

INSTRUCTOR'S MANUAL AND TRANSPARENCY MASTERS  
TO ACCOMPANY CHECKETT/CHECKETT

*The Write Start  
with Readings:  
Paragraphs to Essays*

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Instructor's Manual and Transparency Masters to Accompany Checkett/Checkett *The Write Start with Readings: Paragraphs to Essays* by Lawrence Checkett and Gayle Feng-Checkett

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## **PREFACE**

### **The Write Start Series**

*The Write Start* is a two-book series designed to meet the needs of students taking developmental writing courses. The first text, *The Write Start with Readings: Sentences to Paragraphs*, addresses the most basic writing skills: grammar, sentence and paragraph structure, the integration of reading and writing, the special concerns of students for whom English is a second language, the various modes of developing topics, and an introduction to the essay. This text, *The Write Start with Readings: Paragraphs to Essays*, is the second book of the series. It continues the developmental writing sequence first by focusing on writing paragraphs that express thoughts about a topic by using the various modes of development, and then by expanding the topic by applying the techniques of the mode to the longer essay format. Grammar, sentence structure, and ESL concerns, while an integral part of writing, are embedded in the chapters in a less noticeable way in this text; instead, they are the primary focus of the *Writer's Resources* section at the end of the text.

### **Organization of the Text**

We have organized the text in an effort to introduce the developing writer to the basic elements and skills necessary for writing effective essays in the academic environment. While these skills also will help students communicate more effectively in their personal and work correspondence, the primary focus is to ready developing writers for the rigors of their first college-level composition course (for credit) at the next level. Many developing writers are taking college courses requiring college-level writing skills while they are concurrently enrolled in developmental writing courses, and as a result they face problems doing the written work that is expected of them. Thus we have attempted to illustrate the processes and skills necessary for effective writing in as simple and straightforward a manner as possible, so students can immediately begin applying their new writing skills to their work in other courses.

## **1 USING THE TEXT**

Like its companion text, *The Write Start: Sentences to Paragraphs*, *The Write Start: Paragraphs to Essays* is easily adaptable to any teaching style. The text is organized beginning with paragraphs, moving to essays, and finishing with a Writer's Resource focusing on sentence construction and variation, grammar, and ESL/EFL topics.

We understand that while all developmental writing instructors ultimately will cover basic writing rules and strategies, they don't always achieve these instructional goals in the same way. Therefore, the chapters in *The Write Start: Paragraphs to Essays* were written as distinct, modular units of instruction. Although many instructors will find their sequencing logical enough to use as they find them, instructors can use the chapters as they see fit to suit their own needs and teaching preferences.

## **2 ABLONGMAN ANCILLARY MATERIALS**

### **BOOK-SPECIFIC SUPPLEMENTS**

**Test Bank.** This book-specific test bank offers easy-to-copy and easy-to-grade quizzes for each chapter in the textbook. 0-321-06121-7

**Companion Website.** For additional quizzes and Internet activities, be sure to visit *The Write Start Online* at <http://www.ablongman.com/checkett>.

**[NEW] The Longman Writer's Warehouse.** The innovative and exciting online supplement is the perfect accompaniment to any developmental writing course. Developed by developmental English instructors specially for developing writers, The Writer's Warehouse covers every part of the writing process. Also included are journaling capabilities, multimedia activities, diagnostic tests, an interactive handbook, and a complete instructor's manual. The Writer's Warehouse requires no space on your school's server; rather, students complete and store their work on the Longman server, and are able to access it, revise it, and continue working at any time. For more details about how to shrinkwrap a free subscription to The Writer's Warehouse with this text, please consult your Longman sales representative. For a free guided tour of the site, visit <http://longmanwriterswarehouse.com>.

### **The Longman Developmental English Package**

In addition to the book-specific supplements discussed above, a series of other skills-based supplements is available for both instructors and students. All of these supplements are available either free or at greatly reduced prices.

### ***For Additional Reading and Reference***

**The Dictionary Deal.** Two dictionaries can be shrinkwrapped with *The Write Start* at a nominal fee. *The New American Webster Handy College Dictionary* is a paperback reference text with more than 100,000 entries. *Merriam Webster's Collegiate Dictionary*, tenth edition, is a hardback reference with a citation file of more than 14.5 million examples of English words drawn from actual use. For more information on how to shrinkwrap a dictionary with your text, please contact your Longman sales representative.

**Penguin Quality Paperback Titles.** A series of Penguin paperbacks is available at a significant discount when shrinkwrapped with this text. Some titles available are Toni Morrison's *Beloved*, Julia Alvarez's *How the Garcia Girls Lost Their Accents*, Mark Twain's *Huckleberry Finn*, *Narrative of the Life of Frederick Douglass*, Harriet Beecher Stowe's *Uncle Tom's Cabin*, Dr. Martin Luther King, Jr.'s *Why We Can't Wait*, and plays by Shakespeare, Miller, and Albee. For a complete list of titles or more information, please contact your Longman sales consultant.

**100 Things to Write About.** This 100-page book contains 100 individual assignments for writing on a variety of topics and in a wide range of formats, from expressive to analytical. Ask your Longman sales representative for a sample copy. 0-673-98239-4

**Newsweek Alliance.** Instructors may choose to shrinkwrap a 12-week subscription to *Newsweek* with any Longman text. The price of the subscription is 57 cents per issue (a total of \$6.84 for the subscription). Available with the subscription is a free “Interactive Guide to *Newsweek*”—a workbook for students who are using the text. In addition, Newsweek provides a wide variety of instructor supplements free to teachers, including maps, Skills Builders, and weekly quizzes. For more information on the Newsweek program, please contact your Longman sales representative.

### *Electronic and Online Offerings*

**The Writer’s ToolKit Plus.** This CD-ROM offers a wealth of tutorial, exercise, and reference material for writers. It is compatible with either a PC or Macintosh platform, and is flexible enough to be used either occasionally for practice or regularly in class lab sessions. For information on how to bundle this CD-ROM FREE with your text, please contact your Longman sales representative.

**The Longman English Pages Web Site.** Both students and instructors can visit our free content-rich Web site for additional reading selections and writing exercises. From the Longman English pages, visitors can conduct a simulated Web search, learn how to write a resume and cover letter, or try their hand at poetry writing. Stop by and visit us at <http://www.ablongman.com/englishpages>.

**The Longman Electronic Newsletter.** Twice a month during the spring and fall, instructors who have subscribed receive a free copy of the Longman Developmental English Newsletter in their e-mailbox. Written by experienced classroom instructors, the newsletter offers teaching tips, classroom activities, book reviews, and more. To subscribe, visit the Longman Developmental English Website at <http://www.ablongman.com/basicskills>, or send an e-mail to [Basic\\_Skills@ablongman.com](mailto:Basic_Skills@ablongman.com).

### *For Instructors*

**[NEW] Electronic Test Bank for Writing.** This electronic test bank features more than 5,000 questions in all areas of writing, from grammar to paragraphing, through essay writing, research, and documentation. With this easy-to-use CD-ROM, instructors simply choose questions from the electronic test bank, then print out the completed test for distribution. CD-ROM: 0-321-08117-X  
Print version: 0-321-08486-1

**Competency Profile Test Bank, Second Edition.** This series of 60 objective tests covers ten general areas of English competency, including fragments; comma splices and run-ons; pronouns; commas; and capitalization. Each test is available in remedial, standard, and advanced versions. Available as reproducible sheets or in computerized versions. Free to instructors. Paper version: 0-321-02224-6. Computerized IBM: 0-321-02633-0. Computerized Mac: 0-321-02632-2.

**Diagnostic and Editing Tests, Third Edition.** This collection of diagnostic tests helps instructors assess students’ competence in Standard Written English for purpose of placement or to gauge progress. Available as reproducible sheets or in computerized versions, and free to instructors. Paper: 0-321-08382-2. CD-ROM: 0-321-08782-8.

**ESL Worksheets, Third Edition.** These reproducible worksheets provide ESL students with

extra practice in areas they find the most troublesome. A diagnostic test and post-test are provided, along with answer keys and suggested topics for writing. Free to adopters. 0-321-07765-2

**Longman Editing Exercises.** 54 pages of paragraph editing exercises give students extra practice using grammar skills in the context of longer passages. Free when packaged with any Longman title. 0-205-31792-8

**80 Practices.** A collection of reproducible, ten-item exercises that provide additional practices for specific grammatical usage problems, such as comma splices, capitalization, and pronouns. Includes an answer key, and free to adopters. 0-673-53422-7

**CLAST Test Package, Fourth Edition.** These two 40-item objective tests evaluate students' readiness for the CLAST exams. Strategies for teaching CLAST preparedness are included. Free with any Longman English title. Reproducible sheets: 0-321-01950-4 Computerized IBM version: 0-321-01982-2 Computerized Mac version: 0-321-01983-0

**TASP Test Package, Third Edition.** These 12 practice pre-tests and post-tests assess the same reading and writing skills covered in the TASP examination. Free with any Longman English title. Reproducible sheets: 0-321-01959-8 Computerized IBM version: 0-321-01985-7 Computerized Mac version: 0-321-01984-9

***Teaching Online: Internet Research, Conversation, and Composition, Second Edition.*** Ideal for instructors who have never surfed the Net, this easy-to-follow guide offers basic definitions, numerous examples, and step-by-step information about finding and using Internet sources. Free to adopters. 0-321-01957-1

***Teaching Writing to the Non-Native Speaker.*** This booklet examines the issues that arise when non-native speakers enter the developmental classroom. Free to instructors, it includes profiles of international and permanent ESL students, factors influencing second-language acquisition, and tips on managing a multicultural classroom. 0-673-97452-9

### ***For Students***

**[NEW] The Longman Writer's Journal.** This journal for writers, free with *The Write Start*, offers students a place to think, write, and react. For an examination copy, contact your Longman sales consultant. 0-321-08639-2

**[NEW] The Longman Researcher's Journal.** This journal for writers and researchers, free with this text, helps students plan, schedule, write, and revise their research project. An all-in-one resource for first-time researchers, the journal guides students gently through the research process. 0-321-09530-8.

***Researching Online, Fifth Edition.*** A perfect companion for a new age, this indispensable new supplement helps students navigate the Internet. Adapted from *Teaching Online*, the instructor's Internet guide, *Researching Online* speaks directly to students, giving them detailed, step-by-step instructions for performing electronic searches. Available free when shrinkwrapped with this text. 0-321-09277-5

***Learning Together: An Introduction to Collaborative Theory.*** This brief guide to the funda-

mentals of collaborative learning teaches students how to work effectively in groups, how to revise with peer response, and how to co-author a paper or report. Shrinkwrapped free with any Longman Basic Skills text. 0-673-46848-8

***A Guide for Peer Response, Second Edition.*** This guide offers students forms for peer critiques, including general guidelines and specific forms for different stages in the writing process. Also appropriate for freshman-level course. Free to adopters. 0-321-01948-2

***Thinking Through the Test, by D.J. Henry.*** This special workbook, prepared specially for students in Florida, offers ample skill and practice exercises to help student prep for the Florida State Exit Exam. To shrinkwrap this workbook free with your textbook, please contact your Longman sales representative. Available in two versions: with and without answers. Also available: Two laminated grids (one for reading, one for writing) that can serve as handy references for students preparing for the Florida State Exit Exam.

### **3 SYLLABUS PREPARATION**

Colleges, especially two-year community colleges, are being increasingly challenged by an influx of students from diverse cultures and exhibiting a wide range of learning abilities and basic skill deficiencies. Because instructors must deal with such a wide variety of student needs with each class, *The Write Start: Paragraphs to Essays* does not presume to dictate any particular syllabus organization. That being said, however, with this text, you can

- teach sentence formation first, then move to paragraphs, and finish with the essay;
- begin with paragraphs and then move to essays with sentence construction introduced along the way;
- start with essays and work sentence and paragraph instruction in concurrently.

*The Write Start: Paragraphs to Essays* is designed to offer instructors the flexibility and modularity to facilitate individual teaching styles and content emphasis.

Because of the text's modular formation, instructors can incorporate instruction easily as students work with rough drafts, peer editing, collaborative writing, or portfolios. The text allows for maximum flexibility, so instructors can tailor its use to their own specific needs.

### **4 A WORD ABOUT ANSWER KEYS**

An Answer Key for textbook practices is not included in this manual. When students do homework, their work needs to complement classroom instruction; therefore, the student textbook contains an Answer Key section for one half of the answers for all practices. This is a logical and comprehensive method that allows students to check enough of their own work to gauge their progress. It also will help them identify problem questions they want to talk about in class.

To facilitate classroom work and to save preparation time, the Instructor's Annotated Edition of *The Write Start: Paragraphs to Essays* contains all the answers to practices and essay apparatus questions right in the text pages. There is no need for instructors to look up answers in the back of the text or in an Instructor's Manual only to have to transfer the information to the text. This simply is a waste of time and effort, and it does not help impromptu questions that surface dur-

ing class.

## **5 CRITICAL THINKING: STUDENT AND PROFESSIONAL READINGS**

Near the end of all instructional chapters, instructors will find a student and a professional essay accompanied by a set of apparatus questions focusing on that chapter's instruction. Additionally, following these essays, instructors will find essay writing opportunities based on one or more of the eight Elements of Reasoning (*point of view, purpose, question at issue, information, interpretation & inference, concepts, assumptions, and implications & consequences*) studied in *Chapter 2–Critical Thinking: The Connection between Reading and Writing*.

These prompts will help students connect the critical thinking they did when reading the student and professional essays with the critical thinking they must do when they analyze, synthesize, evaluate, and communicate their thoughts about specific topics in their own lives in an essay. Before students can write intelligently about what they have learned and the conclusions they have formed, they must practice reading and thinking critically. Using the Elements of Reasoning in their own writing will help them accomplish this skill.

## **6 THESIS SENTENCES**

To reiterate what we have stated in the “To the Instructor” chapter in the textbook, we use the thesis sentence with essay map as the organizational tool for essays. You are certainly free to use, change, adapt, or ignore this type of thesis sentence in your classroom. We use it because we have found that developmental writing students need a clearly defined structure and organizational approach to assist them in their writing efforts. To the charge that this type of thesis leads to writing that exhibits a mechanical style, we counter with the following solution. If you stress sentence variety through sentence combining and the use of transitional expressions, writing products will be expressed with fluidity, rhythm, and clearly defined content. Of course, for certain modes of development such as narration, the essay map thesis sentence may not be as appropriate although it certainly can be used effectively. Those choices we leave to the preferences of individual instructors.

### **Thesis Sentences for Literary Analysis**

For those using supplementary readings from literature, we have had good success using the following thesis sentence criteria format for essays:

- The thesis sentence should exhibit 5 properties:
- (1) Author's Name
  - (2) Genre
  - (3) Title
  - (4) Topic
  - (5) Evaluation of Topic

### *Examples*

- a. In Robert Frost's poem “Design”, white represents death and life.
- (1)            (2)            (3)            (4)            (5)

- b. In Shirley Jackson's short story "The Lottery", the conclusion is  
(1) (2) (3) (4)  
foreshadowed by three earlier events.  
(5)

If you are using the thesis sentence with essay map, which is the model used in the textbook, the subtopics that will be developed in the body paragraphs can be displayed in the thesis sentence.

- a. In Robert Frost's poem "Design", the white spider, the white moth, and the white flower  
(1) (2) (3) (4)  
represent a cycle of life and death.  
(5)

- b. In Shirley Jackson's short story "The Lottery", the condition of the lottery items and  
(1) (2) (3)  
rituals, the crowd's nervousness, and the boys' gathering stones, foreshadows the  
(4)  
conclusion.  
(5)

## 7 OUTLINING

For the short essays developmental writers will be attempting, we have had good success using the Phrase Outline, which can be modified to a full sentence outline format to suit your own needs. This model can correspond to the five-paragraph essay, or it can be expanded to other essay formats.

## Phrase Outline Format

Title

Thesis:

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- I. Summary phrase of lead-in
  
- II. Summary phrase of sub-topic #1
  - A. Supporting facts, details, examples
  - B. " " "
  - C. " " "
  
- III. Summary phrase of sub-topic #2
  - A. Supporting facts, details, examples
  - B. " " "
  - C. " " "
  
- IV. Summary phrase of sub-topic #3
  - A. Supporting facts, details, examples
  - B. " " "
  - C. " " "
  
- V. Summary of concluding section

## **8 PROOFREADING CHECKLISTS**

*We hand the following two Checklists to all of our writing students at the beginning of the semester, so they understand the full scope of their responsibilities as a writer. You can change the elements in the lists to suit your own writing criteria.*

## Paragraph Writing Checklist

Before you hand in your writing, make sure the following criteria have been met. Check each box as you complete the checklist items.

### **For Introductory and Body Paragraphs:**

- 1. Is the paragraph typed on white, unlined, 11 ½ x 8 paper?
- 2. Are the margins 1 – 1 ½ inches on top and sides?
- 3. Is the writing double-spaced?
- 4. Is your name, course number & section number, instructor's name, and due date in upper left corner?
- 5. For an introductory paragraph, is there a centered title that generates interest?
- 6. For an introductory paragraph, do lead-in sentences use one of the lead-in techniques you have studied? For body paragraphs, do the sentences that follow the topic sentence develop the sub-topic?
- 7. For an introductory paragraph, is there a thesis sentence with a subject, a controlling idea and attitude about the subject, and a three-item essay map announcing the sub-topics that will develop the subject? For a body paragraph, is there a topic sentence that clarifies the sub-topic that will be developed?
- 8. Does the paragraph exhibit sentence variety: coordinated and subordinated sentences?
- 9. Are appropriate transitional expressions used?
- 10. Have you checked for punctuation errors: run-ons and comma splices?
- 11. Have you removed most overly repetitive and empty nouns, pronouns, and verbs and replaced them with specific nouns and action-specific verbs?
- 12. *Nouns to consider removing:* thing, something, anything, anyone, someone, somebody, people, person, one.
- 13. *Pronouns to consider removing:* he, she, it, they, them, their, there, we, you, this, that, who, which, him, her, we, us.
- 14. *Verbs to consider removing:* went, got, get, go, take, took, make, made.
- 15. Have you checked for spelling errors?
- 16. Is the overall appearance of professional quality?

## Essay Writing Checklist

- 1. Is the essay typed on white, unlined, 11 ½ x 8 paper?
- 2. Are the margins 1 – 1 ½ inches on all sides, top & bottom?
- 3. Is the writing double-spaced?
- 4. Is your name, course number & section number, instructor's name, and due date in upper left corner?
- 5. Is there a centered title that generates interest?
- 6. Are there lead-in sentences in the introductory paragraph using the lead-in techniques you have studied?
- 7. Is there a thesis sentence in the introductory paragraph that has a subject, a controlling idea and attitude about the subject, and a three-item essay map announcing the sub-topics that will develop the subject?
- 8. Do all body paragraphs have a topic sentence that announces the sub-topic that will be developed?
- 9. Are all topic sentences followed by support sentences that develop the sub-topic?
- 10. Is sentence variety demonstrated in all paragraphs?
- 11. Are appropriate transitional expressions used?
- 12. Does the concluding paragraph demonstrate one of the conclusion techniques you have studied?
- 13. Have you checked for punctuation errors: run-ons and comma splices?
- 14. Have you removed most overly repetitive and empty nouns, pronouns, and verbs and replaced them with specific nouns and action-specific verbs?
- 15. *Nouns to consider removing:* thing, something, anything, anyone, someone, somebody, people, person, one.
- 16. *Pronouns to consider removing:* he, she, it, they, them, their, there, we, you, this, that, who, which, him, her, we, us.
- 17. *Verbs to consider removing:* went, got, get, go, take, make, made.
- 18. Have you checked for spelling errors?
- 19. Is the overall appearance of professional quality?

## 9 PEER EDITING WORKSHEET FOR PAIRS OF STUDENTS

Bring two copies of your writing to class. Give one to the instructor, and one is given to your editing partner. Both partners complete the editing sheet and return it to the writer when completed. Each writer, then, receives comments from both a student partner and from the instructor.

Writer's Name \_\_\_\_\_ Editor's Name \_\_\_\_\_

1. Is the format correct:

a. All identifying info in upper left corner?      Yes      No

(student's name, course number & section number, instructor's name, and due date)

If no, what is missing?

b. Margins 1 – 1 ½ inches?      Yes      No

If no, what needs to be done?

c. Double-spaced?      Yes      No

d. Is the Title interesting?      Yes      No

If no, what title would you suggest?

2. Thesis Sentence (if an introductory paragraph):

a. What is the topic? \_\_\_\_\_

\_\_\_\_\_

b. What is the controlling idea? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

c. Is there a three-item essay map?      Yes      No

d. Do the essay map sub-topics clearly support the attitude about the topic?      Yes      No

If no, what needs to be corrected?

e. What lead-in technique was used to introduce the thesis sentence?

Could you suggest a technique that might be more effective?

3. Topic Sentence/Support Sentences (if a body paragraph):

a. Does the topic sentence clearly identify the topic of the paragraph?      Yes      No

If no, what do you think the topic is? \_\_\_\_\_

\_\_\_\_\_

b. Are there support sentences that develop the topic?      Yes      No

If no, what is the problem? \_\_\_\_\_

\_\_\_\_\_

4. List the types of sentence constructions you found in the paragraph (coordinated, subordinated, parenthetical information, simple, compound, complex, compound-complex), and list the transitional expressions you found in each paragraph.

## Peer Editing Worksheet for Groups of Students

Bring two copies of your writing, one for the peer editing group and one for the instructor. Each writer, then, receives comments from their peer editing group and the instructor.

### Peer Editing Guidelines for Triads

1. Students should divide into groups of three or four.
2. Each student in each group should have a copy of their own writing plus a copy of the Triad Editing Guidelines.
3. One student should begin the editing process by handing his or her essay to an editing partner.
4. The first editor should read the writing assignment looking for the following components (these can be adapted to the specific criteria needs of each instructor):
  - a. Evaluate the form and content of the outline (if one is assigned).
  - b. Evaluate the form and composition of the thesis (if an essay or introductory paragraph).
    - i. Is the subject limited?
    - ii. Is the Attitude/Controlling Idea clear?
    - iii. Is the essay map, if used, parallel in form with distinct sub-topics?
  - c. Evaluate an Introductory Paragraph
    - i. Does the lead-in appropriately introduce the thesis sentence, and is the lead-in appealing to the audience?
    - ii. Is the thesis sentence incorporated smoothly into the paragraph?
  - d. Evaluate the Body Paragraphs
    - i. Is the information organized consistently?
    - ii. Are there adequate transitional expressions?
    - iii. Are necessary facts, details, and examples used effectively?
  - e. Evaluate Conclusions
    - i. Is the conclusion technique used effectively?
    - ii. Does the conclusion end the essay smoothly, in an appealing fashion for the audience?
5. The first editor should pass the essay to the second editor who should evaluate the essay for mechanics. Circle and label any errors in the following areas:
  - a. spelling
  - b. punctuation
  - c. grammar
  - d. word choice/diction
6. The writing assignment with editing comments should be returned to the writer.

## **10 ENGLISH AS A SECOND LANGUAGE/ENGLISH AS A FOREIGN LANGUAGE (ESL/EFL)**

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The text is designed for students with a variety of challenges in learning Standard English. ESL/EFL students face many challenges in the classroom, as do their instructors. Many educational institutions provide distinct classes for ESL student only, and there are many textbooks written for these courses. However, *The Write Start: Sentences to Paragraphs* was written for the classroom in which ESL students are attending *with* native speaking students. Bilingual fluency takes several years of experience, and these students, as well as student with dialect interference, are often present in the developing writer's classroom.

This text deals with the special needs of these student in two ways: first, the explanations, instructions, and exercise in the instructional chapters are written in an ESL/EFL "friendly" manner (without specific labels that may unfairly stigmatize non-native speaking students), incorporating explanations and exercises that have proven successful in both the native speaking classroom and the ESL/EFL classroom; second, in the "Writers Resource" section at the back of the text, we provide specific, labeled material and exercises to offer EFL students as supplements to the main text.

The "Writers Resource" includes a concise overview of specific skills necessary for ESL students to continue to practice, including a review of verb forms/tenses, phrasal verbs, irregular verbs, articles, and idiomatic prepositions. These exercises are also useful for the entire class.

In order to use the materials in this book, ESL/EFL students, specifically, should function at an Intermediate skill level, having had initial training in reading, speaking, comprehension, and basic writing/vocabulary, enough to function in the native speaking classroom. A TOEFL score 450 (or equivalent), a writing sample, and an interview often indicate this level of readiness.

## **11 DIAGNOSTIC PRE-TEST**

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During the first week of classes, we have our developmental writing students take this diagnostic pre-test. It can be useful in helping you uncover a variety of skill deficiencies and special needs:

- application of punctuation rules
- definition of terms (coordinating and subordinating conjunctions, run-on sentence)
- differentiation between topic (general) and support (specific) paragraph sentences
- ESL/EFL identification
- some learning disabilities, such as severe dyslexia or test-taking anxiety

Name: \_\_\_\_\_ Course & Section Number \_\_\_\_\_

Combine the following two-sentence pairs into one sentence by adding punctuation, coordinating conjunctions, or adverbial conjunctions. Rewrite each new sentence in the space provided beneath each pair of sentences.

1. The freight train rattled loudly. The dogs chased it down the tracks.
2. The soccer match was over. We went to a restaurant for dinner.
3. The stockholders wanted to fire the CEO. They met and took a vote.
4. Tiger Woods and Sergio Garcia had awesome years. They have made golf fun.

Punctuate the following sentences. Do not use periods, question marks, dashes, parentheses, or exclamation points. Do not re-write the sentences or add or remove words. Simply write in the proper punctuation marks.

1. Ever since the invention of the gun there does not seem to have been a time when some country was not at war with some other country well at least it certainly seems that way.
2. The chef's assistant being new to the restaurant did not know what kind of coffee was used with the dessert course consequently when she went to the supply cabinet she had to ask someone for help.
3. After the airplane ran off the runway many passengers helped give first aid to those victims that were injured the nurses and doctors at the hospital even though they were used to emergencies said that their jobs had been made much easier because of the aid given at the scene of the accident.



**12 TRANSPARENCY MASTERS FOR SELECTED PRACTICES**

Name: \_\_\_\_\_ Course & Section Number \_\_\_\_\_

### Chapter 3

*In each of the following sentences, underline the attitude word or phrase once and the controlling idea twice.*

*Examples:* The Rolls-Royce is considered by many as the finest car in the world.

The Lemonaire is not considered by anyone as the finest car in the world.

1. Reading a newspaper each day is important because it keeps you informed about current events.
2. Regular tune-ups can keep a car running efficiently for years.
3. Working while going to school should teach young people responsibility.
4. Laptop computers can make the workplace anywhere a worker happens to be sitting.
5. *The Beatles* remain popular, even after their breakup decades ago, because of their versatile musical style.

Name: \_\_\_\_\_ Course & Section Number \_\_\_\_\_

### Chapter 3

*Underline the three-item essay map in each of the following sentences.*

1. Airlines, trucking companies, and railroads are regulated by the federal government because they transport people and goods over state lines, safety regulations must be standardized, and the national economy depends on their remaining in business.
2. Getting older, talented newcomers, and constant travel make maintaining a sports career a difficult lifestyle.
3. Savings bonds, because of liquidity, safety, and interest, are a better investment vehicle than annuities.
4. A successful career often hinges upon hard work, dedication, and intelligence.
5. New York is an exciting city to visit because of its many points of historical interest, entertainment venues, and restaurants.

Name: \_\_\_\_\_ Course & Section Number \_\_\_\_\_

### Chapter 3

*In each of the following thesis sentences, underline the topic once, the controlling idea or attitude twice, and the essay map three times. On the line provided, indicate if any element is missing.*

1. Fruits are a good source for vitamin C.

\_\_\_\_\_

2. Fast serves, pinpoint lobs, and slice volleys make tennis an exciting sport to watch.

\_\_\_\_\_

3. Many students make college a worthwhile experience by joining fraternities and sororities, playing intramural sports, and participating in student government.

\_\_\_\_\_

4. Lightweight sleeping bags are good for camping trips.

\_\_\_\_\_

5. Styling, construction, and value make the Breitling a popular wristwatch for collectors.

\_\_\_\_\_

6. Electric cars should be an industry priority because of skyrocketing fuel costs, environmental pollution, and diminishing fuel reserves.

\_\_\_\_\_

7. Skydiving and bungee jumping are dangerous activities.

\_\_\_\_\_

8. The St. Louis Cardinals are a professional baseball team.

\_\_\_\_\_

9. *Star Trek* has been a long-running television series because of special effects, interesting characters, and fascinating stories.

\_\_\_\_\_

10. Cruises are a popular form of vacationing because of good food, entertainment, and stops in exotic places.

\_\_\_\_\_

Name: \_\_\_\_\_ Course & Section Number \_\_\_\_\_

### Chapter 3

*Rewrite the following thesis sentences if the essay map items do not explain, clarify, or support the controlling idea or attitude about the topic. If the essay map does explain, clarify, or support the controlling idea or attitude about the topic, write "Correct" in the space provided.*

*Example*

San Francisco is an exciting city to visit because of highways, fences, and cats.

*Problem:* The three essay map items do not provide "exciting" reasons to visit the city.

*Revision:* San Francisco is an exciting city to visit because of the fantastic Fisherman's Wharf, the incredible Pacific Ocean, and the extraordinary restaurants.

In the revised sentence, the essay map items explain why the city is exciting to visit. Additionally, the adjectives that accompany each essay map item, "fantastic," "incredible," and "extraordinary," help support the "exciting" attitude.

1. A new car is superior to a used car because of better viewing, colors, and the neighbors.

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2. Reducing air pollution, expanding the economy, and supporting education are good reasons to vote for a political candidate.

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3. A successful small business, built on spectacular vistas, aromatic candles, and U.S. Grade A ground beef, is easy to franchise.

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4. Hiring a housecleaning crew can help cure your dizzy spells, make your pets happier, and cause your car to get better gas mileage.

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5. A professional wrestling career can be easier to attain by studying classical music, ballet, and the opera.

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Name: \_\_\_\_\_ Course & Section Number \_\_\_\_\_

### Chapter 3

*Write thesis sentences for the following topics. Use the criteria for writing an effective thesis sentence that you have learned.*

1. A book you have read.

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2. A controversial movie you have seen.

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3. Privacy on the Internet.

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4. What makes a relationship work.

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5. College drinking.

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Name: \_\_\_\_\_ Course & Section Number \_\_\_\_\_

**Chapter 3**

- Shocking statistic or statement
- Series of questions
- Common problem or misconception

*Write three lead-in sentences for each of the introductory paragraph techniques listed above.*

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_ Course & Section Number \_\_\_\_\_

### Chapter 3

*Write introductory sentences for each of the following thesis sentences. Try to create at least three sentences using one of the introductory sentence techniques you have learned.*

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Traveling to foreign lands can make you appreciate your own country, allow you to understand other people's points of view, and broaden your knowledge of current international issues.

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Canning your own fruits and vegetables, keeping the thermostat set at 76° year-round, and making some of your own clothes can reduce your monthly bills by half.

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Senior citizens who continue learning, have a hobby, and exercise regularly can live longer and happier lives.

Name: \_\_\_\_\_ Course & Section Number \_\_\_\_\_

### Chapter 4

*The following sentences are inadequate as topic sentences because they lack a controlling idea or attitude. Turn them into topic sentences by adding a controlling idea to each.*

1. I drive my car each day.

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2. Marathoners wear running shoes.

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3. Many young people attend rock concerts.

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4. Jonathan attends precalculus classes.

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5. The World Series is played during October.

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6. Most businesses use computers.

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7. Millions diet each day.

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8. Voting in presidential elections takes place every four years.

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9. A relationship exists between farming and the rainforest.

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10. The police respond to emergency situations.

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Name: \_\_\_\_\_ Course & Section Number \_\_\_\_\_

**Chapter 4**

*Write topic sentences for the following subjects. Don't forget to add a controlling idea or attitude.*

1. Clothes

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2. Hurricanes

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3. Political Races

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4. Summer Jobs

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5. Exercising

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6. Soap Operas

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7. Television Reruns

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8. Rollerblading

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9. Music

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10. Astrology

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Name: \_\_\_\_\_ Course & Section Number \_\_\_\_\_

## Chapter 4

*Write a topic sentence with a controlling idea or attitude for the support sentences in the following paragraphs.*

1. \_\_\_\_\_  
\_\_\_\_\_

First, the rafting trip down the river provided a thrill a minute as we hit the rapids. Next, the horseback ride along a winding trail took us through a dense forest filled with the sounds of many birds and other wildlife. After all the day's activities were complete, we sat around a roaring campfire and sang songs beneath a canopy of twinkling stars.

2. \_\_\_\_\_  
\_\_\_\_\_

Monet's impressionistic paintings, with their muted colors and wispy, fog-like quality, seemed to be part of a dream. On the other hand, the shiny, brightly colored glass sculptures of Gilhooly appeared like fantastic clouds plunging from the sky, and the rigid, metallic armor suits of the knights seemed to stand guard over the earthly domain.

3. \_\_\_\_\_  
\_\_\_\_\_

Uncle Morgan seemed about ten pounds heavier than the last time the family got together. Twins Marleena and Marlaana, first cousins from Mom's side of the genealogy chart, were wearing their hair in long curls instead of their usual Peter Pan cut. The twinkle in Aunt Bessy's eyes had been replaced with a sad, almost mournful gaze.

4. \_\_\_\_\_  
\_\_\_\_\_

China's population is already over 1 billion, and India's population will be over 1 billion in the near future. The total population for the United States, which has many well-advertised family planning organizations, has increased by 30 million in only a few decades. The rate at which the world's resources are being consumed is increasing at an alarming rate.

Name: \_\_\_\_\_ Course & Section Number \_\_\_\_\_

## Chapter 4

*To practice creating working outlines, add a controlling idea for each of the topics listed below. Then, using one of the six reporter's questions for each topic, list three specific support details that develop the controlling idea or attitude. Do not use the same question for more than one topic. After you have finished, you will have a list of all the basic ideas that will go into a paragraph on the topic. This is called a working outline because the paragraph is still unfinished.*

1.

Topic: The *Mission Impossible* movies

Controlling idea or attitude: \_\_\_\_\_

Reporter's question: \_\_\_\_\_

Support ideas:

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

2.

Topic: Dating

Controlling idea or attitude: \_\_\_\_\_

Reporter's question: \_\_\_\_\_

Support ideas:

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

3.

Topic: School violence

Controlling idea or attitude: \_\_\_\_\_

Reporter's question: \_\_\_\_\_

Support ideas:

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

4.

Topic: Welfare

Controlling idea or attitude: \_\_\_\_\_

Reporter's question: \_\_\_\_\_

Support ideas:

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

5.

Topic: Recycling

Controlling idea or attitude: \_\_\_\_\_

Reporter's question: \_\_\_\_\_

Support ideas:

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

Name: \_\_\_\_\_ Course & Section Number \_\_\_\_\_

## Chapter 8

*Write a narrative topic sentence for each of the following subjects. Be certain that the sentence expresses the point of the story, the idea that will keep the reader's interest. You will have to make up the point of each story.*

1. Visiting a new place

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2. An important event

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3. An important person

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Name: \_\_\_\_\_ Course & Section Number \_\_\_\_\_

## Chapter 9

*Underline the topic once and the controlling idea or attitude twice in the topic sentences that follow.*

1. Cybersex is becoming a popular activity.
2. Religion is an important aspect of most people's lives.
3. Binge drinking at parties is increasing.
4. Date rape is hard to prove in court.
5. A positive attitude can help fight illness.
6. Plagiarism defeats the purpose of writing assignments.

Name: \_\_\_\_\_ Course & Section Number \_\_\_\_\_

## Chapter 10

*Separate each of the following topics into three classifications or groups. They can be based on shape, color, size, kind, or any other category that helps explain the topic. The first one is done as a sample.*

	<b>arctic</b>	<b>tropical</b>	<b>oceanic</b>
Fish:	_____	_____	_____
Clothes:	_____	_____	_____
Music:	_____	_____	_____
Movies:	_____	_____	_____
Storms:	_____	_____	_____
Dates:	_____	_____	_____
Ice cream:	_____	_____	_____

Name: \_\_\_\_\_

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## Chapter 12

### Practice 1

Look at the following pairs of topics. Indicate whether it would be better to compare or contrast each pair by putting a check mark in the space provided.

	<u>Compare</u>	<u>Contrast</u>
1. Fire and ice	_____	_____
2. Alaska and Arizona	_____	_____
3. Capitalism and communism	_____	_____
4. Men and women	_____	_____
5. Soccer and rugby	_____	_____
6. Email and snail mail	_____	_____
7. Swimming in a river or lake	_____	_____
8. Canoeing and kayaking	_____	_____
9. Thin and deep-pan pizza	_____	_____
10. Being married and being single	_____	_____

**Practice 2**

*Choose one of the topics from Practice 1 and complete a compare and contrast diagram for it.*

**Compare and Contrast Diagram**

Two items: \_\_\_\_\_

Similarities: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Differences: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Practice 3**

*Write a topic sentence for the subject you chose in Practice 1 and for which you completed a comparison and contrast diagram in Practice 2.*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_ Course & Section Number \_\_\_\_\_

### Chapter 13

*Write a synonym, class, and negation definition for one of the following words.*

1. freedom

2. rustic

3. malevolent

4. prude

5. shark

6. tomato

7. symbol

8. topography

9. simplicity

Name: \_\_\_\_\_ Course & Section Number \_\_\_\_\_

## Chapter 14

*Explain why the following events do not have a causal relationship, either because of chronological order or coincidence.*

1. The successful field goal, passing through the uprights just as the final gun sounded, won the game by a score of 17 to 14.

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2. I always get sick the day after Thanksgiving. I need to stop eating so much, and I guess I'll have to stop going on those brisk, long walks that my family always takes after dinner.

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Name: \_\_\_\_\_ Course & Section Number \_\_\_\_\_

## Chapter 14

*This practice will help you develop a paragraph that focuses on causes.*

1. Pick one of the following topics.  
a phobia (an unreasonable fear, such as fear of heights, spiders, open spaces, flying)  
looking for a new job  
a good relationship

2. List as many causes of your topic choice as you can think of.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

3. If any of the causes in your list are merely chronological or coincidental, draw a line through them.

4. Write a topic sentence that focuses on causes.

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5. Write a sentence for each of the causes in your list that is not merely chronological or coincidental.

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6. On a separate sheet of paper, rewrite your sentences into paragraph form.

Name: \_\_\_\_\_ Course & Section Number \_\_\_\_\_

## Chapter 14

*This practice will help you develop a paragraph that focuses on effects.*

1. Pick one of the following topics.  
having a child out of wedlock  
children watching too much television violence  
using a cell phone while driving
2. List as many effects of your topic choice as you can think of.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  - e. \_\_\_\_\_
3. If any of the effects in your list are merely chronological or coincidental, draw a line through them.
4. Write a topic sentence that focuses on effects.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Write a sentence for each of the effects in your list that is not merely chronological or coincidental.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. On a separate sheet of paper, rewrite your sentences into paragraph form.

Name: \_\_\_\_\_ Course & Section Number \_\_\_\_\_

## Chapter 15

*For the ten topics listed below, write either a pro (for) topic sentence or a con (against) topic sentence. Try to write five pro sentences and five con sentences.*

1. Topic: Selling cigarettes to teens under eighteen years of age

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2. Topic: Regulation of sexually explicit material on the Internet

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3. Topic: Organized prayer in public schools

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4. Topic: Lower speed limits on federal highways

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5. Topic: Military draft for eighteen-year-old males and females

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6. Topic: Adoption of children by gay and lesbian couples

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7. Topic: Safety inspections for automobiles

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8. Topic: Elimination of athletic scholarships

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9. Topic: Increasing the income tax

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10. Topic: Legalization of marijuana

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Name: \_\_\_\_\_ Course & Section Number \_\_\_\_\_

**Chapter 15**

*Create a pro and con list for each of the following topics. Think of as many items for each list as you can.*

1. Topic: Teaching sex education in mixed-gender classes

Pro

Con

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2. Topic: Gays serving in the military

Pro

Con

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3. Topic: Smoking in public places

Pro

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Con

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4. Topic: Foreign language requirements in high school and college

Pro

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---

Con

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5. Topic: Affirmative action in employment

Pro

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---

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---

---

Con

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Name: \_\_\_\_\_ Course & Section Number \_\_\_\_\_

**Practice: Finding Nouns**

*Underline the nouns in the following sentences. (Note: Sentences for the Writer's Resources exercises are based on the professional essays used in the text.)*

Example: The family travels to the mountains every weekend.

1. I was twelve, and in my first year of junior high school.
2. I discovered black was not supposed to be beautiful.
3. At that age, boys suddenly became important.
4. But by that time, black kids no longer believed in that sixties mantra, "Black is beautiful."
5. Light skin, green eyes, and long, wavy hair were once again synonymous with beauty.

(Jones, "Light Skin Versus Dark")

Name: \_\_\_\_\_ Course & Section Number \_\_\_\_\_

**Practice: Personal Pronouns**

*In the following paragraph, underline subjective pronouns once, objective pronouns twice, and possessive pronouns three times. Some sentences may contain more than one type.*

A racist encounter hurts badly. But it does not equal the pain of “colorism”—being rejected by your own people because your skin is colored cocoa and not cream, ebony and not olive. On our scale of beauty, it is often the high yellows—in the lexicon of black America, those with light skin—whose looks reap the most attention. Traditionally, if someone was described that way, there was no need to say that person was good-looking. It was a given that light was lovely. It was those of us with plain brown eyes and darker skin hues who had to prove ourselves.

(Jones, “Light Skin Versus Dark”)

Name: \_\_\_\_\_ Course & Section Number \_\_\_\_\_

**Practice: Pronoun-Antecedent Agreement**

*Fill in the blanks with the correct pronouns. Underline the antecedent of each pronoun.*

*Example:* All students must do their assigned reading before class.

1. Dr. Brenda Izen washed \_\_\_\_\_ car on a rainy afternoon.
2. Janet and Wayne are remodeling \_\_\_\_\_ basement.
3. The bankers and the insurance agents met today; \_\_\_\_\_ discussed many problems facing the elderly.
4. The highway looks slick because \_\_\_\_\_ is covered with a layer of black ice.
5. Everyone should be responsible for \_\_\_\_\_ behavior.
6. Anyone failing the test today must do well on \_\_\_\_\_ test at mid term.
7. Each lawyer presented \_\_\_\_\_ argument.
8. Have Ramona and Luis paid for \_\_\_\_\_ concert tickets?
9. Most of the exercises in this book have \_\_\_\_\_ specific objectives.
10. Each child left \_\_\_\_\_ home early for school.

Name: \_\_\_\_\_ Course & Section Number \_\_\_\_\_

**Practice: Pronoun Use**

*Correct the following paragraphs for pronoun use. The first pronoun has been done for you: The correct answer is in parentheses. Some sentences are correct.*

For a hunter to admit that there's something enjoyable about killing an animal is considered fantastic. The outdoor magazines are a perfect example: their (its) editorials constantly harp on sportsmanship, challenge, conservation ethics, nature worship, tradition, and camaraderie. \_\_\_\_\_ (Those) are showcased as the most genuine rationales for \_\_\_\_\_ (your) sport; the killing is merely incidental—the “We kill in order to have hunted” syndrome. According to these editorials, it's the grueling hours of scouting, stalking, and honing \_\_\_\_\_ (your) woodsmanship that count. \_\_\_\_\_ (It is) led to believe that only a small minority of slob hunters forsake these principles. (Fontova, “Why We Hunt”)

**Practice: Pronoun Use**

*Correct the following paragraph for pronoun use. The first pronoun has been done for you; the correct answer is in parentheses. Some sentences are correct.*

I didn't disappoint myself (himself). I reveled in killing, maiming, bloodletting, and gutting. Never did \_\_\_\_\_ (you) have the slightest thought regarding carrying capacity, overbrowsing, population dynamics, or any other game-management concept. The arguments that hunters advanced in defense of \_\_\_\_\_ (his) sport were alien to \_\_\_\_\_ (me). I hunted in order to kill: \_\_\_\_\_ (you) did not kill in order to have “the hunting experience.” (Ruggeri, “Why I Don't Hunt”)

### Practice: Pronoun Use

*Edit the following paragraph for pronoun usage. The first pronoun has been done for you. Some may be correct.*

Why don't I hunt? I (He) could allude to the fruits of exhaustive research into the ecological and biological consequences of hunting, and to the collective insight of biologists, ecologists, and naturalists \_\_\_\_\_ (which) challenge the prevailing wildlife-management dogma. Yet, fundamentally, the answer can be expressed in simple moral terms: Hunting is wrong, and should be acknowledged to be so not only by \_\_\_\_\_ (these) \_\_\_\_\_ (that) espouse the strict precepts of the animal-rights credo, but by \_\_\_\_\_ (those) who hold a common sense of decency, respect, and justice. When \_\_\_\_\_ (he) have exposed the specious reasoning of the hunters' apologists and stripped \_\_\_\_\_ (its) sport of \_\_\_\_\_ (its) counterfeit legitimacy, the naked brutality of hunting defines itself: killing for the fun of it. (Ruggeri, "Why I Don't Hunt")

Name: \_\_\_\_\_ Course & Section Number \_\_\_\_\_

**Practice: Pronoun Use**

*Supply the missing past tense or present participle in the following sentences.*

Example: (sing) For her recital, the soprano sang a variety of arias.

1. (date) I once \_\_\_\_\_ a boy who called me a hillbilly because my family has lived in the Ozarks in southern Missouri for several generations.
2. (realize) I took offense, not \_\_\_\_\_ that as a foreigner to the United States he was unaware of the insult.
3. (mean) He had \_\_\_\_\_ it as a term of endearment.
4. (start) I \_\_\_\_\_ thinking about the implications of the term to me, my family, and my community.
5. (grow) While \_\_\_\_\_ up I was often surprised at the way television belittled “country” people.
6. (offend) We weren’t \_\_\_\_\_ by the self-effacing humor of The Andy Griffith Show and The Beverly Hillbillies.
7. (learn) (wonder) As I \_\_\_\_\_ about tolerance and discrimination in school, I \_\_\_\_\_ why stereotypes of our lifestyle went unexamined.
8. (be) Actors playing “country” people on TV \_\_\_\_\_ usually comic foils or objects of ridicule.
9. (seem) Every sitcom \_\_\_\_\_ to have an episode where country cousins, wearing high-water britches and carrying patched suitcases, visited their city friends.
10. (know) Li'l Abner and the folks on Hee Haw were amusing, but we on the farm \_\_\_\_\_ that our work did not lend itself to bare feet, gingham bras, and revealing cutoff jeans. (Kirkendall, “Who’s a Hillbilly?”)

Name: \_\_\_\_\_ Course & Section Number \_\_\_\_\_

**Practice: Present Perfect and Past Perfect Tenses**

*Change the verb tenses from present to past, changing perfect tenses as needed. The first sentence has been done for you.*

A volatile inner-city drama took (is taking) place in New York where blacks \_\_\_\_\_ (have been) boycotting Korean groceries for four months. The recent attack on three Vietnamese men by a group of blacks who mistook them for Koreans \_\_\_\_\_ (has brought) this long-simmering tension between two minority groups to the world's attention. Korean newspapers from San Francisco to Seoul \_\_\_\_\_ (have been) running front-page stories. Non-Asian commentators around the country, whose knowledge of Korea may not be much more than images from the Korean war and the ridiculous television series M.A.S.H., \_\_\_\_\_ (are making) all sorts of comments. (Kang, "A Battle of Cultures")

Name: \_\_\_\_\_ Course & Section Number \_\_\_\_\_

**Practice: Active Voice**

*The following sentences are written in passive voice. Rewrite each in active voice.*

1. The house was destroyed by the earthquake.

\_\_\_\_\_

2. The garden was planted by my mother.

\_\_\_\_\_

3. Creative recipes were developed by the chefs.

\_\_\_\_\_

4. Our mortgage payment was increased by the bank.

\_\_\_\_\_

5. The cake was devoured by the children.

\_\_\_\_\_

**Practice: Passive Voice**

*The following sentences are written in active voice. Rewrite each in passive voice.*

1. The fire almost destroyed Yellowstone National Park.

\_\_\_\_\_

2. The insurance company did not raise their rates.

\_\_\_\_\_

3. Tiger Woods broke the tournament record.

\_\_\_\_\_

4. The thief mugged his grandfather in the park.

\_\_\_\_\_

5. The new skiers finally mastered the bunny slope.

\_\_\_\_\_

Name: \_\_\_\_\_ Course & Section Number \_\_\_\_\_

**Practice: Correct Verb Form and Tense**

*Change the verb tense in the following paragraph from present to past. Next, underline all the verbs in the paragraph. The first one is done for you.*

On December 8, 1941, the day after the Japanese attack on Pearl Harbor in Hawaii, my grandfather barricaded (barricades) himself with his family—my grandmother, my teenage mother, her two sisters and two brothers—inside of his home in La’ie, a sugar plantation village on Oahu’s North Shore. This is my maternal grandfather, a man most villagers call by his last name, Kubota. It could mean either “Wayside Field” or else “Broken Dreams,” depending on which ideograms he uses. Kubota runs La’ie’s general store, and one night, after a long day of bad news on the radio, some locals come by, pound on the front door, and make threats. One is said to brandish a machete. They are angry and shocked, as the whole nation is in the aftermath of the surprise attack. Kubota is one of the few Japanese Americans in the village and president of the local Japanese language school. He has become a target for their rage and suspicion.

(Hongo, “Kubota”)

Name: \_\_\_\_\_ Course & Section Number \_\_\_\_\_

**Practice: Correct Verb Form and Tense**

*In the following paragraph, supply the correct form or tense of the verbs in the spaces provided. The first sentence has been done for you. Be careful to use the perfect tenses when appropriate.*

He was a *kibei*, a Japanese American born in Hawaii (a U.S. territory then, so he was (be) thus a citizen) but who was subsequently \_\_\_\_\_ (send) back by his father for formal education in Hiroshima, Japan, their home province. *Kibei* is \_\_\_\_\_ (write) with two ideograms in Japanese: one is the word for “return” and the other is the word for “rice.” Poetically, it \_\_\_\_\_ (mean) one who returns from America, \_\_\_\_\_ (know) as the Land of Rice in Japanese (by contrast, Chinese immigrants \_\_\_\_\_ (call) their new home Mountain of Gold).

Kubota \_\_\_\_\_ (be, graduate) from a Japanese high school and then \_\_\_\_\_ (come) back to Hawaii as a teenager. He \_\_\_\_\_ (speak) English—and a Hawaiian creole version of it at that—with a Japanese accent. But he \_\_\_\_\_ (be) well liked and good at numbers, scrupulous and hard working like so many immigrants and children of immigrants. (Hongo, “Kubota”)

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### Practice: Subject-Verb Agreement

*In the following sentences, choose the correct form of the verb in the parentheses.*

*First, underline the subject and decide whether it is singular or plural.*

*Next, underline the verb form that correctly agrees with the subject. The tense must also be accurate.*

Example: He always (carry, carries) a credit card in his wallet.

1. Every summer weekend in Missouri, the freeway leading out of our cities (is, are) clogged with vacationers.
2. Minivans and RVs (edge, edges) toward a clear river with a campground and canoe rental, a quiet lake resort, or craft show in a remote Ozark town.
3. Along these popular vacation routes, the rural hosts of convenience stores, gift shops, and corner cafes (accept, accepts) condescension along with personal checks and credit cards.
4. On a canoeing trip not long ago, I (recall, recalls) sitting on the transport bus and listening, heartbroken, as a group of tourists ridiculed our bus driver.
5. They (yells, yelled) “Hey, plowboy, ain’t ya got no terbacker fer us?” They (point, pointed) at the young man’s sweat-stained overalls as he, seemingly unaffected by their insults, singlehandedly (carries, carried) their heavy aluminum canoes to the water’s edge.
6. That “plowboy” (was, were) one of my high-school classmates. He greeted the tourists with a smile and tolerated their derision because he knew tourism brings dollars and jobs. (Kirkendall, “Who’s a Hillbilly?”)

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**Practice: Subject-Verb Agreement with Compound Subjects**

*In each sentence, underline the verb that agrees with the compound subject.*

Example: During the summer, parents and children (look, looks) forward to vacations.

1. The top of the slalom course and the bottom (appear, appears) far apart.
2. Every mountain and ocean (is, are) indicated on the new map.
3. The sea lion and her cub (stands, stand) on the dock near Fisherman's Wharf.
4. Each gymnast and coach (congratulate, congratulates) the winner of the competition.
5. The costume on the mannequin and the one on my child (fit, fits) differently.
6. Each towel, sheet, and pillow case (turns, turn) pale in the bleach-filled water.
7. Members of the anniversary party or the guests (is, are) in the pictures in the album.
8. Either exhaustion or procrastination (delay, delays) my progress.
9. Neither a calculator nor a dictionary (was, were) available in the bookstore.
10. My sisters or my mother (are, is) going to join me for a vacation.

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**Practice: Subject-Verb Agreement**

*Edit the following paragraph for subject-verb agreement. The first sentence has been done for you. Some sentences may be correct.*

We know (knows) we (correct) (have) friends; at least I know my friends \_\_\_\_\_ (is) with me, if not always, at least most of the time. And most of the time I \_\_\_\_\_ (needs) them, and they me. We \_\_\_\_\_ (reaches) over the phone lines for that word of comfort, the encouragement we \_\_\_\_\_ (needs) to go on when our own store of willpower \_\_\_\_\_ (have become) depleted. (Franco, "A Magic Circle of Friends")

**Practice: Subject-Verb Agreement**

*Edit the following paragraph for subject-verb agreement. The first verb has been done for you.*

We will do it instead at a slower pace, because, along the way, we have (has) learned lessons both small and big: for example, that the world \_\_\_\_\_ (are) in no hurry to be changed and that we will \_\_\_\_\_ (has) a better shot at it after a good night's sleep. We \_\_\_\_\_ (may not complete) our plans by tomorrow, or even by the end of the week, because the details of our lives may \_\_\_\_\_ (interferes), such as a child home from college, or a neighbor's emergency. (Franco, "A Magic Circle of Friends")

### Practice: Subject-Verb Agreement

*Edit the following passage for subject-verb agreement. The first sentence has been done for you.*

They call (calls) us “late bloomers,” they call us “returnees.” We \_\_\_\_\_ (is) sought by schools, thanks to the sheer numbers we represent, not to mention the life experience and the common sense that even the least bright among us \_\_\_\_\_ (bring) to the classroom. We \_\_\_\_\_ (feels) flattered and surprised, and our ego \_\_\_\_\_ (is) bolstered by the realization that we \_\_\_\_\_ (is) indeed quite capable....

We may just be beginning to feel a few arthritic pangs in our toes and fingers, but with our hair neatly streaked and some expensive dental work, we \_\_\_\_\_ (knows) we still look good. We \_\_\_\_\_ (know) we \_\_\_\_\_ (are) still strong, smart, vital and, most especially, ready to work. This time around we will \_\_\_\_\_ (makes) a big difference. We \_\_\_\_\_ (knows), because for sure, we already \_\_\_\_\_ (was) different.  
(Franco, “A Magic Circle of Friends”)

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**Practice: Adjectives and Adverbs:**

*In the blanks provided, write an appropriate adjective or adverb from the lists of adjectives and adverbs below.*

<b>Objective Adjectives</b>	<b>Subjective Adjectives</b>
glowing	beautiful
crashing	harsh
stabbing	painful
twisted	ugly
strident	persistent
tender	loving

<b>Commonly Used Adverbs</b>				
happily	harshly	quietly	sadly	rudely
softly	perfectly	poorly	politely	slowly
sadly	loudly	quickly	carefully	very

1. It was a \_\_\_\_\_ night. The \_\_\_\_\_ colors of the sunset burned in the west as the sun set \_\_\_\_\_.
2. The \_\_\_\_\_ limbs of the \_\_\_\_\_ tree grew up harshly into the winter sky.
3. The \_\_\_\_\_ wound was very \_\_\_\_\_ to the touch.
4. The \_\_\_\_\_ bellow of the car's horn blared \_\_\_\_\_ in front of the house.
5. \_\_\_\_\_ demands of course work often interfere with \_\_\_\_\_ made plans.



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**Practice: Identifying Clauses and Phrases**

*In the blank to the side of each group of words, write **IC** if the group of words is an independent clause, **DC** if the group of words is a dependent clause, and **P** if the group of words is a phrase. If the group of words is a phrase, identify the type of phrase.*

Example: P (prepositional) Under the floor

1. \_\_\_\_\_ From the center of downtown Tucson
2. \_\_\_\_\_ the ground sloping gently away to Main Street
3. \_\_\_\_\_ Here lies the section of the city
4. \_\_\_\_\_ known as El Hoyo
5. \_\_\_\_\_ In no sense it is a hole
6. \_\_\_\_\_ as its name would imply
7. \_\_\_\_\_ Its inhabitants are Chicanos
8. \_\_\_\_\_ who raise hell on Saturday night
9. \_\_\_\_\_ listening to Padre Estanislao
10. \_\_\_\_\_ on Sunday morning.

(Suarez, "El Hoyo")

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**Practice: Misplaced or Dangling Modifiers**

*The sentences below have misplaced or dangling modifying phrases. Underline the misplaced or dangling phrase in each sentence and rewrite the sentence so that the meaning is clear and accurate.*

Example: David fed the birds in his robe and slippers.

In his robe and slippers, David fed the birds.

1. The storekeeper did not sell the book to the customer with the cover missing.

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2. Walking down the hall, the VCR cart nearly pushed her into the wall.

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3. The mail carrier delivered the package to the woman wrapped in holiday wrapping paper.

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4. To lift the exercise equipment up the stairs, a great deal of strength is required.

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5. After she lost her job, her parents encouraged her to move back home with them.

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6. Singing in the basement, the dog began to whine, and the cat dashed up the stairs.

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7. The teacher gave the class a lecture with only five students.

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8. The salesman answered the angry customer's accusations smiling.

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9. Driving past the house, the signs of a forbidden party were suddenly obvious.

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10. Testing the samples, the lab suddenly filled with smoke.

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**Practice: Punctuation**

*Add the correct capitalization and punctuation, including correct comma usage and periods, to the following paragraphs. The first sentence has been done for you.*

the (The) newest move to bash immigrants in the united states (United States) has arrived with the resurgence of the english-only (“English-only”) movement. the type of legislation called for by this movement is sure to have negative repercussions for american society at large.

In nineteen ninety six, the supreme court agreed to review a lower courts invalidation of arizonas nineteen eighty eight constitutional amendment making english the official language of that state. this law mandates that voting ballots be in english only and that english be the official language of all government functions and actions, including government documents. government officials and employees are to conduct business in english only; additionally, schools are not allowed to teach in any other language unless the class is specifically geared toward teaching a foreign language. (Rivera, “Why English-Only Laws Are Useless”)

**Practice: Punctuation**

*Add the correct capitalization and punctuation to the following paragraphs.*

blind from birth i have never had the opportunity to see myself and have been completely dependent on the image i create in the eye of the observer to date it has not been narcissistic

there are those who assume that since I cant see I obviously cannot hear very often people will converse with me at the top of their lungs enunciating each word very carefully conversely people will also often whisper assuming that since my eyes don’t work my ears dont either.

for example when I go to the airport and ask the ticket agent for assistance to the plane he or she will invariably pick up the phone call a ground hostess and whisper hi jane weve got a seventy six here I have concluded that the word blind is not used for one of two reasons either they fear that if the dread word is spoken the ticket agents retina will immediately detach or they are reluctant to inform me of my condition, of which I may not have been previously aware

(Krents, "Darkness at Noon")

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**Practice: Punctuating Nonrestrictive Modifiers**

*Punctuate the phrases or clauses in the following sentences correctly, putting commas only around non-essential phrases and clauses. Some sentences are correct.*

Example: Mr. Collins, who once dreamed of being an anthropologist, now works at the local bookstore.

1. The football players who looked impressive in their new uniforms marched in the Homecoming parade.
2. The technical building which had been built in 1960 was now in need of renovation.
3. Emeralds that are artificially created appear brighter than natural emeralds.
4. The mortgage which was a large part of their budget was due to be paid off in one more year.
5. The committee that I have been requested to join meets twice a week.
6. The gift basket we received for Christmas included gifts for the entire family.
7. The snow-storm descending from the northern states threatened to cancel the first week of spring semester.
8. Professor Wilson gave the test to her new group of students who refused to read homework assignments.
9. We avoided only the speakers who presented outdated information.
10. The investments that were successful the previous year were less successful in the new year.

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**Practice: Lie/Lay, Rise/Raise, Sit/Set**

*Write your own sentences using each of the verbs listed below.*

1. Lie

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2. Lay

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3. Rise

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4. Raise

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5. Sit

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6. Set

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The way you start a paragraph will determine the quality of your essay. Therefore, you need to be careful when choosing words to start a paragraph. The use of transition words to start a paragraph will make your text more engaging. Assist the person reading your essay to understand the why you ordered your ideas the way you have done. What is the relationship between the first and second body paragraphs? Do not allow your readers to guess what you are thinking about or trying to communicate. Students who have this knowledge will not struggle with starting or how to end an essay. You can also be sure that you will please those who read your work. The most important thing is to choose good transition words for your essay. Each paragraph in your paper should focus on one central point. Follow these 6 steps for a strong paragraph structure. This particular paragraph takes the form of a historical story “ giving evidence and analysis of each step towards Braille’s widespread acceptance. It took approximately 30 years, but the French government eventually approved the Braille system, and it was established throughout the country (Bullock & Galst, 2009). Access to reading could help improve the productivity and integration of people with vision loss. It took approximately 30 years, but the French government eventually approved the Braille system, and it was established throughout the country (Bullock & Galst, 2009). Not all paragraphs will look exactly like this.