



Professional rock climber Chris Sharma grips a small indentation in Ceues, France.

- OBJECTIVES** To learn about adjectives
To understand the parts of a paragraph
To study subject and object pronouns
To learn about possessive adjectives



Can you describe an activity or sport that you enjoy?

Grammar for Writing

Using Adjectives

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**.

- A **noun** is the name of a person, place, thing, or idea.
student, doctor, city, park, book, pencil, and love
- An **adjective** is a word that describes a noun.
good, busy, new, crowded, green, heavy, and beautiful

Word Order: Adjective + Noun

Good writers avoid writing too many simple sentences about one subject. When you have two short sentences about the same noun with an adjective, you can combine the sentences by putting the adjective before the noun. This will make your writing more interesting.

Two Short Sentences	Better Writing
<p>noun adj. I have a book. It is <u>heavy</u>.</p>	<p>adj. noun I have a <u>heavy</u> book.</p>
<p>noun adj. This is my car. It is <u>new</u>.</p>	<p>adj. noun This is my <u>new</u> car.</p>
<p>noun adj. Marco goes to a college. The college is <u>excellent</u>.</p>	<p>adj. noun Marco goes to an <u>excellent</u> college.</p>
<p>adj. noun adj. noun Rachel draws <u>small</u> pictures. She draws <u>ink</u> pictures.</p>	<p>adj. adj. noun Rachel draws <u>small ink</u> pictures.</p>

IMPORTANT: Make sure you put the adjective before the noun, not after.

- ✗ I have a car red with a top black.
- ✓ I have a red car with a black top.
- ✗ We ate a salad green with potatoes fried.
- ✓ We ate a green salad with fried potatoes.

IMPORTANT: Adjectives do not have a plural form to describe plural nouns.

- ✗ There are rares books in the library.
- ✓ There are rare books in the library.
- ✗ Do you like populars songs?
- ✓ Do you like popular songs?

There is more information about order of adjectives on page 239 in the *Brief Writer's Handbook*.

ACTIVITY 1 Editing: Nouns and Adjectives

Combine the related sentences into one sentence. You will have to eliminate a few words. Remember to use a capital letter at the beginning and a period at the end of each sentence.

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

Rob owns a red car.

2. I do not like this weather. The weather is humid.

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

4. Ali has a job. The job is part-time.

5. They like to drink soda. The soda is diet.

6. Nina reads folk tales. They are international.

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

8. Juan works for a company. The company is small. The company is independent.

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 for Writing

Word Order: *Be* + Adjective

If the main verb of a sentence is *be*, the adjective can come after the verb.

Subject	Be	Adjective(s)
The boys	are	young.
I	am	sleepy.
That house	is	big and green.

Word Order: Linking Verb + Adjective

The verb *be* is a **linking verb**. A linking verb connects the subject to the adjective that comes after it. These verbs are often (but not always) related to your five natural senses: sight, taste, touch, smell, and hearing.

If the main verb of a sentence is a linking verb, the adjective can come after the verb.

Subject	Linking Verb		Adjective	
Justin	looks		ill.	
The grapes	taste		delicious.	
The hot water	feels		good	on my feet.
These flowers	smell	really	sweet.	
Sohee's plan	sounds		interesting.	
Tony and Ron	seem	very	nervous	today.

Many linking verbs can also be actions verbs. When a linking verb is followed by an adjective, it does not have any action.

Action Verb	My mother	tastes	her soup.
Linking Verb (no action)	The soup	tastes	good.

ACTIVITY 2 Practicing Adjectives

Underline the 11 adjectives in the paragraph. (The numbers in parentheses on the left side of the paragraph tell you how many adjectives are in each line.) Then circle the linking verbs. The first adjective has been underlined for you.

Example Paragraph 6

My Ideal Vacation

- (1) I have a dream to visit Alaska. The weather is beautiful there. I love
(2) cold weather. When the temperature is low, I have energy! I also want
(2) to visit Alaska because I love nature. Alaska looks so **pure** and natural.
(2) I dream about its **scenic** landscape. In addition, there are wild animals.
(2) Finally, I want to learn important information about the **native** people
(1) of Alaska. Their culture sounds very interesting to me. I hope to visit
(1) this wonderful state soon.

pure: clean; not polluted

scenic: having a beautiful natural landscape

native: born in or originally coming from a certain place or country





ACTIVITY 3 Describing a Scene with Adjectives

Write seven to ten sentences about the market in the photo. Write some sentences using **adjective + noun** and **linking verb + adjective**. Try to write a sentence that includes both forms.

- 1. *The market seems busy.* _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

What Is a Paragraph?

A **paragraph** is a group of sentences about one specific topic. A paragraph has three main parts: the topic sentence, the body, and the concluding sentence.

ACTIVITY 4 Studying Paragraphs

Read each paragraph and answer the questions that follow.

Example Paragraph 7

The Best Place to Relax

My back **porch** is my favorite place to **relax**. First, it has lots of comfortable chairs with soft pillows. I feel so good when I sit in them. My back porch is also very peaceful. 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.

a porch: a part at the front or back of a house with only a floor and a roof

to relax: to rest or do something enjoyable

to bother: to make someone feel worried or upset



Post-Reading

1. How many sentences are in this paragraph? _____
2. What is the main topic of this paragraph? (Circle.)
 - 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. What is the first sentence of this paragraph? (This is the topic sentence.) Write it here.

4. The writer gives examples of how her porch is relaxing. List the four things the writer does to relax on her porch.
 - a. *The writer sits in comfortable chairs.* _____
 - b. _____
 - c. _____
 - d. _____
5. Read the paragraph again. Find at least two adjectives and write them below.

6. Read the topic (first) sentence and the concluding (last) sentence of the paragraph. Write down the ideas that these two sentences have in common.

Example Paragraph 8

Taipei 101

I work in one of the world's tallest buildings—Taipei 101. This building is in Taipei's business **district**. Taipei 101 opened to the public in 2004. It is made of **steel** and glass panels, so it has a beautiful silver color. It has 101 **floors**. There are even five more levels below the building! Many international businesses have offices in Taipei 101. There are great places to shop in the building, too. I am **proud** to work in such an important place.

a district: an area

steel: a very strong metal

a floor: a level of a building

proud: having a very happy feeling of satisfaction



Post-Reading

1. How many sentences are in this paragraph? _____

2. What is the main topic of this paragraph? (Circle.)

a. information about a city

b. information about a person

c. information about a building

3. What is the first sentence of this paragraph? (This is the topic sentence.) Write it here.

4. Answer these questions in complete sentences.

a. Where is the building?

b. How old is the building?

c. What color is the building?

d. How many floors does the building have in total?

5. Read the paragraph again. Find at least four adjectives and write them below.

6. Read the topic (first) sentence and the concluding (last) sentence of the paragraph. Write down the ideas that these two sentences have in common.

The Title of a Paragraph

What is the title of this textbook? Look on the front cover. Write the title here.

What is the title of Example Paragraph 6 on page 37? Write the title here.

A **title** gives the reader information about what is in a book, magazine, song, movie, or paragraph. Here are some rules to follow when you write a title for your paragraphs.

Rule #1: A good title is usually short. Sometimes it is only one word. *Titanic* and *Help* are titles.

Rule #2: A good title is usually not a complete sentence. Some examples of paragraph titles in this book are *Staying Healthy*, *A World Traveler*, and *An Old Family Photo*.

Rule #3: A good title catches a reader's interest. It tells the reader about the main topic, but it does not tell about everything in the paragraph. *A Long Flight*, *An Important Invention*, and *My First Car* are all titles of paragraphs in this book. Each one gives you a good idea of what the paragraph will be about. However, it does not give you all the information.

Rule #4: A good title also follows special capitalization rules. Always capitalize the first letter of the first word. Only capitalize the first letter of the important words in the title. Do not capitalize a preposition or an article unless it is the first word.

Rule #5: A title never has a period at the end.

ACTIVITY 5 Working with Titles

Each of these titles breaks at least one of the rules listed on page 42. Rewrite each one correctly. Be prepared to share your answers with your classmates and explain which rule (or rules) the incorrect title breaks.

1. RAP MUSIC AROUND THE WORLD

2. A Handbook For International Students In Canada

3. Great Jobs for Teenagers.

4. My Paragraph

5. How to Upload Your Family Vacation Photos to the Internet

6. Buying A New Car Is Easy

7. The ten Best Movies of All Time

8. Today Was the Best day of My Life

Writer's Note

Indenting the First Line of Every Paragraph

Look at the first line of Example Paragraph 7 on page 39. How is the formatting different from the other lines in the paragraph?

Look at the first line of Example Paragraph 8 on page 40. Do you see how the first line is also moved in? This is called **indenting**. It is important to **indent** the first line of every paragraph because it tells the reader that a new paragraph is beginning.

ACTIVITY 6 Copying a Paragraph

On the lines below, copy the six sentences about ice cream from Activity 13 on page 16 (Unit 1). Be sure to indent the first line. Use correct punctuation at the end of each sentence. Give this paragraph a title. When you finish, read your new paragraph.

Example Paragraph 9

ACTIVITY 7 Writing an Original Paragraph

Answer the questions. Use complete sentences. Then write your sentences in paragraph form on the lines provided.

1. Who is your favorite singer? *My favorite singer is* _____
2. What country does he or she come from? _____
3. What kind of music does he or she sing? _____

4. What is your favorite song by this singer? _____

5. Why do you like this singer? _____

Now write your sentences in paragraph form. Be sure to indent the first line. Give your paragraph a title.

Example Paragraph 10

Parts of a Paragraph: The Topic Sentence

Every good paragraph has a **topic sentence**. The topic sentence is one sentence that tells the main idea of the whole paragraph.

The topic sentence:

- is usually the first sentence in the paragraph
- should not be too specific or too general
- must describe the information in all the sentences of the paragraph

If a paragraph does not have a topic sentence, the reader may be confused because the ideas will not be organized clearly. Make sure every paragraph has a topic sentence!



ACTIVITY 8 Practicing Topic Sentences

Read each paragraph and the three topic sentences below it. Choose the best topic sentence and write it on the lines. Then read the paragraph again. Make sure that the topic sentence gives the main idea for the whole paragraph. Remember to indent.

Example Paragraph 11

Beautiful Snow?

_____ Snow is beautiful when it falls. After a few days, the snow is not beautiful anymore. It starts to **melt**, and the clean streets become **messy**. It is difficult to walk anywhere. The **sidewalks** are **slippery**. Snow also causes traffic problems. Some roads are closed. Other roads are **hard** to drive on safely. Drivers have more **accidents** on snowy roads. I understand why some people like snow, but I do not like it very much.

- In December, it usually snows.
- Some people like snow, but I do not.
- I love snow.

to melt: to change from ice to liquid

messy: sloppy; dirty

a sidewalk: a paved walkway on the side of roads

slippery: causing a person to slip or slide, usually because of a smooth surface

hard: difficult

an accident: a car crash

Maria and Her Great Job

_____ She works at Papa Joe's Restaurant. She **serves** about 60 people every day. Maria can remember all the dinner orders. If there is a problem with any of the food, she **takes it back** to the kitchen **immediately**. Maria works very hard to make sure all her customers have a great meal.

- a. My cousin Maria is an excellent server.
- b. My cousin Maria works at Papa Joe's Restaurant.
- c. Maria's customers do not eat big meals.

to serve: to give someone food and drink at a restaurant
to take back: to return
immediately: at that moment; very quickly

My Favorite City

_____ I love to see all the interesting things there. The city is big, exciting, and full of life. I always visit the Statue of Liberty and the Empire State Building. I also visit Chinatown. At night, I go to **shows** on Broadway. The food in the city is excellent, too. I truly enjoy New York City.

- a. I like to see the Statue of Liberty and the Empire State Building.
- b. New York is a very big city.
- c. My favorite city in the world is New York.

a show: a live performance on stage



ACTIVITY 9 Practicing Topic Sentences

Read each paragraph on pages 48–50 and the four topic sentences below it. Choose the best topic sentence and write it on the lines. Then read the paragraph again. Make sure that the topic sentence gives the main idea for the whole paragraph. Be sure to indent! (NOTE: If you want a challenge, cover the four topic sentences, and try to write your own. Is your topic sentence similar to the correct topic sentence?)

Example Paragraph 14

Pasta, Pasta, Pasta

_____ Pasta tastes great. Sometimes I eat it _____ **plain**. I also like it with butter or **Parmesan cheese**. Another reason I like pasta is the **variety**. Pasta includes spaghetti, macaroni, vermicelli, ravioli, lasagna, and many other kinds. In addition, pasta is very easy to prepare. I can make pasta in less than ten minutes. Finally, pasta is a very healthy food for me. A plate of pasta has about 300 **calories**, but it has only three grams of fat. I love to eat pasta every day!

- a. Everybody loves pasta.
- b. Spaghetti and macaroni are kinds of pasta.
- c. Pasta is my favorite food.
- d. Pasta comes from Italy.

plain: with nothing added; simple

Parmesan cheese: a hard, dry Italian cheese

a variety: many different kinds

a calorie: a measurement of heat energy of food





Example Paragraph 15

Good Teachers

_____ First of all, good teachers are **patient**. They never **rush** their students. Good teachers explain things without getting **bored**. In addition, they are organized. They plan what happens in every class. Good teachers are also **encouraging**. They help students understand the subject. Finally, good teachers are **fair**. They treat all students the same. These are some of the most important qualities of good teachers.

- a. All good teachers are patient.
- b. Good teachers have special qualities.
- c. I like my teachers.
- d. Some teachers are good, but other teachers are not so good.

patient: calm; not easily upset

to rush: to cause (someone or something) to go very quickly

bored: not interested

encouraging: helpful; comforting

fair: equal; impartial

Awesome Internet Radio

_____ First, I can listen to radio stations from around the world, so I have a variety of musical choices. I can choose bhangra from a New Delhi station or the newest music from a station in England. I can also listen to individual music stations that people create. I follow several popular **disc jockeys** in Los Angeles and New York. I also like Internet radio's **convenience**. I do not need to stay at home or use my car to listen to the radio. I can listen on my smartphone and my mp3 player **whenever** and **wherever** I want. However, the best thing of all is that Internet radio is free! I cannot imagine music without Internet radio!

- a. Before the Internet, people only listened to the radio one way.
- b. There are great radio stations all over the world.
- c. People all over the world like listening to the radio.
- d. Internet radio is the perfect way for me to listen to music.

a disc jockey: a radio announcer who plays music

convenience: an increase in comfort or easiness in work

whenever: at any time

wherever: in any place

Grammar for Writing

Subject Pronouns

A **pronoun** is a word that takes the place of a noun. A **subject pronoun** is a pronoun that takes the place of a noun that is the subject in a sentence.

Subject Pronoun (Singular)		Subject Pronoun (Plural)	
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.

Object Pronouns

An **object pronoun** is a pronoun that takes the place of a noun that is the object in a sentence.

	Object Pronoun (Singular)		Object Pronoun (Plural)
Mona likes	me.	Mona likes	us.
I know	you.	I know	you.
Kevin understands	him / her / it.	Kevin understands	them.

An object pronoun can also replace the noun after a **preposition**. A preposition is a word that shows location, time, or direction. Some common prepositions are *in*, *on*, *to*, and *near*.

	Preposition	Object Pronoun
Assad walks	with	me. us.
They give help	to	you.
Jessica lives	near	him / her / it. them.

ACTIVITY 10 Using Subject Pronouns

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

Example Paragraph 17

Two Doctors

Rosemarie Bertrand and Michael Scott are interesting people. Rosemarie is a doctor in Scotland. (1. Rosemarie Bertrand) **She** _____ is married to Michael. (2. Michael Scott) _____ is also a doctor. (3. Rosemarie and Michael) _____ live in Edinburgh. (4. Edinburgh) _____ is a historic city. Dr. Bertrand and Dr. Scott have an office together downtown. (5. The office) _____ is busy every day. (6. Rosemarie and Michael) _____ work hard five days a week. On weekends, however, (7. Rosemarie and Michael) _____ like to travel to the countryside. (8. The countryside) _____ is a beautiful and relaxing escape from all their hard work.



ACTIVITY 11 Using Object Pronouns

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

Example Paragraph 18

My Best Friend

My best friend is Gretchen. I met (1. Gretchen) her 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 (2. her brothers and sisters) _____. They live in Alabama with their parents. Gretchen studies **veterinary** medicine at the University of Florida in Gainesville. She loves (3. her career choice) _____ very much because she really loves animals. Gretchen has three pets. She has a cat, a small bird, and a large boa constrictor, Hal. She likes (4. her pets) _____ all very much. However, she likes Hal the best. Gretchen takes (5. Hal) _____ with (6. Gretchen) _____ everywhere! In her free time, Gretchen plays tennis, reads books, and cooks **gourmet** meals. I love (7. Gretchen) _____ like a sister. I hope that our friendship will stay with (8. Gretchen and me) _____ for many years.

veterinary: medical care of animals

gourmet: producing extremely good food and drink

Writer's Note

Using Pronouns to Make Your Writing More Interesting

When you write about a noun, 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. Kris has **a new car**. He washes **his new car** every day. **His new car** is fun, and **his new car** is fast!

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

Alisa lives in the city. **She** likes the noise and the crowds, but **she** does not like the stress. Kris has **a new car**. He washes **it** every day. **His new car** is fun, and **it** is fast!

ACTIVITY 12 Using Subject and Object Pronouns for Variety

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

Example Paragraph 19

Our Big Move

Amy and I are moving into our new apartment today. ~~Amy and I~~ ^{We} are very excited. Amy and I have many big things to put in our new apartment. I have a large flat screen TV. Amy and I plan to put the television next to the window. Amy's brother and his friends will help Amy and I move today, too. Amy's brother and his friends will move our large **couch** and chairs. Amy and I want to put the couch and chairs in front of the television. Finally, Amy's brother and his friends will move in our beds. It may take a long time to move the beds because the beds are so big. However, Amy and I are not worried because our strong helpers will make the move easy!

a couch: a piece of furniture big enough for three or more people to sit on

Parts of a Paragraph: The Body

Every good paragraph must have sentences that support the topic sentence. These supporting sentences are called the **body** of a paragraph.

The supporting sentences:

- give more information, such as **support**, **details**, or **examples**, about the topic sentence
- must be related to the topic sentence
- should not include ideas that are unrelated or unconnected to the topic sentence

A good body can make your paragraph stronger, so make sure EVERY sentence in your body is related to the topic sentence.

One mistake that many writers make is writing sentences that are not related to the topic sentence. Be sure to cut out any unrelated or unconnected ideas.

ACTIVITY 13 Working with the Body of a Paragraph

Read each paragraph carefully. Underline the topic sentence. In each paragraph, one supporting sentence does not belong because it is not directly connected to the topic sentence. Cross out the unrelated sentence.

Example Paragraph 20

Keeping Score in American Football

Keeping score in American football is more difficult than keeping score in soccer. In soccer, each goal is **worth** one point. For example, if a team scores five goals in a game, then the team's score is five points. In American football, the scoring system is different. When a player carries the ball across the end zone, he scores a touchdown. A touchdown is worth six points. When a player kicks the football between the goal posts, that team gets one point or three points. Another sport that has easy scoring is basketball. It is **definitely** harder to keep score for American football than it is for soccer.

keeping score:

maintaining a count of the total points in a game

worth: equal to; valued at

definitely: clearly, without question

Example Paragraph 21

Making Chili

Chili is an easy dish to prepare. Fried chicken is also easy to prepare. To make chili, cut up one large onion. Then fry them in a little vegetable oil. You can add fresh garlic and some **diced** chili peppers. When the onions are soft, add one pound of **ground** beef. **Stir** the onions and beef until they are **fully** cooked. Sprinkle one tablespoon of red chili powder on top. Next, add four cups of diced tomatoes, one cup of water, and one can of red beans. Finally, add salt and pepper. Cover the saucepan and cook over low heat for about one hour. If you follow this simple **recipe**, you will have a delicious **meal**!

chili: a thick stew made with meat, beans, and tomatoes

diced: cut into little squares

ground: broken into small pieces

to stir: to mix

fully: completely; entirely

a recipe: directions for cooking food

a meal: breakfast, lunch, or dinner

Celsius and Fahrenheit Temperatures

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 **degrees** to your answer. The result is the temperature in Fahrenheit. Many countries report temperatures in Celsius, but the United States uses 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. Next, add 32, and you have the correct Fahrenheit temperature. Now you know how to change a temperature from Celsius to Fahrenheit.

to multiply: $2 \times 2 = 4$

to divide: $15 \div 3 = 5$

a degree: a unit of measurement for temperature: $98^\circ = 98$ degrees

Grammar for Writing

Possessive Adjectives

When you want to talk about something that belongs to someone or something, you use a **possessive adjective**. A possessive adjective answers questions related to ownership such as *Whose house? Whose books?* and *Whose television?*

Like regular adjectives, a possessive adjective always comes before the noun that it describes.

Subject Pronoun	Possessive Adjective	Example
I	my	My house is on Mariposa Avenue.
you	your	Do you have your ticket for the airplane?
he	his	Nick lives with his father.
she	her	Her purse is red and black.
it	its	A butterfly moves its wings quickly.
we	our	We write all our papers on a computer.
they	their	The students will bring their CDs.

ACTIVITY 14 Using Possessive Adjectives

Fill in each blank with the correct possessive adjective.

Example Paragraph 23

Kate and Her Siblings

Kate has two sisters and one brother. 1 Their 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.

a sibling: a brother or a sister

ACTIVITY 15 Practicing Subject Pronouns and Possessive Adjectives

Underline the correct pronoun or possessive adjective.

Example Paragraph 24

(I / My) Grandmother

A very important person in (1. I / my) life is (2. I / my) grandmother. (3. She / Her) name is Evelyn Anna Kratz. (4. She / Her) life is very interesting. (5. She / Her) is 89 years old. (6. She / Her) comes from Poland. (7. She / Her) can speak English well, but (8. she / her) first language is Polish. My grandmother comes from a large family. (9. She / Her) has two brothers. (10. They / Their) names are Peter and John. (11. I / My) grandmother has two sisters, too. (12. They / Their) names are Karina and Maria. (13. I / My) like to listen to (14. my / her) grandmother's stories because (15. they / their) are so interesting. In (16. I / my) opinion, they are the most interesting stories in the world.



ACTIVITY 16 Working with the Body of a Paragraph

Read each paragraph carefully. In each paragraph, there are two sentences that do not belong. Put parentheses () around the two unrelated sentences.

Example Paragraph 25

The New States

Four U.S. states begin with the word *new*. New Hampshire, New Jersey, and New York are in the Northeast, but New Mexico is in the Southwest. Arizona is also in the Southwest. New Hampshire is a small state with just over one million people. New Jersey is also a small state, but its population is almost nine million people. The most **well-known** of the *new* states is New York. With twenty million people, its population is the largest of all the *new* states. Finally, there is New Mexico. It is the largest in size of these four states, but its population is really quite small with a little over two million people. There are no states that begin with the word *old*. Although all these states begin with *new*, they are all very different.

well-known: popular,
familiar, famous

Example Paragraph 26

An Incredible Neighbor

My neighbor Mrs. Wills is an **amazing** person. She is 96 years old. My grandmother lived to be 87. Mrs. Wills lives alone, and she takes care of herself. In the morning, she works in her beautiful garden. She also does all of her own cooking. She does not like to cook rice. She cleans her own house. She even puts her heavy garbage can by the street for trash collection. She pulls it slowly to the **curb**, and she goes up and down the steps to her door without help. I hope to have that much energy and ability when I am 96 years old.

amazing: remarkable;
wonderful; incredible

the curb: the side of
the street

Example Paragraph 27

My Office

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

wooden: made of
wood

files: documents;
papers

ACTIVITY 17 Review: Identifying Subject and Object Pronouns and Possessive Adjectives

Look at the paragraphs in Activity 16 again. Circle all the subject pronouns. Underline all the possessive adjectives. Put a box around the object pronouns. Check your answers with a classmate.

Writer's Note

Avoiding Fragments: Checking for the Verb

As you write, remember that every sentence needs a verb. A sentence without a verb is a fragment. It is a piece of a sentence, not a complete sentence.

- | | |
|--|--|
| ✗ My father's <u>name Samuel</u> . | ✓ My father's name is Samuel. |
| ✗ Many people in <u>Switzerland French</u> . | ✓ Many people in Switzerland speak French. |
| ✗ Some elementary <u>schools computers</u> for the students. | ✓ Some elementary schools have computers for the students. |



ACTIVITY 18 Editing: Checking for Verbs

Five sentences below are missing the verb *be*. Add the correct form of *be* to the incomplete sentences. Then put the sentences in the correct order. The first missing *be* verb has been corrected for you.

Staying Healthy

- _____ a. Doctors say that one hour of exercise each day can keep you in good shape.
- _____ b. First, think about the food you eat.
- 1 _____ c. It ^{is} easy to stay healthy if you **follow** some simple **steps**.
- _____ d. This allows your body to rest and become stronger.
- _____ e. You can follow these steps to help yourself stay healthy.
- _____ f. The best **types** of food fruits and vegetables.
- _____ g. In addition, exercise good for your mind and emotions.
- _____ h. Finally, relaxation very important.
- _____ i. It important to eat a lot of them every day.
- _____ j. Next, **consider** some exercise.

to follow: to obey, do

steps: directions

a type: a kind

to consider: to think about

ACTIVITY 19 Self-Editing: Checking for Verbs

Turn back to Activity 9 on page 12 in Unit 1. Check your sentences for missing verbs. Rewrite three of your sentences with missing verbs correctly on the lines below (even if your teacher already corrected your work). If you did not make any mistakes, good job! Use the lines below to write about a new topic using the same format as Activity 9.

Parts of a Paragraph: The Concluding Sentence

In addition to a topic sentence and body, every good paragraph has a **concluding sentence**. The concluding sentence ends the paragraph with a final thought.

The concluding sentence:

- often gives a summary of the information in the paragraph
- often gives information that is similar to the information in the topic sentence
- can be a **suggestion, opinion, or prediction**
- should not give any new information about the topic

Look at the topic sentences and concluding sentences from a few paragraphs in this unit.

	Paragraph 6, Page 37	Paragraph 7, Page 39	Paragraph 8, Page 40
Topic Sentence	I have a dream to visit Alaska.	My back porch is my favorite place to relax.	I work in one of the world's tallest buildings—Taipei 101.
Concluding Sentence	I hope to visit this wonderful state soon.	I can relax in many places, but my back porch is the best.	I am proud to work in such an important place.

ACTIVITY 20 Working with Concluding Sentences

Copy the topic sentence and concluding sentence from each paragraph indicated. How are the two sentences the same? How are they different? Discuss your answers with a partner.

1. Example Paragraph 11, page 46

Topic sentence: _____

Concluding sentence: _____

2. Example Paragraph 12, page 47

Topic sentence: _____

Concluding sentence: _____

3. Example Paragraph 13, page 47

Topic sentence: _____

Concluding sentence: _____

4. Example Paragraph 14, page 48

Topic sentence: _____

Concluding sentence: _____

5. Example Paragraph 15, page 49

Topic sentence: _____

Concluding sentence: _____

6. Example Paragraph 16, page 50

Topic sentence: _____

Concluding sentence: _____

ACTIVITY 21 Choosing Concluding Sentences

Read each paragraph and the three concluding sentences below it. Choose the best concluding sentence and write it on the lines. Then read the paragraph again. Make sure that the concluding sentence gives a final thought for the whole paragraph.

Example Paragraph 28

Monday

I hate Monday for many reasons. One reason is work. I get up early to go to work on Monday. After a weekend of fun and relaxation, I do not like to do this. Another reason that I do not like Monday 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 Monday. There are more cars on the road on Monday. Drivers are in a bad **mood**, and I must be more careful than usual. _____

- a. Monday is worse than Tuesday, but it is better than Sunday.
- b. I do not like meetings on Monday.
- c. These are just a few reasons why I do not like Monday.

extremely: very

a mood: a person's emotion at a particular time

Example Paragraph 29

Buying a Car

Buying a car **requires** careful planning. Do you want a new or a used car? This depends on how much money you can spend. Sometimes a used car needs repairs. What style of car do you want? You can look at many different models to help you decide. Next, do you want extra **features** in your new car? Adding lots of extra features makes a car more expensive. Finally, you have to decide where you will buy your car. _____

- 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. Will you buy your new car from a friend or a car dealer?

to require: to need

a feature: an option, such as a DVD player or tinted windows

Hanami

Hanami is a very 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 end of their vacation time. People make lots of food and have huge picnics under the lovely trees. There is lots of music and dancing, and large groups of people walk through the parks together. The celebration often continues into the night, and there are **lanterns** everywhere to light the celebration. _____

a cherry: a small red fruit

a lantern: a light with a decorative cover

- a. People like to be with their family and friends during Hanami.
- b. Looking at flowers during Hanami is interesting.
- c. This is truly a most beloved Japanese custom.



ACTIVITY 22 Editing: Grammar and Sentence Review

Correct the paragraph. There are 7 mistakes.

3 adjective mistakes
2 capitalization mistakes

2 missing *be* verbs

Example Paragraph 31

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. We take aspirin for reasons many. Aspirin good for headaches, colds, and pain. Aspirin can help with so many different Health problems. Aspirin is a medicine simple, but it great.

Building Better Sentences: For further practice with the sentences and paragraphs in this unit, go to Practice 2 on page 254 in Appendix 1.

Building Better Vocabulary

ACTIVITY 23 Word Associations

Circle the word or phrase that is most closely related to the word or phrase on the left. If necessary, use a dictionary to check the meaning of words you do not know.

	A	B
1. an opinion	a belief	a fact
2. a headache	pain	relaxation
3. to consider	to talk to	to think about
4. to spend	money comes in	money goes out
5. historic	career	city
6. furniture	a rug	a sofa

7. to come from	a destination	an origin
8. afternoon	darkness	daylight
9. to serve	to give	to take
10. traffic	pedestrians	vehicles
11. downtown	a city center	a suburb
12. to prepare	food	a headache
13. to organize	to make messy	to make neat
14. a variety	few choices	many choices

ACTIVITY 24 Using Collocations

Fill in each blank with the word that most naturally completes the phrase on the right. If necessary, use a dictionary to check the meaning of words you do not know.

- idea / ideal an _____ job
- of / for a variety _____ ideas
- do / follow to _____ a recipe
- to / for to prepare _____ an emergency
- have / make to _____ an accident
- be / get to _____ worth
- in / on to major _____ engineering
- in / on to be _____ the third floor
- eat / take to _____ an aspirin
- high / tall a _____ temperature

ACTIVITY 25 Parts of Speech

Study the word forms. Fill in each blank with the best word form provided. Use the correct form of the verb. If necessary, use a dictionary to check the meaning of words you do not know. (NOTE: The word in bold is the original word that appears in the unit.)

Noun	Verb	Adjective	Sentence Practice
dream	dream	∅	1. She _____ about becoming a famous singer. 2. My _____ is to travel to India.
love	love	lovely	3. Your dress is _____. 4. Mario and Yumiko _____ hip-hop music.
problem	∅	problematic	5. There is a _____ with my car's air conditioning. 6. The economic situation is _____.
enjoyment	enjoy	enjoyable	7. The live music is here for everyone's _____. 8. We always have an _____ time on vacation.
patience	∅	patient	9. Good teachers have a lot of _____. 10. My mother is a very _____ woman.

Noun endings: *-ment, -ence*

Adjective endings: *-ly, -atic, -able*

Original Student Writing

ACTIVITY 26 Original Writing Practice

Follow these instructions:

- Answer the questions about an interesting person that you know. Use a complete sentence for each answer. Put a check (✓) next to each question as you answer it.
- As you write, use at least two of the vocabulary words or phrases presented in Activity 23, Activity 24, and Activity 25 in your sentences. Underline these words and phrases in your sentences.
- Copy your sentences into a paragraph on the lines provided on page 67.
- Use the checklist on page 68 to edit your work.

_____ 1. Who is the most interesting person you know? _____

_____ 2. How do you know this person? _____

_____ 3. Why is this person interesting? List three reasons why this person is so interesting. Give an example to support each reason. (Use adjectives in your descriptions.)

a. Reason 1: _____

Support: _____

b. Reason 2: _____

Support: _____

c. Reason 3: _____

Support: _____

If you need ideas for words and phrases, see the Useful Vocabulary for Better Writing on pages 247–249.

Example Paragraph 32

Checklist

1. I used adjectives to describe this person.
2. I used adjectives before nouns.
3. I used adjectives after linking verbs.
4. I indented the first line of my paragraph.
5. I used subject and object pronouns to add variety.
6. I used possessive adjectives to show ownership.
7. I wrote a topic sentence and a concluding sentence. I made sure they are connected in meaning.
8. I checked each sentence in my paragraph. I made sure every sentence is related to my topic.
9. I gave my paragraph a title.

ACTIVITY 27 Peer Editing

Exchange books with a partner and look at Activity 26. Read your partner's paragraph. Then use Peer Editing Sheet 2 on NGL.Cengage.com/GW1 to help you comment on your partner's paragraph. Be sure to 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 paragraph.

Additional Topics for Writing

Here are ten ideas for journal writing. Choose one or more of them to write about. Follow your teacher's directions. (We recommend that you skip a line after each line that you write. This gives your teacher a place to write comments.)

PHOTO

TOPIC: Look at the photo on pages 32–33. Write about an activity or sport that you enjoy. Do you like to practice? How often? Why do you enjoy this activity or sport?

TOPIC 2: Write about an interesting city. What do you know about it? Do you want to visit this city? Why or why not?

TOPIC 3: Write about a good weekend plan. What do you like to do on weekends? Who do you spend your weekends with?

TOPIC 4: Write about how to use an object such as a smartphone or electronic tablet. Explain the steps involved in using this object.

TOPIC 5: Write about credit cards. What is your opinion about them? Are they helpful or dangerous? Do you use them?



TOPIC 6: Write about your favorite kind of music. Why do you like this music? How do you feel when you listen to this music?

TOPIC 7: Choose a person in your class to write about. Explain how the person looks and what his or her personality is like.

TOPIC 8: Write about a famous person you like. Who is this person? What is this person's job? Why do you like this person?

TOPIC 9: Write about something that you do not like. Give three reasons why you do not like this thing. Explain how this thing makes you feel.

TOPIC 10: Write about your favorite subject in school. Why do you like this subject? What kinds of things do you practice in this subject?



For more practice with the grammar, vocabulary, and writing found in this unit, go to NGL.Cengage.com/GW1.