

Writing about the Present

Unit 3

GOAL: To learn how to write sentences in the simple present tense

***Grammar and Sentence Structure:** Simple present tense; object pronouns; *a* and *an*

***Sentence Development:** Simple and compound sentences

Begin with the Simple Present Tense

When you write about daily habits and activities or things that are generally true, use the **simple present tense**.

Grammar and Sentence Structure

Simple Present Tense: Statements and Questions

In English, the simple present tense can be divided into two categories: regular verbs and the verbs *be* and *have*. Do you know the following verb forms?

Simple Present Tense Verb Forms: Statements		
Verb <i>be</i>	I am you are he / she / it is	we are you (plural) are they are
Verb <i>have</i>	I have you have he / she / it has	we have you (plural) have they have
Verb <i>live</i> (regular)	I live you live he / she / it lives	we live you (plural) live they live
Verb <i>go</i> (regular)	I go you go he / she / it goes	we go you (plural) go they go

Simple Present Tense Verb Forms: Questions

Verb <i>be</i>	Am I . . . ? Are you . . . ? Is he / she / it . . . ?	Are we . . . ? Are you (plural) . . . ? Are they . . . ?
Verb <i>have</i>	Do I have . . . ? Do you have . . . ? Does he / she / it have . . . ?	Do we have . . . ? Do you (plural) have . . . ? Do they have . . . ?
Verb <i>live</i>	Do I live . . . ? Do you live . . . ? Does he / she / it live . . . ?	Do we live . . . ? Do you (plural) live . . . ? Do they live . . . ?
Verb <i>go</i>	Do I go . . . ? Do you go . . . ? Does he / she / it go . . . ?	Do we go . . . ? Do you (plural) go . . . ? Do they go . . . ?

NOTE: All verbs except *be* must add *do* or *does* to make a question.

In this unit, you will practice writing sentences and paragraphs in the simple present tense.

ACTIVITY 1 Simple Present Tense Forms

Read each sentence. Write the correct form of the verb in parentheses.

EXAMPLE PARAGRAPH 32

Uncle Charlie

My Uncle Charlie (1. be) _____ a wonderful man. He (2. be) _____ an **entrepreneur**. He began his restaurant business ten years ago. Now he enjoys great success. In his restaurant, he (3. have) _____ ten waiters, two managers, and three chefs. Uncle Charlie (4. work) _____ very hard in his restaurant. Sometimes he is there seven days a week. He and his wife Valerie always (5. go) _____ to the restaurant at night to make sure that the customers are happy. I (6. love) _____ Uncle Charlie and Aunt Valerie, and I really appreciate all their hard work. (7. you / know) _____ somebody like my uncle?

entrepreneur: a person who owns his/her own business

ACTIVITY 2 The Verb *Be* in the Simple Present Tense

Read this paragraph from Giacomo to his new classmate. Fill in the missing *be* verbs.

EXAMPLE PARAGRAPH 33

My Classmates

My classmates come from all over the world. José (1.) _____ from Spain, so he speaks Spanish perfectly. Kuniko and Yasuhiro (2.) _____ Japanese, but they do not sit next to each other in class. Yuri (3.) _____ from Ukraine, and he plays soccer very well. The Al-Ahmad brothers (4.) _____ from Dubai, and they (5.) _____ both very nice. What about me? I (6.) _____ from Italy, and I love to sing in class. We (7.) _____ all very good friends, and I hope we can be friends forever. Where (8.) _____ you from?



For more practice with the simple present tense of *be* and *have*, try Unit 3, Activity 1 on the *Great Writing 1* Web site: elt.heinle.com/greatwriting

ACTIVITY 3 Paragraph Order

Read the following sentences. Number them in the correct paragraph order. The first two sentences have been done for you.

Jim's Daily Routine

- _____ a. After this part-time job, he goes home, eats a quick dinner, studies, and does his homework.
- 2 b. He studies engineering at City College.
- _____ c. He goes to school for six hours.
- _____ d. Jim knows that this lifestyle is stressful.
- 1 e. Jim is a very busy student.
- _____ f. Every day, he wakes up at 7:00 in the morning, takes a shower, and then rushes off to school.
- _____ g. He also knows that the stress will end soon, and he will get a professional job.
- _____ h. After school, he goes to the local mall where he works in a sporting goods store.

ACTIVITY 4 Verbs: Changing Singular to Plural

Read the sentences in Activity 3. Make the following changes and rewrite the paragraph on the lines.

1. Change the subject of the story, Jim, to Jim and Billy.
2. You will have to make certain changes to the verb forms and to some nouns and pronouns, too.

EXAMPLE PARAGRAPH 34

Jim and Billy’s Daily Routine

Jim and Billy are very busy students.



For more practice with changing singular to plural, try Unit 3, Activity 2 on the *Great Writing 1* Web site: elt.heinle.com/greatwriting



Writer's Note

Using Contractions

A **contraction** is a short version of two words combined, such as a pronoun and a verb (*I'm = I am*). The apostrophe (') shows where a letter has been left out. Here are some common contractions with *be*:

I am = I'm

we are = we're

you are = you're

you (plural) are = you're

he is = he's / she is = she's / it is = it's

they are = they're

Some instructors believe contractions are too informal for academic writing. Be sure to ask your instructor if using contractions is acceptable.



For practice with contractions, try Unit 3, Activity 3 on the *Great Writing 1* Web site: elt.heinle.com/greatwriting

ACTIVITY 5 Writing a Paragraph from Pictures

Study the pictures on the next page. They tell a story. Then read the incomplete paragraph. Fill in the blanks based on the pictures. Write the full sentence for the last two sentences. (NOTE: The numbers in the paragraph correspond to the pictures.)

EXAMPLE PARAGRAPH 35

One Family's Morning Routine

The Lee family is very busy on weekday mornings. (1.) Every morning, Susan Lee, the oldest daughter, wakes up and _____ for her parents and **siblings**. She loves to cook! (2.) When breakfast is ready, the rest of the family _____. The kids eat breakfast quickly. (3.) After they eat, Susan's father and mother _____. (4.) At 8:30 A.M., Mr. Lee _____. (5.) Then he and the kids _____ to Mrs. Lee. (6.) Mr. Lee and the kids _____ the **minivan** so that he can take them to school. (7.) _____. (8.) A few minutes later, _____.

a **sibling**: a brother or sister

a **minivan**: a large family car, usually with sliding doors



ACTIVITY 6 Editing: Subjects and Verbs

Read the following paragraph. There are 7 errors. Most of the sentences are missing either the subject or the verb. Write the corrections above the errors. The first one has been done for you.

EXAMPLE PARAGRAPH 36

The City of Budapest

Budapest^{is} is one of the most interesting capitals of Europe. Is a romantic city, and it has many interesting tourist places to visit. One example the Danube River. It separates Budapest into Buda and Pest. In addition, visitors traditional Hungarian food. The most popular food goulash soup. The people of Budapest friendly and helpful to tourists. When travel to Europe, you can visit Budapest and have a very good time.

Writer's Note

Review: *There Is / There Are*

- The expressions *there is* and *there are* come at the beginning of a sentence to show that something exists in a certain place.
- Follow *there is* with a singular noun.
- Follow *there are* with a plural noun.
- You must use the word *there* in this kind of sentence.
- Writers often use *there is* and *there are* with a place phrase.

Look at the following examples.

Incorrect: There **is** ten people in my office.

Correct: There are ten people in my office.

Incorrect: **Is** a desk in the room.

Correct: There is a desk in the room.

Incorrect: **Are** apples on the table.

Correct: There are apples on the table.

Incorrect: **A** concert at the university tomorrow.

Correct: There is a concert at the university tomorrow.

(NOTE: For an introduction to *there is* and *there are*, see page 21 in Unit 1.)

ACTIVITY 7 Practicing *There Is / There Are*

Read this paragraph about a classroom. Study the four examples of *there is* and *there are* in the paragraph and answer the questions.

EXAMPLE PARAGRAPH 37

A Description of My Classroom

My classroom is a very colorful room. (1.) *There are* twenty desks in the room. Each desk has a dark brown seat and a shiny white top. On the left side of the room, (2.) *there is* a world map. This map shows all the different countries in the world, and each country is a different color. On the right side of the room, (3.) *there are* two posters. The first poster is green. It has a list of fifty common verbs. The second poster has the names and pictures of fruits and vegetables. It is white, but the writing is black. Finally, (4.) *there are* some pictures of wild animals above the blackboard. These objects make my classroom colorful.

- a. Is (1.) singular or plural? _____ Why? _____
- b. Is (2.) singular or plural? _____ Why? _____
- c. Is (3.) singular or plural? _____ Why? _____
- d. Is (4.) singular or plural? _____ Why? _____
- e. Is there a map in the room? _____ Where? _____
- f. Is there a calendar in the room? _____ Where? _____
- g. Is there a cat in the room? _____ Where? _____
- h. Are there animal pictures in the room? _____ Where? _____

ACTIVITY 8 Using *There Is / There Are*

Look at the picture of the living room. On the lines, write ten sentences about the objects in the picture. Use *there is* and *there are*.



Writer's Note

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

ACTIVITY 9 Finding the Errors

Read this paragraph about the English alphabet. Find the 4 mistakes. Circle the mistakes and correct them. On the lines below, explain your corrections.

EXAMPLE PARAGRAPH 38

The English Alphabet

There have twenty-six letters in the English alphabet. There is five vowel letters and twenty-one consonant letters. The five vowels are *a, e, i, o,* and *u*. The letters *w* and *y* is sometimes vowels, especially when they come after other vowels. Three letters have the *a* sound in them. These letters is *a, j,* and *k*. Nine letters have the *e* sound in them. These are *b, c, d, e, g, p, t, v,* and *z*. If you want to speak English well, you have to learn the twenty-six letters of the English alphabet.

1. _____
2. _____
3. _____
4. _____

ACTIVITY 10 Editing: Capitalization Review

You studied capitalization in Unit 1. Read the following paragraph about the TOEFL exam. There are 10 errors in capitalization. Can you find them all? Circle the capitalization errors and write the corrections above the circled words. The first one has been done for you.

EXAMPLE PARAGRAPH 39

The TOEFL

Do you know about the TOEFL®? It is the Test of English as a Foreign Language. Most international students who want to study at a university in the ^U@nited states take this test. it measures english language ability. The test comes from Educational Testing Service in new jersey. It is a very long test. the TOEFL tests several subject areas, including reading, listening, speaking, and writing. if you want to study in the united states, it is important to prepare for this test and get a high score.

Negatives and the Simple Present Tense

Good writers can use the negative form of the simple present tense. This section gives you practice with negatives.

Grammar and Sentence Structure

Simple Present Tense Verb Forms: Negatives

Verb <i>be</i>	I am not	we are not
	you are not	you (plural) are not
	he / she / it is not	they are not

NOTE: Some contractions are possible with the verb *be* in negative forms.

is not = isn't	are not = aren't	
For example:	there is not = there isn't	there are not = there aren't

Verb <i>have</i>	I do not have	we do not have
	you do not have	you (plural) do not have
	he / she / it does not have	they do not have

Verb <i>live</i>	I do not live	we do not live
	you do not live	you (plural) do not live
	he / she / it does not live	they do not live

Verb <i>go</i>	I do not go	we do not go
	you do not go	you (plural) do not go
	he / she / it does not go	they do not go

NOTE: Contractions are possible with negative forms of regular verbs.

do not go = don't go	does not go = doesn't go
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ACTIVITY 11 Affirmative and Negative Verb Forms

Read the sentences. Change the verb from the positive to the negative. Also write the contraction form. The first one has been done for you.

1. I have a car.

I do not (don't) have a car.

2. San Juan is in Puerto Rico.

3. The capital of Japan is Osaka.

4. Ghaida goes to the library every day.

5. There is a Thai restaurant on Green Street.

6. Irene and Julie are roommates.

7. Charlie works at a gas station.

8. There are answers in the back of the book.

9. The teacher wants a new computer.

10. Aida bakes cookies every Saturday.



For more practice with negative simple present tense verbs, try Unit 3, Activity 4 on the *Great Writing 1* Web site: elt.heinle.com/greatwriting

Sentences with Object Pronouns

In Unit 2, you studied subject pronouns. Object pronouns have different forms that you need to learn.

Grammar and Sentence Structure

Object Pronouns

You learned that a pronoun is a word that takes the place of a noun.

After Verbs

An **object pronoun** usually comes after a verb. In English, there are seven object pronouns.

Singular	Plural
me	us
you	you
him / her / it	them

Examples

Singular
Mona likes me.
Do I know you?
Karen doesn't understand him.

Plural
Mona likes us.
Do I know you?
Karen doesn't understand them.

After Prepositions

An object pronoun can also come after a preposition. A **preposition** is a word that shows location, time, or direction. Some common prepositions are *to*, *with*, and *at*. Other prepositions include *on*, *in*, *for*, *by*, *near*, *under*, and *from*.

Examples

Singular
Assad walks **with** me.
Can I give the message **to** you?
Jane listens **to** him.

Plural
Assad walks **with** us.
Can I give the message **to** you?
Jane listens **to** them.

ACTIVITY 12 Object Pronouns

Read the following paragraph. Replace the nouns in parentheses with an object pronoun. The first one has been done for you.

EXAMPLE PARAGRAPH 40

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 doesn't 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. Gainesville) _____ very much. She also enjoys animals. Gretchen has three pets. She has a cat. She also has a small bird. Gretchen's third pet is a large boa constrictor. She likes (4. her pets) _____ all very much. In her free time, Gretchen plays tennis, reads books, and cooks gourmet meals. I love (5. Gretchen) _____ like a sister. I hope that our friendship will stay with (6. Gretchen and me) _____ for many years.



ACTIVITY 13 Possessive Adjective Review: Interviewing a Classmate

Find out the answers to these questions. Ask your classmate. Then write down the answers. Try to use possessive pronouns. Follow the example.

Example: What is your classmate's name? His name is Yoichi.

1. What is your classmate's name? _____
2. Where is your classmate from? _____
3. How big is your classmate's family? _____
4. Why is your classmate in this class? _____
5. What job does your classmate want to do in the future? _____

ACTIVITY 14 Writing Information in Paragraph Form

Write the information about your classmate (from Activity 13) in the form of a paragraph. If you need some help in organization, review Example Paragraph 40 in Activity 12.

EXAMPLE PARAGRAPH 41

Sentence Types: Simple and Compound

All the sentences you have written in the activities up to now have been simple sentences. As you learned in Unit 1, a simple sentence has a subject and a verb. Good writers often combine two simple sentences into one longer sentence. The longer sentence is called a compound sentence.

Sentence Development

Simple and Compound Sentences

Simple Sentences

A **simple sentence** usually has one subject and one verb.

Japan imports oil from Saudi Arabia.

However, a simple sentence can have more than one subject and more than one verb in these combinations:

2 subjects + 1 verb: Japan and Germany import oil from Saudi Arabia.

SUBJECTS + VERB

1 subject + 2 verbs: Japan imports oil and exports cars.

SUBJECT + VERBS

2 subjects + 2 verbs: Japan and Germany import oil and export cars.

SUBJECTS + VERBS

Notice that all of these sentences have one basic subject-verb combination, so they are simple sentences.

Compound Sentences

A **compound sentence** is two sentences joined by a connecting word, such as *and*, *but*, or *so*. A compound sentence has two subject-verb combinations.

Japan imports oil, and Saudi Arabia imports vegetables.

SUBJECT #1 + VERB #1

SUBJECT #2 + VERB #2

Sue watched TV, so she did not finish her homework.

SUBJECT #1 + VERB #1

SUBJECT #2 + VERB #2

Reju likes to eat Italian food, but he prefers to eat Mexican food.

SUBJECT #1 + VERB #1

SUBJECT #2 + VERB #2

NOTE: Compound sentences *always* use a comma (,) and a connecting word (*and*, *but*, *so*) to connect two sentences.

See the Brief Writer's Handbook, pages 226–227, for more connecting words.

ACTIVITY 15 Sentence Types

Read each sentence. Write S or C to label it as simple or compound. The first two have been done for you. (HINT: Look for the connectors and, but, or so in compound sentences.)

1. C Japan's flag is red and white, and the Canadian flag is also red and white.
2. S Japan and Canada have the same two colors in their flags.
3. _____ The weather is bad, so the plane cannot take off on time.
4. _____ It is extremely hot in Abu Dhabi during the summer.
5. _____ This map does not include the newly independent countries in Europe or Asia.
6. _____ For less than two hundred dollars, you can buy a round-trip ticket to Boston.
7. _____ The students take a test every Friday, but their scores are not very high.
8. _____ January, March, May, July, August, October, and December have thirty-one days.
9. _____ This recipe requires two cups of flour, two cups of sugar, and one cup of milk.
10. _____ Each ring costs sixty dollars, so five rings cost three hundred dollars.
11. _____ Some people prefer silver rings, but most people prefer gold rings.
12. _____ These silver and gold rings are different in weight and in price.



For more practice with simple versus compound sentences, try Unit 3, Activity 5 and Activity 6 on the *Great Writing 1* Web site: elt.heinle.com/greatwriting

ACTIVITY 16 Simple Sentences to Compound Sentences

Read each pair of simple sentences. Combine them into one sentence with a comma and a connecting word. Use *and*, *but*, or *so*. Write the compound sentence on the line. Some sentences can be connected with more than one connecting word.

1. Mary lives in Turkey. Abdul lives in Kuwait.

2. The weather was cold. I stayed indoors.

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

4. Linus and Kathy are related. They are not brother and sister.

5. The restaurant manager was happy. He gave all the servers a raise.



Writer's Note

Brainstorming *Why* Questions

You use the word *because* to answer a question with *why*. You can put *because* at the beginning or in the middle of a sentence. If you use it at the beginning of a sentence, follow this clause with a comma. *Because* is never used in a simple sentence.

Because Laura felt ill, she went to the doctor.

Laura went to the doctor *because* she felt ill.

Ian ate dinner *because* he was hungry.

(NOTE: See page 156 for more information on *because*.)



Writer's Note

Brainstorming with Questions

When you write a paragraph, sometimes it is difficult to find enough information to include. Good writers often ask questions to help them get ideas about what to write. First, think about your topic. Then imagine someone who does not know much about the topic. What questions might that person ask?

Quickly write down as many questions about the topic as you can think of. Do not worry now whether the questions sound good. Your purpose is just to make a list of questions. Later you can go back and read the questions. Then you can decide which questions are good ideas to write about.

Example:

Topic: A popular sport

Possible questions:

1. What is a popular sport?
2. Why is it popular?
3. How many people are needed to play this sport?
4. Is the sport difficult to learn?
5. Where (in which countries) is the sport popular?
6. Is this sport popular on television?
7. How much training does someone need to be good at this sport?
8. How old is this sport?
9. Do you need a lot of equipment to play this sport?
10. Is there a worldwide competition in this sport?

Can you think of other questions?

11. _____
12. _____

ACTIVITY 17 Questions and a Paragraph about Soccer

The following paragraph about soccer answers some of the questions from the Writer's Note: Brainstorming with Questions. Review the soccer questions and read the paragraph. On the lines below, write the questions that the writer used to create the paragraph.

EXAMPLE PARAGRAPH 42

A Popular Sport

The sport of soccer is the most popular athletic activity in the world. Many people believe that this game comes from England, but others believe that it comes from the Etruscans (a group of people who lived in what is now known as Tuscany in Italy).

Soccer is an international phenomenon. People all over the world play and follow this sport. Soccer is popular because it is cheap and fun. It does not require special equipment. It is also fun to watch on television. Every four years, the world enjoys watching the World Cup soccer championship. This time is probably the most exciting time for soccer teams and their fans.



Refer to page 84 for the list of questions:

Grammar and Sentence Structure

Using *A* and *An* with Count Nouns

A **count noun** is a noun that you can count. A count noun has a singular form and a plural form. A non-count noun has only one form.

If you have a singular count noun, use *a* or *an* in front of that noun when it is general (not specific). Use *a* in front of a singular count noun that begins with a consonant sound. Use *an* in front of a singular count noun that begins with a vowel sound.

Forgetting to put *a* or *an* in front of a count noun is a grammatical error. (You will learn more about indefinite articles in Unit 6, pages 151–153.)

NON-COUNT NOUNS	COUNT NOUNS	
	Singular	Plural
money	a dollar	twenty dollars
ice	an ice cube	ice cubes
information	a number	numbers
clothing	a blue shirt	blue shirts
vocabulary	a word	fifteen words
bread	a slice of bread	slices of bread
honesty	an honest person	honest people
homework	an assignment	three assignments

ACTIVITY 18 Count and Non-count Nouns

Look at the words listed below. On the line to the left, write C if the noun is count and NC if the noun is non-count. Then circle all the nouns that can be used in this blank: This is _____. The first two have been done for you.

1. C a cat cats a cats cat
2. NC a ice an ice ice ices
3. _____ moneys a money money a moneys
4. _____ bread breads a breads a bread

5. _____	an eraser	a eraser	erasers	an erasers
6. _____	homeworks	a homework	a homeworks	homework
7. _____	an unit	units	a unit	an units
8. _____	a country	country	an country	a countries
9. _____	information	informations	an information	a information
10. _____	happiness	a happiness	happinesses	an happiness
11. _____	word	a word	words	a words
12. _____	an present	a presents	presents	a present
13. _____	a answer	answers	an answers	an answer
14. _____	politician	politicians	a politician	a politicians

ACTIVITY 19 Editing: Grammar and Sentence Review

Read this paragraph. There are 10 errors: 2 errors with verbs, 1 punctuation error, 2 capitalization errors, 2 adjective errors, 2 possessive adjective errors, and 1 subject pronoun error. Find and correct the errors. The first one has been done for you.

EXAMPLE PARAGRAPH 43

Not an Average Teenager

wants

Steven Mills is not a typical teenager. Steven is a gymnast, and he ~~want~~ to compete in the olympics. He wakes up at five o'clock in the morning every day, because he has to practice before school. First, he has a breakfast healthy. Then she jogs to National Gymnasium on Cypress street. He practices gymnastics for two hours. Then he gets ready for school. Steven goes to school from eight-thirty in the morning until three o'clock in the afternoon. After school, he returns to the gymnasium for classes special with him coach. When practice finish at six o'clock, Steven returns home. He eats dinner, does his homework, and talks with their family. Steven is in bed by ten o'clock so that he will be ready for work the next day.



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 3 on pages 234–235 in Appendix 1.



Building Better Vocabulary

ACTIVITY 20 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. free	cheap	no cost
2. entrepreneur	to be the boss	to have a boss
3. part-time	to work thirty hours	to work forty hours
4. engineering	bridges	orchestras
5. typical	rare	normal
6. sibling	uncle	brother
7. forever	no end	an end
8. waiter	restaurant	office
9. to separate	to divide	to mix
10. professional	shorts and a T-shirt	a nice suit
11. to wake up	to stop sleeping	to go to sleep
12. veterinary	people	animals
13. stressful	a picnic	an earthquake
14. athletic	library	soccer field
15. required	must have	optional

ACTIVITY 21 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. common / friendship	to have a _____
2. take / make	to _____ a shower in the morning
3. from / with	to be separated _____ your family
4. small / low	get a _____ score on a test

- | | |
|-------------------|-------------------------------|
| 5. desk / mistake | a common _____ |
| 6. in / on | to compete _____ a game |
| 7. in / on | to write _____ the blackboard |
| 8. of / to | a map _____ the region |
| 9. ago / after | to meet _____ five years |
| 10. in / at | to see someone _____ an hour |

ACTIVITY 22 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
friend / friendship (A PERSON)/ (A THING)	Ø	friendly	1. My best _____ lives in Mexico. 2. It is important to be _____ to others.
profession/ professional (A THING)/ (A PERSON)	Ø	professional	3. Computer graphics is a popular _____. 4. Her _____ experience is impressive.
separation	separate	separate	5. I _____ my clothes before washing them. 6. Joann and her husband drive _____ cars.
visitor /visit (A PERSON)/ (A THING)	visit	Ø	7. Wake up! There is a _____ waiting to see you. 8. Every Sunday, Maria _____ her sister.
freedom	free	free	9. In college, you have the _____ to choose your major. 10. There is a _____ movie playing tonight.

Noun endings: -ship, -ion, -al, -tion, -or, -dom

Adjective endings: -ly, -al

Original Student Writing

ACTIVITY 23 Original Writing Practice

Take a moment to think about your favorite sport. Next, follow these steps for writing. Put a check (✓) next to each step as you complete it. When you finish your paragraph, use the checklist that follows to edit your work. You may want to review *What is a Paragraph?* in Unit 2 on page 39.

STEP 1 _____ In your first sentence, write _____ *is my favorite sport*. Write the name of the sport in the blank space.

STEP 2 _____ In your next sentence, write about the first reason you like the sport. Next, write a sentence with an explanation for this reason.

STEP 3 _____ In the next sentence, write about the second reason that you like the sport. Next, write a sentence with an explanation for this reason.

STEP 4 _____ In the next sentence, write about the reason that you like the sport. Next, write a sentence with an explanation for this reason.

STEP 5 _____ In the last sentence, give your general opinion about this sport.

STEP 6 _____ Use subject pronouns in two of the sentences in STEPS 2 through 4.

STEP 7 _____ Use a possessive adjective in one sentence in STEPS 2 through 4.

STEP 8 _____ Use at least three of the vocabulary words or phrases presented in Activity 20, Activity 21, and Activity 22. Underline these words and phrases in your paragraph.

✓ Checklist

1. Make sure every sentence has a subject and a verb.
2. Make sure the verbs are in the correct tense.
3. Make sure every sentence begins with a capital letter.
4. Make sure that all the proper nouns (names, cities, countries, etc.) are capitalized.
5. Make sure every sentence ends with the correct punctuation.
6. Create a title for your paragraph.

ACTIVITY 24 Peer Editing

Exchange papers from Activity 23 with a partner. Read your partner's writing. Then use Peer Editing Sheet 3 on page 253 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.

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:** Choose a member of your family. Write a paragraph about this person. Include the person's name, age, nationality, job, hobbies, etc.
- TOPIC 2:** Write about your typical routine for a day of the week. Include the time that you usually wake up, what you eat for breakfast, what your activities are during the day, whom you spend your time with, how you enjoy the day, and what time you go to bed.
- TOPIC 3:** Write about a special city in a particular country. Include the name of the city, the population, the special tourist attractions, and why it is an important city for you.
- TOPIC 4:** Write about a job that interests you. Include the title of the job, the duties of the job, and why it is interesting to you.
- TOPIC 5:** What is your favorite Web site? Write about a Web site that you like. What is the address? What kind of information does it have? Why do you like it?
- TOPIC 6:** Write about your best friend. What is his/her name? Where does he/she live? What makes your friendship special?
- TOPIC 7:** Write about a restaurant that you like. What is the name of this restaurant? Why do you like it? What kind of food does it serve? What is the price range? How is it decorated?
- TOPIC 8:** Write about your favorite movie. What is the title? Who are the main actors in the movie? What is the story about? Why do you like this movie?
- TOPIC 9:** Write about a specific food that you know how to cook. What are the ingredients? Is it easy to prepare? Are the ingredients expensive?
- TOPIC 10:** Write about a type of music that you do *not* enjoy. Why don't you like it? How does it make you feel when you hear it?

Timed Writing

How quickly can you write in English? There are many times when you must write quickly—on a test for example. It is important to feel comfortable during those times. Timed-writing practice can make you feel better about writing quickly in English.

Take out a piece of paper. Then read the writing prompt below this paragraph. Your teacher will give you 5 minutes to brainstorm ideas about the topic. You must write 8 to 10 sentences about this topic. You will have 20 minutes to write these sentences. At the end of the 20 minutes, your teacher will collect your work and return it to you later.

Describe a typical day in your life. What do you normally do?
When do you usually do these things?

More Writing

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