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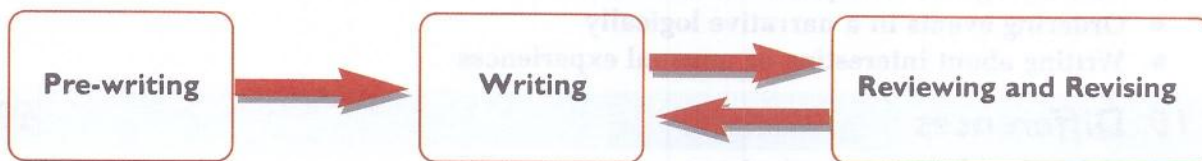
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To the Teacher

Writing is an important form of communication in day-to-day life, but it is especially important in secondary school and university. Writing is also one of the most difficult skills to master in both a first language and a second language. Students can find it challenging to find ideas to include in their writing, and each culture has its own style for organising academic writing. However, with the help of this book and your guidance, your students will learn to recognise good academic paragraphs and develop their own paragraph writing skills.

Writing in Paragraphs is designed to help low-intermediate students analyse model paragraphs, find ideas for their writing, put their ideas into sentences, organise their sentences into paragraphs, review their paragraphs, and revise their paragraphs so that they become even stronger. This process approach to writing will not only develop your students' paragraph writing skills, but will also encourage them to become independent and creative writers.



Each main unit provides an interesting theme to engage your students and motivate them to read and analyse the model paragraphs. The unit themes also inspire your students to create their own writing. An introductory unit looks at how students can format their writing and introduces the idea of process writing.

The activities in each unit help students with a particular aspect of paragraph writing, such as brainstorming, writing topic sentences, and developing paragraphs with supporting sentences. A unit's activities might also teach correct punctuation for academic writing and useful grammatical functions for writing, such as conjunctions and transition expressions. The units also show students how to review their own and their classmates' writing in order to make revisions.

Each unit ends with a structured writing assignment that provides an opportunity for students to use everything presented in the unit. Included in this book are samples of a paragraph from brainstorming to final draft, with a completed Peer Review Form. There is also a guide to common grammatical terms and concepts useful for writers, a list of irregular verbs and their past tense forms and participles, and a guide to punctuation. Finally, there is an answer key with answers to most of the exercises and a photocopiable section with blank Peer Review Forms and a Writing Survey you may like to do with your students at the start of the course.

Learning to write well takes a lot of practice and patience. Students need clear guidance, positive feedback, and interesting ideas to write about. We hope this book provides this for you and you enjoy using it.

To the Student

Writing is a very important part of your school and university study. You will write assignments that may be one paragraph or several paragraphs, and you will write answers for tests and exams that may be a few sentences, a paragraph or two, or a complete essay.

Academic writing in English may be different not only from academic writing in your own language, but even from other writing in English. The purpose of this book is to help you recognise and produce the sort of paragraph writing that will be expected of you in academic situations.

During this course, you will have many opportunities to study and discuss examples of English academic paragraph writing. You will also have many opportunities to discuss your own paragraphs and the paragraphs of your classmates. You will learn how important the reader is to the writer, and how to express clearly and directly what you mean to communicate. We hope that what you learn in this course will help you throughout your academic studies and beyond.

You should come to your writing class every day with energy and a willingness to work and learn. Your teacher and your classmates have much to share with you, and you have much to share with them. By coming to class with your questions, taking chances and trying new ways, and expressing your ideas in another language, you will add not only to your own world, but to the world of those around you. Good luck!

Introduction

In this unit, you will learn ...

- formatting for assignments.
- how to write headings.
- about process writing.

Layout/Formatting

1a Match the words about layout with their definitions.

- a. paragraph
- b. margin
- c. double line spacing
- d. indent (v)
- e. title
- f. font

1. To start a paragraph further in from the edge of the page than the rest of the text.
2. The space at the side of the page where nothing is written.
3. A set of letters in one size and style used for printing and computer documents.
4. A section of a piece of writing that starts on a new line and contains several sentences.
5. The name of a piece of writing.
6. A style of spacing where there are two blank lines between each line of text.

There are no set rules about how you set out your paragraphs and they can be hand written or word-processed. It is down to personal preference whether you use indentation, double line spacing or a certain font, unless your school or university has specific requirements. However, the general rule is that paragraphs should be clearly visible, easily readable and in one font, which is usually black.

1b Look at these student papers. Tick (✓) the one that is better for an academic assignment.

a. ☐

School uniforms are not good for students.
They are not attractive, so students feel bad when they are wearing them. Students like to express their personalities by choosing their own clothes.

b. ☐

*School uniforms are not good for students.
They are not attractive, so students feel bad when they are wearing them. Students like to express their personalities by choosing their own clothes.*

2 Look at these different ways of writing headings for student papers. Answer the questions below.

a.

Karen Chou
Professor Miller
English Writing I
12 April, 2004

School Uniforms Are Good

1. What is the writer's name?
2. What is the name of the class?
3. Who is teaching the class?
4. What is the title of the assignment?

b.

Sebastian Mitchell
School uniforms
2nd draft
5 September, 2004

Students Should Choose Their Own Clothes

1. What is the writer's name?
2. What is the title of the assignment?
3. What is the assignment about?
4. What does '2nd draft' mean?
5. When did the writer write the assignment?

How does your teacher want you to write headings in this class?
Write an example here:

Writing focus: Topic sentences

A good topic sentence should include either of the following:

- one clear topic
weak: *It's important to have friends, and also to do well in school.*
strong: *I don't think I will ever have a better friend than Heather.*
- an opinion or idea about the topic
weak: *I have been studying karate.*
strong: *Studying karate has given me strength and self-confidence.*

A good topic sentence should **not** be:

- too *broad* (too much to write about)
weak: *Australia is an interesting country.*
strong: *On my visit to Australia, I saw many unusual animals.*
- too *narrow* (not enough to write about / is just a fact)
weak: *School starts at 8:30 a.m.*
strong: *Getting ready for school in the morning is more difficult than any of my classes.*

Remember

The topic sentence is *usually* the first or last sentence, but it can be any sentence in the paragraph.

3 Look at these topic sentences. Circle the topic of the sentence. Underline the main idea.

- a. My sister is my best friend.
- b. Snowboarding is my favorite winter sport.
- c. The last CD I bought changed my life.
- d. There are three reasons why my cell phone is useful.
- e. Reading novels, such as the Harry Potter stories, can help students improve their English.
- f. My part-time job taught me several new skills.
- g. Disneyland was a great place for our family vacation.



4 Look again at the paragraph on page 13, *A Birthday Present*. Which sentence is the topic sentence? Circle the topic and underline the main idea.

- 8** Read these concluding sentences for the paragraph on page 26, *Jack Collins*, and decide if they 1 (restate), 2 (summarize), 3 (predict) or 4 (suggest or advise).
- I've never met anyone like Jack before.
 - I think Jack will help many teenagers stay out of prison.
 - Everyone should talk to someone who has been to prison.
 - Jack's experiences, appearance, and personality make him very memorable.
- 9** The paragraph below is called *My Best Friend's Grandfather*. With a partner, think of three or four things the paragraph could be about.
- 10** Read the paragraph and find out if any of your guesses were correct.

My Best Friend's Grandfather

¹ We can all learn from listening to our grandparents. ² My best friend's grandfather tells great stories about his life. ³ He's 94 years old, but his voice is still strong and clear. ⁴ He speaks quietly and slowly when he tells stories. ⁵ His life was difficult when he was young. ⁶ His family didn't have much money, and he worked hard. ⁷ Even though his life was not easy, he is positive and optimistic. ⁸ I can learn many things from his stories.

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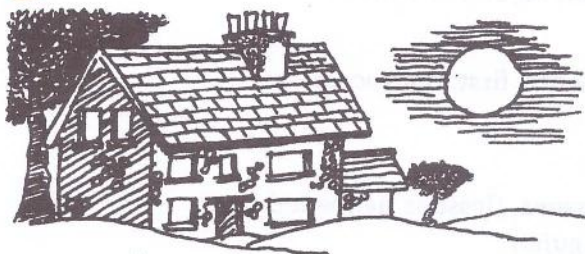
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11 Read the sentences below and do the following.

- Decide which sentence could not be a concluding sentence for the paragraph *My Best Friend's Grandfather*.
 - Copy the sentence you like best into the paragraph.
 - Tell a partner which concluding sentence you chose and why.
- My best friend's grandfather is a wonderful storyteller.
 - My best friend's grandfather is a good example for me.
 - My best friend's grandfather never went to college.
 - I think all teenagers should listen to their grandparents' stories.

- 4 Look at these pictures. What strange thing happened? Share your guesses with a partner.

a



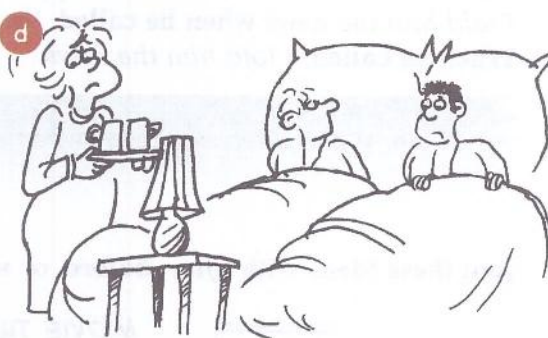
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b



d



- 5 Read the paragraph *Sleeping in a Farmhouse* to see if your guess in exercise 4 above was correct. Then complete the paragraph with *after*, *before*, or *when*.

Sleeping in a Farmhouse

The strangest experience in my life happened a year ^a I graduated from high school. I was sixteen years old and my best friend Mark was fifteen. He invited me to visit him during the summer. I was staying with him in his farmhouse in the middle of the countryside. I shared a room with Mark, and our beds were separated by a table. Every morning, Mark's mom brought us a cup of hot tea in bed ^b we woke up. While we were sleeping one night, I could feel my bed moving. I thought I was dreaming. The next morning, Mark's mother brought us hot tea as usual. ^c she turned on the lights, we saw that our beds were pushed together and the table had moved. Mark said he didn't do it, and I didn't do it. We still don't know how the beds moved! What do you think?

- 6 With a partner, think of different explanations for why the beds moved. (You can draw a picture of what happened to help explain.) Then share your ideas with another pair or the whole class.



Difficult Decisions

In this unit, you will ...

- practice writing about cause and effect relationships.
- use pair interviews to brainstorm.
- learn how to begin paragraphs with a question.
- write a paragraph about a difficult decision.

Talk with a partner or small group. Is it important to keep secrets? Are there any secrets you would tell? Has anyone ever told a secret of yours? Why? How did you feel about it?

Telling a Secret

¹. Do you think it's OK to tell your best friend's secret? ². Last year, my best friend told me a secret, and she made me promise not to tell anyone. ³. My friend is slim, but she thought she was fat. ⁴. Consequently, she wouldn't eat any food, and she became anorexic. ⁵. I didn't know what to do. ⁶. Because I thought she might get angry, I hesitated to tell her parents or teachers. ⁷. However, I finally decided to tell her parents. ⁸. As a result, they made sure my friend ate all her meals. ⁹. They also took her to a psychologist every week for six months. ¹⁰. Because of her parents' and the psychologist's help, my friend is much healthier now. ¹¹. I thought my friend would hate me for telling her parents about her problem, but last week she thanked me. ¹². I'm glad I told her secret.

2 Read the paragraph above and discuss with a partner. Which of these events happened first? Write 1 by the first one and 2 by the second.

- a. My friend thought she was fat. My friend wouldn't eat any food.
- b. I hesitated to tell her parents. I thought she might get angry.
- c. Her parents made sure she ate all her meals. I told her parents her secret.
- d. My friend is healthier now. Her parents and the psychologist helped her.

3 Why did the writer start her paragraph with a question?

- a. She wanted her readers' opinions about her decision.
- b. She needed some information she didn't have.
- c. She wanted her readers to think deeply about her topic.
- d. She is worried she made the wrong decision.

4 How did the writer develop her paragraph?

- a. She gave a lot of examples.
- b. She used a narrative.
- c. She described her friend carefully.

Grammar for Writers

This is not a grammar book; this is a writing book. However, good writers should be able to talk about grammar. Then they can talk about their writing. If you know some basic grammar terms, you can learn how to write correct and interesting sentences more easily. You can understand, talk about, and ask questions about the grammatical mistakes you make in your writing, and you can correct them more easily. At the same time, it is important to develop a “feeling” or intuition about English grammar: you can do this by exposing yourself to English. Read English stories, magazines, and web pages. Listen to English songs; watch English movies; have conversations in English. You will be surprised at how these activities also help your writing!

Parts of Speech

Noun

A *noun* names something: a person or animal (*teacher, Anne, bird*), a place (*mountain, New York, bedroom*), a thing (*computer, dress, cell phone*), or idea (*love, honesty, happiness*).

Writers need to think about *noun phrases* in addition to simple nouns. A noun phrase includes the main noun and some words that describe it.

bag (noun)

The bag that my mother gave me. (noun phrase)

Note: *Pronouns* (*I, you, he, she, it, we, and they*) are words that replace nouns, and are used in the same way.

The topic of your sentences and paragraphs will be a noun or noun phrase.

Verb

The *verb* tells about the action or condition in the sentence.

He runs. (action)

They are eating dinner.

She seems lonely. (condition)

I feel tired.

Verbs change slightly according to who is doing the action (*he runs; they run*) and the tense or time (*he runs every day; he ran yesterday*). We say that a verb must *agree* with the person or thing that the sentence is about.

A *verb phrase* is the main verb (*run*) plus any auxiliary verbs (*does run, is running, has run, could be running*).

Verb phrases show your feelings about your topic. You also use verbs when you write to tell stories and to explain what happened.

Common irregular verbs

Here is a list of common irregular verbs in English with their past tense (*I took the test*) and past participle (*I have taken three tests this month*).

Infinitive	Simple past	Past participle	Infinitive	Simple past	Past participle
be	was/were	been	lie	lay	lain
beat	beat	beaten	light	lit/lighted	lit/lighted
become	became	become	lose	lost	lost
begin	began	begun	make	made	made
bend	bent	bent	mean	meant	meant
bet	bet	bet	meet	met	met
bite	bit	bitten	must	had to	(had to)
blow	blew	blown	pay	paid	paid
break	broke	broken	put	put	put
bring	brought	brought	read	read \red\	read \red\
build	built	built	ride	rode	ridden
burn	burned	burned	ring	rang	rung
burst	burst	burst	rise	rose	risen
buy	bought	bought	run	ran	run
can	could	(been able)	say	said	said
catch	caught	caught	see	saw	seen
choose	chose	chosen	sell	sold	sold
come	came	come	send	sent	sent
cost	cost	cost	set	set	set
cut	cut	cut	shake	shook	shaken
deal	dealt	dealt	shine	shone/shined	shone/shined
do	did	done	shoot	shot	shot
draw	drew	drawn	show	showed	shown
dream	dreamed	dreamed	shrink	shrank	shrunk
drink	drank	drunk	shut	shut	shut
drive	drove	driven	sing	sang	sung
eat	ate	eaten	sink	sank	sunk
fall	fell	fallen	sit	sat	sat
feed	fed	fed	sleep	slept	slept
feel	felt	felt	slide	slid	slid
fight	fought	fought	smell	smelled	smelled
find	found	found	speak	spoke	spoken
fly	flew	flown	spell	spelled	spelled
forget	forgot	forgotten	spend	spent	spent
forgive	forgave	forgiven	spill	spilled	spilled
freeze	froze	frozen	split	split	split
get	got	gotten	spoil	spoiled	spoiled
give	gave	given	spread	spread	spread
go	went	gone/been	stand	stood	stood
grow	grew	grown	steal	stole	stolen
hang	hung/hanged	hung/hanged	stick	stuck	stuck
have	had	had	swear	swore	sworn
hear	heard	heard	swell	swelled	swollen/swelled
hide	hid	hidden	swim	swam	swum
hit	hit	hit	take	took	taken
hold	held	held	teach	taught	taught
hurt	hurt	hurt	tear	tore	torn
keep	kept	kept	tell	told	told
kneel	knelt/kneeled	knelt/kneeled	think	thought	thought
know	knew	known	throw	threw	thrown
lay	laid	laid	understand	understood	understood
lead	led	led	wake	woke	woken
learn	learned	learned	wear	wore	worn
leave	left	left	win	won	won
lend	lent	lent	write	wrote	written
let	let	let			