

Understanding Sentence Basics

Unit 1

GOAL: To learn how to write a correct simple sentence

* **Grammar and Sentence Structure:** Subjects, verbs, and objects; the verb *be*

* **Sentence Development:** Simple sentences

What Is a Sentence?

A **sentence** is a group of words that expresses a complete thought. The words in a sentence are in a special order. Examples of sentences are *Joe likes basketball.* and *The weather is cold today.*

Do You Know?

The sentences on the left are English. The sentences on the right are not English. Do you know what languages they are? Try to guess the languages and then check your answers on the bottom of page 35.

The class has twelve students.

Ci sono dodici studenti nella classe.

The student is from Canada.

這位學生是來自加拿大。

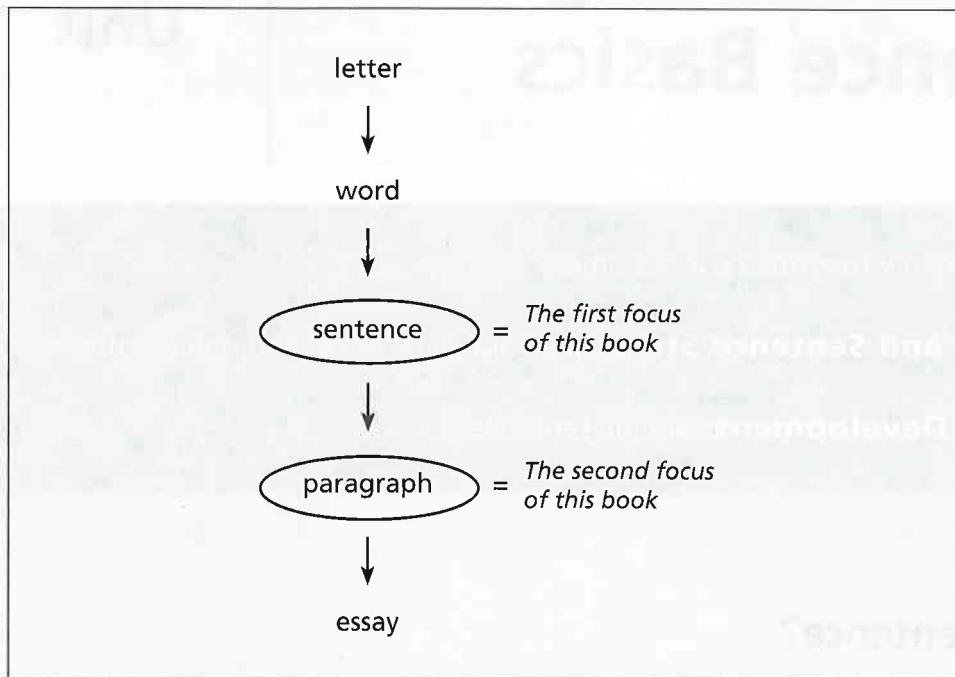
Mike speaks French and English.

Miklós beszél franciául és angolul.

A cat has a tail and four legs.

Pisica are o coadă și patru picioare.

Words, sentences, paragraphs, and essays are all related. Words can go together to make sentences. Sentences can go together to make a paragraph. Finally, paragraphs can be combined into an essay. In this book, you will study sentences. Then you will study sentences in paragraphs.



Connections

ACTIVITY 1 Words into Sentences

Unscramble the words below to make correct English sentences. The first one has been done for you.

Topic: My family

1. is not / very big / My family / . My family is not very big.
2. only four people / There are / . _____
3. I / two parents / have / . _____
4. José / My father's name / is / . _____
5. My mother's name / Karina / is / . _____
6. have / I / one brother / . _____
7. His name / Andy / is / . _____
8. very much / I / my family / love / . _____

ACTIVITY 2 Writing Simple Sentences: A Diagnostic

Write five to eight sentences about your family. Follow the examples in Activity 1.

Topic: My family

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Working with Sentences

In this section, you will learn the basics of how to write simple sentences, including capitalization and some punctuation rules.



Writer's Note

Beginning a Sentence with a Capital Letter

In English, there are two kinds of letters: capital letters (*H*, *R*) and lowercase letters (*h*, *r*). Most of the time we use lowercase letters. However, we always begin a sentence with a **capital letter**.

Incorrect: **t**he boxes on the table are heavy.

Correct: **T**he boxes on the table are heavy.

Incorrect: **w**here do you live?

Correct: **W**here do you live?

Look back at any five sentences in the unit so far. Can you find any sentences that do not begin with a capital letter? (The answer is “no”!)

(NOTE: See the Brief Writer's Handbook, pages 217–218, for capitalization rules.)

In English, there are three ways to end a sentence:

- with a period (.)
- with a question mark (?)
- with an exclamation point (!)



Writer's Note

Ending a Sentence with a Period

The most common or usual way to end a sentence is with a **period**. A sentence that tells us information is called a statement. We usually put a period at the end of a sentence that is a statement. For example, this sentence has a period at the end. Can you find any sentences in this unit that do not end with a period? (The answer is “yes”!)

Incorrect: Brazil is a large country

Correct: Brazil is a large country.

Incorrect: I do not like coffee with sugar

Correct: I do not like coffee with sugar.

ACTIVITY 3 Unscrambling and Writing Sentences

Unscramble the groups of words on the next page to write simple sentences. Be sure to begin each sentence with a capital letter. In addition, be sure to put a period at the end of each sentence.



Topic: Something good to eat

1. spaghetti / most kids / like

2. enjoy / they / the taste of spaghetti

3. the smell of spaghetti / they / love

4. tomato sauce / on their spaghetti / some kids / put

5. like / on their spaghetti / cheese / other kids

6. is very / most kids / popular with / spaghetti



For more practice with scrambled sentences, try Unit 1, Activity 1 on the *Great Writing 1* Web site: elt.heinle.com/greatwriting

ACTIVITY 4 Writing Simple Sentences

Copy the sentences you unscrambled in Activity 3. In each sentence, change the word spaghetti to ice cream. Make other appropriate changes as necessary.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

ACTIVITY 5 Editing Simple Sentences

Read the eight sentences below about a taxi driver. In each sentence, correct the capitalization mistake and add a period at the end. Then write the sentences on another piece of paper. The first one has been done for you.



Topic: A person and his or her job

- M
1. my cousin Albert has an interesting job.
 2. albert is a taxi driver
 3. he is a good taxi driver
 4. albert works for a large taxi company
 5. the name of the taxi company is Lightning Taxi Service
 6. albert drives a taxi six days a week
 7. he meets fascinating people from many different places
 8. albert really loves his work



Writer's Note

Using Capital Letters

Proper Nouns

In English, the name of a specific person, place, or thing always begins with a capital letter. These types of words are called **proper nouns**. *Nelson Mandela* is the name of a specific person. *San Francisco* is the name of a specific place. *Mona Lisa* is the name of a specific thing. Can you think of more examples?

Incorrect: My friend **j**ohn works in **c**hicago.

Correct: My friend **J**ohn works in **C**hicago. (*a specific person, a specific place*)

Incorrect: **l**ucille and **r**obby learned about **w**orld **w**ar I.

Correct: **L**ucille and **R**obby learned about **W**orld **W**ar I. (*specific people, a specific thing*)

Common Nouns

Common nouns do not begin with a capital letter. They begin with a lowercase letter. Some examples of common nouns are *car*, *computer*, *garage*, *snow*, and *television*.

More Capital Letters

In English, many other kinds of words begin with capital letters. Here are some examples.

Days of the week

Incorrect: My birthday is on **m**onday.

Correct: My birthday is on **M**onday.

Months

Incorrect: The shortest month of the year is **f**ebruary.

Correct: The shortest month of the year is **F**ebruary.

Languages

Incorrect: Sireesha speaks **h**indi.

Correct: Sireesha speaks **H**indi.

Countries

Incorrect: My father is from **t**hailand.

Correct: My father is from **T**hailand.

(NOTE: See the Brief Writer's Handbook, pages 217–218, for capitalization rules.)



Writer's Note

Question Marks



Geography

In English, some sentences end with a **question mark (?)**. *Do you understand this? Do you have any questions?* These are examples of questions. They have a question mark at the end.

Incorrect: Is Brazil a large country.

Correct: Is Brazil a large country?

Incorrect: Where do you live.

Correct: Where do you live?

ACTIVITY 6 Geography Quiz

How well do you know geography? Unscramble the words below to write questions about geography. Then write the answers in complete sentences. Make sure the words are in the correct order. Be careful to use capital letters and end punctuation. The first one has been done for you.

1. what / the capital / of brazil / is

Question: What is the capital of Brazil?

Answer: The capital of Brazil is Brasilia.

2. is / what city / the white house in

Question: _____

Answer: _____

3. what country / the Nile river in / is

Question: _____

Answer: _____

4. what city / is / the Eiffel Tower in

Question: _____

Answer: _____

5. what / the biggest city / in mexico / is

Question: _____

Answer: _____

6. where / are / the andes mountains

Question: _____

Answer: _____

7. is / what / the capital of saudi arabia

Question: _____

Answer: _____

8. what / the biggest province / is / in canada

Question: _____

Answer: _____



For more practice with punctuation and capitalization, try Unit 1, Activity 2 and Activity 3 on the *Great Writing 1* Web site: elt.heinle.com/greatwriting

Writer's Note

Prepositions of Place—*At, On, and In*

Three important **prepositions** are *at*, *on*, and *in*. These prepositions have many meanings, but one important function is to indicate location.

At is used with specific locations such as

- business names I work at First Union Bank.
- street names with a house or business number I live at 915 W. Norcross Street.

On is used with

- street names (without the house or business number) I live on W. Norcross Street.

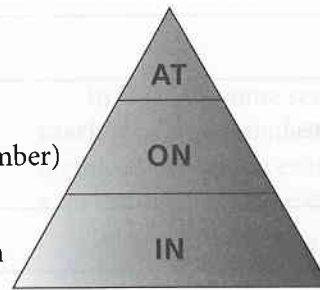
In is used with

- town or city names I live in Houston.
- state names I live in Texas.
- larger region names I live in the Middle East. I live in the South.
- country names I live in Korea. I live in the U.S.

AT = an exact or specific location

ON = a street (without a house number)

IN = a city, state, country, or region



She works at First United Bank.

The bank is on Great Street.

The bank is in San Diego.

Why do we use the pyramid to explain the uses of *at*, *in*, and *on*? The pyramid design is especially good to show the difference in meaning for *at*, *on*, and *in* for place. The top of the pyramid is a point. It is a very small, specific place. We use *at* for a specific place. We use *on* for the next largest place. Finally, we use *in* for the largest places. Look at the examples to the right of the pyramid. We use *at* for the bank, which is a specific place. We use *on* for the street, which is a larger place. We use *in* for the city, which is an even larger place.

(NOTE: For a review of common time prepositions, see the Brief Writer's Handbook, pages 225–226.)

ACTIVITY 7 Choosing the Correct Preposition

Read this paragraph about banks in a small town. Underline the correct prepositions.

EXAMPLE PARAGRAPH 1

Banks in a Small Town

It is surprising that Nelson has seven banks. Nelson is a small town (1. at, in, on) California. There are only about 36,000 people (2. at, in, on) this town. However, there are three banks, and each bank has at least two branches. The banks are National, First California, and Trust. National Bank has branches (3. at, in, on) 60 Green Street and (4. at, in, on) Hanks Avenue. First California Bank has branches (5. at, in, on) Princeton Street and (6. at, in, on) Lee Road. Trust Bank has branches (7. at, in, on) 27 Temple Street, (8. at, in, on) Whispering Street, and (9. at, in, on) 445 Orange Avenue. No one understands why there are seven banks (10. at, in, on) a small town like Nelson, California.



For more practice with prepositions of place, try Unit 1, Activity 4 on the *Great Writing 1* Web site: elt.heinle.com/greatwriting



Writer's Note

Exclamation Points

You use an **exclamation point** (!) to show emphasis or emotion about something. Exclamation points are not used often, but when a sentence expresses surprise or strong emotion, it is appropriate to use an exclamation point.

Simple Fact: It is snowing.

With Surprise: It is snowing!

Simple Fact: I won the lottery last night.

With Surprise: I won the lottery last night!

ACTIVITY 8 Statement, Question, or Exclamation?

Read each sentence. If it is a statement, write S on the line and put a period (.) at the end of the sentence. If it is a question, write Q on the line and put a question mark (?) at the end of the sentence. If it is an exclamation, write E on the line and put an exclamation point (!) at the end of the sentence. The first two have been done for you.

- Q How many days are in a month?
- S The answer depends on the month.
- Only four months have thirty days
- An example of a month with only thirty days is September
- Other months have thirty-one days
- Examples of months with thirty-one days are July and December
- Which month never has thirty days
- The answer is February
- February usually has only twenty-eight days
- Everyone in my family was born in February

FEBRUARY						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

ACTIVITY 9 Interview: Writing Information

Rewrite the questions on the lines. Be sure to use capital letters and question marks correctly. Then ask a classmate the questions. Write your classmate's answers. Use capital letters and periods.

1. what is your name

Question: _____

Answer: _____

2. where are you from

Question: _____

Answer: _____

3. where do you live

Question: _____

Answer: _____

4. how many people are in your family

Question: _____

Answer: _____

5. do you have a car

Question: _____

Answer: _____

6. what food do you like to eat

Question: _____

Answer: _____

7. what is your favorite place to visit

Question: _____

Answer: _____

8. what is your favorite movie

Question: _____

Answer: _____

ACTIVITY 10 Editing Scrambled Sentences

Here are some sentences and questions about Costa Rica. The words and phrases in each sentence are scrambled. First, put the sentence or question parts in the correct order. Then add capital letters. Finally, add a period, a question mark, or an exclamation point at the end of each sentence.

Topic: A country

1. costa rica / where / is

2. in central america / a small country / costa rica / is

3. between panama / and nicaragua / it / is

4. this country / is / between the pacific ocean / and the caribbean sea

5. approximately four million / is / the population / of costa rica

6. many tourists / there / go

7. wild animals / they / see / in the jungle

8. in the world / the most beautiful country / it is

9. want to visit / I / this beautiful country

10. costa rica / do you want / to visit

ACTIVITY 11 Guided Writing Practice

Answer the following questions and write eight to ten sentences about the country that you choose. Use capital letters, periods, question marks, and exclamation points correctly.

Topic: A country

1. What country do you want to visit? _____

2. Why do you want to visit this country? _____

3. Where is this country located? _____

4. How big is this country? _____

5. What is the capital of this country? _____

6. What is one famous monument or important place in this country? _____

7. Briefly describe this monument or place. _____

8. What do you know about food in this country? _____

The Parts of a Sentence

Every English sentence must have a subject and a verb.

Sentence Development

The Simple Sentence

The basic sentence pattern that you are studying in this unit is called a **simple sentence**. A simple sentence has one subject-verb combination. Sometimes there is a noun or pronoun object and/or other information after the verb.

Simple Sentence: S + V + O

	Subject	+	Verb	+	Object	+	Other Information
a.	Maria Simms		plays		the piano		well.
b.	She		practices		the piano		every day.
c.	Maria		likes		classical piano music		a lot.
d.	She		enjoys		listening		to German music.

Simple Sentence: S + V

	Subject	+	Verb	+	Object	+	Other Information
e.	Maria Simms		plays				extremely well.
f.	She		practices				for three hours.
g.	Maria		goes				to piano class every day.

- Some verbs, such as *like* and *enjoy*, must have an object after them. (These are called transitive verbs. In a dictionary, these verbs are marked with the letters *v.t.*)

Incorrect: Maria likes a lot.

Correct: Maria likes classical piano music a lot.

- Some verbs, such as *go* and *arrive*, can never have an object after them. (These verbs are called intransitive verbs. In a dictionary, these are marked with the letters *v.i.*)

Incorrect: Maria goes piano class.

Correct: Maria enjoys piano class.

Correct: Maria goes to piano class.

- Some verbs, such as *play* and *practice*, can have an object or not have an object. (In a dictionary, these verbs are marked with only the letter *v.*)



Grammar and Sentence Structure

Subjects, Verbs, and Objects

In English, every sentence has two main parts: the subject and the verb. As you study the following simple sentences, look for this pattern.

Subject

The **subject** is the person or thing that does the action. The subject comes before the verb. Look at these simple sentences. The subjects are underlined.

Maria Simms plays the piano.

She practices the piano every day.

Maria likes classical piano music a lot.

Maria goes to piano class every week. (no object)

Verb

The **verb** is usually the action word in the sentence. The verb comes after the subject. Examples of verbs are *go*, *speak*, *write*, *swim*, and *watch*. Some verbs do not have much action. Examples are *be* (*am*, *is*, *are*, *was*, *were*), *like*, *want*, and *need*. Look at these simple sentences. The verbs are circled.

Maria Simms plays the piano.

She practices the piano every day.

Maria likes classical piano music a lot.

Maria goes to piano class every week. (no object)

Object

The **object** is the thing or person after the verb. The object answers the questions *Who?* or *What?* The object is the thing or person that receives the action of the verb. Look at these simple sentences. The objects are in boxes. (These objects are also called direct objects.)

Maria Simms plays the piano .

She practices the piano every day.

Maria likes classical piano music a lot.

Maria goes to piano class every week. (no object)

Fragments: Checking for the Subject and the Verb

Every sentence should have a subject and a verb. It is easy for student writers to leave out the subject or the verb. A sentence without a subject or without a verb is called a **fragment**. A fragment is a piece of a sentence.

Incorrect: John is my brother. Works at Ames Bank in Miami. (no subject)

Correct: John is my brother. He works at Ames Bank in Miami.

Incorrect: Many Japanese people a white car. (no verb)

Correct: Many Japanese people have a white car.

Correct: Many Japanese people drive a white car.

In writing, a fragment is a serious mistake. A fragment shows the reader that the writer did not check his or her work carefully. When you write your sentences, check each of them to make sure that there is a subject AND a verb.

Commands

In **command** (imperative) sentences, the subject is *you*. However, the word *you* is not usually stated.

Examples: Open the door now! (NOT: *You* open the door now!)

Do not say that word! (NOT: *You* do not say that word!)

ACTIVITY 12 Subjects and Verbs

Read these sentences about making tuna salad. Underline each subject and circle each verb. The first one has been done for you.

1. Tuna salad **is** easy to make.
2. The ingredients are simple and cheap.
3. Two ingredients are tuna fish and mayonnaise.
4. I also use onions, salt, and pepper.
5. First, I cut up the onion.
6. Then I add the tuna fish and the mayonnaise.
7. Finally, I add some salt and a lot of pepper.
8. Without a doubt, tuna salad is my favorite food!



For more practice with the parts of a sentence, try Unit 1, Activity 5 and Activity 6 on the *Great Writing 1* Web site: elt.heinle.com/greatwriting

ACTIVITY 13 Sentence or Fragment?

Read each group of words. If it is a fragment, write F on the line. If it is a complete sentence, write S on the line. If it is a question, write Q. The first two have been done for you.

1. S Billy Mitchell lives in a big apartment.
2. F My mother breakfast every morning.
3. Is incredibly delicious.
4. Does Carol have a car?
5. They my cousins from Miami.
6. You a student.
7. Michael likes classical music.
8. Nancy and Jeanine very best friends.
9. The girls play soccer after school.
10. I am from Colombia.



For more practice with sentence fragments, try Unit 1, Activity 7 on the *Great Writing 1* Web site: elt.heinle.com/greatwriting

Grammar and Sentence Structure

The Verb *Be*

The most frequently used verb in the English language is the verb *be*. *Be* has five main forms: *am*, *is*, *are*, *was*, and *were*.

I am a student.

My writing is good.

My friends are here.

I was a good student in kindergarten.

The questions on the quiz were difficult.

There are four commonly used sentence patterns for the verb *be*. The information that follows the verb *be* is usually an adjective (a word that describes a noun), a noun, or a place phrase.

1.	Subject	+	<i>be</i>	+	Adjective
	This tuna salad		is		delicious.
2.	Subject	+	<i>be</i>	+	Noun
	This tuna salad		is		a delicious dish.
3.	Subject	+	<i>be</i>	+	Place phrase
	This tuna salad		is		on the table.

When you begin a sentence with *There*, the subject follows the verb *be*.

4.	<i>There</i>	+	<i>be</i>	+	Subject	+	(Extra information: usually place or time)
	There		is		a tuna salad sandwich		on the table.
	There		were		two empty plates		on the table this morning.
	There		was		a big sale on canned tuna		last week.

NOTE: More practice on writing sentences with *There is/There are* can be found on pages 73–75 in Unit 3.

When you have a sentence with *be* + verb + *-ing*, then *be* is not the main verb.

Example: I am studying English. → verb: *am studying* (from *study*)

but

I am a student. → verb: *am* (from *be*)

ACTIVITY 14 Subjects and Verbs

Read these eight sentences. Underline the subjects and circle the verbs. The first one has been done for you.



EXAMPLE PARAGRAPH 2

- (1.) There are four books on the desk. (2.) The two large books are textbooks.
(3.) The grammar book is green. (4.) The composition book is next to the grammar book.
(5.) It is blue. (6.) The other two books are smaller. (7.) They are workbooks.
(8.) The textbooks are easy, but the workbooks are difficult.

ACTIVITY 15 Identifying Words and Phrases

Look at the sentences in Activity 14. Identify the words or phrases in boxes as an adjective, a noun, or a place phrase. The first one has been done for you.

- on the desk = a place phrase
- textbooks = _____
- green = _____
- next to the grammar book = _____
- blue = _____
- smaller = _____
- workbooks = _____
- easy = _____
- difficult = _____

ACTIVITY 16 Sentence Completion

Read these sets of three sentences. Complete the sentences with the correct form of *be*.

1. There _____ seven colors in a rainbow. These colors _____ red, orange, yellow, green, blue, indigo, and violet. My favorite rainbow color _____ green.
2. There _____ twenty-six letters in the English alphabet. Twenty-one of these letters _____ consonants. The other five letters _____ vowels.
3. There _____ different students in my class. Five students _____ from Venezuela. Only one student _____ from China.
4. There _____ an insect on the window. It _____ a caterpillar. It _____ light yellow, and it has spots on it.
5. There _____ a huge map of the world on the wall in our classroom. The water areas _____ light blue. The land areas _____ various colors.



Writer's Note

Using Supporting Ideas with *There is/There are* Sentences

Sometimes a simple paragraph begins with a *There is/There are* sentence. This sentence tells the reader that something exists. A good paragraph also contains sentences that are related to the topic or idea in the first sentence.

EXAMPLE PARAGRAPH 3

There is a huge map of the world on the wall in our classroom. The water areas are light blue. All of the oceans, seas, and lakes are light blue. The land areas are various colors. The countries are red, yellow, green, blue, and tan. Heavy black dots are the capital cities. This map is so big that students in the back of the room can see all of the country names.

1. The first sentence begins with *There is*. It tells the reader about a map.
2. The second sentence describes a part of the map. (water areas)
3. The third sentence describes a part of the map. (examples of water areas)
4. The fourth sentence describes a part of the map. (land areas)
5. The fifth sentence describes a part of the map. (examples of land areas)
6. The sixth sentence describes a part of the map. (capital cities)
7. The last sentence talks about how big the map is and how all the students can see it.

ACTIVITY 17 Writing Paragraph Beginnings

In numbers 1–3, write two additional sentences that are related to the first sentence. In numbers 4–6, write a sentence that begins with *there is* or *there are*. Then add two related sentences. Follow the examples from Activity 16.

1. There are _____* people in my family. _____

2. There are _____* students in my English class. _____

3. There are many unique animals in a zoo. _____

4. _____

5. _____

6. _____

*Add the correct number.

ACTIVITY 18 Identifying Words and Phrases

Read the simple sentences in this paragraph. Identify the underlined words as a subject (S), verb (V), or adjective (ADJ). The first one has been done for you.

EXAMPLE PARAGRAPH 4

Making Hummus

S

Hummus is a very easy snack to make. The ingredients are simple and cheap. Two ingredients are chickpeas and crushed garlic. I also use lemon juice and olive oil. First, I wash and mash the chickpeas. Then I add the crushed garlic. Finally, I mix in the lemon juice and olive oil. Some people add tahini paste. This fast snack is now ready to eat. It is my favorite snack.

Sentences in Paragraphs

You can put sentences together to make a paragraph. All the sentences in a paragraph are about the same topic.



Writer's Note

Sentences and Paragraphs

A group of words that tell about one idea is called a **sentence**. A group of sentences that tell about one topic or one idea is called a **paragraph**.

Look at the sentences in Activity 12 and Activity 18 again. How are they different? In Activity 12, the sentences are in a list. In Activity 18, the sentences are not in a list. They are in a special format. This format is called a paragraph. What do you know about paragraphs? You will study much more about paragraphs beginning in Unit 2.

ACTIVITY 19 Subject-Verb Word Order

Use these subjects and verbs to make correct subject-verb combinations and write them on the lines below. Remember that the subject usually comes before the verb in sentences. You will use some words more than once. Some blanks can have more than one answer.

Caroline	she	her lunch break	Anderson Supermarket			
wakes up	starts	attends	likes	enjoys	works	is

EXAMPLE PARAGRAPH 5

A Great Place to Work

(1.) _____ at Anderson Supermarket. (2.) _____ there on Monday, Tuesday, and Thursday. She does not work there on Wednesday because (3.) _____ classes at Jefferson Community College. On her workdays, (4.) _____ at 6 A.M. (5.) _____ her workday at 8 A.M. (6.) _____ from 8 A.M. to 5 P.M. (7.) _____ is from 12:30 to 1:30. (8.) _____ her job very much. (9.) _____ her coworkers, too. For Caroline, (10.) _____ a great place to work.



For more practice with the word order of subjects and verbs, try Unit 1, Activity 8 on the *Great Writing 1* Web site: elt.heinle.com/greatwriting



Writer's Note

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 1 on page 10? Write the title here.

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

1. A good title is usually very short. Sometimes it is only one word. *Frankenstein*, *Cinderella*, and *Titanic* are all titles. Can you think of other one-word titles?

2. A good title is usually not a complete sentence. *Jobs for the Future*, *A World Traveler*, and *An Old Family Photo* are all titles of paragraphs in this book. These titles are not complete sentences. Can you think of some titles of books you have read?
3. A good title catches the 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. You must read the paragraph to find out more.
4. A good title also follows special capitalization rules. The first letter of the first word is always capitalized. 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.
5. A good title does not have a period at the end.

ACTIVITY 20 Working with Titles

Each of these titles breaks one of the rules listed on pages 24–25. Rewrite each one correctly. Be prepared to share your answers with your classmates and explain which rule(s) the incorrect title breaks.

1. Today Was the Best day of My Life

2. THE COMBUSTION ENGINE

3. A Handbook For International Students In Canada

4. The Early Search for Gold in California.

5. My Paragraph

6. How to Make a Phone Call to Another Country Without Spending a Lot of Money

ACTIVITY 21 Editing Simple Sentences

Read the sentences about world geography. Some of the sentences are fragments (missing subject or missing verb) or have errors with punctuation or capitalization. If the sentence is correct, write C on the line. If the sentence contains an error, write X on the line and tell what the error is. Then write the correct sentence below. The first two have been done for you.



1. X (fragment—verb missing) Mexico not near Great Britain.

Mexico is not near Great Britain.

2. X (capitalization) The Statue of Liberty is in new york.

The Statue of Liberty is in New York.

3. _____ Burundi is in africa.

4. _____ Canada bigger than the United States.

5. _____ A popular city in Florida is Miami?

6. _____ Nepal is north of India.

7. _____ Visits the Mayan ruins in Central America every year!

8. _____ Bolivia no seaports.

9. _____ Three main groups of people live in Malaysia.

10. _____ Austria and Hungary in Europe.

11. _____ Is between Mexico and Canada.

12. _____ Of Thailand is about 65,000,000.

ACTIVITY 22 Editing: Grammar and Sentence Review

Read the following paragraph. There are 10 mistakes: 5 missing be verbs, 2 missing subjects, 2 capitalization mistakes, and 1 punctuation mistake. Find and correct the mistakes. The first one has been done for you.

EXAMPLE PARAGRAPH 6

The Beauty of Tuscany

Tuscany^{is} a beautiful region in Italy. Is famous for cities such as florence, Siena, and Pisa.

The appenine Hills in Tuscany? Tuscany also famous for the production of beautiful ceramics. For example, bowls, vases, and oil jars very popular with tourists. Tuscany has so many interesting places to see. Assisi and Siena two beautiful cities that many people love to visit. Is a wonderful place to visit!



Building Better Sentences

Correct and varied sentence structure is essential to the quality of your writing. For further practice with the sentences and paragraphs in this unit, go to Practice 1 on pages 233–234 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. The first one has been done for you.

1. surprise	known	<u>unknown</u>
2. to work	at the beach	at the office
3. to understand	to add	to know
4. ingredients	when you read	when you cook
5. simple	complicated	not difficult
6. cheap	low price	high price
7. finally	the last	the first
8. to cut up	make into many pieces	keep in one piece
9. an addition	something put in	something taken out
10. to attend	to do something	to be present
11. a break	a short rest	a short process
12. to enjoy	to dislike	to like
13. to meet	a new person	a new product
14. a region	a size	a place
15. famous	well-known	professional

ACTIVITY 24 Using Collocations

Fill in each blank with the word on the left that most naturally completes the phrase on the right. If necessary, use a dictionary to check the meaning of words you do not know. The first one has been done for you.

- popular / tasty a _____ popular _____ actor
- to / from add lemon juice _____ the hummus
- a supermarket / a concert attend _____

- | | |
|--------------------------|----------------------|
| 4. region / branch | a bank _____ |
| 5. result / break | a surprising _____ |
| 6. break / movie | an interesting _____ |
| 7. simple / cheap | _____ answer |
| 8. a chair / a sentence | understand _____ |
| 9. mayonnaise / an onion | cut up _____ |
| 10. meet / add | _____ ingredients |

ACTIVITY 25 Parts of Speech

Study the following word forms. In the sentences on the right, choose the best word and write it in the blank space. Be sure to use the right form of the verbs. If necessary, use a dictionary to check the meaning of words you do not know. The first one has been done for you. (NOTE: The word in bold is the original word that appears in the unit.)

Noun	Verb	Adjective	Sentence Practice
addition	add	Ø	1. She _____ adds sugar to her coffee. 2. We plan to build an _____ to our home.
attendance	attend	Ø	3. The teacher checks the students' _____ every day. 4. Do you want to _____ the concert tomorrow?
popularity	Ø	popular	5. Britney is a _____ singer. 6. The _____ of motorcycles is incredible!
happiness	Ø	happy	7. She is very _____ because it is her birthday. 8. The key to _____ is not easy.
work	work	Ø	9. My sisters _____ in a supermarket. 10. Do you enjoy your _____?

Noun endings: -tion, -ance, -ity, -ness

Original Student Writing

ACTIVITY 26 Original Writing Practice

Choose ONE of the three practices below. For the practice you choose:

1. Read the first question.
2. Fill in the answer. This will be the topic.
3. Then answer the questions about the topic. Be sure to use complete sentences with a subject and a verb.
4. Use at least three of the vocabulary words or phrases presented in Activity 23, Activity 24, and Activity 25. Underline these words and phrases in your sentences.
5. After you write your sentences, check the spelling and grammar.

Practice 1

Question 1a: What is your favorite food?

Answer 1a: My favorite food is _____

Question 1b: What country does this food come from?

Answer 1b: _____

Question 1c: What ingredients are in this food?

Answer 1c: _____

Question 1d: How do you prepare this food?

Answer 1d: _____

Question 1e: Why do you like this food?

Answer 1e: _____

Practice 2

Question 2a: What food do you like to cook?

Answer 2a: I like to cook _____

Question 2b: What ingredients do you need?

Answer 2b: _____

Question 2c: What is the first thing you do?

Answer 2c: _____

Question 2d: What do you do next?

Answer 2d: _____

Question 2e: How long does it take to prepare this food?

Answer 2e: _____

Practice 3

Question 3a: Who is the most interesting person in your family?

Answer 3a: The most interesting person in my family is _____

Question 3b: Why is this person interesting?

Answer 3b: _____

Question 3c: How old is this person?

Answer 3c: _____

Question 3d: What does this person look like?

Answer 3d: _____

Question 3e: Why do you like this person?

Answer 3e: _____

Good writers need editors to help them make their writing correct. For your writing in this book, you and your classmates (peers) are your editors.



Writer's Note

Self-Editing

An editor is someone who makes sure the writing is correct. A good editor checks the grammar and punctuation. A good editor also makes sure the writing is clear and easy to understand. There should be two editors when you write a paragraph for class: you and a classmate. First, you will read your own work for mistakes. Then a classmate (a peer) will read your work and help you find ways to make it better.



Writer's Note

Peer Editing for the Writer

A peer is someone who is equal to you. Your peers are the other students in your class.

It is important to hear what other people think about your writing. You need to know if they can understand your ideas. A good way to make sure that your writing is clear is to let someone else read your paper and make suggestions about it. This is called **peer editing**.

This is what usually happens in peer editing:

1. Another person reads your writing.
2. That person gives you suggestions and ideas for making your writing better.
3. You listen carefully to what your peer says.
4. You may want to make the changes your peer suggests. If the comments are negative, remember that the comments are about the writing, not about you!



Writer's Note

Peer Editing for the Reader

When you read your classmate's paper, be polite. Choose your words carefully. Do not say, "This is bad grammar," or "What is this?" It is better to say, "You forgot to put the word *at*," or "What does this sentence mean?"

Say things the way you would want someone to tell you!

ACTIVITY 27 Peer Editing

Exchange books with a partner and look at Activity 26. Read your partner's writing. Then use Peer Editing Sheet 1 on page 249 to help you comment on your partner's writing. 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 writing.

Many good writers write in a journal for practice and for ideas.



Writer's Note

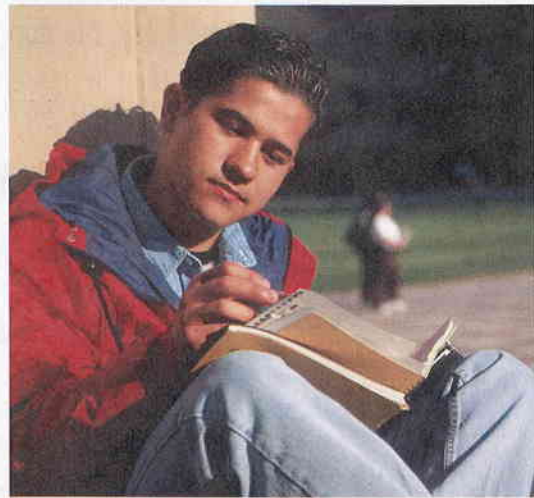
Journal Writing—Write, Write, Write!

How can you become a better writer? The activities in this book will help you. The most important thing, however, is to write as much and as often as you can.

The Benefit of Practice

Think about people who play tennis well. These people were excited about tennis. Perhaps they read books about tennis. They probably went to see a professional tennis match. These activities alone cannot make people become good tennis players. They have to practice. It does not matter if at first they hit the ball the wrong way. The most important thing is to hit the ball again and again. This is how people get better at tennis.

In some ways, you are like the tennis player. You want to be a good writer. Reading this book and doing the activities are helpful. Reading books and articles will help you, too. One of the best ways to become a good writer in English is to write as much as possible and as often as possible.



Practice in a Journal

An excellent way to practice is to write in a **journal**. A journal is a notebook in which you write things regularly. You practice expressing yourself in written English.

In a journal, you choose a specific topic and write about it. You try to express your ideas about the topic so that readers can understand what you mean. Journal topics can be general or specific. Here are some topics for journal writing:

General Topics: sports, swimming, food, books, travel, fashion, music

Specific Topics: my favorite sport, why I am a vegetarian, my first airplane trip

Teacher Response

Your teacher will read your journal from time to time. Your teacher will not mark all of the grammar mistakes. A journal uses informal language. It is like a conversation between the writer and the reader (teacher). If you write about a city, do not take information from a book. Instead, write about why you want to visit that city or about the first time you visited it.

Your teacher may write some comments in your journal. Your teacher might make one or two comments about the language, especially if you repeat the same mistake.

If you have any questions, you can ask your teacher in your journal. For example, if you want to know if you used a grammar point or a vocabulary word correctly, you can write a question in your journal.

March 21

Sometimes I feel lonely here. My parents are far away, but my brother is here. His name is Nelson. He is two years older than I am. He wants to study business administration. He looks like my father. He is 22 years old.

Before we came here, Nelson and I went to New York City. We visited some cousins there. Hotels in New York expensive. We stayed with our cousins. That saved us a lot of money.

I do not my cousins very often, so I was happy. Sometimes I feel bad because I do not know them very well.

This is interesting information. I didn't know that your brother is at this school, too. Do you live together? I've been to New York City, too, and I know that hotels are VERY expensive there.

Grammar: I circled two places where you forgot to put a verb. Can you think of some verbs for those sentences?

It was easy to understand the message of your writing here. Keep up the good work!

student writing

teacher comments

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.)

- TOPIC 1:** Write about your favorite pet. Why do you like this animal? Do you have one at home? What does the animal look like? What is its name? How old is it?
- TOPIC 2:** Write about your favorite type of weather. Why do you like this weather? What kind of activities do you do in this weather?
- TOPIC 3:** Write about your mother or your father. Include his/her name, age, and occupation. What kind of personality does your mother or father have?
- TOPIC 4:** Write about a toy you remember from your childhood. What kind of toy was it? How long did you have it? Who gave it to you? Do you still have it? If not, what happened to it?
- TOPIC 5:** Write about your experience learning English. Why are you studying English? How do you feel about English? What is easy for you to understand in English? What are some difficulties you have in English?
- TOPIC 6:** Write about your favorite type of fashion in clothing. What kind is it? Why do you like it?
- TOPIC 7:** Write about an "extreme" sport, such as bungee jumping. How do you feel about this sport? Do you want to try this sport? Why or why not? Describe the types of people who enjoy these kinds of sports.
- TOPIC 8:** What are some things you love about your country? Why are those things important to you?
- TOPIC 9:** Write about your home. How many rooms are in your home? What color is it? How old is it? Do you like it? What is your favorite room?
- TOPIC 10:** Write about what you do in your leisure (free) time. Who do you spend the time with? What activities do you do? How long do you spend doing these activities? Are your free-time activities the same during the week and on weekends?

More Writing

For extra writing practice, see the activities in Unit 8 and Appendix 2.

Answers to questions on page 1: Italian, Chinese, Hungarian, and Romanian.