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# Longman Academic Writing Series

SECOND EDITION



SENTENCES TO PARAGRAPHS



Linda Butler


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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 on the Pearson English Portal. It includes general teaching notes, chapter teaching notes, answer keys, reproducible writing assignment scoring rubrics, and reproducible chapter quizzes.

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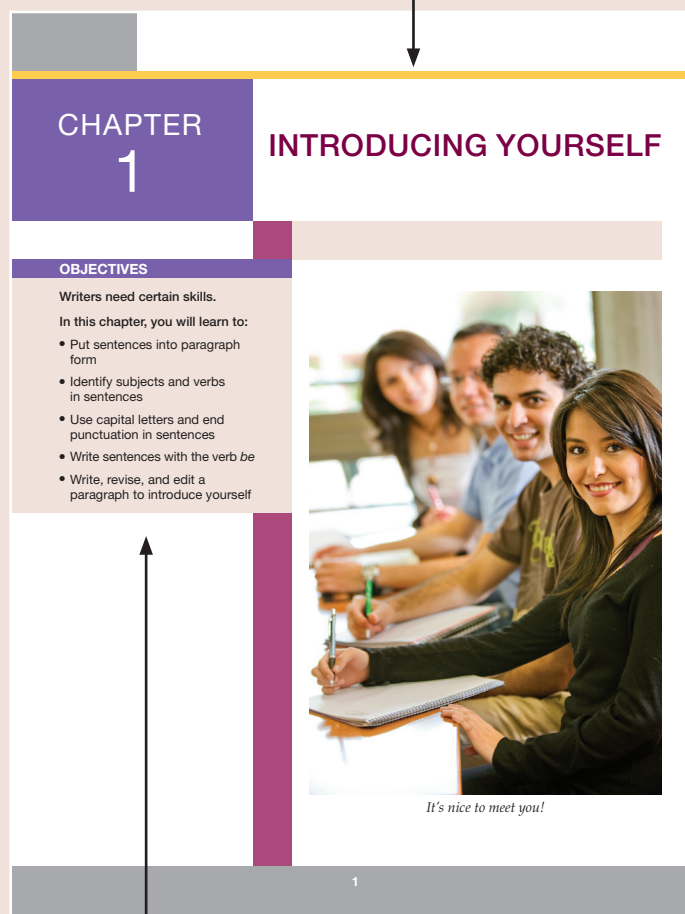
—*Linda Butler*

# 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 Matin. My nickname is Salim. I am from Pakistan. I speak Urdu. 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,

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#### 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)

A Good Day 83

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 <b>daughter</b> is at school.<br>Do you know <b>David</b> ?                 |
| 2. Words for places | We usually eat in the <b>kitchen</b> .<br>They are going to <b>San Diego</b> . |
| 3. Words for things | I love <b>ice cream</b> .<br>He drives a <b>Hyundai</b> .                      |
| 4. Words for ideas  | My <b>education</b> is important to me.<br>Do you speak <b>French</b> ?        |

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



**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.

- My best friend **needs** *is-need* a new job.
- My friend's name Massimiliano.
- People calls him Max.
- He work for a bank.
- He is not like his job.
- His job it's not the right job for him.
- He is not want to stay at the bank.
- He want to play his guitar all the time.
- Max and his friends has a rock band.
- 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

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.



#### 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.



#### 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.

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NEW!

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



#### 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.

|  |  |
|--|--|
| <input type="checkbox"/> a subject in every sentence | <input type="checkbox"/> the use of <i>before</i> and <i>after</i> |
| <input type="checkbox"/> a verb for every subject    | <input type="checkbox"/> the use of commas                         |
| <input type="checkbox"/> 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.



#### 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.



NEW!

**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

NEW!

**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.

Everyday Routines 43



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

- |  |   |
|--|---|
| <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>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.</i> |
|---|

- |  |   |
|--|---|
| <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 |

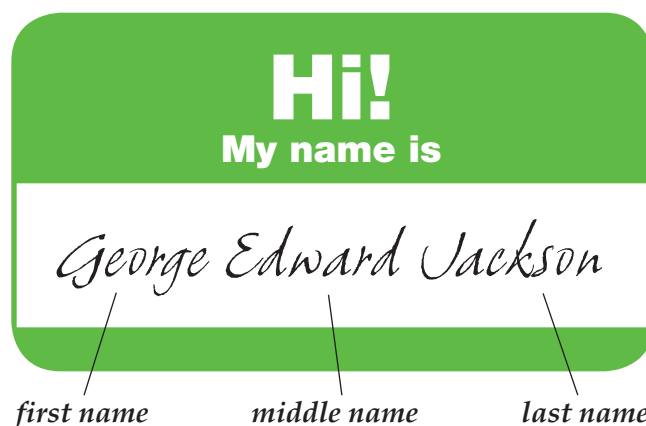
### Writing Model 3

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

- |   |   |
|---|---|
| <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 \_\_\_\_\_.

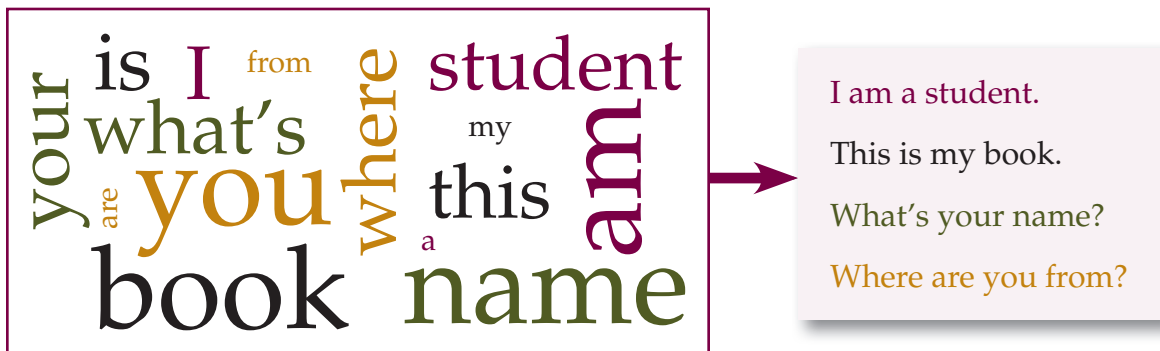
2. What name do you want to use in this class?

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

NEW SENTENCE, SAME LINE

→ 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.

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*.

### PRACTICE 3

### Subjects and Verbs

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. My class <sup>S</sup> <sup>V</sup>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.

