

# Connecting Sentences and Paragraphs

## Unit 2

**GOAL:** To learn about paragraph structure

\* **Grammar and Sentence Structure:** Adjectives; subject pronouns; possessive adjectives

### Sentences: Using Adjectives

You already know that a sentence must have a subject and a verb. (Remember from Unit 1 that a sentence without a subject or without a verb is called a fragment and is a serious mistake in English writing.) However, you can make a sentence much more interesting if you add descriptive words. These descriptive words are called adjectives. They describe nouns.

#### Grammar and Sentence Structure

##### Word Order: Adjectives before Nouns

**Nouns** are the names of people, places, things, or ideas. Examples are *teacher*, *doctor*, *student*, *city*, *park*, *book*, and *pencil*.

**Adjectives** are words that describe nouns. Examples are *good teacher*, *busy doctor*, *new student*, *crowded city*, *green park*, *heavy book*, and *yellow pencil*.

A simple way to combine two short sentences when there is an adjective is to put the adjective before the noun. Look at the following examples.

Two Short Sentences	Better Writing
I have a <u>book</u> . It is <u>heavy</u> . NOUN      ADJ.	I have a <u>heavy book</u> . ADJ.    NOUN
This is my <u>car</u> . It is <u>new</u> . NOUN      ADJ.	This is my <u>new car</u> . ADJ.    NOUN
Mr. Vicks is a <u>teacher</u> . He is <u>excellent</u> . NOUN      ADJ.	Mr. Vicks is an <u>excellent teacher</u> . ADJ.      NOUN
Rachel draws <u>small pictures</u> . She draws <u>ink pictures</u> . ADJ.    NOUN      ADJ.    NOUN	Rachel draws <u>small ink pictures</u> . ADJ.    ADJ.    NOUN

Be careful! Make sure you put the adjective before the noun, not after.

*Incorrect:* I have a **car red** with a **top black**.

*Correct:* I have a red car with a black top.

*Incorrect:* We ate **salad green** with **potatoes fried**.

*Correct:* We ate green salad with fried potatoes.

Be careful! Adjectives do not have a plural form to describe plural nouns.

*Incorrect:* There are **rares** books in the library.

*Correct:* There are rare books in the library.

*Incorrect:* Do you like **populars** songs?

*Correct:* Do you like popular songs?

(NOTE: See the Brief Writer's Handbook, pages 228–229, for more information about order of adjectives.)

### ACTIVITY 1 Editing: Nouns and Adjectives

Combine the following sentences. 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 new sentence. The first one has been done for you.

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

Robert 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 cola. The cola is diet.

\_\_\_\_\_

6. Niloofar 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.

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

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For more practice with using adjectives, try Unit 2, Activity 1 on the *Great Writing 1* Web site: [elt.heinle.com/greatwriting](http://elt.heinle.com/greatwriting)

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## Grammar and Sentence Structure

### Word Order: Adjectives after the Verb *Be*

You have learned that adjectives come before the noun they describe.

The young boy carried the heavy box.  
ADJ. NOUN ADJ. NOUN

In this sentence, *young* describes *boy* and *heavy* describes *box*.

### Complements

Adjectives can be used in another way. If the main verb of a sentence is a form of *be*, the adjective can come *after* the verb. The adjective is called a **complement**.

The boy is young.  
NOUN ADJ.

The box is heavy.  
NOUN ADJ.

My uncle is rich.  
NOUN ADJ.

Paris is beautiful.  
NOUN ADJ.

That music is loud!

Jim is sleepy.  
NOUN ADJ.

That house is big.  
NOUN ADJ.

That house is green.  
NOUN ADJ.

That house is big and green.  
NOUN ADJ. ADJ.

Adjectives are very important in writing, so make sure you use them correctly.

## ACTIVITY 2 Practice with Adjectives

Read the following paragraph. There are 10 adjectives in the paragraph. Underline them. If you need help finding the adjectives, look at the numbers in parentheses on the left side of the paragraph. These numbers tell you how many adjectives are in each line. The first one has been done for you.

### EXAMPLE PARAGRAPH 7

#### My Ideal Vacation

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



**pure:** clean; not polluted

**scenic:** having a beautiful natural landscape

**native:** born in a certain place; originated



For more practice with adjectives after the verb *be*, try Unit 2, Activity 2 on the *Great Writing 1* Web site: [elt.heinle.com/greatwriting](http://elt.heinle.com/greatwriting)

## What Is a Paragraph?

In Unit 1, you studied sentences. A **sentence** is a group of words that expresses a complete thought. You learned that a sentence has two main parts: the subject and the verb. The words in a sentence are in a special order.

Most people write more than one sentence at a time. Sometimes they write a paragraph. A **paragraph** is a group of sentences. All of the sentences in a paragraph are about one specific topic.

A paragraph has three main parts: the topic sentence, the body, and a concluding sentence.

The **topic sentence** is one sentence that tells the main idea of the whole paragraph. This sentence is usually the first sentence of the paragraph.

The **body** of a paragraph has sentences with information that supports the topic sentence. It is important to remember that *every* sentence in the body must be connected in some way to the topic sentence.

In addition to the topic sentence and the body, paragraphs generally have a third part: a **concluding sentence**. The concluding sentence is at the end of the paragraph. It is a brief summary of the information in the paragraph. Some paragraphs, especially short paragraphs, do not have a concluding sentence.

## Working with the Whole Paragraph

Let's see how the parts of a paragraph work together to make a good paragraph that is easy to read.



### Writer's Note

#### Topic Sentences

Every good paragraph has a topic sentence. If there is no topic sentence, the reader may be confused because the ideas will not be organized clearly. When you write a paragraph, remember to use a topic sentence. It gives the general topic of the whole paragraph.

### ACTIVITY 3 Paragraph Study

Read the following two paragraphs. Answer the questions that follow.

#### EXAMPLE PARAGRAPH 8

#### My Favorite Color

It is obvious that my favorite color is blue. I have six blue shirts. I wear blue jeans almost every day. I have three pairs of light blue tennis shoes. I own a blue car, and my computer is blue. Other colors are nice, but I like blue the best.

1. How many sentences are in this paragraph? \_\_\_\_\_
2. What is the main topic of this paragraph? (*Circle the letter of the answer.*)
  - a. The writer likes blue computers.
  - b. The writer likes blue.
  - c. The writer likes light blue clothes.
3. What is the topic sentence? Remember that the topic sentence tells the main idea of the whole paragraph. Write it here.  
\_\_\_\_\_
4. The writer gives five examples of blue things. What five blue things does the writer have? Write five sentences about these blue things. The first one has been done for you.
  - a. The writer has six blue shirts.
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  - e. \_\_\_\_\_

5. Sometimes paragraphs have a concluding sentence. A concluding sentence is a summary of the ideas in the paragraph. If there is a concluding sentence, write it here.

6. Read the paragraph again. Can you find at least two descriptive adjectives? Write them below.

### EXAMPLE PARAGRAPH 9

#### 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 one hundred and one **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:** a very happy feeling of satisfaction



1. How many sentences are in this paragraph? \_\_\_\_\_

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

a. information about a city

b. information about a person

c. information about a building

3. What is the topic sentence? Write it here.

4. Answer these questions in complete sentences.

a. Where is the building?

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b. How old is the building?

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c. What color is the building?

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d. How many floors does the building have?

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5. Sometimes paragraphs have a concluding sentence. A concluding sentence is a summary of the ideas in the paragraph. If there is a concluding sentence, write it here.

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6. Read the paragraph again. Can you find at least four descriptive adjectives? Write them below.

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## Writer's Note

### Indenting the First Line of Every Paragraph

Look at the first line of Example Paragraph 8 on page 40. How is the formatting different from the other lines in the paragraph?

Look at the first line of Example Paragraph 9 on page 41. Do you see how the first line is also moved in? This space is called an indentation. The action of making this space at the beginning of a paragraph is to **indent**.

It is important to indent the first line of every paragraph. Always remember to indent!



For more practice with the parts of a paragraph, try Unit 2, Activity 3 and Activity 4 on the *Great Writing 1* Web site: [elt.heinle.com/greatwriting](http://elt.heinle.com/greatwriting)





## ACTIVITY 5 Writing an Original Paragraph

Answer the questions. Be sure to use complete sentences. When you finish, write your sentences in paragraph form on the lines provided below.

1. Who is your favorite singer? My favorite singer is
2. What country does he/she come from? \_\_\_\_\_
3. What kind of music does he/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 give your paragraph a title.

### EXAMPLE PARAGRAPH 11

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Working with Topic Sentences

Every paragraph must have a good topic sentence. The topic sentence gives the main idea of the paragraph. The topic sentence should not be too specific or too general. The topic sentence tells the reader what the paragraph is about.

### ACTIVITY 6 Topic Sentences

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

#### EXAMPLE PARAGRAPH 12

#### 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.

**melt:** to change from ice to liquid

**messy:** sloppy; dirty

**sidewalk:** 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

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

### Maria and Her Great Job

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\_\_\_\_\_ She works at Papa Joe's Restaurant. She serves about sixty 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 wants every customer to have a good meal at the restaurant.

- 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.

### My Favorite City

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\_\_\_\_\_ I love to see all the interesting things there. The city is big, exciting, and full of life. I always visit the Empire State Building and the Statue of Liberty. 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 show:** a live performance on stage

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

## ACTIVITY 7 More Work with Topic Sentences

Read each paragraph and the four topic sentences below it. Then choose the best topic sentence and write it on the line. Read the paragraph again. Make sure that the topic sentence gives the main idea for the whole paragraph. Be sure to indent!

### EXAMPLE PARAGRAPH 15

#### 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!

**plain:** with nothing added; simple

**variety:** many different kinds

**Parmesan:** a hard, dry Italian cheese

**calories:** measurement of heat energy of food

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

## 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.

**patient:** calm; untiring

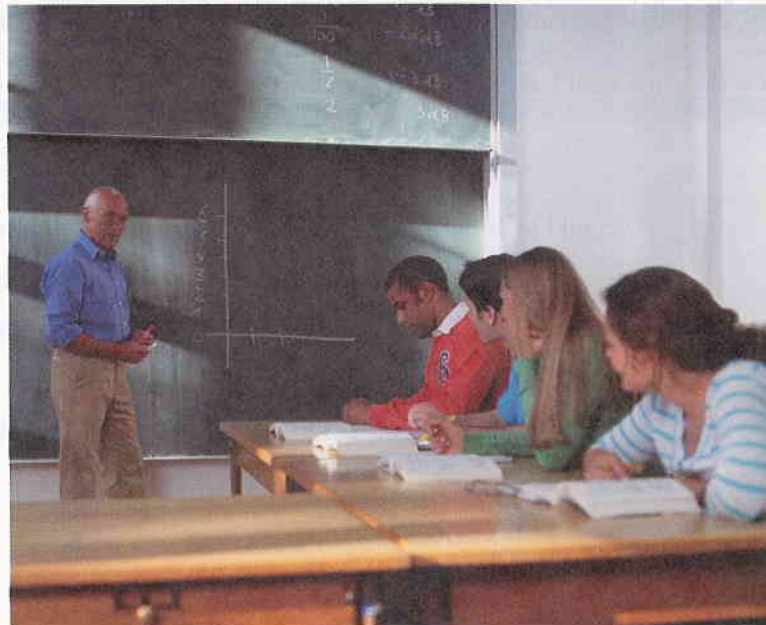
**encouraging:** helpful; comforting

**rush:** to go very quickly

**fair:** equal; impartial

**bored:** not interested

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



### A Radio Station for Everyone

\_\_\_\_\_ Radio Station 97.5 FM plays Spanish music. For people who like rock music, there is Station 98.1. The music on Radio Station 101.5 is all jazz. Station 103.6 plays blues music during the day and jazz at night. Station 103.9 plays many different kinds of music. Young people listen to Station 105.7 for dance music. Our city is certainly lucky to have so many kinds of music stations.

- a. This city offers radio stations for everyone.
- b. This city does not have many Spanish music stations.
- c. I do not like rock music very much.
- d. I like jazz a lot.

## Grammar and Sentence Structure

### Subject Pronouns

A pronoun is a word that takes the place of a noun. A **subject pronoun** comes before the verb, just like any subject usually does. In English, there are seven subject pronouns.

Singular	Plural
I	we
you	you
he/she/it	they

Examples with sentences:

Singular	Plural
I live in Panama.	<b>We</b> live in Panama.
<b>You</b> are from Africa.	<b>You</b> are from Africa.
<b>He</b> works in a factory.	<b>They</b> work in a factory.



## Working with the Body of the Paragraph

Earlier in this unit, you practiced topic sentences. Every topic sentence must have supporting sentences—these sentences make up the body of the paragraph. This body of supporting sentences is directly related to the topic sentence. Supporting sentences give information about the topic sentence. Therefore, the supporting sentences are just as important as the topic sentence.

One mistake that many writers make is writing sentences that are not related to the topic sentence. Plan what your supporting information will be so that it is related to the topic sentence.



### Writer's Note

#### Supporting Sentences: The Body of a Paragraph

You have learned that a paragraph has three main parts: the topic sentence, the body, and the concluding sentence. Remember, the body consists of sentences that give supporting information and ideas about the topic sentence. Therefore, it is important for *every* sentence to be related to the topic sentence.

Make sure that each sentence provides **support, details, or examples** for the ideas in the topic sentence. Cut out any unrelated or unconnected ideas!

### ACTIVITY 9 The Body of the 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. It does not fit the ideas in the paragraph. Put parentheses ( ) around the one sentence that does not belong.*

#### EXAMPLE PARAGRAPH 19

#### 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.

**keeping score:** maintaining a count of the total points in a game

**worth:** equal to; valued at



### Making Chili

**Chili** is an easy dish to prepare. Fried chicken is also easy to prepare. To make chili, cut up two large onions. Then fry them in a little vegetable oil. You can add fresh garlic and some **diced** chili peppers. When the onions are soft, add two pounds 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, two cups 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

**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.

**multiply:**  $2 \times 2 = 4$

**divide:**  $15 \div 3 = 5$

**degrees:** units of measurement for temperature:  $98^\circ = 98$  degrees

## Grammar and Sentence Structure

### Possessive Adjectives

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

In English, there are seven possessive adjectives: *my*, *your*, *his*, *her*, *its*, *our*, and *their*. A possessive adjective always occurs with a noun.

my	I live in <u>my</u> father's house.
your	Do you have <u>your</u> books?
his	He lives with <u>his</u> father.
her	She does not carry money in <u>her</u> purse.
its	A butterfly moves <u>its</u> wings quickly.
our	We write all <u>our</u> papers on a computer.
their	They can bring <u>their</u> CDs.

(NOTE: See the Brief Writer's Handbook, page 224, for more information about possessive adjectives.)

## ACTIVITY 10 Possessive Adjectives

Read the following paragraph. Write the missing possessive adjectives. The first one has been done for you.

### EXAMPLE PARAGRAPH 22

#### Caroline and Her Sisters

Caroline has two sisters and one brother. (1.) Their names are Ashley, Margaret, and Nick. Ashley and Margaret 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. Margaret does not like sports, but she loves music. She plays (4.) \_\_\_\_\_ guitar every afternoon after school. Ashley and Margaret have the same friends. (5.) \_\_\_\_\_ friends go to the same school. (6.) \_\_\_\_\_ brother, Nick, is in college. (7.) \_\_\_\_\_ major is business administration. Caroline's brother and sisters are all very different, but she loves (8.) \_\_\_\_\_ **siblings** very much.

a **sibling**: a brother or a sister

## ACTIVITY 11 Subject Pronouns and Possessive Adjectives

This paragraph contains many subject pronouns and possessive adjectives. Underline the correct forms in parentheses ( ). The first one has been done for you.

### EXAMPLE PARAGRAPH 23

#### (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.



For more practice with subject pronouns and possessive adjectives, try Unit 2, Activity 6 on the *Great Writing 1* Web site: [elt.heinle.com/greatwriting](http://elt.heinle.com/greatwriting)

## ACTIVITY 12 More Practice with the Body of the Paragraph

Read the topic sentence and body of each paragraph carefully. In each paragraph, there are two sentences that do not belong. Put parentheses ( ) around these two sentences.

### EXAMPLE PARAGRAPH 24

#### 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 about one million people. New Jersey is also a small state, but its population is about eight million people. The most **well-known** of the *new* states is New York. The population of New York is about twenty million. New Mexico is the largest of these four states, but its population is small. 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 25

#### 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 the can slowly to the **curb**, and she goes up and down the steps to her door by herself. 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

### My Office

My office is a comfortable place to 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 the desk. I keep paper **files** in the drawers. On the right side of the room, there are two beautiful bookcases. My father makes bookcases and other wood furniture. These bookcases are full of books, magazines, and computer software. There is also a telephone and a fax machine in my office. I have trouble remembering my fax number. There is a closet next to the fax machine. All my office supplies are there. I enjoy my office very much.

**wooden:** made of wood

**files:** documents; papers



### Writer's Note

#### Checking for the Verb

Do you sometimes forget to include the verb in a sentence? Many writers make this mistake. This is the rule: Every sentence needs a verb.

*Incorrect:* My father's name Samuel.

*Correct:* My father's name **is** Samuel.

*Incorrect:* Many people in Switzerland French.

*Correct:* Many people in Switzerland **speak** French.

*Incorrect:* Some elementary schools computers for the students.

*Correct:* Some elementary schools **have** computers for the students.

When you check your writing, look at each sentence carefully. Is there a verb? Remember that every sentence needs a verb.

## ACTIVITY 13 Editing: Checking for Verbs

Read the following sentences. Five sentences are missing the verb *be*. Find these five sentences and then add the correct form of the *be* verb. The first one is done for you. Now put the sentences in order to form a proper paragraph. Write their number order on the line to the left of each sentence. The first one is done for you.

### Staying Healthy

- \_\_\_\_\_ a. Doctors say that one hour of **moderate** exercise each day can keep you in good shape.
- \_\_\_\_\_ b. First, think about the food you eat.
- 1   c. It <sup>is</sup> easy to stay healthy if you **follow** some simple **steps**.
- \_\_\_\_\_ d. Take time to **appreciate** the good things in life.
- \_\_\_\_\_ 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 the body and the mind.
- \_\_\_\_\_ h. Finally, relaxation very important.
- \_\_\_\_\_ i. It important to eat a lot of them every day.
- \_\_\_\_\_ j. Next, **consider** some exercise.



**moderate:** an average amount

**follow:** to obey, do

**steps:** directions

**appreciate:** to enjoy

**a type:** a kind

**consider:** to think about



For more practice with checking for the verb, try Unit 2, Activity 7 on the *Great Writing 1* Web site: [elt.heinle.com/greatwriting](http://elt.heinle.com/greatwriting)

## Working with Concluding Sentences

You learned about topic sentences and supporting sentences. All good paragraphs have a topic sentence. The topic sentence is usually (but not always) the first sentence in a paragraph. The body of a paragraph contains several supporting sentences. These sentences must relate to the topic sentence.

A paragraph may end with another part called the concluding sentence. The concluding sentence often gives a summary of the information in the paragraph. In many cases, the information in the topic sentence is similar to the information in the concluding sentence. However, it could also be a suggestion, opinion, or prediction.

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

	Paragraph 7, Page 39	Paragraph 8, Page 40	Paragraph 9, Page 41
<b>Topic Sentence</b>	I have a dream to visit Alaska.	It is obvious that my favorite color is blue.	I work in one of the world's tallest buildings—Taipei 101.
<b>Concluding Sentence</b>	I hope to visit this wonderful state soon.	Other colors are nice, but I like blue the best.	I am proud to work in such an important place.

## ACTIVITY 14 Concluding Sentences

Copy the topic sentence and the 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 12, page 45

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

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

2. Example Paragraph 13, page 46

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

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

3. Example Paragraph 14, page 46

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

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

4. Example Paragraph 15, page 47

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

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

5. Example Paragraph 16, page 48

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

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

6. Example Paragraph 17, page 49

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

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

Paragraph 12, page 45	Paragraph 13, page 46	Paragraph 14, page 46	Paragraph 15, page 47
Topic sentence	Topic sentence	Topic sentence	Topic sentence
Concluding sentence	Concluding sentence	Concluding sentence	Concluding sentence

## ACTIVITY 15 Choosing Concluding Sentences

Read each paragraph. Then read the concluding sentences below it. Circle the letter of the best concluding sentence.

### EXAMPLE PARAGRAPH 27

#### 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 go to work. 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.

**extremely:** very

**mood:** disposition; humor

- 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.

### EXAMPLE PARAGRAPH 28

#### Good Luck, Bad Luck

Superstitions usually relate to luck. Some of the luck is good. For example, some people believe that the number seven is lucky. Other people think that if you see a shooting star, you can make a wish and it will come true. However, most superstitions talk about bad luck. **For instance**, many people believe that it is bad luck to open an umbrella inside a house. They also think that it is bad luck if a black cat walks in front of you. Other people think that if your left ear is burning, someone is saying something bad about you.

**for instance:** for example

- a. People believe exactly the same superstitions.
- b. It is amazing how many good and bad superstitions there are!
- c. The worst superstition is about breaking a mirror.



### 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.

**require:** to need

**features:** options, such as air-conditioning or tinted windows

- a. It is important to think about all 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?

### ACTIVITY 16 Editing: Grammar and Sentence Review

*Read this paragraph. There are seven mistakes: three mistakes with adjectives, two missing be verbs, and two capitalization mistakes. Find and correct the mistakes.*

### 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

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 2 on page 234 in Appendix 1.



## Building Better Vocabulary

### ACTIVITY 17 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.

1. an opinion	a fact	a belief
2. a headache	pain	relaxation
3. to consider	to talk to	to think about
4. to spend	money goes out	money comes in
5. to wear	a hat	a tire
6. furniture	sofa	rug
7. to come from	origin	destination
8. afternoon	daylight	darkness
9. to serve	to give	to take
10. traffic	vehicles	pedestrians
11. downtown	city center	suburb
12. to prepare	food	a headache
13. to organize	to make neat	to make messy
14. a variety	many choices	few choices

### ACTIVITY 18 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.

- |                 |                       |
|-----------------|-----------------------|
| 1. idea / ideal | _____ job             |
| 2. of / for     | a variety _____ ideas |

3. do / follow \_\_\_\_\_ a recipe
4. to / for to prepare \_\_\_\_\_ an emergency
5. take / ride \_\_\_\_\_ a taxi
6. be / get \_\_\_\_\_ worth
7. in / on to major \_\_\_\_\_ engineering
8. in / on to be \_\_\_\_\_ the third floor
9. eat / take \_\_\_\_\_ an aspirin
10. high / tall \_\_\_\_\_ temperature

### ACTIVITY 19 Parts of Speech

Study the following word forms. For the sentences on the right, choose the best word and write it in the blank space. Be sure to 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
<b>dream</b>	<b>dream</b>	Ø	1. She _____ about becoming a famous singer.
<b>love</b>	<b>love</b>	lovely	2. My _____ is to travel to India.
<b>problem</b>	Ø	problematic	3. Your dress is _____.
<b>enjoyment</b>	<b>enjoy</b>	enjoyable	4. Mario and Yumiko _____ hip-hop music.
<b>patience</b>	Ø	patient	5. There is a _____ with my car's air-conditioning.
			6. The economic situation is _____.
			7. The live music is here for everyone's _____.
			8. We always have an _____ time on vacation.
			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 20 Original Writing Practice

Answer the following questions and write eight to ten sentences about travel. Put a check (✓) next to each question as you answer it. Use at least three of the vocabulary words or phrases presented in Activity 17, Activity 18, and Activity 19 in your sentences. Underline these words and phrases in your paragraph. Copy your sentences into a paragraph below. Then use the checklist that follows to edit your work.

### Topic: Travel

- 1. What city do you want to visit? \_\_\_\_\_
- 2. What kind of transportation do you need to get to this city? \_\_\_\_\_
- 3. What are some reasons to go there? Think of at least three reasons. (Use adjectives in your descriptions.)
  - a. Reason 1: \_\_\_\_\_
  - b. Reason 2: \_\_\_\_\_
  - c. Reason 3: \_\_\_\_\_
- 4. List two or three special activities that you can do in this city.
  - a. Activity 1: \_\_\_\_\_
  - b. Activity 2: \_\_\_\_\_
  - c. Activity 3 (optional): \_\_\_\_\_
- 5. How long do you want to stay in this city? \_\_\_\_\_
- 6. Are you looking forward to visiting this city? (Answer in a complete sentence.) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### ✓ Checklist

- 1.  Use adjectives to describe this city.
- 2.  Indent the first line of your paragraph.
- 3.  Check the first sentence (topic sentence) and the last sentence (concluding sentence). Are they similar in meaning?
- 4.  Check each sentence in your paragraph. Is every sentence related to your topic?



## 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 New York City. What do you know about it? Do you want to visit this city? Why or why not?
- TOPIC 2:** Write about swimming or another sport. Do you like to practice this sport? How often? Why do you enjoy this sport?
- TOPIC 3:** Write about your favorite kind of music. Why do you like this music? How do you feel when you listen to this music?
- TOPIC 4:** Write about how to use an object such as a cell phone. 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 a good weekend plan. What do you like to do on weekends? Who do you spend your weekends with?
- 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.
- 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?

## More Writing

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