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Longman Academic Writing Series

SECOND EDITION

SENTENCES TO PARAGRAPHS



Linda Butler

ALWAYS LEARNING

PEARSON

1

Longman Academic
Writing Series

SECOND EDITION

SENTENCES TO PARAGRAPHS

Linda Butler

**This book is dedicated to a gifted teacher of the English language,
and my teaching mentor, Jane Boggs Sloan.**

Longman Academic Writing Series 1: Sentences to Paragraphs, Second Edition

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Pearson Education, 10 Bank Street, White Plains, NY 10606

Staff Credits: The people who made up the *Longman Academic Writing Series 1* team, representing editorial, production, design, and manufacturing, are Pietro Alongi, Margaret Antonini, Eleanor Barnes, Aerin Csigay, Ann France, Shelley Gazes, Amy McCormick, Lise Minovitz, Liza Pleva, and Joan Poole.

Cover image: jupeart/Shutterstock
Text Composition: TSI Graphics

Library of Congress Cataloging-in-Publication Data

Butler, Linda

[*Fundamentals of Academic Writing*]

Longman academic writing series. 1 : sentences to paragraphs / Linda Butler.—Second Edition.
pages cm

Previous title: *Fundamentals of Academic Writing*

ISBN-13: 978-0-13-267938-1

ISBN-10: 0-13-267938-8

1. English language—Textbooks for foreign speakers. 2. English language—Rhetoric—Problems, exercises, etc. 3. Academic writing—Problems, exercises, etc. 4. English language—Grammar—Problems, exercises, etc. I. Title.

PE1128.B854 2013

428.2'4—dc23

2012045842

ISBN 10: 0-13-267938-8

ISBN 13: 978-0-13-267938-1

Printed in the United States of America

2 3 4 5 6 7 8 9 10—V082—18 17 16 15 14 13

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TO THE TEACHER

Welcome to the new edition of Level 1 in the *Longman Academic Writing Series*, a five-level series that prepares learners of English for academic coursework. This book, formerly called *Fundamentals of Academic Writing*, is intended for beginning students in university, college, adult, or secondary school programs. It offers a carefully structured approach that helps students develop basic writing skills, understand writing as a process, and build a solid foundation for becoming independent writers.

Like the first edition, this book uses a clear, step-by-step approach as it introduces students to the requirements of academic writing in English. You will find a wealth of realistic models to guide student writers, along with clear explanations of sentence structure, paragraph organization, grammar, and mechanics. The explanations are followed by the extensive practice that learners need in order to assimilate the material and write with accuracy and confidence.

The text focuses on the elements of good sentences but within the context of simple descriptive and narrative paragraphs on student-centered topics. It effectively combines an introduction to basic paragraph structure with an emphasis on personal writing, the kind of writing that is most appropriate and motivating for learners at the beginning level. There are interactive tasks throughout the text—pair work, small-group activities, and full-class discussions—that engage students in the learning process and complement the solitary work that writers must do. There are also directions for keeping a journal so that students can write for fluency-building in addition to doing the more formal paragraph assignments. Finally, the extensive appendices and a thorough index make the text a valuable and easy-to-use reference tool.

What's New in This Edition

Instructors familiar with the first edition will find these new features:

- **Chapter objectives** provide clear goals for instruction;
- **Two new vocabulary sections**, *Looking at Vocabulary* and *Applying Vocabulary*, explain vocabulary from the writing models and support its use in the *Writing Assignment*;
- **Try It Out!** activities challenge students to be creative and apply the skills they have studied;
- **Writing Tips** contain strategies that experienced writers use;
- **Self-Assessments** ask students to evaluate their own progress;
- **Timed Writing** practice develops students' writing fluency;
- **Additional journal topics** appear in a new appendix.

The Online Teacher's Manual

The Teacher's Manual is available at www.pearsonELT.com/tmkeys. It includes general teaching notes, chapter teaching notes, answer keys, reproducible writing assignment scoring rubrics, and reproducible chapter quizzes.

Acknowledgments

I would like to thank Ann Hogue and Alice Oshima, authors of the original Books 2, 3, and 4, for their work on the *Longman Academic Writing Series*. By creating these wonderful resources, they have served countless teachers and students of English over the years. I would also like to acknowledge the new members of the writing team for this edition: Jennifer Bixby, Jane Curtis, Lara Ravitch, and Alan Meyers.

I am grateful to the members of the Pearson ELT team for the expertise and dedication they have brought to this product, particularly Amy McCormick, Shelley Gazes, Lise Minovitz, and Eleanor Barnes. I also wish to thank my development editor Meg Brooks for her careful editing and wise counsel.

My thanks as well to the reviewers who contributed to our planning for this edition and those whose thoughtful comments and suggestions on the first edition also helped to shape this book:

Gena Bennett, Georgia State University, Georgia; **Vicki Blaho**, Santa Monica College, California; **Charlotte Calobrisi**, Northern Virginia Community College, Virginia; **Jackye Cumby**, Mercer University, Georgia; **Diana Davidson Del Toro**, Cuyamaca College, California; **Greg Davis**, Portland State University, Oregon; **Diane Harris**, Imperial Valley College, California; **Leisha Klentzeris**, Hodges University, Florida; **Shelagh Lariviere**, College of the North Atlantic, Qatar; **Linda Lieberman**, College of Marin, California; **Kathy Llanos**, Cypress College, California; **Gisele Medina**, Houston Community College, Texas; **Suzanne Medina**, California State University Long Beach, California; **Theresa Nahim**, Pace University, New York; **Tara Narcross**, Columbus State Community College, Ohio; **Mark Neville**, Alhosn University, Abu Dhabi, UAE; **Daria Ruzicka**; **Milagros Schwartz**, Community College of Baltimore County, Maryland; **Christine Tierney**, Houston Community College, Texas; **Lay Kuan Toh**, Westchester Community College, New York; **Stephen Whelan**, College of the North Atlantic, Doha Qatar.

I would also like to thank the following people for their feedback on an online survey: **Eric Ball**, Langara College, British Columbia, Canada; **Mongi Baratli**, Al Hosn University, Abu Dhabi, United Arab Emirates; **Jenny Blake**, Culture Works ESL, London, Canada; **Karen Blinder**, English Language Institute, University of Maryland, Maryland; **Bob Campbell**, Academic Bridge Program, Doha, Qatar; **Nancy Epperson**, Truman College, Illinois; **Kemal Erkol**, Onsekiz Mart University, Çanakkale, Turkey; **Russell Frank**,

Pasadena City College, California; **Jeanne Gross**, Cañada College, California; **Lisa Kovacs-Morgan**, English Language Institute, UC San Diego, California; **Mary Ann T. Manatlo**, Qatar Foundation, Academic Bridge Program, Doha, Qatar; **Ruth Moore**, University of Colorado at Boulder, Colorado; **Brett Reynolds**, Humber Institute of Technology and Advanced Learning, Ontario, Canada; **Lorraine C. Smith**, CUNY Queens College, New York.

In addition, I am grateful for the support and feedback provided by my ESL colleagues at Holyoke Community College, Massachusetts, in particular Rubaba Matin, Darcy Sweeney, Yulia Stone, and Lindsey Rothschild. I would also like to thank the following colleagues and friends for their help: Ismet Ozkilog and Valentyna Semyrog of Holyoke Community College; Mahmoud Arani of St. Michael's College, Vermont; Craig and Maggie Butler; and Hann Lam.

Finally, a special thank you and a round of applause to the students who shared samples of their writing with me, many of which have been adapted for this book: Julmarie Alvarado, Mary Benvenuto, Luz Blanco, Olga Bucalov, Wai Chan, Antonio Colon, Blasnelly Diodonet, Leslie Dones, Rose Feliciano Reyes, Lilybeth Garay, Alicia García, Juliana Gonzalez, Maryia Hancharonak, Zam Zam Hussein, Iryna Ivanova, Lisa Khomyak, Nataliya Kondratyuk, Mariya Korchevska, Nadia Kravchuk, Alice Lam, Iris Laviera, Keishla Martinez, Nelly Martinez, Oksana Morozova, Tam Kenny Nguyen, Mirjeta Nuhui, Venhar Nuhui, Moises Ortiz, Keisha Pacheco, Tatyana Pchelka, Viktor Rafalskiy, Genesis Ramo, Osmayra Rivera, Ina Ruskevich, Yelena Sokolova, Jason Son, Minja Son, Vera Stolyarova, Larisa Verenich, Penny Wu, and Yao Zheng.

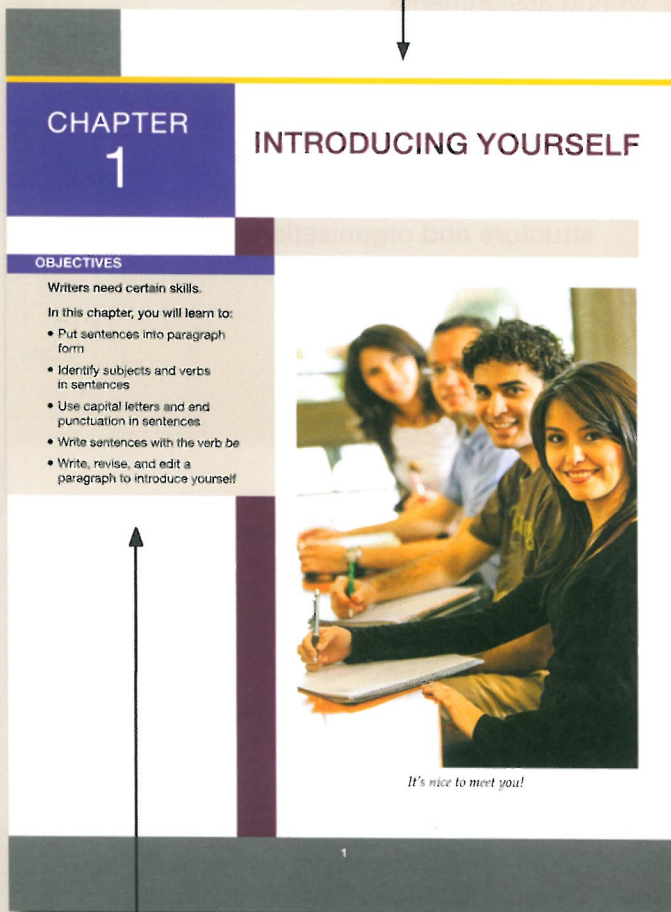
—Linda Butler

CHAPTER OVERVIEW

Longman Academic Writing Series, Level 1, Sentences to Paragraphs offers a carefully structured approach to basic academic writing. It features instruction on paragraph organization, grammar, sentence structure, mechanics, and the writing process.

NEW!

Four-color design makes the lessons even more engaging.



NEW!

Chapter objectives provide clear goals for instruction.

INTRODUCTION

Before you write something, it helps to look at **models**. Models are examples. Model sentences will help you write your own sentences. Model paragraphs will help you write your own paragraphs. In this book, you will see many model paragraphs.

LOOKING AT THE MODELS

In the writing models, three students introduce themselves to their teachers and classmates.

Work with a partner. Read the models. Then check (✓) the information you find in each model.

Writing Model 1

I would like to introduce myself. My name is Shaukat Malik. My nickname is Salim. I am from Pakistan. I speak Bengali. I am married. I live with my wife and our son. I want to study computers.

- | | |
|--|---|
| <input checked="" type="checkbox"/> name | <input type="checkbox"/> family |
| <input type="checkbox"/> home country | <input type="checkbox"/> work |
| <input type="checkbox"/> languages | <input type="checkbox"/> classes at school |
| <input type="checkbox"/> where he lives | <input type="checkbox"/> free-time fun |
| <input type="checkbox"/> age | <input type="checkbox"/> plans for the future |

Writing Model 2

I would like to introduce myself. My name is Marta Moreno. My full name is Marta Lucia Moreno Martinez. I am from Colombia. I am 19 years old. I live on campus. I like to go dancing. I want to travel.

- | | |
|--|---|
| <input type="checkbox"/> name | <input type="checkbox"/> family |
| <input type="checkbox"/> home country | <input type="checkbox"/> work |
| <input type="checkbox"/> languages | <input type="checkbox"/> classes at school |
| <input type="checkbox"/> where she lives | <input type="checkbox"/> free-time fun |
| <input type="checkbox"/> age | <input type="checkbox"/> plans for the future |

Realistic writing models present the type of writing students will learn to produce in the end-of-chapter Writing Assignments.

NEW!

Looking at Vocabulary encourages students to notice useful words and phrases from the writing models that they can use in their writing assignments.

Looking at Vocabulary: Phrasal Verbs

A phrasal verb has two parts: a verb (such as go or get) and a particle (such as up, on, or out). The meaning of a phrasal verb is often very different from the meaning of the verb alone.

- He gets a lot of email. gets = receives
- He gets up early. gets up = leaves his bed
- His plane gets in at 1:00. gets in = arrives

PRACTICE 1 Phrasal Verbs

A Find these phrasal verbs in the writing models and underline them.

dress up sleep in eat out go out stay up

B Match the phrasal verbs from the box with their meanings. Fill in the blanks.

- _____ = put on nice clothes
- _____ = not go to bed until late
- _____ = leave home, often to do something for fun
- _____ = have a meal in a restaurant instead of at home
- _____ = stay in bed and sleep later than usual in the morning

ORGANIZATION

TIME ORDER

When you write a paragraph, you must think about organization. You must plan how to present information in a clear order. Writers need to organize information to make it easy for people to read. There are many ways to do this.

One way to organize information is to put it in time order (also called chronological order). This means writing about events in the order in which they happen. Start with the first or earliest event, and then tell what happens after that.

Time-order words help make information clear to the reader. They go at the beginning of sentences. A comma follows each one except Then. Do not put a comma after Then.

First, Later, Then, After that, Next, Finally,

PRACTICE 11 Capital Letters in Titles

Rewrite each title with the capital letters needed.

- the adventures of Tom Sawyer
The Adventures of Tom Sawyer
- Harry Potter and the chamber of secrets

- a tale of two cities

- around the world in eighty days

- the good, the bad, and the ugly

- a journey to the center of the earth



Mark Twain, author of The Adventures of Tom Sawyer

Applying Vocabulary: Using Phrasal Verbs

You saw some common phrasal verbs used in the writing models on pages 70 and 71:

dress up get up sleep in
eat out go out stay up

You may want to use some of those phrasal verbs when you do the Writing Assignment on page 84, writing about one day in a classmate's week.

PRACTICE 12 Using Phrasal Verbs

A Complete the sentences with phrasal verbs from the box above.

- When my alarm clock rings in the morning, it is time for me to _____.
- I do not set an alarm when I want to _____.
- I like to _____ with my friends for a movie or a concert.

(continued on next page)

NEW!

Applying Vocabulary shows students how to use new words and phrases in their writing.

Grammar and Sentence Structure sections in each chapter help students understand the building blocks of sentences. Clear charts with examples make the rules easy to see and remember.

GRAMMAR AND SENTENCE STRUCTURE

NOUNS

A **noun** is a word for a person, a place, a thing, or an idea. Look at the chart. The boldfaced words in the sentences are nouns.

NOUNS CAN BE:	EXAMPLES
1. Words for people	My daughter is at school. Do you know David ?
2. Words for places	We usually eat in the kitchen . They are going to San Diego .
3. Words for things	I love ice cream . He drives a Hyundai .
4. Words for ideas	My education is important to me. Do you speak French ?

Some nouns in the chart begin with capital letters: *David*, *San Diego*, *Hyundai*, and *French*. These words are **proper nouns**. A proper noun is the name of a specific person, place, thing, or idea. A proper noun always begins with a capital letter.

The other nouns in the sentences (*daughter*, *kitchen*, *ice cream*, *education*) are **common nouns**. A common noun does not need a capital letter.

PRACTICE 4 Identifying Types of Nouns

Work alone or with a partner. Write *person*, *place*, *thing*, or *idea* above each boldfaced noun in the paragraph. For some nouns, there may be more than one answer.

This is what I usually do in the **idea** *afternoon*.
I leave **place/thing** *school* and take the bus downtown with my friends. I do not go home. My little **brothers** are there, and the **television** is always on, so our **apartment** is noisy. Instead, I go to the **library**. There I can do my **homework**. On some **days**, I can get help from a **tutor**. I like to look at **magazines**, too, like *Sports Illustrated*. I usually spend two **hours** there.



30 CHAPTER 2

Practice activities reinforce learning and lay the groundwork for the end-of-chapter Writing Assignment.

Editing skills are sharpened as students find and correct errors in sentences and paragraphs.

PRACTICE 10 Correcting Verb Errors

Find one verb error in each statement. Make corrections.

1. My best friend ~~is need~~ *needs* a new job.
2. My friend's name *Massimiliano*.
3. People *calls* him Max.
4. He *work* for a bank.
5. He *is not like* his job.
6. His job *it's not* the right job for him.
7. He *is not want* to stay at the bank.
8. He *want* to play his guitar all the time.
9. Max and his friends *has* a rock band.
10. They are good musicians, but they *are not make* any money.

TRY IT OUT!

Work alone or with a partner. On a sheet of paper, write eight or more sentences about the Kim sisters. Use your imagination. Include both affirmative and negative verbs in your sentences.

Ronnie teaches math at a high school.
Allison does not have a job.
All the sisters have boyfriends.



The Kim sisters: Lizzie, Emily, Ronnie, and Allison

60 CHAPTER 3

NEW!

Try It Out! activities challenge students to apply what they have learned.

Step-by-step writing assignments make the writing process clear and easy to follow.

WRITING ASSIGNMENT

You are going to write a paragraph about a trip you took, like the writing models on pages 153 and 154. You will have a choice of prewriting activities.

Prewrite **STEP 1: Prewrite to get ideas.**

- a. Get ready to write by doing a prewriting activity. Choose one of these activities:
 - Make notes about the trip in time order. (See page 133 for an example of notes in time order.)
 - Freewrite about the trip for at least five minutes. (See page 134 for an explanation of freewriting and an example.)

Writing Tip

When you prepare to write a paragraph, think about your readers. What will they want to know about your topic? Working with a partner during the writing process helps you understand the needs of your readers.

- b. Find a partner and take turns asking about each other's trips. Ask questions like these:
 - Where did you go on your trip?
 - When did you go?
 - Who went with you?
 - How long was your trip?
 - What did you do on your trip?
 - How did you feel about the trip?
 - What do you remember most about your trip?
- c. Look again at your notes or freewriting. Add information as needed. Include answers to the questions above. Underline the information that will be most important to describe your trip.

Write **STEP 2: Write the first draft.**

Write your first draft. Begin your paragraph with a topic sentence. See the writing models on pages 153 and 154 for examples. Give details in your supporting sentences. Try to include both past time expressions and past time clauses. End your paragraph with a concluding sentence.

168 CHAPTER 8

NEW!

Writing Tips provide useful strategies to help students produce better writing.

Edit

STEP 3: Revise and edit the draft.

- a. Read your paragraph again. It may help you to read it out loud. Make changes if needed.
- b. Do peer review. Sit with a partner and exchange papers. Give each other feedback. Follow the steps on the Peer Review Worksheet.

PEER REVIEW WORKSHEET

Your partner's name: _____

Content

1. Read all of your partner's paragraph.
2. Underline any part of the paragraph you do not understand. Ask your partner to explain it.
3. Circle the topic sentence. If there is no topic sentence, write TS? on the paper.
4. Reread the supporting sentences. Ask questions if you want more information, or if it is not clear when the events happened.
5. Circle the concluding sentence. If there is no concluding sentence, write CS? on the paper.

Format and Language

6. Use this list to check your partner's paragraph. Check (✓) each item in the list as you finish.
 - a subject in every sentence
 - the use of *before* and *after*
 - a verb for every subject
 - the use of commas
 - the use of past tense verbs
7. Put a question mark (?) if you are not sure about something.

- c. Return your partner's paper. Can you say something nice about it?
- d. Look at your own paper. If you do not agree with the feedback on it, ask another student or your teacher. Mark any changes you want to make.

Write

STEP 4: Write a new draft.

Writing Tip

Experienced writers know that good writing comes from re-writing. Do more than one draft and edit carefully.

- a. Take a new sheet of paper and write a new draft.
- b. Edit your new draft carefully. Then hand it in to your teacher.

Memories of a Trip 169

Peer Review Worksheets help students give and receive constructive suggestions in a collaborative way.



Self-Assessment encourages students to evaluate their progress.

SELF-ASSESSMENT

In this chapter, you learned to:

- End a paragraph with a concluding sentence
- Write past time expressions
- Use *before* and *after* as prepositions
- Write complex sentences with past time clauses
- Identify and correct sentence fragments
- Write, revise, and edit a paragraph about a trip

Which ones can you do well? Mark them ☺

Which ones do you need to practice more? Mark them ☹

EXPANSION

TIMED WRITING

Students need to write quickly to succeed in academic writing. For example, sometimes students need to do a writing assignment in class or on a test, and they have only a short time to do it.

To practice writing quickly, you are going to write a paragraph in class. You will have 20 minutes. To complete the assignment in time, follow these steps.

1. Read the writing prompt below (or the prompt that your teacher gives you). Make sure that you understand the prompt. If you have questions, ask your teacher. (2 minutes)
2. Brainstorm to get ideas. On a piece of paper, make some notes. Then think about organizing your ideas. Mark up your notes with circles, arrows, and numbers to show the order of information in your paragraph. Write a topic sentence for your paragraph. (6 minutes)
3. Write your paragraph. Be sure to include a topic sentence, supporting sentences, and a concluding sentence. (10 minutes)
4. Check your paragraph. Correct any mistakes. (2 minutes)
5. Give your paper to your teacher.

Prompt: Write a paragraph about an experience you remember from when you were a child.

170 CHAPTER 8



Timed Writing activities help prepare students to write well on tests.

Expansion sections, such as timed writing, additional writing practice, and journal writing, encourage students to develop fluency.

EXPANSION

ON YOUR OWN

Write a paragraph about your sleep habits. You can use "My Sleep Habits" as a title. You can begin your paragraph with one of these sentences:

I am happy with my sleep habits.

My sleep habits are not good.

1. Use these questions to help you take notes before you begin writing your first draft. Follow the steps of the writing process described on pages 40–42.

- Do you get enough sleep, or are you often tired?
- How many hours of sleep do you need?
- What time do you usually go to bed?
- What time do you usually get up?
- Are weekday and weekend nights the same or different for you?

2. Write your first draft.
3. Ask a classmate to review your paragraph, or use the Peer Review Worksheet on page 41 to help you revise and edit.
4. Prepare a new draft, and give it to your teacher.

YOUR JOURNAL

Continue making entries in your journal. Write as much as you can. Write as often as you can.

Do not worry about writing perfect sentences. Your journal entries are not formal compositions. A journal entry is like a message to a friend.

You can think of your own topics for your journal entries. If you cannot think of a topic for a journal entry, try one of these ideas:

- Write about a favorite food or drink. When and where do you have it? Do you make it, does someone make it for you, or do you buy it?
- Draw a picture or put a photo in your journal. Then write about it.
- Write about how you learn new words in English. Where do you find them? Do you write new words in a notebook? What kind of dictionary do you have?

For more ideas for journal entries, see Appendix A, page 193.

CHAPTER 1

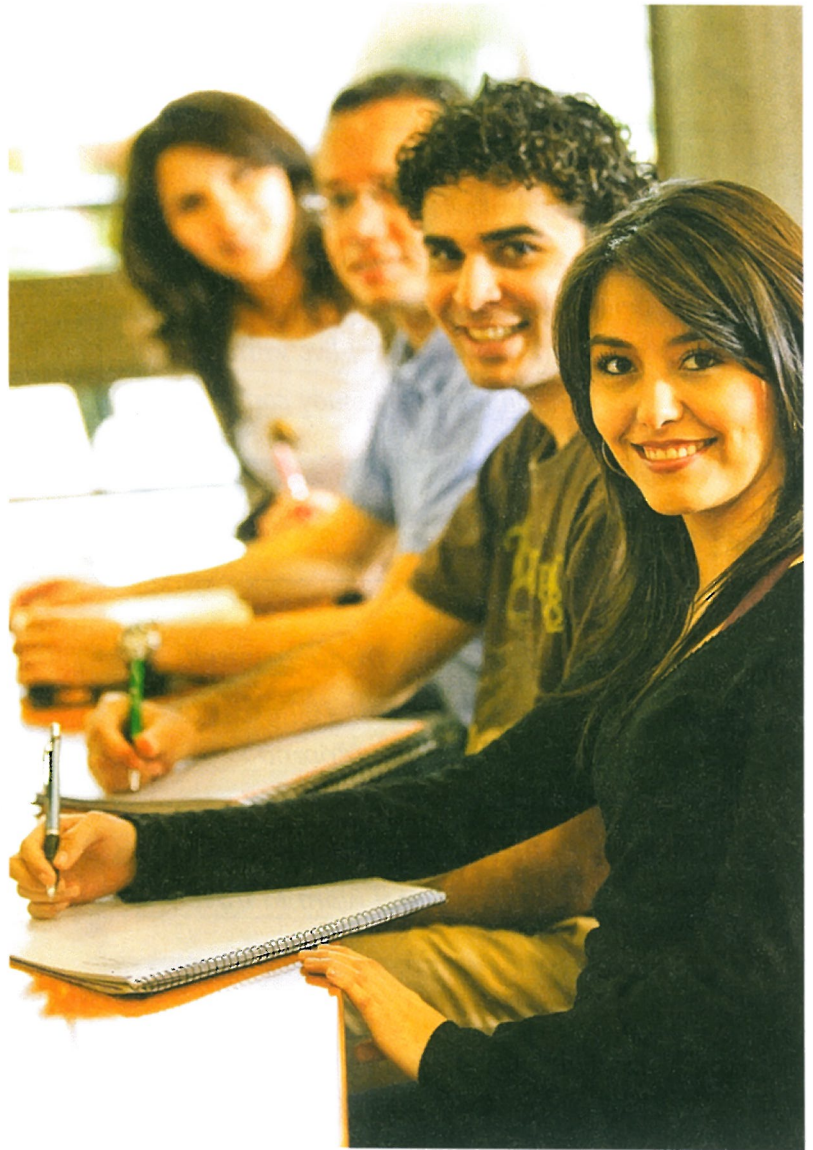
INTRODUCING YOURSELF

OBJECTIVES

Writers need certain skills.

In this chapter, you will learn to:

- Put sentences into paragraph form
- Identify subjects and verbs in sentences
- Use capital letters and end punctuation in sentences
- Write sentences with the verb *be*
- Write, revise, and edit a paragraph to introduce yourself



It's nice to meet you!

INTRODUCTION

Before you write something, it helps to look at **models**. Models are examples. Model sentences will help you write your own sentences. Model paragraphs will help you write your own paragraphs. In this book, you will see many model paragraphs.

LOOKING AT THE MODELS

In the writing models, three students introduce themselves to their teachers and classmates.

Work with a partner. Read the models. Then check (✓) the information you find in each model.

Writing Model 1

I would like to introduce myself. My name is Shaukat Matin. My nickname is Salim. I am from Pakistan. I speak Bengali. I am married. I live with my wife and our son. I want to study computers.

- | | |
|--|---|
| <input checked="" type="checkbox"/> name | <input type="checkbox"/> family |
| <input type="checkbox"/> home country | <input type="checkbox"/> work |
| <input type="checkbox"/> languages | <input type="checkbox"/> classes at school |
| <input type="checkbox"/> where he lives | <input type="checkbox"/> free-time fun |
| <input type="checkbox"/> age | <input type="checkbox"/> plans for the future |

Writing Model 2

I would like to introduce myself. My name is Marta Moreno. My full name is Marta Lucía Moreno Martínez. I am from Colombia. I am 19 years old. I live on campus. I like to go dancing. I want to travel.

- | | |
|--|---|
| <input type="checkbox"/> name | <input type="checkbox"/> family |
| <input type="checkbox"/> home country | <input type="checkbox"/> work |
| <input type="checkbox"/> languages | <input type="checkbox"/> classes at school |
| <input type="checkbox"/> where she lives | <input type="checkbox"/> free-time fun |
| <input type="checkbox"/> age | <input type="checkbox"/> plans for the future |

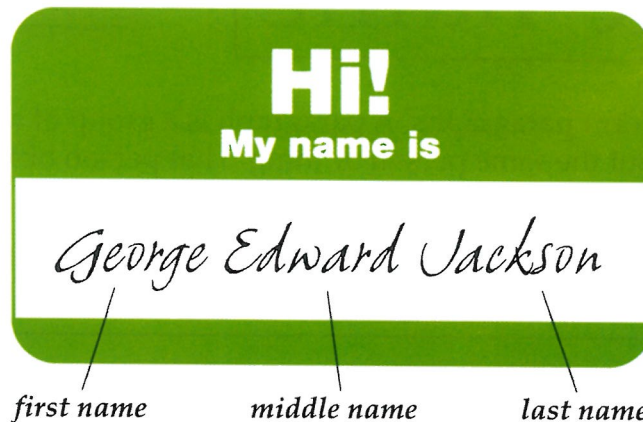
Writing Model 3

*I would like to introduce myself.
My name is Zhang Minxiong,
but please call me Calvin. Zhang
is my family name. Minxiong
means smart and heroic. I am 21.
I am taking classes in English and
math. I live with my cousin and
his family. I work part-time in his
restaurant. I want to have my own
business.*

- | | |
|---|---|
| <input type="checkbox"/> name | <input type="checkbox"/> family |
| <input type="checkbox"/> home country | <input type="checkbox"/> work |
| <input type="checkbox"/> languages | <input type="checkbox"/> classes at school |
| <input type="checkbox"/> where he lives | <input type="checkbox"/> free-time fun |
| <input type="checkbox"/> age | <input type="checkbox"/> plans for the future |

Looking at Vocabulary: Words for Names

Learning about words for names will help you introduce yourself. It will also help you learn other people's names. Look at the words for the name in the name tag.



The words *last name* and *family name* have the same meaning.

PRACTICE 1 Names in Introductions

A Look at the writing models. Find an example for each word in the list. Write the number of the model.

1. A first name: _____ *Marta* _____ in Writing Model 2
2. A nickname: _____ in Writing Model _____
3. A full name: _____ in Writing Model _____
4. A family name: _____ in Writing Model _____

B Read the questions. Complete the answers.

1. What is your full name?

My full name is _____.

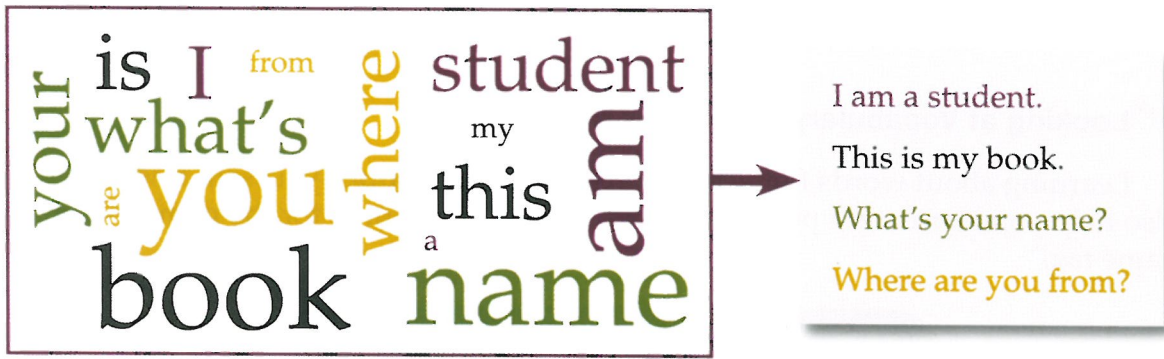
2. What name do you want to use in this class?

Please call me _____.

ORGANIZATION

FROM WORDS TO SENTENCES TO PARAGRAPHS

We use **words** to form **sentences**.



We use sentences to form **paragraphs**. A paragraph is a group of sentences. All the sentences are about the same person or thing. That person or thing is the **topic** of the paragraph.

The topic of the following paragraph is Yelena Politova. All the sentences in the paragraph are about Yelena.

My classmate Yelena Politova is an interesting person. She is from Ukraine. She speaks Ukrainian and Russian. She lives with her family. She is married. She has one son and one daughter. She works part-time at an animal hospital. I hope to learn more about her.

PARAGRAPH FORMAT

Look at two things in the paragraph about Yelena.

- The first sentence is **indented**. There is a space before it. Remember to indent the first sentence when you write a paragraph.
- The second sentence follows the first sentence on the same line. It does not go on a new line.

INDENT
→ My classmate Yelena Politova is an interesting person. NEW SENTENCE, SAME LINE
She is from Ukraine. She speaks Ukrainian and Russian. She lives with her family. She is married. She has one son and one daughter. She works part-time at an animal hospital. I hope to learn more about her.

PRACTICE 2 Using Paragraph Format

These sentences are not in the form of a paragraph. Take a sheet of paper and copy the sentences in paragraph form.

○	<i>My classmate Jason Kim is an interesting person.</i>
	<i>He is from Seoul, South Korea. He speaks Korean.</i>
	<i>He is not married.</i>
	<i>He lives on campus. He has a roommate.</i>
	<i>He likes to play soccer and video games.</i>

SENTENCE STRUCTURE AND MECHANICS

SENTENCE STRUCTURE

A **sentence** is a group of words that expresses a complete idea. A sentence has a **subject** and a **verb**.

SUBJECT VERB
Hiro **plays** the guitar.

SUBJECT VERB
He **loves** music.

The subject of a sentence can be a **noun**, like *Hiro*, *classroom*, or *students*, or it can be a **subject pronoun** (*I*, *you*, *we*, *he*, *she*, *it*, or *they*). The verb follows the subject. A verb often describes an action, like the word *play* or *eat*.

Work alone or with a partner. Circle the verb in each sentence. Write V above it. Then underline the subject of the verb. Write S above it.

1. ^S My class ^V (has) 18 students.
2. We come from seven different countries.
3. The class starts every day at 9:00 A.M.
4. We meet in Building C, Room 301.
5. Our teacher is Mr. Robinson.
6. He is young and friendly.
7. He speaks slowly.
8. I understand him most of the time but not always.
9. I am a beginner.
10. In this class, all the students are beginners.

STATEMENTS AND QUESTIONS

There are different kinds of sentences. Some sentences are **statements**, and some sentences are **questions**.

Look at the example sentences in the chart.

- How are statements and questions the same?
- How are they different?

SENTENCES	
Statements	Questions
I am from Somalia.	Where are you from?
My name is Mumina.	What is your name?
I am a new student.	Are you a new student?
My first language is Somali.	Do you speak Spanish?

PRACTICE 4**Word Order in Statements**

Work alone or with a partner. Put the words in order. Write statements. Add periods.

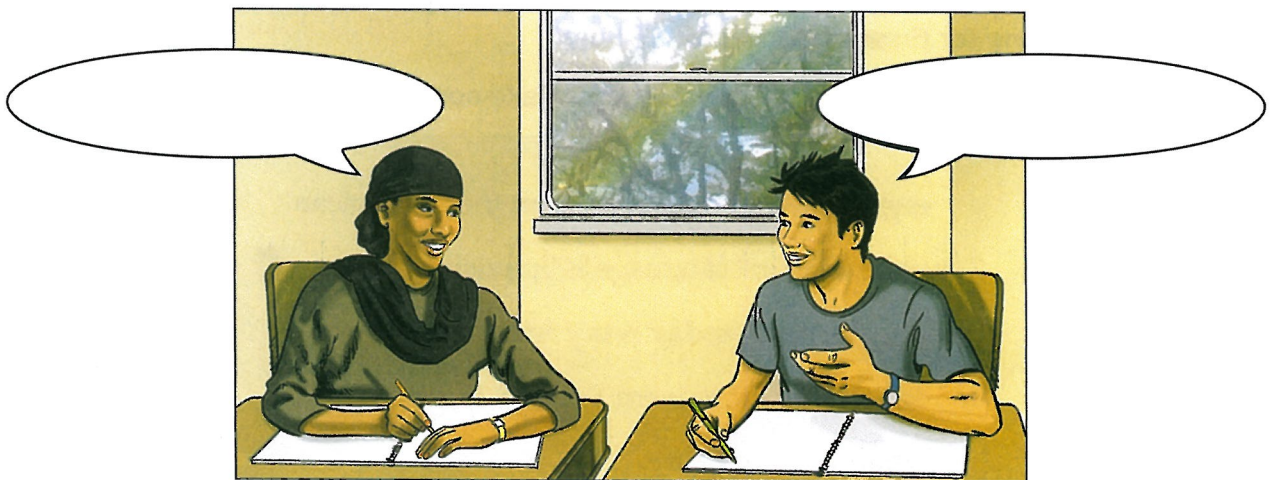
1. is / My class / big My class is big.
2. 24 classmates / have / I _____
3. from many countries / come / We _____
4. friendly / My classmates / are _____
5. Ms. Green / is / The teacher's name _____
6. We / in room 245 / meet _____
7. from / I / China / am _____
8. language / first / is / My / Chinese _____

PRACTICE 5**Word Order in Questions**

A Work alone or with a partner. Put the words in order. Write questions. Add question marks.

1. your name / What is What is your name?
2. How / your name / do you spell _____
3. from / are you / Where _____
4. What / your first language / is _____
5. live / do you / Where _____
6. are there in your family / people / How many _____

B What are the students in this picture saying? Write a question from Part A. Write an answer.



SENTENCE MECHANICS

Sentences need **capital letters** and **punctuation**. A sentence begins with a capital letter and has a punctuation mark at the end.

RULES	EXAMPLES
1. Use a capital letter for the first word in a sentence.	T he class is in room 342.
2. Put a period (.) after a statement.	This sentence is a statement .
3. Put a question mark (?) after a question.	Do you have any questions ?

PRACTICE 6 Capital Letters and End Punctuation

Add a capital letter to each sentence. Put a period after each statement. Put a question mark after each question.

- A**re you married?
- my friend speaks English
- are you from China
- he is from Mexico
- do you drink coffee
- our class starts at eight o'clock
- where do you live
- how do you spell your name
- she works part time
- we like to go swimming

PRACTICE 7 Editing for Errors with Capital Letters

Find four more missing capital letters. Make corrections.

M
my name is Mayra. I am from the Dominican Republic. my first language is Spanish. now I live in Hartford. today is my first day in this school. I want to learn English. it is very important for my future.



PRACTICE 8**Editing for Errors with Capital Letters and Periods**

Correct the errors in this paragraph. Add five more capital letters and seven more periods.

	Kazumi is one of my classmates. she is from Japan
	she speaks Japanese her parents live in Tokyo she has
	no brothers or sisters she is single Kazumi likes music
	and fashion her clothes are beautiful

TRY IT OUT!

Complete the information about your class. Then take a sheet of paper and write your six sentences as a paragraph.

EXAMPLES

- I am taking English 10.
(course name / number)
- My class meets on Monday, Wednesday, and Friday.
(day or days)
- It meets from 9:30 A.M. to 11:45 A.M..
(start time) (end time)

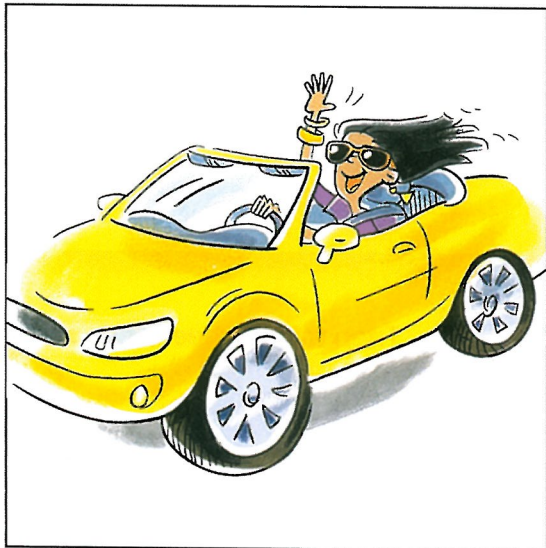
- I am taking _____.
(course name / number)
- My class meets on _____.
(day or days)
- It meets from _____ to _____.
(start time) (end time)
- We meet in _____.
(building name / room number)
- Our teacher's name is _____.
(name)
- The work is _____.
(easy / hard / interesting)

VERBS

On page 5, you learned about sentences. A sentence needs a verb.

Some verbs are words for actions. This kind of verb describes movement or change. The verbs in these two sentences about Miki are action verbs. They tell what Miki does. You can see Miki in action.

Miki **drives** a convertible.



She **talks**.



Verbs do not always describe actions. The verbs in these two sentences about Miki do not describe any movement or change. They are non-action verbs. In the pictures, Miki is not doing anything.

Miki **is** a student.



She **has** friends at school.



PRACTICE 9**Recognizing Verbs**

Circle the verb in each sentence.

1. I have a cell phone.
2. I make calls to my friends every day.
3. My friends call me, too.
4. We talk a lot.
5. Sometimes my friends leave me a voicemail.
6. I listen to my messages.
7. Sometimes my friends send me text messages.
8. My phone has a camera.
9. I take a lot of pictures with it.
10. My phone is very important to me.

PRACTICE 10**Building Sentences**

Work alone or with a partner. Write six statements. Use words from the box. Use all six verbs.

SUBJECTS	VERBS	
my friend	is	a big family
my roommate	goes	a new computer
he	has	a student
she	eats	fish
	listens	horses
	rides	to movies
		to music

EXAMPLE

My roommate has a new computer.

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

THE SIMPLE PRESENT OF THE VERB *BE*

The words *am*, *are*, and *is* are verbs. They are the **simple present** forms of the verb *be*. The verb *be* is the verb that people use most often in English. *Be* is the **base form** of the verb.

The chart shows statements with *am*, *are*, and *is*. It shows **affirmative statements** and **negative statements**. To make a statement negative, use *not*.

Statements with the Verb *Be*

SINGULAR				PLURAL			
Subject	Be	(Not)		Subject	Be	(Not)	
I	am			We			
You	are			You			
He	is	(not)	ready.	They	are	(not)	ready.
She							
It							
Bill							
				Bill and Al			

See Appendix C3, page 199, for contractions with the verb *be*.

PRACTICE 11 The Verb *Be* in Affirmative Statements

Underline the subject of each statement. Write the correct form of the verb *be*.

- This exercise _____ *is* _____ easy.
- I _____ a new student.
- You _____ my partner.
- We _____ on page 12.
- My classmates _____ all here today.
- The class _____ in Room C250.
- My classes _____ all in one building.
- You and I _____ in the same group.
- The teacher _____ in the classroom.
- Her first language _____ English.

PRACTICE 12**The Verb *Be* in Negative Statements**

Write negative statements. Use the correct form of the verb *be* + *not*.

1. You / late You are not late.
2. The exercises / difficult _____
3. It / cold today _____
4. My friends / here _____
5. The teacher / in his office _____
6. You and Olga / in this group _____
7. I / hungry _____
8. We / on page 12 _____

BASIC SENTENCE PATTERNS WITH THE VERB *BE*

The verb *be* has many uses. Here are three ways to use *be* in sentences.

RULES	EXAMPLES
1. To identify a person or thing: Use <i>be</i> + a noun.	I am a new student . Mali is a country in Africa.
2. To tell where someone or something is: Use <i>be</i> + an expression of place.	Our room is on the third floor . I am from Lebanon .
3. To describe someone or something: Use <i>be</i> + an adjective or age.	Maria and Luis are married . I am 20 years old .

PRACTICE 13**Sentence Patterns with the Verb Be**

Work alone or with a partner. What follows the verb *be* in each of these statements? In each statement, underline the form of *be* and the words after it. Then circle *noun*, *place*, or *adjective or age*.

1. I am 30 years old. *be* + noun / place / **adjective or age**
2. My nickname is Niko. *be* + noun / place / adjective or age
3. I am not married. *be* + noun / place / adjective or age
4. My family is not here. *be* + noun / place / adjective or age
5. My parents are teachers. *be* + noun / place / adjective or age
6. I am from a small town. *be* + noun / place / adjective or age
7. My eyes are brown. *be* + noun / place / adjective or age
8. My favorite sport is soccer. *be* + noun / place / adjective or age
9. This work is easy. *be* + noun / place / adjective or age
10. We are on page 14. *be* + noun / place / adjective or age

PRACTICE 14**Statements with the Verb Be**

- A** Marco is writing about himself and his school. Complete Marco's statements with a subject from the box + *am*, *is*, or *are*.

I	My classmates	My name
My classes	My first language	My school

1. My name is _____ Marco.
2. _____ from Panama.
3. _____ Spanish.
4. _____ a student.
5. _____ in Los Angeles.
6. _____ from many different places.
7. _____ interesting.
8. _____ 20 years old.



- B** Write true statements. Use the subjects from the box in Part A.
Use *am*, *are*, or *is*.

1. My name is _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

 **Applying Vocabulary: Using Words for Names**

You will write about your name when you write a paragraph to introduce yourself on page 18. Review the words for names on page 3.

PRACTICE 15 Writing Names

- A** Read the paragraph. Then complete the sentences. Write *first name*, *middle name*, *last name*, *nickname*, or *full name*.

I would like to introduce myself. My name is Giancarlo Roberto Vitale. Please call me Johnny. I am from Rome, Italy.

1. His _____ is Giancarlo Roberto Vitale.
2. Giancarlo is his _____.
3. Roberto is his _____.
4. Vitale is his _____.
5. His _____ is Johnny.

- B** Review these sentences from the writing models on pages 2 and 3. Use them as models to write four sentences about yourself.

MODEL SENTENCES

My name is Shaukat Matin.

My nickname is Salim.

My name is Zhang Minxiong, but please call me Calvin.

Zhang is my family name.

Minxiong means smart and heroic.

YOUR SENTENCES

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

THE WRITING PROCESS

You are going to write a paragraph to introduce yourself. To write the paragraph, you will follow a **process**.

A process is a series of steps or actions. Many things we do in our everyday lives involve following a process. For example, we follow a process when we do laundry or when we follow a recipe to cook something.

Writers also follow a process. Following the steps in **the writing process** can help you write clear and correct paragraphs.

THE STEPS IN THE WRITING PROCESS

STEP 1: Prewrite to get ideas.

You begin the process by getting ideas for your paragraph. There are many ways to get ideas. You can look at models, make lists, or get ideas from talking with a partner. You will learn about other prewriting activities, too.

STEP 2: Write the first draft.

The first time that you write a paragraph, you produce your **first draft**. Your work is not finished! Writing the first draft is only one step in the process. Writers usually need to write more than one draft to produce good work.

STEP 3: Revise and edit the draft.

Revising and editing are important parts of the writing process.

- *Revise* means change. For example, you can revise a plan or revise your opinion about something. When you revise a paragraph, you add new information, take out sentences, or change the order of the ideas.
- *Edit* means check for mistakes and make corrections.

Sometimes you will do **peer review** before you revise and edit. Your peers are your classmates. When you do peer review, you work with a classmate as your partner. You read each other's paragraphs and talk about them.

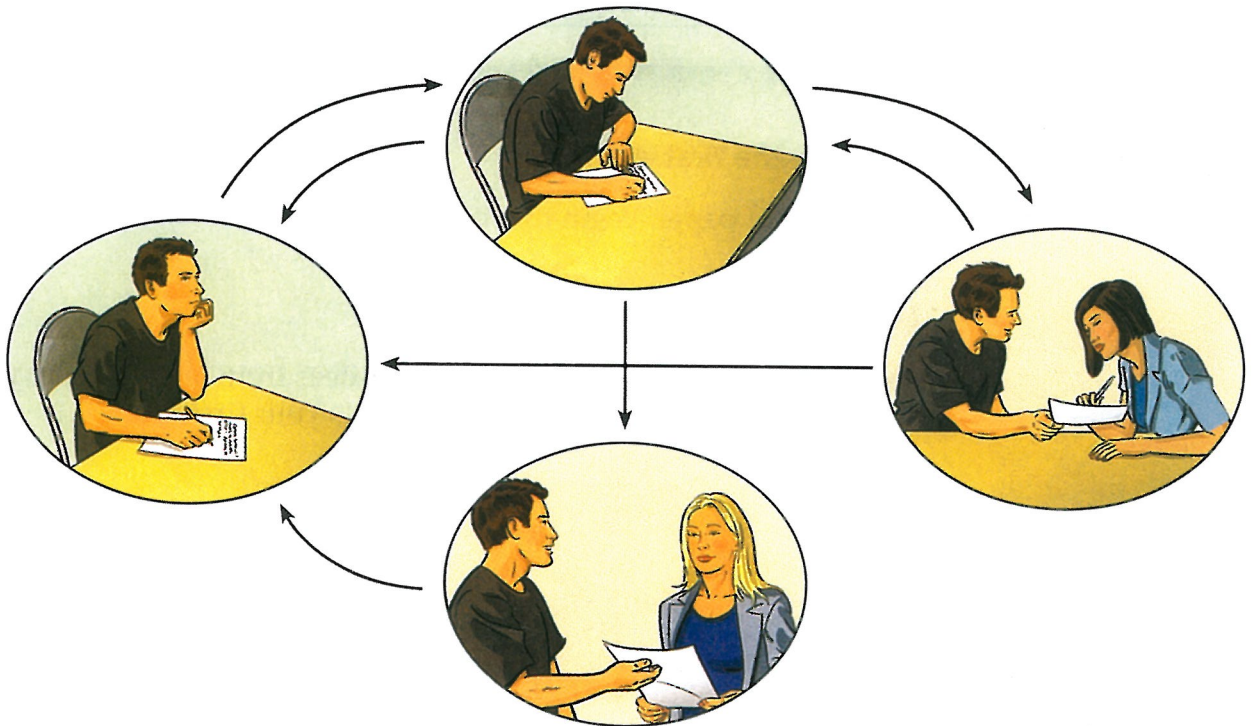
STEP 4: Write a new draft.

Sometimes a writer's first draft needs no changes. This does not happen often! Most of the time, a writer needs to write two drafts—or more. Give your new draft to your teacher.

PRACTICE 16 Discussing the Writing Process

Look at the picture of the writing process. Talk about these questions with your class.

- What is happening in these pictures?
- Where does the writing process begin?
- What is the next step?
- What happens next?
- What happens after the teacher looks at a student's paragraph?



WRITING ASSIGNMENT

You are going to write a paragraph to introduce yourself. Follow the steps in the writing process.



Prewrite

STEP 1: Prewrite to get ideas.

- Think about what information you want to give in your paragraph. Check (✓) five or more boxes in this list.
 - my name
 - my family
 - my home country
 - my classes at school
 - the language(s) I speak
 - my job
 - my age
 - what I like to do in my free time
 - where I live
 - my plans for the future
 - other information: _____
- Look at the three writing models on pages 2 and 3. Underline any words or sentences you want to use in your paragraph.

EXAMPLE

	<i>I would like to introduce myself. My</i>
	<i>name is Shaukat Matin. My nickname is</i>
	<i>Salim. I am from Pakistan. I speak</i>
	<i>Bengali. I am married. I live with my wife</i>
	<i>and our son. I want to study computers.</i>



Write

STEP 2: Write the first draft.

- Take a sheet of paper. Begin to write your paragraph. Indent the first sentence. Write:

I would like to introduce myself.
- Write sentences about yourself. Use your ideas from Step 1. Write your sentences in the form of a paragraph. This is your first draft.



Edit

STEP 3: Revise and edit the draft.

Writing Tip

A good way to review a first draft is to read it out loud. You can read it out loud to yourself, or you can read it to a classmate or a friend. It is also good to have someone read your draft out loud while you listen. Hearing your paragraph can help you revise and edit.

- a. Work with a partner. Take turns reading your paragraphs out loud.
 - Is anything unclear? Tell your partner, “I don’t understand.”
 - Do you want more information? Say, “Tell me more about _____.”
- b. Do you need to make any of these changes to your paragraph?
 - Adding more information
 - Changing words
 - Adding capital letters or periods
 - Indenting
- c. Mark any changes on your paper.



Write

STEP 4: Write a new draft.

- a. Take a new sheet of paper. Write your paragraph again.
- b. When your new draft is ready, hand it in to your teacher.

SELF-ASSESSMENT

In this chapter, you learned to:

- Put sentences into paragraph form
- Identify subjects and verbs in sentences
- Use capital letters and end punctuation in sentences
- Write sentences with the verb *be*
- Write, revise, and edit a paragraph to introduce yourself

Which ones can you do well? Mark them ✓

Which ones do you need to practice more? Mark them ✗



YOUR JOURNAL

Keeping a **journal** can help you become a better writer. In a journal, you write about your life and your ideas. You can write in a notebook, or you can keep a journal online. An online journal is sometimes called a blog.

Each time you write in your journal, you make a **journal entry**. Your teacher will read your journal entries and write back to you about them. Your journal will be like a conversation between you and your teacher. In your journal, you can ask your teacher questions. Your teacher can ask you questions, too. Write the answers or talk to your teacher.

Your journal writing will be different from the other writing you do for this class. You will not need to correct any mistakes in your journal entries.

Frequently Asked Questions (FAQs) about Journals

1. What should I write about?

You can write about things that happen in your life or things you are thinking about. You will also find ideas for journal entries in this book.

2. Who decides on the topic for a journal entry?

Sometimes your teacher will give you a topic. Sometimes you can choose your own topic.

3. Who will read my journal?

Your teacher will. You can share it with friends and classmates, too, if you want to.

4. How long should my journal entries be? How often should I write journal entries? How often will the teacher read them?

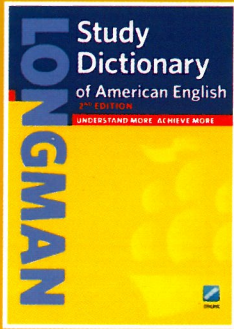
Ask your teacher.

Look at this example of an entry in Murat's journal and the teacher's comments.

	April 26
	Soccer is my favorite sport. I played soccer at my high school. Now I
This is called	play with friends every day at 4:30 or 5:00 P.M. We play near the dining
"playing pick-up"	hall. Sometimes we have 6 or 7 players, sometimes 15 or 20. We don't
(when you play	have real games. We play for fun.
with anyone who	
comes).	Great! I'm glad you have a chance to play your sport.
	Do you ever watch soccer on TV?

1. Get a notebook to use for your journal. If you are writing your journal on a computer, follow your teacher's instructions. Remember to:
 - Put the date before each journal entry.
 - Leave margins on the left and right side of each notebook page.
 - Leave some space after each journal entry, too. Your teacher will need space in your journal to write back to you.
2. For your first journal entry, write about yourself. What do you want your teacher to know about you? What is important in your life?

For more ideas for journal entries, see Appendix A on page 193.



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ISBN-13: 978-0-13-267938-1
ISBN-10: 0-13-267938-8

