

## Additional Topics for Writing

Choose one or more of the topics to write about. Follow your teacher’s directions.

- TOPIC 1:** Do you think an online class is as good as a traditional class? Why or why not?
- TOPIC 2:** Do you think that reality TV programs are beneficial? Why or why not?
- TOPIC 3:** Do you think that babies and young children should be allowed to use smart phones or tablets? Why or why not?
- TOPIC 4:** Some parents schedule a lot of activities for their children outside of school. Do you think this is a good idea? Why or why not?
- TOPIC 5:** Do you think that art classes are important in education? Why or why not?

## TEST PREP

---

You should spend about 25 minutes on this task. Write a paragraph with six to ten sentences.

*Some people think that playing games is a waste of time. Other people think that games teach valuable life lessons. Which opinion do you agree with? Use specific reasons and details to support your answer.*

### TIP

It is generally easier either to agree or disagree only in your response, rather than a mix of both. If you have ideas for both sides, choose the side that is easier for you to write about. If you do not have a strong opinion, choose the side you can write about best—you receive points for your writing skill, not your true personal beliefs. Once you pick a side, only write ideas that support that side.

Remember to use sequence words and phrases to help organize your ideas. Use an opinion verb + *that* clause to express your opinion.

---

# 8 | Putting It Together



## OBJECTIVES

- Review paragraph basics
- Write an original paragraph
- Edit your paragraph for grammar and sentence variety



**Bosnian inventor Elvis Cero works on part of his electric folding car.**

## FREEWRITE

Look at the photo and read the caption. What is something that you put together recently? Write about the important steps of that process.

# ELEMENTS OF GREAT WRITING

## Reviewing Paragraph Basics

When you write a **paragraph**, remember to:

- **indent** the first line
- include a **topic sentence** that states the main idea
- develop the main idea with **supporting sentences**
- use a **variety of sentence types** to make your writing more interesting
- include a **concluding sentence**

### ACTIVITY 1 | Identifying topic sentences and supporting sentences

Read the topics and sentences. Then write T for *topic sentence* or S for *supporting sentence*.

#### 1. Kennedy Space Center

- \_\_\_\_\_ a. You can take a tour of the rocket launch areas and participate in an astronaut training program.
- \_\_\_\_\_ b. The Kennedy Space Center is an exciting place to visit.

#### 2. Patience

- \_\_\_\_\_ a. A teacher often shows patience to young students at the end of the school day.
- \_\_\_\_\_ b. Patience is the ability to continue doing something even if you do not see any results immediately.

#### 3. The Golden Gate Bridge

- \_\_\_\_\_ a. The Golden Gate Bridge is famous worldwide.
- \_\_\_\_\_ b. When it opened, it was the longest and tallest bridge of its kind in the world.

#### 4. Making New Friends

- \_\_\_\_\_ a. Many kids already have a group of friends from previous years.
- \_\_\_\_\_ b. Making friends in a new school is hard.

#### 5. Cell Phones and Driving

- \_\_\_\_\_ a. When drivers talk or text on cell phones, they become distracted and do not pay enough attention to driving.
- \_\_\_\_\_ b. Cell phones can be a danger to safe driving.

## ACTIVITY 2 | Writing concluding sentences

Choose three topic sentences from Activity 1. Write a concluding sentence to go with each one.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## ACTIVITY 3 | Organizing sentences

Put the sentences in paragraph order (1 to 7). Then write an appropriate title.

Title: \_\_\_\_\_

- a. \_\_\_\_\_ Instead, breakfast for them often consists of eggs with toast and coffee.
- b. \_\_\_\_\_ People in Malaysia eat rice for breakfast, too, but their rice is cooked in coconut milk.
- c. \_\_\_\_\_ Breakfast foods vary from country to country.
- d. \_\_\_\_\_ However, people in most countries in Central and South America do not eat rice for breakfast.
- e. \_\_\_\_\_ People eat this sweet, flavored rice with a red paste that is made of ground chili peppers and other ingredients.
- f. \_\_\_\_\_ In Japan, for example, it is common to eat rice, soup, and fish for breakfast.
- g. \_\_\_\_\_ From these varied breakfast items, it is clear that breakfast foods are different around the world.

A traditional Japanese breakfast



## ACTIVITY 4 | Choosing the correct verb

Choose the correct form of the verb in parentheses. Then answer the questions that follow.

### WORDS TO KNOW Paragraph 8.1

**entertainment:** (n) amusement, fun

**let:** (v) to allow, permit

**live:** (adj) viewed by an audience as it happens

**sunset:** (n) the moment when the sun goes down

**weak:** (adj) not strong

### PARAGRAPH 8.1

#### An Important Invention

The light bulb is one of the most important inventions of all time. In the past, people<sup>1</sup> (use / used) candles to see at night. This light was very **weak** and difficult to see with. However, now the light bulb<sup>2</sup> (lets / will let) us see things easily in the dark. This invention also<sup>3</sup> (helps / will help) us to do more work in one day. Before the light bulb, most work<sup>4</sup> (ends / ended) at **sunset**. Now people can continue to work outdoors or in their offices after the sun goes down. In addition, people can<sup>5</sup> (enjoy / enjoyed) **live entertainment** when it is dark. For example, sports fans<sup>6</sup> (watch / watched) games at night on lighted fields, and music lovers<sup>7</sup> (listen / listened) to concerts in lighted stadiums. Without the invention of the light bulb, our lives would be very different.

1. Underline the words that helped you choose the correct verb form.

2. What three reasons does the writer give to support the main idea?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

3. What information do the topic sentence and concluding sentence share?

\_\_\_\_\_

## ACTIVITY 5 | Writing a paragraph

What do you think is an important invention in history? Write a short paragraph about it on a separate piece of paper. Use Paragraph 8.1 as a model.

## ACTIVITY 6 | Using articles

Choose the correct articles to complete the paragraph.

### WORDS TO KNOW Paragraph 8.2

**adventure:** (n) an exciting time or event

**equipment:** (n) item(s) needed for a specific purpose

**experience:** (n) an event or happening

**unforgettable:** (adj) easy to remember

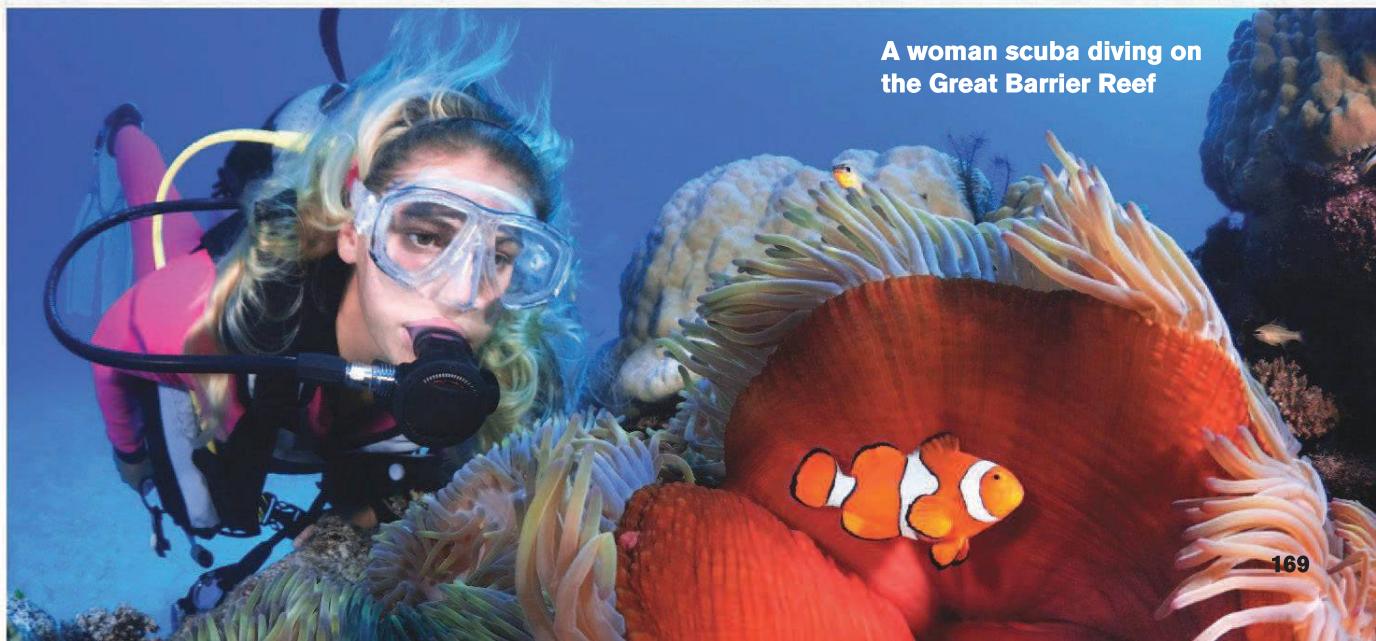
### PARAGRAPH 8.2

#### An Underwater Adventure

I will never forget my first **experience** with scuba diving. I was 19, and I was visiting Australia with my family. My father and I went scuba diving on <sup>1</sup>(a / the / Ø) Great Barrier Reef. We went out to <sup>2</sup>(a / the / Ø) reef with many other tourists on <sup>3</sup>(a / an / the) special boat. When we got to <sup>4</sup>(a / the / Ø) reef, the scuba diving instructor helped us put on our **equipment**. Then we dove into <sup>5</sup>(a / the / Ø) clear blue water. Everything was so beautiful! There were <sup>6</sup>(a / the / Ø) colorful fish and many different kinds of coral<sup>1</sup>. I swam everywhere. Suddenly, I saw <sup>7</sup>(a / an / the) huge grey shark swimming toward me. I looked around for my father, but I was far away from him and <sup>8</sup>(a / an / the) group of tourists. <sup>9</sup>(A / An / The) shark got closer and closer. I was so scared that I could not move. Just when I thought that it might bite me, <sup>10</sup>(a / an / the) shark turned and swam <sup>11</sup>(a / the / Ø) other way. I quickly found my father. Scuba diving is always an **adventure**, but my first time was truly **unforgettable**.

<sup>1</sup>coral: a type of brightly colored stone made of tiny sea animals

A woman scuba diving on the Great Barrier Reef



## ACTIVITY 7 | Combining sentences

Combine each pair of underlined simple sentences into a compound sentence on the lines below. Use the connecting words *and*, *but*, or *so* and a comma.

### WORDS TO KNOW Paragraph 8.3

**jealous:** (adj) wanting something belonging to another person

**passenger:** (n) a person who rides in a bus, boat, car, taxi, etc.

**pedestrian:** (n) any person walking on a sidewalk, across the street, or down the road

**powerful:** (adj) strong or effective, having great force

### PARAGRAPH 8.3

#### My First Car

My first car made me a popular teenager. It was a Mustang. My Mustang was bright blue and very **powerful**. All my friends were **jealous** when they saw it.<sup>1</sup> They wanted to drive it. I told them they could not. I said that they could be **passengers** or **pedestrians**.<sup>2</sup> My friends did not want to walk. They were always passengers. However, the best thing about my car was the way it made me feel.<sup>3</sup> Every weekend, I drove to the movie theater. Every weekend, my friends rode with me. We felt like movie stars because everyone stared<sup>1</sup> at us in my beautiful blue car. I'll never forget how much fun I had with my friends in that cool car.

<sup>1</sup>stare: to look at someone or something steadily

A couple drives in the first Mustang ever sold.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## ACTIVITY 8 | Editing for compound sentences

Exchange the paragraph you wrote for Activity 5 with a partner. Check and edit your partner's compound sentences. If the paragraph does not have any compound sentences, suggest how to include one or two in the final draft.

## ACTIVITY 9 | Identifying complex sentences

Underline all the complex sentences. Then answer the questions that follow.

### WORDS TO KNOW Paragraph 8.4

**collapse:** (v) to fall down because of a lack of support

**remove:** (v) to move or take something away

**set off:** (phr v) to cause something accidentally

**weight:** (n) the measure of how heavy something is

### PARAGRAPH 8.4

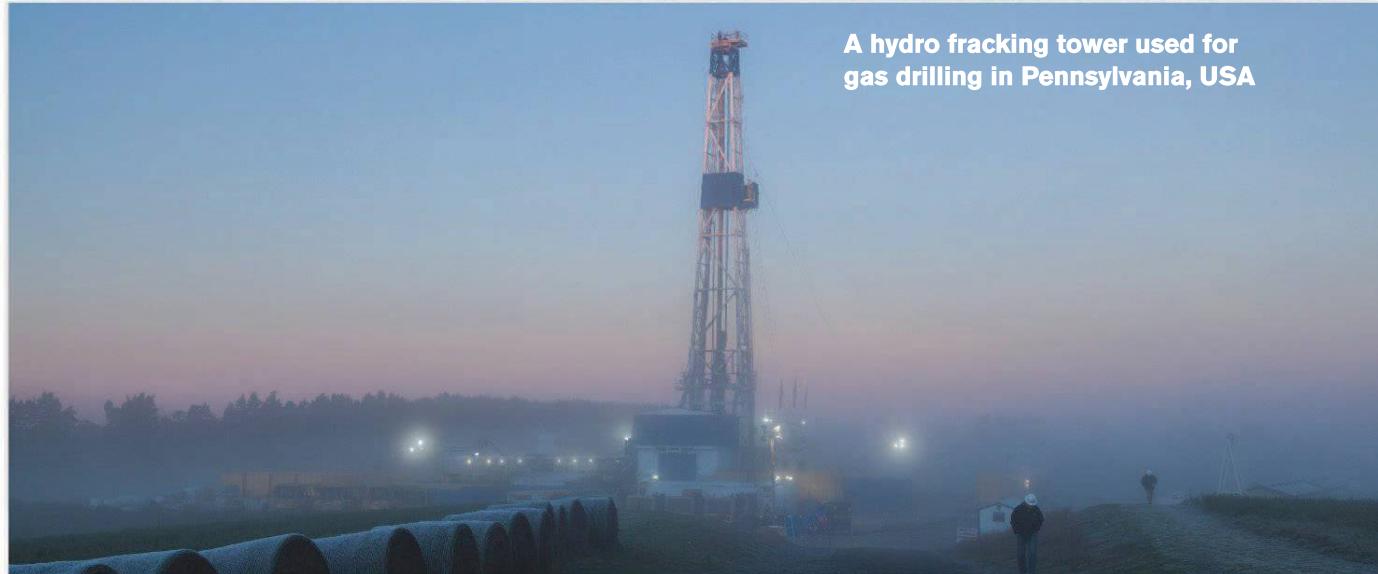
#### Earthquakes Caused by Humans

<sup>1</sup>Several types of human activity can **set off** earthquakes. <sup>2</sup>First, mining<sup>1</sup> can cause earthquakes. <sup>3</sup>When we **remove** dirt from the ground to build mines, the earth can become weak. <sup>4</sup>If it **collapses**, an earthquake can happen. <sup>5</sup>Next, humans can cause earthquakes by building dams<sup>2</sup>. <sup>6</sup>The **weight** of so much water in one place can set off an earthquake. <sup>7</sup>In addition, earthquakes can happen because fracking<sup>3</sup> is used to get oil or gas from the ground. <sup>8</sup>When the water that comes up with the oil or natural gas is put back into the ground, it can cause an earthquake. <sup>9</sup>If we continue to dig mines, build dams, and use fracking, we will have more and more earthquakes.

<sup>1</sup>mining: the business and process of taking minerals out of the earth

<sup>2</sup>dam: a barrier that keeps a river from flowing

<sup>3</sup>fracking: the process of adding water to underground rocks in order to get oil or gas



A hydro fracking tower used for  
gas drilling in Pennsylvania, USA

1. Which sentences have time clauses? \_\_\_\_\_

2. Which sentences have *if* clauses? \_\_\_\_\_

3. Which sentence has a reason clause? \_\_\_\_\_

## ACTIVITY 10 | Editing for complex sentences

Exchange the paragraph you wrote for Activity 5 with a partner. Check and edit your partner's complex sentences. If the paragraph does not have any complex sentences, suggest how to include one or two in the final draft.

## ACTIVITY 11 | Identifying adjective clauses

Underline all of the adjective clauses. Then circle the nouns that they describe.

### WORDS TO KNOW Paragraph 8.5

**actually:** (adv) really; in truth or fact

**be in charge (of):** (phr) to have responsibility for

**festival:** (n) a celebration on a special occasion

### PARAGRAPH 8.5

#### How the Months of the Year Got Their Names

The names of all twelve months come from ancient culture and myths<sup>1</sup>. There are several months that are named after gods and goddesses. The first month, January, gets its name from the Roman god who was in charge of doors and beginnings—Janus. The name *March* comes from the Roman god of war, Mars. Some people believe that April is named after the Greek goddess of love, Aphrodite. May is named after Maia, a Greek earth goddess, and June is named after the Roman goddess who was connected to love and marriage—Juno. February gets its name from an old Roman festival. It is the only month that is named after a special occasion. Two months get their names from Roman emperors. July is named after Julius Caesar, and August is named for Emperor Augustus. The last four months of the year are named for where they were in the Roman calendar. *Septem*, *octo*, *novem*, and *decem* mean *seven*, *eight*, *nine*, and *ten* in Latin. September, October, November, and December were the seventh, eighth, ninth, and tenth months of the Roman calendar. The names of the months seem so common, but they actually have a long history.

<sup>1</sup>myth: a story from ancient societies about history, gods, or heroes

## ACTIVITY 12 | Editing for adjective clauses

Exchange the paragraph you wrote for Activity 5 with a partner. Check and edit your partner's adjective clauses. If the paragraph does not have any adjective clauses, suggest how to include one or two in the final draft.

## ACTIVITY 13 | Writing a final draft

Review all of the edits and suggestions that your partner(s) gave you for your paragraph from Activity 5. Write your final draft on a separate piece of paper.

# BUILDING BETTER VOCABULARY

## WORDS TO KNOW

actually (adv)	equipment (n) <b>AW</b>	live (adj)	set off (phr v)
adventure (n)	experience (n)	passenger (n)	sunset (n)
be in charge (of) (phr)	festival (n)	pedestrian (n)	unforgettable (adj)
collapse (v) <b>AW</b>	jealous (adj)	powerful (adj)	weak (adj)
entertainment (n)	let (v)	remove (v) <b>AW</b>	weight (n)

## ACTIVITY 14 | Word associations

Circle the word or phrase that is more closely related to the bold word or phrase on the left.

- |                             |           |          |
|-----------------------------|-----------|----------|
| <b>1. actually</b>          | hardly    | really   |
| <b>2. be in charge (of)</b> | control   | cause    |
| <b>3. jealous</b>           | give      | want     |
| <b>4. let</b>               | allow     | stop     |
| <b>5. passenger</b>         | driver    | rider    |
| <b>6. pedestrian</b>        | walking   | sitting  |
| <b>7. remove</b>            | take away | put back |
| <b>8. set off</b>           | stop      | start    |
| <b>9. sunset</b>            | down      | up       |
| <b>10. weak</b>             | able      | unable   |

## ACTIVITY 15 | Collocations

Fill in the blank with the word that most naturally completes the phrase.

adventure	equipment	live	passengers	pedestrians
-----------	-----------	------	------------	-------------

1. a \_\_\_\_\_ show
2. \_\_\_\_\_ on a plane
3. stop for \_\_\_\_\_
4. need special \_\_\_\_\_
5. an exciting \_\_\_\_\_

experience

festival

powerful

sunset

weight

6. lose \_\_\_\_\_

7. a film \_\_\_\_\_

8. an unforgettable \_\_\_\_\_

9. from sunrise to \_\_\_\_\_

10. a \_\_\_\_\_ engine

### ACTIVITY 16 | Word forms

Complete each sentence with the correct word form. Use the correct form of the nouns and verbs.

NOUN	VERB	ADJECTIVE	SENTENCE PRACTICE
adventure		adventurous	1. My _____ cousin will eat anything. 2. For small children, every day is a new _____.
entertainment	entertain	entertaining	3. A big city offers a variety of _____. 4. The book is very _____ and will be made into a movie soon.
experience	experience	experienced	5. Virtual reality lets you _____ the world in a new way. 6. Going away to college was a great _____.
jealousy		jealous	7. _____ is a very strong emotion. 8. My friends are all _____ of my new car.
power	power	powerful	9. Race horses are extremely _____. 10. Professional swimmers need a lot of physical _____.

### ACTIVITY 17 | Vocabulary in writing

Choose five words from Words to Know. Write a complete sentence with each word.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

## BUILDING BETTER SENTENCES

### ACTIVITY 18 | Editing

The paragraph has nine errors. Find and correct them.

2 comma errors

1 connecting word error

2 possessive adjective errors

2 verb agreement errors

1 verb form error

1 word order error

#### PARAGRAPH 8.6

### The Island of the Colorblind

There are something unusual about Pingelap Atoll, a small island in the South Pacific. About 10 percent of their population is colorblind. This means they cannot see most or all colors. When a storm terrible hit the island in 1775 it kills most of the islanders. Because the population were so small the gene<sup>1</sup> for colorblindness passed to a lot of people over the next several hundred years. Theirs condition is known as achromatopsia. Some of the people on Pingelap who have achromatopsia are able to see colors like red and blue, so others only see black and white. People's understanding of color is certainly different on Pingelap Atoll.

<sup>1</sup>gene: the basic part of a living cell that contains characteristics of one's parents

### ACTIVITY 19 | Writing sentences

Write an original sentence using the words listed.

1. (unforgettable/experience) \_\_\_\_\_

2. (extraordinary/achievement) \_\_\_\_\_

3. (typical/mistake) \_\_\_\_\_

4. (modern/machine) \_\_\_\_\_

5. (festival/celebrate) \_\_\_\_\_

## ACTIVITY 20 | Combining sentences

Combine the ideas into one sentence. You may change the word forms, but do not change or omit any ideas. There may be more than one answer.

1. China has a festival.

It happens every year in April.

The festival is to celebrate a building project.

The project changed the flow of the Min River.

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2. There are underground tunnels.

These tunnels are in parts of Argentina and Brazil.

They were made by now-extinct animals.

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3. Tasmania is a dangerous place to surf.

There are great white sharks.

There are waves up to 20 feet high.

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## WRITING

### ACTIVITY 21 | Writing a paragraph

Some people think that e-books are better than paper books. Others disagree. What is your opinion? Write a paragraph that answers this question and gives your reasons. Follow these steps for writing. Put a check (✓) next to each step as you complete it. Additionally, use a variety of sentence types and at least two vocabulary words or phrases presented in the unit. Underline the vocabulary.

1. \_\_\_\_\_ State your opinion in your topic sentence.
2. \_\_\_\_\_ Use sequence words to introduce each of your reasons.
3. \_\_\_\_\_ In your concluding sentence, restate your opinion or make a suggestion.

## Editing

After you finish your writing, check your work for mistakes. Use the checklist below to help you.

- My topic sentence states my opinion and is indented.
- I wrote a sufficient number of supporting sentences related to the topic.
- I used sequence words to introduce each of my reasons.
- I wrote a concluding sentence that restates my opinion or makes a suggestion.
- I used simple, compound, and complex sentences.
- I gave my paragraph a title.

### ACTIVITY 22 | Peer editing

Exchange papers from Activity 21 with a partner. Read your partner's paragraph. Then use Peer Editing Form 2 in the *Writer's Handbook* to help you comment on your partner's paragraph.

## Additional Topics for Writing

Choose one or more of the topics to write about. Follow your teacher's directions.

**TOPIC 1:** Some people post photos of their children on social media. Other people do not think this is a good idea. What do you think? Why?

**TOPIC 2:** Do you think that crying is a sign of strength or a sign of weakness? Why?

**TOPIC 3:** Some schools require students to wear uniforms. Do you think this is a good idea? Why or why not?

**TOPIC 4:** Locavores are people who believe it is good to only eat food that is grown very close to where they live. They believe this helps the environment and local farmers. How do you feel about this idea?

**TOPIC 5:** Think of a situation that people are currently debating in your school, community, or city. Why do people disagree about this situation? What is your opinion?

## TEST PREP

You should spend about 25 minutes on this task. Write a paragraph with six to ten sentences.

*Nothing worth doing is easy. Do you agree or disagree with this statement?*

Remember to indent your paragraph, include a topic sentence, develop the main idea with supporting sentences, use a variety of sentence types, and include a concluding sentence.

### TIP

Leave time to review your writing. Check that you answered the question, provided enough supporting sentences, organized your ideas clearly, and included the four main parts of a paragraph. Review your grammar, spelling, and punctuation.

# WRITER'S HANDBOOK

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Language Terms	179
Verb Forms	181
Capitalization and Punctuation	182
Spelling	183
Irregular Simple Past Verbs	185
Articles	186
Nouns and Pronouns	187
Order of Adjectives	189
Prepositions	189
Connectors	191
Editing Your Writing	192
Useful Words and Phrases	194
Keeping a Vocabulary Journal	197
Test Taking Tips	198
Peer Editing Forms	200

# LANGUAGE TERMS

**Adjective** An adjective describes a noun.

**Lexi is a very smart girl.**

**Adverb** An adverb describes a verb, an adjective, or another adverb.

The secretary types **quickly**. She types **very quickly**.

**Article** Articles are used with nouns. The definite article is *the*. The indefinite articles are *a* and *an*.

**The teacher gave an assignment to the students.**

**Clause** A clause is a group of words that has a subject-verb combination. Sentences can have one or more clauses.

**Roger attends the College of New Jersey.**

**Chris needs** to study because **he wants** to pass the class.  
clause 1                                    clause 2

**Complex Sentence** A complex sentence consists of an independent clause and a dependent clause. Dependent clauses include time clauses, *if* clauses, and reasons clauses.

We will go to lunch as soon as class is over.  
ind clause                            dep clause

If you miss the test, you cannot take it again.  
dep clause                    ind clause

Chris studies hard because he wants to do well.  
ind clause                            dep clause

**Compound Sentence** A compound sentence consists of two simple sentences that are joined by a comma and a connector such as *and*, *but*, or *so*.

I love to study English, but my sister prefers math.  
simple sentence 1      simple sentence 2

**Dependent Clause** A dependent clause is a group of words with a subject-verb combination that cannot be a sentence by itself. It starts with a connector such as *before*, *after*, *if*, or *because*.

I am taking a lot of science classes because I want to go to medical school.

<b>Independent Clause</b>	An independent clause is a group of words with a subject-verb combination that can be a sentence by itself.  <b>I am taking a lot of science classes</b> because I want to go to medical school.
<b>Noun</b>	A noun is a person, place, thing, or idea.  <b>The students</b> are reading <b>poems</b> about <b>friendship</b> and <b>love</b> .
<b>Object</b>	An object is a word that comes after a transitive verb or a preposition. It is often a noun, noun phrase, pronoun, or gerund.  <b>Jim bought a new car.</b> <b>I left my jacket in the house.</b>
<b>Phrase</b>	A phrase is a small group of words that create a larger unit, such as a noun phrase or prepositional phrase.  <b>Kimchi</b> is a <b>traditional Korean dish</b> . <b>Jane</b> forgot her phone <b>on the bus</b> .
<b>Preposition</b>	A preposition is a word that shows location, time, or direction. Prepositions are often one word ( <i>at, on, in</i> ), but they can also consist of two words ( <i>in between</i> ) or three words ( <i>on top of</i> ).  <b>The university</b> is <b>in</b> the center of the city.
<b>Pronoun</b>	A pronoun can replace a noun in a sentence. Using a combination of nouns and pronouns adds variety to your writing.  <b>Whales</b> are mammals. <b>They</b> breathe air.  <b>Some whales</b> are endangered. We need to protect <b>them</b> .
<b>Punctuation</b>	Punctuation refers to the marks used in writing to separate sentences and parts of sentences and to clarify meaning.  <b>The colors of the American flag are red, white, and blue, and the colors of the Mexican flag are red, white, and green.</b>
<b>Subject</b>	The subject of a sentence tells who or what a sentence is about. It is often a noun, noun phrase, pronoun, or gerund.  <b>My teacher</b> gave us a homework assignment. It was difficult.

# VERB FORMS

VERB FORM AND USE	AFFIRMATIVE	NEGATIVE
<b>Simple Present</b> <ul style="list-style-type: none"> <li>▪ regular activities or habits</li> <li>▪ facts or things that are generally true</li> <li>▪ a process (how to make or do something)</li> </ul>	I/you/we/they <b>work</b> he/she/it <b>works</b>  <i>Be:</i> <b>I am</b> you/we/they <b>are</b> he/she/it <b>is</b>	I/you/we/they <b>do not work</b> he/she/it <b>does not work</b>  <i>Be:</i> <b>I am not</b> you/we/they <b>are not</b> he/she/it <b>is not</b>
<b>Simple Past</b> <ul style="list-style-type: none"> <li>▪ recent or historical events</li> <li>▪ a narrative, or story, that is real or imagined</li> <li>▪ events in a person's life</li> <li>▪ result of an experiment</li> </ul>	I/you/we/they <b>worked</b> he/she/it <b>worked</b>  <i>Be:</i> <b>I was</b> You/we/they <b>were</b> He/she/it <b>was</b>	I/you/we/they <b>did not work</b> he/she/it <b>did not work</b>  <i>Be:</i> <b>I was not</b> You/we/they <b>were not</b> He/she/it <b>was not</b>
<b>Present Progressive</b> <ul style="list-style-type: none"> <li>▪ actions that are currently in progress</li> <li>▪ future actions if a future time expression is used or understood</li> </ul>	<b>I am working</b> you/we/they <b>are working</b> he/she/it <b>is working</b>	<b>I am not working</b> you/we/they <b>are not working</b> he/she/it <b>is not working</b>
<b>Future with <i>be going to</i></b> <ul style="list-style-type: none"> <li>▪ future plans that are already made</li> <li>▪ predictions that are based on a present action</li> </ul>	<b>I am going to go</b> you/we/they <b>are going to go</b> he/she/it <b>is going to go</b>	<b>I am not going to go</b> you/we/they <b>are not going to go</b> he/she/it <b>is not going to go</b>
<b>Future with <i>will</i></b> <ul style="list-style-type: none"> <li>▪ future plans/decisions made in the moment</li> <li>▪ strong predictions</li> <li>▪ promises and offers to help</li> </ul>	I/you/we/they <b>will go</b> he/she/it <b>will go</b>	I/you/we/they <b>will not go</b> he/she/it <b>will not go</b>
<b>Present Perfect</b> <ul style="list-style-type: none"> <li>▪ actions that began in the past and continue until the present</li> <li>▪ actions that happened at an indefinite time in the past</li> <li>▪ when a time period is not complete</li> </ul>	I/you/we/they <b>have worked</b> he/she/it <b>has worked</b>	I/you/we/they <b>have not worked</b> he/she/it <b>has not worked</b>

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# CAPITALIZATION AND PUNCTUATION

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## Capitalization

Capitalize:

- the first word in a sentence

We go to the movies every week.

Deserts are beautiful places to visit.

- the pronoun *I*

Larry and I are brothers

- people's formal and professional titles

Mr. and Mrs. Jenkins are on vacation.

Lisa saw Dr. Johansen at the bank yesterday.

- proper names (specific people, places, and things)

Kate met her brother Alex at the park.

The Coliseum in Rome is a beautiful old monument.

Nick is taking History 101 this semester.

- names of streets.

Ruth lives on Wilson Avenue.

- geographical locations (cities, states, countries, continents, lakes, and rivers)

I am going to travel to London, England, next week.

The Arno River passes through Tuscany, Italy.

- the names of languages and nationalities

My grandmother speaks Polish.

Melissa is Venezuelan, but her husband is Cuban.

- most words in titles of paragraphs, essays, and books

*The Life of Billy Barnes*

*Into the Wild*

## Commas

Use a comma:

- before the connectors *and*, *but*, *so*, and *or* in a compound sentence

Rick bought Julia a croissant, but she wanted a muffin.

- between three or more items in a list

Jen brought a towel, an umbrella, some sunscreen, and a book to the beach.

- after a dependent clause at the beginning of a complex sentence. Dependent clauses include time clauses, *if* clauses, and reason clauses

Because it was raining outside, Alex used his umbrella.

- between the day and the date and between the date and the year

The last day of class will be Friday, May 19th.

I was born on June 27, 1992.

- between and after (if in the middle of a sentence) city, state, and country names that appear together

The concert was in Busan, Korea.

I lived in Phuket, Thailand, for ten years.

- after time words and phrases, prepositional phrases of time, and sequence words (except *then*) at the start of a sentence

Every afternoon after school, I go to the library.

Finally, they decided to ask the police for help.

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## SPELLING

### -S Form Verbs and Plural Nouns

- Add *s* to most verbs to make the *-s* form, and to most nouns to make them plural.

student—students    teacher—teachers    apple—apples

- If a verb or noun ends in *ss*, *sh*, *ch*, *z*, or *x*, add *es*.

class—classes    brush—brushes    watch—watches    buzz—buzzes    box—boxes

- If a verb or noun ends in a consonant + *y*, change the *y* to *i* and add *es*.

party—parties    lady—ladies    library—libraries

- If a verb or noun ends in a vowel + *y*, do not change the *y*. Just add *s*.

boy—boys    day—days    toy—toys

## Regular Simple Past Verbs

- Add *ed* to the base form of most verbs.

start—started      finish—finished      wash—washed

- Add only *d* when the base form ends in *e*.

live—lived      care—cared      die—died

- If a verb ends in a consonant + *y*, change the *y* to *i* and add *ed*.

dry—dried      carry—carried      study—studied

- If a verb ends in a vowel + *y*, do not change the *y*. Just add *ed*.

play—played      stay—stayed      destroy—destroyed

- If a verb has one syllable and ends in consonant + vowel + consonant (CVC), double the final consonant and add *ed*.

stop—stopped      rob—robbed

- If a verb ends in a *w* or *x*, do not double the final consonant. Just add *ed*.

sew—sewed      mix—mixed

- If a verb that ends in CVC has two syllables and the second syllable is stressed, double the final consonant and add *ed*.

**admit**—admitted      **occur**—occurred      **permit**—permitted

- If a verb that ends in CVC has two syllables and the first syllable is stressed, do not double the final consonant. Just add *ed*.

**happen**—happened      **listen**—listened      **open**—opened

# IRREGULAR SIMPLE PAST VERBS

Here are some common irregular verbs in English.

BASE FORM	PAST	BASE FORM	PAST	BASE FORM	PAST
be	was/were	find	found	see	saw
become	became	flee	fled	sell	sold
begin	began	forget	forgot	send	sent
bite	bit	get	got	set	set
bleed	bled	give	gave	sing	sang
blow	blew	grow	grew	sink	sank
break	broke	have	had	sit	sat
bring	brought	hear	heard	sleep	slept
build	built	hide	hid	speak	spoke
buy	bought	hit	hit	spend	spent
catch	caught	hold	held	stand	stood
choose	chose	hurt	hurt	steal	stole
come	came	keep	kept	swim	swam
cost	cost	know	knew	take	took
cut	cut	leave	left	teach	taught
do	did	let	let	tell	told
draw	drew	lose	lost	think	thought
drink	drank	make	made	throw	threw
drive	drove	pay	paid	understand	understood
eat	ate	put	put	wear	wore
fall	fell	read	read	win	won
feel	felt	run	ran	write	wrote
fight	fought	say	said		

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# ARTICLES

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## A and An

Use *a* or *an* before a singular count noun when its meaning is general. Use *a* before a word that starts with a consonant sound. Use *an* before a word that starts with a vowel sound.

Words that begin with the letters *h* and *u* can take *a* or *an* depending on their opening sound.

- When the *h* is pronounced, use *a*.

**a** horse / **a** hat / **a** hot day / **a** huge dog

- When the *h* is silent, use *an*.

**an** hour / **an** honor / **an** honourable man / **an** herbal tea

- When the *u* sounds like *you*, use *a* (because the first sound in the word is a vowel sound).

**a** university / **a** uniform / **a** useful invention / **a** unique idea

- When the *u* sounds like *ub*, use *an*.

**an** umpire / **an** umbrella / **an** ugly shirt / **an** uncomfortable chair

## The

Use *the*:

- before a singular count noun, plural count noun, or non-count noun when its meaning is specific

I need to ask my parents to borrow **the** car today.

- the second (and third, fourth, etc.) time you write about something

I bought a new coat yesterday. **The** coat is blue and gray.

- when the noun you are referring to is unique—there is only one

**The** Sun and **the** Earth are both in **the** Milky Way Galaxy.

**The** Eiffel Tower is a beautiful monument.

- with specific time periods

You must be very quiet for **the** next hour.

**The** 1920s was a time of great change in the United States.

- when other words in your sentence make the noun specific

**The cat in the picture** is very pretty.

- with geographic locations that end in the plural s (such as a group of islands), or the words *united, union, kingdom, or republic*

We are going to **the Bahamas** for our vacation.

Who is the president of **the United States**?

- with most buildings, bodies of water (except lakes), mountain chains, and deserts

**The White House** is in Washington, DC.

**The Amazon** is a very long river in South America.

Do not use *the*:

- with the names of cities, states, countries, continents, and lakes (except as mentioned above)

Sylvie is from Venezuela. She lives near Lake Maracaibo.

Lake Baikal is a large freshwater lake in Russia.

- before names or when you talk about something in general

Mikhail Bulgakov is a famous Russian writer.

Jason is going to make a table with wood.

## NOUNS AND PRONOUNS

### Common Non-count Nouns

Count nouns can be counted. They have a singular form (*phone, person*) and a plural form (*phones, people*). Non-count nouns are not countable. They have only one form (money, information).

Here are some common non-count nouns.

COMMON NON-COUNT NOUNS	
<b>Food items</b>	butter, sugar, salt, pepper, soup, rice, fish, meat, flour, bread
<b>Liquids</b>	milk, coffee, water, juice, cream
<b>Academic subjects</b>	English, math, science, music, biology
<b>Abstract ideas</b>	love, honesty, poverty, crime, advice, luck, pain, hate, beauty, humor
<b>Others</b>	homework, information, money, furniture, traffic

## Possessive Pronouns

A possessive pronoun takes the place of a possessive adjective + noun combination. Possessive adjectives + nouns and possessive pronouns can be in the subject or object position.

POSSESSIVE ADJECTIVE + NOUN	POSSESSIVE PRONOUN
The pencil on the table is <b>my pencil</b> .	The pencil on the table is <b>mine</b> .
Because I left my book at home, I need to share <b>your book</b> with you.	Because I left my book at home, I need to share <b>yours</b> with you.
My ring is silver, but <b>his ring</b> is gold.	My ring is silver, but <b>his</b> is gold.
Carol has my cell phone, and I have <b>her cell phone</b> .	Carol has my cell phone, and I have <b>hers</b> .
Your room is on the first floor, and <b>our room</b> is on the fifth floor.	Your room is on the first floor, and <b>ours</b> is on the fifth floor.
Our class got to have a special party, but <b>your class</b> did not.	Our class got to have a special party, but <b>yours</b> did not.
Jenny likes her class, and Karl and Jim like <b>their class</b> , too.	Jenny likes her class, and Karl and Jim like <b>theirs</b> , too.

## Quantifiers

Quantifiers give more information about the number, or quantity, of a noun. They usually go in front of a noun.

QUANTIFIER	EXAMPLE
<b>With Count Nouns</b>	
one, two, three (all numbers)	
a few	
few	
many	
another	
several	
a pair of	
a couple of	<b>Several</b> students went to the school office. <b>Many</b> people wanted to leave the city. Ellie put <b>a few</b> coins in the parking meter.
<b>With Non-count Nouns</b>	
a little	
little	
much	
<b>With Count or Non-count Nouns</b>	
some	Mrs. Jones has <b>a lot of</b> friends.
any	They got into <b>a lot of</b> trouble.
a lot of	I do not have <b>any</b> plans for this weekend. Adam does not have <b>any</b> money.

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# ORDER OF ADJECTIVES

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In general, there are seven categories of adjectives. When you use more than one adjective to describe a noun, use the following order.

- |              |                          |
|--------------|--------------------------|
| 1. size      | small, large, huge       |
| 2. opinion   | beautiful, nice, ugly    |
| 3. shape     | round, square, oval      |
| 4. condition | broken, damaged, burned  |
| 5. age       | old, young, new          |
| 6. color     | red, white, green        |
| 7. origin    | French, American, Korean |

✓ He has an enormous brown dog.

✗ He has a brown enormous dog.

You can also use more than one adjective from the same category. Put a comma in between these adjectives, or use *and*. Use *and* when the adjectives follow a linking verb.

She is a shy, quiet girl.

She is a shy and quiet girl.

She is shy and quiet.

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# PREPOSITIONS

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## *At, On, and In*

Prepositions indicate time, location, and direction. Prepositions are always the first word in a prepositional phrase, which is a preposition + noun.

Three common prepositions in English are *at*, *on*, and *in*.

### **Using At**

**Location:** Use *at* for specific locations.

Angela works **at** the First National Bank.

I always do my homework **at** my desk.

Joel met Jillian **at** the corner of Polk Street and Florida Avenue.

**Time:** Use *at* for specific times.

My grammar class meets **at** 9:00 a.m. every day.  
The lunch meeting begins **at** noon.  
Cate does not like to walk alone **at** night.

**Direction:** Use *at* for motion toward a goal.

My brother threw a ball **at** me.  
The robber pointed his gun **at** the policewoman.

## Using On

**Location:** Use *on* when there is contact between two objects.

The picture is **on** the wall.  
He put his books **on** the kitchen table.  
Erin lives **on** Bayshore Boulevard.

**Time:** Use *on* with specific days or dates.

Our soccer game is **on** Saturday.  
Your dentist appointment is **on** October 14.  
I was born **on** June 22, 1988.

## Using In

**Location:** Use *in* when something is inside another thing.

The books are **in** the big box.  
I left my jacket **in** your car.  
Barbara lives **in** Istanbul.

**Time:** Use *in* for a specific period of time, a specific year, or a future time.

I am going to graduate from college **in** three years.  
My best friend got married **in** 2006.  
Mr. Johnson always drinks four cups of coffee **in** the morning.  
We will meet you **in** ten minutes.

## Other Prepositions

Here are more common prepositions and prepositional phrases of location. In the chart on the next page, the preposition or prepositional phrase shows the location of the ball in relation to the box.

PREPOSITION		EXAMPLE
under		Pedro keeps his shoes <b>under</b> his bed.
above/over		Sheila held the umbrella <b>over</b> her head.
between		The milk is <b>between</b> the eggs and the butter.
in front of		Mark was standing <b>in front of</b> the restaurant.
in back of/behind		My shirt fell <b>behind</b> my dresser.
across...from		There is a supermarket <b>across</b> the street <b>from</b> my house.
next to/beside		The mailman left the package <b>next to</b> the door.

## CONNECTORS

### Connectors in Compound Sentences

Connectors in compound sentences are called coordinating conjunctions. They are used to connect two independent clauses. A comma usually appears before a connector that separates two independent clauses in a compound sentence.

COORDINATING CONJUNCTION	PURPOSE	EXAMPLE
and	to add information	Miki works full time, <b>and</b> she is a student.
but	to show contrast	The exam was hard, <b>but</b> everyone passed.
so	to show a result	It was raining, <b>so</b> we decided to stay home last night.
or	to give a choice	We can cook, <b>or</b> we can order pizza.
yet*	to show contrast/concession	There was a hurricane warning, <b>yet</b> many people went to the beach.
nor**	to add negative information	Roberto does not like opera, <b>nor</b> does he enjoy hip-hop.
for†	to show reason	He ate a sandwich, <b>for</b> he was hungry.

\*Yet is similar to *but*; however, it usually shows a stronger or unexpected contrast.

\*\*Question word order is used in the clause that follows *nor*.

†The conjunction *for* is not commonly used except in literary writing.

Many writers remember these connectors in compound sentences (or coordinating conjunctions) with the acronym *FANBOYS*: *F* = *for*, *A* = *and*, *N* = *nor*, *B* = *but*, *O* = *or*, *Y* = *yet*, and *S* = *so*.

## Connectors in Complex Sentences

Connectors in complex sentences are called subordinating conjunctions. They are used to connect a dependent clause and an independent clause. Use a comma after a dependent clause when it is at the beginning of a sentence.

SUBORDINATING CONJUNCTION	PURPOSE	EXAMPLE
because since as	to show reason/cause	He ate a sandwich <b>because/since/as</b> he was hungry.
although even though though while	to show contrast	<b>Although/Even though/Though</b> the exam was difficult, everyone passed. Deborah is a dentist <b>while</b> John is a doctor.
after as as soon as before until while when	to show a time relationship	<b>After</b> we ate dinner, we went to a movie. <b>As</b> I was leaving the office, it started to rain. <b>As soon as</b> class ended, Mia ran out the door. We ate dinner <b>before</b> we went to a movie. I will not call you <b>until</b> I finish studying. <b>While</b> the pasta is cooking, I will cut the vegetables. <b>When</b> Jennifer gets home, she is going to eat dinner.
if even if	to show condition	<b>If</b> it rains tomorrow, we will stay home. We are going to go to the park <b>even if</b> it rains tomorrow.

## EDITING YOUR WRITING

One way to improve your writing is to ask someone for feedback. Another way is to check your own work. You should read your work to make sure that it:

- responds to the assignment
- has a title
- has a topic sentence
- has sufficient supporting sentences
- has a concluding sentence
- is free from errors

This section will help you become more familiar with how to identify and correct errors in your writing.

## Step 1

Below is a student's first draft paragraph for a writing assignment. The prompt for this assignment was "Write about a very happy or a very sad event in your life." As you read the paragraph, use the points above to look for areas that need improvement. For example, does the paragraph have a topic sentence? Do the supporting sentences actually support the topic sentence? Does every sentence have a subject and a verb? Does the writer always use the correct verb form and the correct punctuation?

### My Saddest Day

The day I came for the U.S. is my saddest. That night my family gave me a big party. We staied up all night. In the morning, all the people were go to the airport. We cryed and said good-bye. they kissed and huged me. i think that i will not see them ever again. i was sad in united states for six months. now i feel better. that was my saddest day.

## Step 2

Read the teacher comments on the first draft of "My Saddest Day." Are these the same things that you noticed?

### My Saddest Day

Remember to indent

was

The day I came for the U.S. is my saddest. That night my family gave me a big party.

spelling

verb form

spelling

We staied up all night. In the morning, all the people were go to the airport. We cryed

and said good-bye. they kissed and huged me. i think that i will not see them ever

Always put "the" in front of "United States"

again. i was sad in united states for six months. now i feel better. that was my saddest day.

You have some good ideas in this paragraph. I really like your topic sentence and concluding sentence. However, you write about three different time frames. You write about the night you left your country, the day you arrived in the United States, and six months after you arrived. Choose one of these times and write about that. I'd really like to learn about your party.

Verbs: You must review the spelling rules for the simple past tense. You had a very hard time with this. Also, be careful with irregular forms. The incorrect forms distract from your ideas. I corrected your first mistake. Fix the others I've circled.

I underlined some capitalization errors. Please fix these, too.

## Step 3

Now read the second draft of this paragraph. How is it the same as the first draft? How is it different? Did the writer fix all the errors?

### My Saddest Day

The night before I came for the U.S. was my saddest day. That night my family gave me a big party. All my family and friends were come to it. We sang, danced, and ate many food. We stayed up all night. We talked about my new life. When everyone left, we cried and said good-bye. They kissed and hugged me. I think I will not see them ever again. Finally, I went to bed at 4:00 in the morning. However, I could not sleep because I was so sad. I was sad in the United States for six months. Now I feel better, but that was my saddest day.

## USEFUL WORDS AND PHRASES

Try these useful words and phrases as you write your sentences and paragraphs. They can make your writing sound more academic, natural, and fluent.

STATING AN OPINION	
I believe/think/feel (that)...	<b>I believe that</b> New York City should ban large sugary drinks.
In my opinion/view,...	<b>In my opinion</b> , art classes are important.
...should (not) be allowed (...)	Bringing your own snacks to a movie theater <b>should be allowed</b> .
...must/should/ought to...	Researchers <b>must</b> stop unethical animal testing.
I agree/disagree (that)...	<b>I agree that</b> daylight saving time is not necessary anymore.
I agree that.... However,...	<b>I agree that</b> eating healthily is important. <b>However</b> , the government should not make food choices for us.
...is the most/least... ...is the best/worst... ...is a/an...book/movie/article.	Thailand <b>is the most</b> interesting country in the world. Thailand <b>is the best</b> place to go on vacation. <i>Harry Potter and the Goblet of Fire</i> by J.K. Rowling <b>is an</b> entertaining book.
There are many benefits/advantages to...	<b>There are many benefits to</b> swimming every day.
There are many drawbacks/disadvantages to...	<b>There are many drawbacks to</b> eating most of your meals at a restaurant.

GIVING AND ADDING EXAMPLES AND SUPPORT	
For example/instance,...	My instructor gives us so much homework. <b>For example</b> , yesterday he gave us five pages of grammar work.
According to...,...	<b>According to</b> a recent poll, 85 percent of high school students felt they had too much homework.
One example (of...) is...	There are several different types of runners. <b>One example is</b> a marathon runner.
Another example (of...) is... ...is another example (of...)	<b>Another example of</b> a type of runner <b>is</b> a sprinter. A sprinter <b>is another example</b> .
..., such as...	There are many places to visit in New York City, <b>such as</b> the Statue of Liberty, the Empire State Building, and Central Park.

LISTING	
First/Second/Third,... Next,... Last/Lastly/Finally,...	<b>Lastly</b> , you should visit my country because of its amazing mountains.
One reason to...is... One type of...is...	<b>One reason to</b> visit my country <b>is</b> the wonderful weather. <b>One type of</b> runner <b>is</b> a long-distance runner.
Another reason to...is... Another type of...is... ...is another reason to... ...is another type of...	<b>Another reason to</b> visit my country <b>is</b> the delicious food. The delicious food <b>is another reason to</b> visit my country.

DESCRIBING A PROCESS	
First/Second/Next/Finally,... Then...	<b>First</b> , you cut the fish and vegetables into small pieces. <b>Next</b> , you add the lime juice. <b>Then</b> you add in the seasonings. <b>Finally</b> , mix everything together well.
The first/second/next/last thing you (need to) do is...	<b>The first thing you need to do is</b> wash your hands.
Before/After you..., you (need to)...	<b>Before you</b> cut up the vegetables, <b>you need to</b> wash them. <b>After you</b> cut up the vegetables, <b>you</b> add them to the salad.
After that, you (need to)...	<b>After that, you need to</b> mix the ingredients.
The first/next/final step is...	<b>The last step is</b> adding your favorite salad dressing.

### TOPIC SENTENCES FOR PARAGRAPHS WITH LISTING ORDER

There are many/several/some...	<b>There are many</b> good places to visit in my country. <b>There are several</b> different types of runners.
...must/should/need(s) to follow a few/a couple of/three (simple/specific) steps...	A tourist <b>must follow four steps</b> to get a visa to visit my country. To take a good picture with your phone, you <b>need to follow a few simple steps</b> .
...for many/several/three reasons.	Art is an important subject to study <b>for several reasons</b> .

### CONCLUDING SENTENCES

In conclusion,...	<b>In conclusion</b> , I believe that my parents are the best in the world.
For these reasons, I think/believe (that)...	<b>For these reasons</b> , I think that schools need to offer art classes every semester.
It is clear that...	<b>It is clear that</b> Guatemala is the best tourist destination in South America.
If you follow these steps,...	<b>If you follow these steps</b> , you will not need to call an expert.

### SHOWING CAUSE AND EFFECT

Because..., ... ...because... Because of..., ... ...because of...	<b>Because</b> I broke my leg, I could not move. I could not move <b>because</b> I broke my leg. <b>Because of</b> my broken leg, I could not move. I could not move <b>because of</b> my broken leg.
..., so...	My sister did not know what to do, <b>so</b> she asked my mother for advice.

### TELLING A STORY

I will never forget the day/month/year/time...	<b>I will never forget the day</b> I left my country.
I can still/will always remember the day/month/year/time...	<b>I can still remember the day</b> I started my first job.
...was the best/worst day/month/year of my life.	My sixteenth birthday <b>was the best day of my life</b> .

### DESCRIBING

...tastes/looks/smells/feels like...	My ID card <b>looks like</b> a credit card.
...is known/famous for its...	France <b>is famous for its</b> cheese.

# KEEPING A VOCABULARY JOURNAL

Vocabulary is very important to learning English. The best way for you to really improve your vocabulary is to do more than study from your teacher or this book. You should also keep a vocabulary journal.

A vocabulary journal is a notebook in which you write down all the new words and phrases that you do not know but you think are important. When you find a new word, write it in your notebook. However, writing words in the notebook is not enough. You also need to review the words many times.

The most important thing about learning vocabulary is the number of times you think about the word, listen to it, read it, speak it, or write it. You can practice any way you want.

There are many ways to organize a vocabulary journal, and you should choose a way that you like. It is important to remember this is your journal, and it should be useful for you. Here is one way to keep a vocabulary journal. You write four pieces of information about each new word, but you can write as little or as much as you want.

1. Write the English word first.
2. Write a translation in your first language.
3. Write a simple definition or synonym in English.
4. Write a phrase or sentence with the word. Use a blank (\_\_\_\_) instead of writing the word.

With these four kinds of information, you can practice the new vocabulary four ways.

Leave a lot of white space between the words and the information you write. Each page of your notebook should have only five to eight words. As you learn new information about the word, you can write that information in the white space.

Here are two examples:

From a Spanish speaker's vocabulary journal:

dozen	12 things
docena	a _____ eggs

From an Arabic speaker's vocabulary journal:

hot	not cold
hot	The sun is very _____.

---

# TEST TAKING TIPS

---

Here are some useful tips for taking timed writing tests.

## Before Writing

- Before you begin writing, make sure that you understand the assignment. Underline key words in the writing prompt. Look back at the key words as you write to be sure you are answering the question correctly and staying on topic.
- Take five minutes to plan before you start writing. First, list out all the ideas you have about the topic. Then think about which ideas have the best supporting examples or ideas. Use this information to choose your main idea(s). Circle the supporting information you want to include. Cross out other information.
- Write on the assigned topic. Do not write more than is requested. If the assignment asks for a 150-word response, be sure that your writing response comes close to that. Students do not get extra points for writing more than what is required.

## While Writing

- Be sure that you have a strong topic sentence. Remember that your topic sentence guides your paragraph. If the topic sentence is not clear, the reader will have difficulty following your supporting ideas.
- It is important for your writing to look like a paragraph. Be sure to indent the first sentence. Write the rest of the sentences from margin to margin. Leave an appropriate amount of space after your periods. These small details make your paragraph easier to read and understand.
- Organize your ideas before you write. Review the list you have created. Place a number next to each idea, from most important to least important. In this way, if you do not have enough time to complete your writing, you will be sure that the most relevant information will be included in your paragraph.
- Once you pick a side (agree or disagree), include only the ideas that support that side. Sometimes you may have ideas for both sides. If this happens, choose the side that is easier for you to write about. If you do not have an opinion, choose the side you can write about best, even if you do not believe in it. You receive points for your writing skill, not your true personal beliefs.

## Word Choice

- Avoid using words such as *always*, *never*, *all*, and *none*. You cannot give enough proof for these words. Instead, use words such as *probably*, *often*, *most*, *many*, *almost never*, and *almost none*.
- Avoid using general or vague vocabulary. Words such as *nice*, *good*, and *very* can often be changed to more specific terms, such as *friendly*, *fabulous*, and *incredibly*. Be more specific in your word choice.
- Avoid slang and informal language in academic writing.

## Development

- Avoid information that is too general. When possible, give specific examples. Good writers want to show that they have thought about the subject and provide interesting and specific information in their writing.

## After Writing/Proofreading

- Leave time to review your writing. Proofread your paragraph and check for subject-verb agreement, correct use of commas and end punctuation, and for clear ideas that all relate to the topic sentence.
- Check for informal language like contractions or slang. These do not belong in academic writing.

# PEER EDITING FORMS

## Peer Editing Form 1

Reader: \_\_\_\_\_ Date: \_\_\_\_\_

1. Do the sentences answer the questions?  Yes  No

If no, explain: \_\_\_\_\_  
\_\_\_\_\_

2. Do all the sentences

- a. have a subject and a verb?  Yes  No
- b. begin with a capital letter?  Yes  No
- c. end with a period?  Yes  No

If no, explain: \_\_\_\_\_  
\_\_\_\_\_

3. Check all that apply: The writer correctly used

- the verb *be*
- there is/there are*
- prepositional phrases of place
- capitalization with proper nouns

4. Is there any place where the information is unclear?  Yes  No

If yes, where? \_\_\_\_\_  
\_\_\_\_\_

5. Is there any place where you want more information?  Yes  No

If yes, where? \_\_\_\_\_  
\_\_\_\_\_

## Peer Editing Form 2

Reader: \_\_\_\_\_ Date: \_\_\_\_\_

1. Does the paragraph have a title?  Yes  No

2. Does the paragraph have an indented first line?  Yes  No

3. Does the paragraph have a topic sentence?  Yes  No

If yes, write it here: \_\_\_\_\_  
\_\_\_\_\_

4. Does the paragraph have a concluding sentence?  Yes  No

If yes, write it here. Underline information connected to the topic sentence.

\_\_\_\_\_

\_\_\_\_\_

5. Is there any place you want more information?  Yes  No

If yes, where? \_\_\_\_\_

6. Does the paragraph use at least two vocabulary words/phrases from the unit?  Yes  No

List them here: \_\_\_\_\_

7. Does the paragraph have any mistakes with

a. grammar?  Yes  No

b. capitalization?  Yes  No

c. punctuation?  Yes  No

If yes, briefly explain here: \_\_\_\_\_  
\_\_\_\_\_

8. What do you like best about this paragraph? \_\_\_\_\_  
\_\_\_\_\_



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# VOCABULARY INDEX

Word	Page	CEFR <sup>†</sup> Level	Word	Page	CEFR <sup>†</sup> Level	Word	Page	CEFR <sup>†</sup> Level
access*	153	B1	cover	14	B1	gym	72	B1
accident	34	A2	crash	92	B2	habit	157	B1
achievement*	88	B1	create*	74	B1	hardly	114	B1
actually	174	B1	culture*	41	B1	hire	88	B1
admire	66	B1	daily	141	A2	horrible	92	A2
advantage	112	B1	damage	34	B1	hurry	63	A2
adventure	171	A2	danger	34	B1	immediately	62	A2
advice	141	A2	definitely*	139	B1	improve	86	A2
amazing	30	A2	design*	86	B1	individual*	72	B1
amount	112	B1	destination*	64	B1	invention	84	B1
argue	155	B1	development	155	B1	issue*	153	B1
attend	5	B1	difference	139	A2	jealous	172	B1
battery	87	A2	disadvantage*	112	B1	join	155	A2
be in charge (of)	174	B1	disappear	86	B1	lack	158	B1
be supposed to	92	B1	dream	41	B1	lazy	139	A2
benefit*	118	B1	during	34	A2	leader	12	B1
border	8	B1	effect	153	B1	let	170	B1
bother	30	A2	encourage	136	B1	live	170	B1
break	5	A2	energy*	34	B1	location*	12	B1
bright	139	B1	entertainment	170	B1	machine	86	A2
can afford	74	B1	equipment*	171	B1	main	14	B1
careful	49	A2	exist	136	B1	middle	14	A2
celebrate	49	B1	experience	171	B1	miss	64	A2
certainly	65	A2	explain	36	A2	mistake	112	A2
chance	157	B1	explore	34	B1	modern	134	B1
check	36	A2	extra	139	A2	mood	139	B1
collapse*	173	B2	extraordinary	88	B1	national	64	A2
collect	116	A2	extremely	34	B1	natural	153	B1
comfortable	30	A2	fan	34	A2	necessary	155	B1
common	12	B1	festival	174	B1	notice	87	B1
compete	34	B1	floating	116	B1	object	12	B1
complete	136	A2	flow	64	B1	opportunity	155	B1
complicated	87	B1	focus*	155	B2	organization	84	B1
compromise	158	B2	follow	13	A2	organized	36	B1
connect	36	B1	garbage	116	B1	own	18	B1
consider	134	B1	generation*	134	B1	passenger	172	A2
continue	155	B1	get rid of	116	B1	patient	36	B1
countryside	109	A2	grow up	134	A2	patient	62	B1

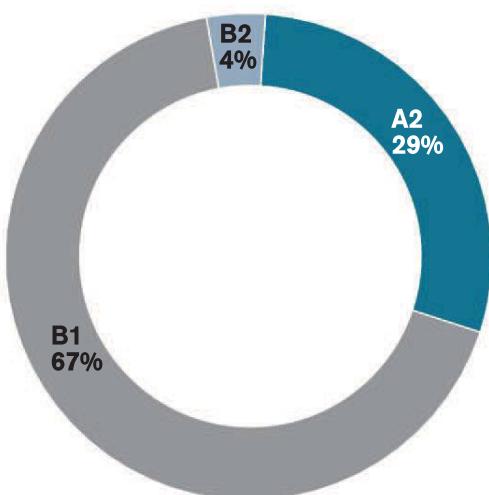
Word	Page	CEFR <sup>†</sup> Level	Word	Page	CEFR <sup>†</sup> Level	Word	Page	CEFR <sup>†</sup> Level
pay attention	136	B1	routine	63	B1	taste	36	B1
pedestrian	172	B1	row	134	B1	tax	118	B1
perform	114	B1	scientist	8	B1	temporary*	63	B1
plan	36	A2	service	112	B1	the wild	144	A2
popular	18	A2	set off	173	B1	totally	118	B1
powerful	172	B1	sight	109	B1	tourist	18	A2
practice	14	A2	similar*	118	B1	traffic	34	A2
prize	84	A2	simple	12	A2	trend*	153	B1
produce	153	B1	skill	141	B1	typical	72	B1
project*	87	A2	solve	86	B1	unfair	157	B1
provide	155	B1	space	66	A2	unforgettable	171	B1
recycle	116	B1	special	114	B1	variety	18	A2
reduce	155	B1	spend	109	A2	weak	170	B1
relax*	30	B1	stressful*	63	B1	weight	173	B2
reliable*	18	B1	suffering	84	B2	well-known	66	A2
remove*	173	B1	suggestion	141	B1	whole	65	A2
research*	8	B1	sunset	170	B1	yell	92	B2

Every unit in *Great Writing* highlights key academic vocabulary, indicated by **AW**. These words have been selected using the Academic Word List (Coxhead, 2000) and the New Academic Word List (Browne, C., Culligan, B. & Phillips, J., 2013).

\*These words are on the AWL or NAWL.

<sup>†</sup>Vocabulary was also chosen based on levels of The Common European Framework of Reference for Languages (CEFR). CEFR is an international standard for describing language proficiency. *Great Writing 1* is most appropriate for students at CEFR levels A2–B1.

The target vocabulary is at the CEFR levels as shown.



# INDEX

## A

Academic Words (AW), 19, 52, 76, 98, 122, 142, 158, 173  
Academic writing, 24–27, 56–57, 80–81, 102–103, 126–127, 146–147, 162–163, 176–177  
contractions, 61  
future forms, 106  
simple past form, 84  
simple present form, 60  
Adjective clauses, 131–138, 172  
Adjectives  
be verbs with, 7  
form of, 40  
linking verbs and, 41  
*-ly*, 93  
nouns and, 39  
possessive, 47  
Adverbs of manner, 93–94  
Articles  
definite, 74–76  
indefinite, 73–74

## B

Be verbs, 7, 61, 67, 85, 89, 91  
Body of paragraphs, 30  
Building Better Sentences, 21–23, 54–55, 78–79, 100–102, 124–126, 144–145, 160–162, 175–176  
Building Better Vocabulary, 19–21, 52–54, 76–78, 98–100, 122–124, 142–144, 158–160, 173–175

## C

Capitalization rules  
at beginning of sentences, 17  
paragraph titles, 32  
proper nouns, 18  
Commas, 70–71, 96, 121, 170  
Complex sentences, 171–172  
future time clauses, 113–115, 119  
with time clauses, 95–97  
Compound sentences, 69–71, 170  
Concluding sentence, 30, 48–49, 166–167  
Connectors and transitions, 69  
Contractions, 61

Coordinating conjunctions, 69  
Count nouns, 73

## D

Definite articles, 74–76  
Dependent clauses, 95, 156

## E

Editing, 25, 56–57, 80, 102, 127, 146, 163, 172, 177

## F

Final drafts, 172  
Fragments, 6  
Future forms, 106–115  
Future time expressions, 112–115

## G

Grammar for writing  
adjective clauses, 131–138, 172  
adjectives, 7, 39–40  
adverbs of manner, 93–94  
*be going to* phrase, 106–109  
be verbs, 7, 61, 67  
complex sentences with time clauses, 95–97, 113–115  
compound sentences, 69–71

contractions, 61  
count and non-count nouns, 73  
definite articles, 74–76  
dependent clauses, 95  
expressing place and time, 10–11  
fragments, 6  
future time expressions, 112–115  
*going vs. gonna*, 107  
if clauses, 116–117  
indefinite articles, 73–74  
independent clause, 95  
irregular verbs, 61  
linking verbs and adjectives, 41  
modals, 138–139  
noun and noun phrases, 7, 39–40, 73

object adjective clauses, 133–134  
object of sentences, 4  
object pronouns, 44, 46  
opinion verbs and *that* clause, 154, 156  
past time words and phrases, 88–89

plural verbs, 61  
possessive adjectives, 47  
prepositional phrases, 7, 12  
reason clauses, 117–120  
simple past affirmative, 85–89  
simple past negative, 89–93  
simple present affirmative, 61–67  
simple present negative, 67–68  
simple sentences, 4, 69–70  
subject adjective clauses, 132–133  
subject of sentences, 4  
subject pronouns, 44–45  
subordinating conjunctions, 95  
verbs, 4, 7, 41, 61, 67, 154, 156  
*will*, 110

Great writing, elements of future forms, 106–115  
listing, 150  
paragraph basics, 166–167  
paragraphs, 30–39  
sentence variety, 130, 166  
sentences, 4–18  
simple past form, 84–93  
simple present form, 60–63

## I

Indefinite articles, 73–74  
Indent, 166  
Independent clause, 95, 113, 116, 117  
Irregular verbs, 61, 85, 88

## L

Linking verbs, 41  
Lowercase letters, 17

## M

Mechanics  
beginning and ending a sentence, 17  
capitalizing proper nouns, 18  
paragraph titles, 32  
Modals, 138–139

## N

Negative statements, 67–68  
Non-count nouns, 73  
Noun and noun forms, 73  
Noun and noun phrases, 7, 10–11

- O**
- Object adjective clauses, 133–134
  - Object of sentences, 4
  - Object pronouns, 44, 46
  - Opinion verbs, 154, 156
  - Organizing ideas, 150
- P**
- Paragraphs
    - basics, 166–167
    - concluding sentence, 30, 48–49
    - defined, 30
    - organizing, 167
    - response, 152–154, 162–163
    - sequence words and phrases, 150–151
    - supporting sentences, 37
    - topic sentences, 34
    - writing process, 80–81
  - Past time words and phrases, 88–89
  - Peer editing, 25–27, 57, 80, 102, 127, 146, 163, 177
  - Plagiarism, 153
  - Plural nouns, 73
  - Possessive adjectives, 47
  - Prepositional phrases
    - be verbs with, 7
    - there is/there are* with, 12
    - of time and place, 10–11
  - Pronouns
    - of object, 44, 46
    - of subject, 44–45
  - Proper nouns, capitalization of, 18
  - Punctuation, commas, 70–71, 96, 121, 170
- R**
- Reason clauses, 117–120
  - Response paragraphs, 152–154, 162–163
- S**
- Sentences
    - be verbs in, 7
    - capitalization of, 17
    - complex, 95–97, 113–115, 119, 171–172
    - compound, 69–71, 119, 170
    - concluding, 166–167
    - fragments, 6
    - future forms, 106–115
    - if* clauses, 116–117
- noun and noun phrases, 7
- object of, 4
- prepositional phrases, 7, 10–11
- reason clauses, 117–120
- sequence words and phrases, 150–151
- simple, 4, 69–70, 170
- simple past affirmative, 85–89
- simple past negative, 89–93
- simple present form, 60–63
- subject of, 4
- subordinating conjunctions, 95
- supporting, 152, 166
- topic sentences, 150, 152, 166
- using *It* as a subject, 6
- variety of, 130, 166
- verbs in, 4
- Sequence words and phrases, 43, 150–151
- Simple past affirmative, 85–89
- Simple past form, 84–93
- Simple past negative form, 89–93
- Simple present affirmative form, 61–67
- Simple present form, 60–63
- Simple present negative form, 67–68
- Simple sentences, 4, 60–63, 69–70, 85–93, 170
- Singular nouns, 73
- Subject
  - in compound sentences, 69
  - It* as, 6
  - plural, 66
  - of sentence, 4
- simple past affirmative, 85–89
- simple present affirmative, 61–63
- simple present negative, 67–68
- in simple sentences, 69
- there are* vs. *they are*, 66–67
- Subject adjective clauses, 132–133
- Subject pronouns, 44–45
- Subject-verb combinations, 69
- Subordinating conjunctions, 95
- Supporting sentences, 37, 152, 166
- T**
- Test Prep, 27, 57, 81, 103, 127, 147, 163, 177
  - Time clauses, 95
- Time words or phrases, 10–11, 88–89, 112–115
- Timed writing, 27, 57, 81, 103, 127, 147, 163, 177
- Titles, of paragraph, 32
- Topic sentences, 30, 34, 150, 152, 166–167
- Topics for Writing, Additional, 27, 57, 81, 103, 127, 147, 163, 177
- V**
- Verbs
    - be, 7, 61, 67, 85, 89, 91
    - correct form, 168
    - irregular, 61
    - irregular verbs, 85
    - linking, 41
    - plural, 61, 63, 85
    - of sentences, 4
    - simple past affirmative, 85–89
    - simple present affirmative, 61–67
    - simple present negative, 67–68
    - singular, 61, 63
    - that* clause and, 154, 156
  - Vocabulary in writing, 21, 54, 78, 100, 124, 144, 160, 174–175
  - see also* Building Better Vocabulary
- W**
- Writer's Notes
    - adjective form, 40
    - avoiding plagiarism, 153
    - because* vs. *so*, 119
    - commas, 121
    - going to* vs. *gonna*, 107
    - ly* adjectives, 93
    - there are* vs. *they are*, 66–67
    - using *It* as a subject, 6
    - writing lists of words, 70
  - Writing process
    - editing, 25, 56–57, 80, 102, 127, 146, 163, 172, 177
    - final drafts, 172
    - peer editing, 25–27, 57, 80, 102, 127, 146, 163, 177

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