

CHAPTER 3

EVERY PICTURE TELLS A STORY

OBJECTIVES

Writers need certain skills.

In this chapter, you will learn to:

- Use topic sentences in paragraphs
- Identify noun and pronoun subjects of sentences
- Identify and correct incomplete sentences
- Use the negative forms of simple present verbs
- Use adjectives to describe people, places, things, and ideas
- Write, revise, and edit a paragraph about a person in a photo



Who are the people in these photos? What are their stories?

INTRODUCTION

When you look at a picture of someone new, you know some things about that person, but not everything. You can use your **imagination** to create a story about the person's life. Your imagination is your ability to form new ideas or pictures in your mind. In this chapter, you will use your imagination to write about a person in a photo.

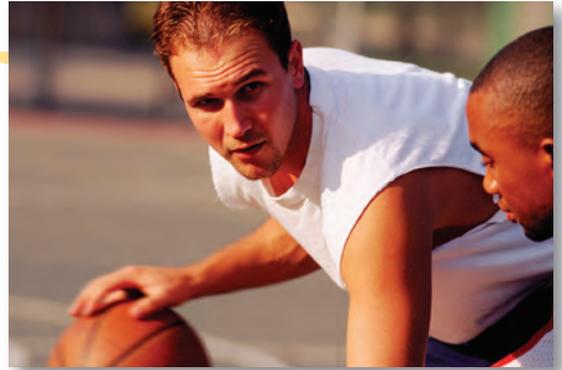
LOOKING AT THE MODELS

Two students used their imaginations to write about the man in the photo. They have different ideas about him, so their paragraphs tell different stories about his life.

Work with a partner or in a small group. Read the models. Then answer the questions.



Writing Model 1



1 2 3 4 5 6

The Man in the Photo

The man in the photo is a hardworking man. His name is Ryan Murphy. He lives in Dallas, Texas. He is single. He lives with his two brothers. Ryan works in a factory. He works the second shift five days a week. He does not like this job. He wants a better job, so he goes to school. He is a part-time college student. He has classes three mornings a week. His classes are not easy. He works hard in school. In his free time, Ryan goes running and works out. On weekends, he plays basketball with friends. He leads a busy life.

Questions about the Model

1. What is the topic of the paragraph? _____
2. What is the writer's main idea about the topic? (Look back at the first sentence to find the answer.)

3. What information shows that Ryan is hardworking?

(continued on next page)

4. What verbs did the writer use in these sentences? Fill in the blanks.

- a. He _____ in Dallas, Texas.
- b. He _____ single.
- c. Ryan _____ in a factory.
- d. He _____ classes three mornings a week.
- e. His classes _____ easy.

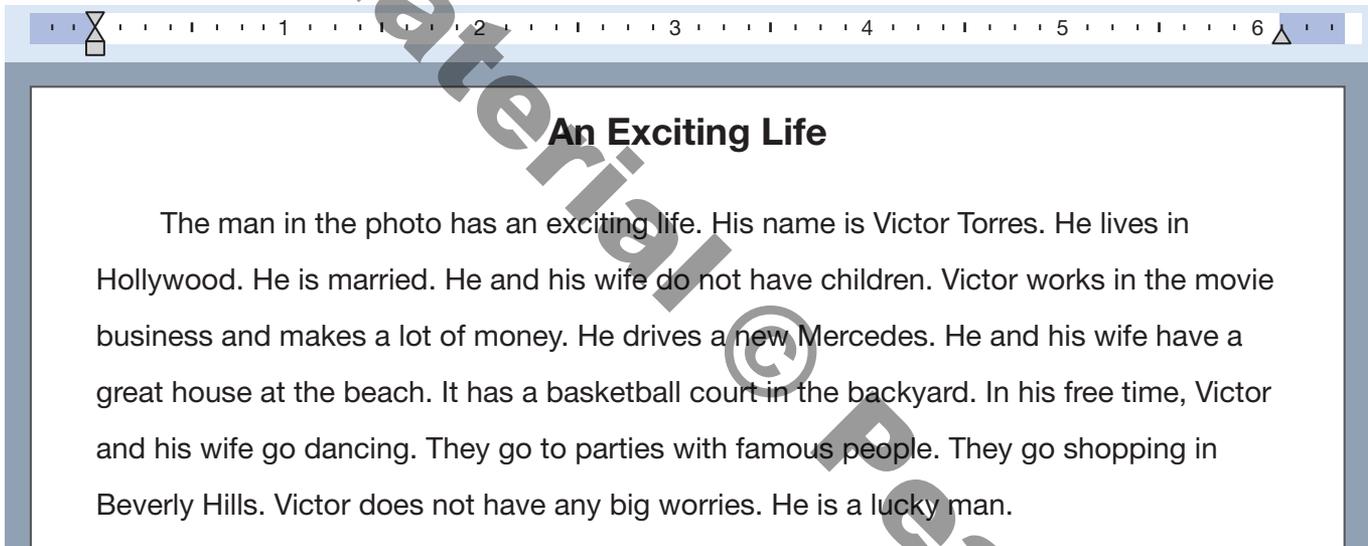
5. Which sentences in items 4 a–e have the verb *be*?

Sentences _____ and _____ .

6. Which sentences have other simple present verbs?

Sentences _____ , _____ , and _____ .

 **Writing Model 2**



An Exciting Life

The man in the photo has an exciting life. His name is Victor Torres. He lives in Hollywood. He is married. He and his wife do not have children. Victor works in the movie business and makes a lot of money. He drives a new Mercedes. He and his wife have a great house at the beach. It has a basketball court in the backyard. In his free time, Victor and his wife go dancing. They go to parties with famous people. They go shopping in Beverly Hills. Victor does not have any big worries. He is a lucky man.

Questions about the Model

- 1. What is the topic of the paragraph? _____
- 2. What is the writer's main idea about the topic? (Look back at the first sentence to find the answer.)

- 3. What information shows that Victor has an exciting life?

4. What forms of the verb *have* did the writer use in these sentences? Fill in the blanks.
- a. The man in the photo _____ an exciting life.
 - b. He and his wife _____ children.
 - c. He and his wife _____ a great house at the beach.
 - d. Victor _____ any big worries.
5. Which sentences in items 4 a–d have **negative** simple present verbs?
Sentences _____ and _____.

 **Looking at Vocabulary: Go + -ing Verbs**

The verb *go* is often used with a verb ending in *-ing* to describe an activity.

We **go swimming** in the summer.

Do you ever **go bowling**?

PRACTICE 1 *Go + -ing Verbs*

- A** Look at the writing models. Find and circle these expressions: *goes running*, *go dancing*, and *go shopping*.
- B** Which of these activities do you do? Check (✓) your answers.
- | | |
|-------------------------------------|--------------------------------------|
| <input type="checkbox"/> go camping | <input type="checkbox"/> go running |
| <input type="checkbox"/> go dancing | <input type="checkbox"/> go shopping |
| <input type="checkbox"/> go fishing | <input type="checkbox"/> go swimming |



Do you ever go camping?

Writers need to make their paragraphs easy for readers to understand. One way to help the reader is to use a **topic sentence**.

TOPIC SENTENCES

A topic sentence comes at the beginning of a paragraph. The topic sentence gives the writer's main idea about the topic. A good topic sentence helps readers understand the paragraph.

The Parts of a Topic Sentence

A topic sentence has two parts:

- a **topic**—what the paragraph is about, and
- a **controlling idea**—what the writer is going to focus on in the paragraph.

TOPIC
CONTROLLING IDEA
 David Freeman is a good father.

This topic sentence tells the reader that the paragraph will be about David Freeman. It will be about David as a father. The paragraph will not have other information about David. For example, it will not tell the reader about his education, his friends, or his future plans.

Either the topic or the controlling idea can come first in a topic sentence. Compare these two topic sentences:

TOPIC
CONTROLLING IDEA
 Scuba diving requires careful preparation.

CONTROLLING IDEA
TOPIC
 You must prepare carefully before going scuba diving.

Sometimes the topic and the controlling idea are in two sentences. In this example, the topic is the twin sisters Emma and Alyssa. The controlling idea—that they have different interests—is in the second sentence.

Emma and Alyssa are twins. They look very much alike, but they have different interests. For example, Emma likes to . . .



Not all paragraphs begin with a topic sentence, but topic sentences are an important part of academic writing in English. You will need good topic sentences for paragraphs that you write as a student.

PRACTICE 2

Analyzing Topic Sentences

Find the topic sentence of each paragraph. Circle the topic and underline the controlling idea.

PARAGRAPH 1

The man in the photo has a terrible job. His name is Bob Walker, and he works for Bigg Computers. Every day, customers call him on the phone. They are unhappy about their computers. He does not like to listen to them. Sometimes they get angry, and they yell at Bob. Then he gets angry, too. He needs a new job.



PARAGRAPH 2

It is easy to make good chocolate chip cookies. Just buy a bag of chocolate chips at the supermarket and look for the recipe on the back. The recipe will list the other ingredients you need. At home, measure the ingredients and mix them to make the cookie dough. Put the dough into the refrigerator and wait for 24 hours. (That is the only hard part—waiting!) Follow the instructions to bake the cookies. The last step is the easiest part of all: eating the cookies warm from the oven.

PARAGRAPH 3

A betta makes a good pet for several reasons. First, it is a beautiful fish, especially in the sunlight. The light brings out its amazing color. Second, it is easy to take care of a betta. Just feed it every day, and give it clean water once a week. Finally, a betta is not expensive. You do not have to spend much money on the fish, its food, or its fishbowl. I tell all my friends to get a betta.



(continued on next page)

PARAGRAPH 4

My five-year-old nephew is a very funny little boy. I like to listen to him sing along with the radio. He often gets the words wrong. Sometimes he does it by mistake, and sometimes he does it on purpose, to make me laugh. I enjoy spending time with my funny little nephew.

PRACTICE 3

Choosing a Topic Sentence

Work alone or with a partner. Read each paragraph and the three sentences that follow it. Choose the best topic sentence for the paragraph and write it on the line.

PARAGRAPH 1

_____ He was the captain of two sports teams at our high school. He was our best wrestler and our best tennis player. He is also a good swimmer and a fast runner. He runs every day to stay in shape. Sometimes Kai and I play ping-pong together. Kai usually wins. He is good at ping-pong, too.

- a. Kai is a great friend.
- b. My friend Kai and I like sports.
- c. My friend Kai is good at sports.

PARAGRAPH 2

_____ For example, butterflies called Painted Ladies fly all the way from Europe to Africa. They also fly from Australia to New Zealand. Monarch butterflies fly from Canada to Mexico. That trip can be 3,000 miles long. It is amazing how far some butterflies can fly.

- a. Butterflies are beautiful.
- b. Some butterflies are great travelers.
- c. Butterflies live in many parts of the world.



A monarch butterfly

PARAGRAPH 3

_____ I like to have photos of family and friends to look at. I live far away from many of them now, and I miss them. The photos remind me of good times together. I also have many photos of my daughters growing up. It makes me happy to look at these photos and remember when my girls were babies. My daughters like to look at their old photos, too. The photos are fun for us to talk about.

- a. Photos are important to me.
- b. Everyone needs a good camera.
- c. Taking pictures can be quick and easy.

PARAGRAPH 4

_____ First, I admire her because she has many talents. She is a very good actor and singer. Second, she is also a movie producer, so I think she is smart. Finally, she seems like a good person. She visits schools to talk to teenagers about the value of education. She also talks about good health care for all women. I respect her ideas and her work. I hope she has a great career.

- a. America Ferrera is an unusual woman.
- b. I admire America Ferrera for several reasons.
- c. America Ferrera was in the TV series *Ugly Betty*.



TV and movie star America Ferrera

Topic Sentences and Titles

Each paragraph you write for a Writing Assignment in this book should have a title. The title and the topic sentence both help the reader understand what the paragraph will be about.

A title is usually not a complete sentence, and it does not do the job of a topic sentence. The topic sentence, not the title, has the topic and the controlling idea for the paragraph.

Writing Tip

It is a good idea to wait and write the title after you write your first draft of a paragraph. When you do that, the title does not affect your thinking about the topic sentence. Finish the first draft, check the topic sentence, and then add a title.

A topic sentence cannot refer back to the title, so sometimes the topic sentence must repeat words from the title. Do not begin a topic sentence with *He* or *She*, even when the person's name is in the title.

Do Not Do This:	Do This:
Gustavo's Favorite Day He likes Saturdays because he can sleep in. He . . .	Gustavo's Favorite Day Saturday is Gustavo's favorite day of the week. He likes Saturdays because. . .

PRACTICE 4

Topic Sentences and Titles

Underline the topic sentence in each paragraph. Choose the best title for that paragraph and write it on the line.

PARAGRAPH 1

Why I Like Classroom Discussions

I enjoy classroom discussions for several reasons. For example, I like to hear my classmates talk. There are some interesting people in my class, and I like to hear their ideas and opinions. I also like to practice speaking English. Classroom discussions help me learn to speak better. They make time in class go by faster, too. These are just a few of the reasons why discussions make classes more interesting.

- My English Class
- Speaking English in Class
- Why I Like Classroom Discussions

PARAGRAPH 2

Everyone in my family loves music. We listen to music all the time. My parents like classical music and jazz. My sisters like popular music, and they love to sing karaoke. My brother likes rock music and plays guitar in a rock band. I like all these kinds of music at different times. People in my family sometimes argue about music, for example in the car, but we all agree on one thing. Life is better with music.

- a. Music in My Life
- b. A Family of Music Lovers
- c. The Importance of Music

PARAGRAPH 3

Bicycling is a smart form of transportation. A bicycle is inexpensive, so everyone can afford to own and ride one. Bicycles are quiet and clean, unlike cars or buses. Also, riding a bicycle is good exercise, and most people today need more exercise. More people should try bicycling to school or work. It is the smart way to get where you are going.

- a. The Smart Way to Go
- b. The Sport of Bicycling
- c. Owning a Bicycle

PARAGRAPH 4

My sister Anna is a very outgoing person. She loves to be with people, and she loves to talk. She has many friends, and she is on the phone with them all day long. She is happy to meet new people, too. She makes friends easily. She is never shy. She has a warm and friendly nature, and I am happy that she is my sister.

- a. A Very Outgoing Person
- b. My Sociable Sister
- c. My Sister and I

TRY IT OUT!

Work alone or with a partner. Circle the topic and underline the controlling idea in each topic sentence. Then write two sentences you might find in that paragraph. Write a possible title for the paragraph.

1. **Topic Sentence:** Cities are exciting places to live.

There are interesting things to do, like going to restaurants, movies, and clubs.

You can meet many new people in cities.

Possible Title: The Benefits of City Living

2. **Topic Sentence:** Cities have many problems.

Possible Title: _____

3. **Topic Sentence:** Living alone is good in some ways.

Possible Title: _____

4. **Topic Sentence:** Living alone is hard in some ways.

Possible Title: _____

5. **Topic Sentence:** It is not easy to learn a new language.

Possible Title: _____

6. **Topic Sentence:** There are many reasons to learn a new language.

Possible Title: _____

SENTENCE STRUCTURE

SUBJECTS OF SENTENCES

In Chapter 1, you learned that a sentence has a subject and a verb. Here is more information about subjects.

RULES	EXAMPLES						
1. A subject can be a noun or a subject pronoun.	<table><tr><td data-bbox="798 470 869 491">NOUN</td><td data-bbox="1002 470 1182 491">SUBJECT PRONOUN</td></tr><tr><td data-bbox="798 495 869 562">Ryan</td><td data-bbox="1066 495 1121 562">He</td></tr></table> likes sports. watches sports on TV.	NOUN	SUBJECT PRONOUN	Ryan	He		
NOUN	SUBJECT PRONOUN						
Ryan	He						
2. The subject comes before the verb in a statement.	On weekends, <table><tr><td data-bbox="1018 600 1042 621">s</td><td data-bbox="1098 600 1121 621">v</td></tr><tr><td data-bbox="1018 625 1058 667">he</td><td data-bbox="1066 625 1137 667">plays</td></tr></table> basketball.	s	v	he	plays		
s	v						
he	plays						
3. A verb can have more than one subject.	<table><tr><td data-bbox="834 697 858 718">s</td><td data-bbox="1026 697 1050 718">s</td><td data-bbox="1137 697 1161 718">v</td></tr><tr><td data-bbox="798 722 869 764">Ryan</td><td data-bbox="954 722 1106 764">and his friends</td><td data-bbox="1121 722 1193 764">play</td></tr></table> at the park.	s	s	v	Ryan	and his friends	play
s	s	v					
Ryan	and his friends	play					

PRACTICE 5 Identifying Subjects and Verbs

Work alone or with a partner. Find the subject and the verb in each sentence. Circle the subject and write *S* above it. Underline the verb and write *V* above it.

1 ^S (My friend Mark Khajavi) is ^V a talented photographer and a successful businessperson. 2 His photos are beautiful. 3 He takes pictures of people, places, and products. 4 People often ask him to take pictures at their weddings. 5 Companies hire him to take pictures of their products for advertisements. 6 Hotels and restaurants hire him to take pictures for their websites. 7 Most of the time, he works in Chicago. 8 Sometimes he travels to other parts of the country. 9 You can see examples of Mark's work on his website.

WRITING COMPLETE SENTENCES

These groups of words are not complete sentences. What is missing from each sentence?

INCORRECT: Is friendly.

INCORRECT: Has five people in her family.

Who is friendly? Who has five people in her family? The subjects of the sentences are missing. A sentence needs a subject. For example, you could write:

CORRECT: Bella is friendly.

CORRECT: She has five people in her family.

These groups of words are not complete sentences either. What is missing from each sentence?

INCORRECT: My brother in Los Angeles.

INCORRECT: Apples, bananas, and pears good.

There are no verbs in the sentences. A sentence needs a verb. For example, you could write:

CORRECT: My brother is in Los Angeles.

CORRECT: Apples, bananas, and pears taste good.

PRACTICE 6 Identifying Incomplete Sentences

Work alone or with a partner. Look at each sentence. Check (✓) *Complete* or *Incomplete*. Correct each incomplete sentence and identify the problem: Write *No subject* or *No verb*.

	COMPLETE	INCOMPLETE	WHAT'S THE PROBLEM?
1. a. The capital of China is Beijing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
b. Beijing a big city.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>No verb</u>
c. The city 5,000 years old.	<input type="checkbox"/>	<input type="checkbox"/>	_____
2. a. San Francisco has many attractions.	<input type="checkbox"/>	<input type="checkbox"/>	_____
b. Is cool in the summer.	<input type="checkbox"/>	<input type="checkbox"/>	_____
c. It has some interesting buildings.	<input type="checkbox"/>	<input type="checkbox"/>	_____
3. a. Many tourists travel to Mexico.	<input type="checkbox"/>	<input type="checkbox"/>	_____
b. Like Mexican food.	<input type="checkbox"/>	<input type="checkbox"/>	_____
c. Visit the beaches there.	<input type="checkbox"/>	<input type="checkbox"/>	_____

- | | | | |
|---|--------------------------|--------------------------|-------|
| 4. a. The beaches of Thailand nice, too. | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| b. Tourists like the beaches of Thailand. | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| c. Many tourists photos. | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 5. a. Sydney a city in Australia. | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| b. It has a famous opera house. | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| c. Many visitors to Sydney. | <input type="checkbox"/> | <input type="checkbox"/> | _____ |



Railay Beach, Thailand

PRACTICE 7

Editing for Incomplete Sentences

Find six more incomplete sentences in this paragraph. Make corrections.

1 My friend Yasmin is an interesting person. 2 She lives in Seattle, Washington. 3 **She is** young and single. 4 She 24 years old. 5 Works in a women's clothing store. 6 Is a nice place to buy clothes. 7 Yasmin likes her job. 8 Clothes very important to her. 9 Loves to shop. 10 She spends her money on new clothes and shoes. 11 She has a plan to open a clothing store. 12 She wants to have her own business. 13 It a good idea.

NEGATIVE VERBS

In Chapter 1, you learned about the verb *be* in negative statements. Review the information in the chart.

THE VERB <i>BE</i> IN NEGATIVE STATEMENTS			
Subject	<i>Be</i>	<i>Not</i>	
I	am	not	ready.
You/We/They	are		
He/She/It	is		

In Chapter 2, you learned about simple present verbs in affirmative statements. These verbs have two forms.

SIMPLE PRESENT VERBS IN AFFIRMATIVE STATEMENTS	
Subject	Verb
I/You/We/They	work.
He/She/It	works.

Simple present verbs in negative statements have three parts:

- (1) *do* or *does*
- (2) *not*
- (3) the base form of the verb

SIMPLE PRESENT VERBS IN NEGATIVE STATEMENTS			
Subject	<i>Do/Does</i>	<i>Not</i>	Base Form of the Verb
I/You/We/They	do	not	work.
He/She/It	does		

See Appendix C4, page 201, for contractions.

PRACTICE 8

Simple Present Verbs in Negative Statements

Underline the simple present verb in the first statement. Use the same verb to complete the second statement, but make it negative.

- In soccer, the goalkeeper catches the ball with his or her hands. The other players do not catch the ball that way.
- The goalkeeper wears gloves. The other players _____ gloves.
- All the players on a team wear the team uniform except the goalkeeper. The goalkeeper _____ that uniform.
- The goalkeeper stays near the goal. The other players _____ near the goal.
- Some soccer players score goals. A goalkeeper _____ goals.
- Most soccer players do a lot of running. The goalkeeper _____ so much running.



PRACTICE 9

Affirmative and Negative Verbs

- A** Complete the paragraph. Fill in each blank with the correct affirmative form of the verb in parentheses.

My brother Raúl leads a busy life. He _____
 1. (lead) 2. (have)
 a full-time job, and he _____ long hours. He
 3. (work)
 _____ good money, and he _____ spending
 4. (make) 5. (enjoy)
 money. He _____ out on weekends with his friends. Raúl
 6. (go)
 _____ eating in restaurants and going shopping. He
 7. (like)
 _____ a nice car. On weekends, Raúl _____
 8. (have) 9. (be)
 usually out having fun.

- B** Rewrite the paragraph. Change *Raúl* to *Hector*. Make all the verbs negative.

My brother Hector does not lead a busy life. He does not have a full-time job, and...

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

ADJECTIVES

The different types of words are called the **parts of speech**. Verbs and nouns are two of the parts of speech. **Adjectives** are another part of speech.

Adjectives are used to describe people, places, things, and ideas. The highlighted words in the example sentences are adjectives. Each of the adjectives describes a noun or a subject pronoun. The words described are boldfaced.

The **elevator** is **full**.



He is **tall**.



I like my **new** phone.



Look at the chart for rules on using adjectives in sentences.

RULES	EXAMPLES		
1. Use <i>be</i> + an adjective.	Be	Adjective	
	She I	is am not	intelligent. shy.
2. Use an adjective + a noun.	Adjective	Noun	
	He is a	serious Close	person. friends tell the truth.
3. You can use more than one adjective.	He is young and handsome . She has short, dark, curly hair.		
4. Do not add -s to adjectives.	Those girls are good-looking . NOT: Those girls are good-lookings.		

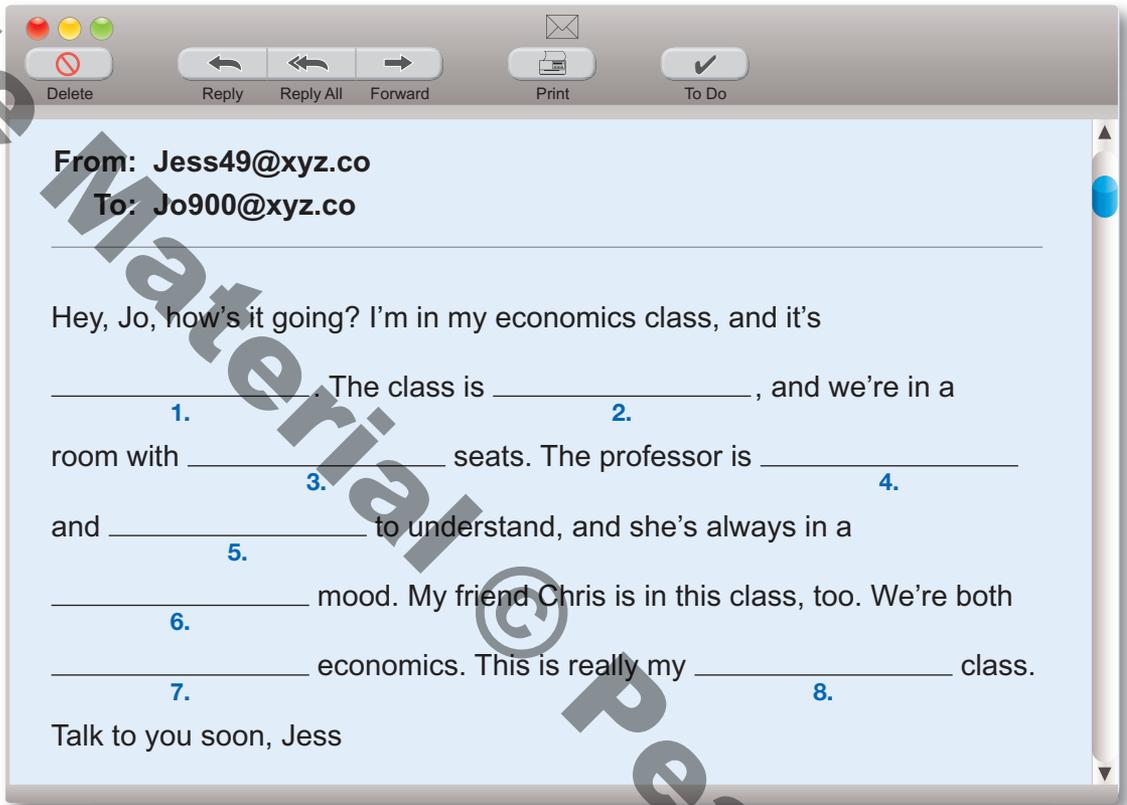
See Appendix C9, page 212, for information about the order of adjectives before a noun.

PRACTICE 11

Adjectives and the Words They Describe

A Work alone or with a partner. Read the email. Decide if you think Jess likes the class or not. Then choose one of the two adjectives to fill in the blank and tell the story.

- | | |
|--------------------------------|-----------------------------|
| 1. great / terrible | 5. easy / hard |
| 2. small / huge | 6. good / bad |
| 3. comfortable / uncomfortable | 7. interested in / tired of |
| 4. interesting / boring | 8. best / worst |



B Look at the adjectives you wrote in Part A. Circle the noun or subject pronoun that each adjective describes.

I'm in my economics class, and it's great.

TRY IT OUT!

On a sheet of paper, write six or more true statements about school. For example, you can describe your classes, your friends, or places at school. Use an adjective in each statement. Underline the adjective.

I have friendly classmates.

The cafeteria is noisy.

 **Applying Vocabulary: Using Go + -ing Verbs**

You saw the expressions *go running*, *go dancing*, and *go shopping* used in the writing models on pages 45 and 46. You also learned these expressions:

go camping go fishing go swimming

You may want to use one of these expressions when you do the Writing Assignment on page 64, writing about a person you see in a photo.

PRACTICE 12 **Using Go + -ing Verbs**

- A** Work in a small group. Ask the group about the activities in the list. When someone answers, “I do,” ask that person “Where?” or “When?” or “Who do you go with?” Take notes.

ASK:		NAMES/NOTES
Who goes	camping?	
	dancing?	
	fishing?	
	running?	
	shopping?	
	swimming?	

- B** Take a sheet of paper. Use your notes to write eight or more true statements about the people in your group. Write affirmative and negative statements.

Natasha does not go camping.

Dao and her husband go fishing in the Gulf.

Oscar goes running every day.

WRITING ASSIGNMENT

You are going to write a paragraph about a person in a photo, like the writing models on pages 45 and 46. You will need to use your imagination. Follow the steps in the writing process.



Prewrite

STEP 1: Prewrite to get ideas.

- a. Choose a person from one of these photos to write about. Imagine that you know the person well. On a sheet of paper, make a list of ideas about the life of the person in the photo. Do not write complete sentences. Just make notes.



Photo A



Photo B



Photo C



Photo D

Writing Tip

When you are prewriting, the most important thing is to put your ideas down on paper quickly, before you forget them. Do not worry about organizing them at this point.

- b. Find a partner who has chosen a different photo. Ask your partner about the person in his or her photo. For example, ask:
- What is his/her name?
 - Where is he/she from?
 - Where does he/she live?
 - How old is he/she?
 - Does he/she have a family?
 - Does he/she go to school?
 - Does he/she have a job? What does he/she do?
 - What does he/she like to do for fun?
 - What do you think about his/her life?
- c. Add to your notes or make changes, if needed.



STEP 2: Write the first draft.

- a. Begin the paragraph with a topic sentence. The topic sentence should tell which person you are writing about and state the main idea about the person.
- The woman in photo A has a/an _____ life.
- The man in photo B is a/an _____ person.
- b. Use an adjective in the topic sentence to describe the person or the person's life. In the paragraph, show your readers why that adjective is true for the person you are writing about.
- c. Use your notes to complete the first draft. Add a title. See the writing models for examples of titles.

STEP 3: Revise and edit the draft.

- a. Read your paragraph again. It may help 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. Remember to be honest but kind.

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. Ask your partner questions if you need more information about the person in the photo.

Format and Language

5. Use this list to check your partner's paper. Mark any problems on the paper in pencil. Check (✓) each item in the list as you finish.

<input type="checkbox"/> the heading	<input type="checkbox"/> capital letters and periods
<input type="checkbox"/> the title	<input type="checkbox"/> a subject in every sentence
<input type="checkbox"/> indenting the first sentence	<input type="checkbox"/> a verb for every subject
6. Put a question mark (?) if you are not sure about something.

See Henry Liu's first draft on page 39 for an example of how to mark a paper.

- c. Return your partner's paper. Remember to say something nice about it.
- d. Look at your own paper. If you do not agree with the feedback on it, then ask another student or your teacher.



STEP 4: Write a new draft.

- On your first draft, mark any changes you want to make. Then take a new sheet of paper. Write a new draft.
- Check your paragraph carefully. Then hand it in to your teacher.

SELF-ASSESSMENT

In this chapter, you learned to:

- Use topic sentences in paragraphs
- Identify noun and pronoun subjects of sentences
- Identify and correct incomplete sentences
- Use the negative forms of simple present verbs
- Use adjectives to describe people, places, things, and ideas
- Write, revise, and edit a paragraph about a person in a photo

Which ones can you do well? Mark them

Which ones do you need to practice more? Mark them

EXPANSION



ON YOUR OWN

Write a paragraph about a person you know well and like. Start by taking a sheet of paper and writing some notes about this person. Use the list of questions on page 65 for ideas. Think of some adjectives that describe this person. Decide on a topic sentence and write a first draft. Use the paragraph to help you.

My Grandmother

My grandmother is a helpful person. She helps our family, her friends, and people in the neighborhood. Everyone goes to her for advice. You can tell her about your problems. She listens and she does not tell your secrets to other people. She is patient and calm with my little cousins. She always talks to them in a quiet voice. We are happy to have our kind and helpful grandmother.

(continued on next page)

Ask a friend or a classmate to review your first draft. Ask your friend or classmate to use the Peer Review Worksheet on page 66. Then prepare a new draft and give it to your teacher.



YOUR JOURNAL

Continue making entries in your journal. Remember to read your teacher's comments. Sometimes your teacher will write questions in your journal. Write the answers, or talk to your teacher about the questions.

If you cannot think of a topic for a journal entry, try one of these ideas:

- Who do you talk to on the phone? Name three people. When do you talk to them? What kinds of things do you usually talk about?
- Do you take photos or videos? Do you use a camera, your phone, or another device? Where do you keep your photos? How do you share them with friends?
- When do you usually do your homework? Where do you do it? Do you work alone, or do you work with other people? Do you listen to music while you work? Do you eat or drink while you work?

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