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Interactions 1

SENTENCE DEVELOPMENT AND
INTRODUCTION TO THE PARAGRAPH

WRITING













**Mc
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Cheryl Pavlik • Margaret Keenan Segal

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Academic Life Around the World

In This Chapter

Genre Focus: Descriptive

Writing Product

A descriptive paragraph about a classmate

Writing Process

- Interview a classmate.
- Distinguish fact and opinion.
- Create a graphic organizer.
- Learn about topic sentences.
- Connect ideas with *and*, *but*, and *so*.
- Use *also* to add information.
- Learn to revise for content and edit for form.
- Use a writing rubric to evaluate a first draft.

“The foundation of every state is the education of its youth.”

—Diogenes Laertius
Greek biographer (c. 250)



Connecting to the Topic

- 1 Is this classroom environment similar to yours? Why or why not?
- 2 What are some other types of classroom settings?
- 3 What type of classroom environment do you prefer? Why?



Part 1 Before You Write

Exploring Ideas

1 Reviewing Interview Questions A reporter for a school newspaper is writing an article about new students on campus. Read the questions he will ask the students.

1. What is your name?
2. Where are you from?
3. What classes are you taking?
4. What do you like about this school?
5. What do you like to do in your free time?
6. What are your plans for the future?



▲ Interviewing a classmate

2 Writing Interview Questions In this chapter, you are going to interview a classmate and write a descriptive paragraph about him or her. Write some questions for your interview. Use some of the questions above, and write three new questions.



3 Sharing Your Interview Questions Your teacher will write some of your questions on the board. Discuss them as a class. Are they good questions to ask? Now look at your own questions. Are they good questions? Make any changes you think are necessary.



4 Interviewing Someone Look at the questions on the board and the ques- you wrote. Choose the ten questions you like the best. Then choose a partner, and interview him or her using the ten questions you chose. Write your partner's answers after each question.

Building Vocabulary

Strategy

Using Vocabulary Charts

One way to learn new words is to make vocabulary charts. For example, you can make a chart that lists new words by categories or topics.



5 Using a Vocabulary Chart Work in groups of four or five. Share the words you used for your interview with the other members of your group. Decide which words are the most important for you, and add them to the chart below. Some words are given as examples.

Classes	Free-time Activities	Future Plans	Other New Vocabulary
<i>art</i>	<i>drawing</i>	<i>artist</i>	<i>helpful</i>

Organizing Ideas

Strategy

Facts and Opinions

It is important to understand the difference between fact and opinion. A fact is a statement that can be proven: something that everyone would agree on. An opinion is someone's idea. It may or may not be true. For example, these statements are facts: *Today's date is March 11. Paris is the capital of France.* These statements are opinions: *Today is a wonderful day. Paris is a beautiful city.*

6 Distinguishing Fact and Opinion A student interviewed Yara H. in the paragraph. Look at the student's questions and notes. Write *F* (fact) next to questions about facts and *O* (opinion) next to questions about opinions.

1. F What is your name?
Yara Haider
2. Where are you from?
Aleppo, Syria
3. How old are you?
Nineteen.
4. Why are you studying in Beirut?
Because my father is Lebanese, and I want to learn about Lebanon.
5. What classes are you taking?
English, art, history, and clothes design.
6. Why are you studying English?
Because clothes design is an international business, so I need to be able to communicate in English.
7. What do you think about Lebanese Technical College?
I think the classes are excellent, the students are friendly, and the teachers are helpful.
8. What do you dislike about this college?
I think the food in the cafeteria is terrible, and the campus needs some more trees.
9. What do you do in your free time?
I like to draw and to go sightseeing.
10. What are your plans for the future?
I plan to be a designer.

Using Graphic Organizers

Strategy

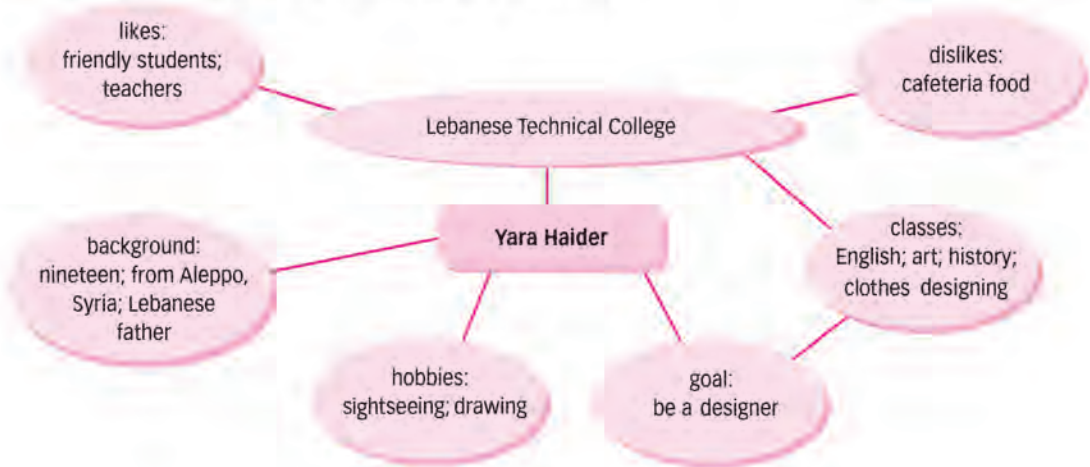
Graphic Organizers

Sometimes it is helpful to use a diagram to organize information before writing. This kind of diagram is called a *graphic organizer*. There are many different types of graphic organizers, but they all have one thing in common—they help us to see how different pieces of information are connected or related to each other. They can also show us when information is missing or unnecessary.



7 Analyzing a Graphic Organizer The graphic organizer below contains information from the interview in Activity 6. Review the graphic organizer and discuss the following questions in groups of three:

1. The information is organized in several groups. What do the groups represent?
2. How does the diagram show that information is related?
3. What information from the interview is not included in the diagram?
4. Where should it go? How do you know?



8 Creating a Graphic Organizer Write *F* (fact) or *O* (opinion) in front of the questions that you asked in Activity 4. Then use the information to create a graphic organizer like the one above.



9 Sharing Your Graphic Organizer Show your graphic organizer to the person you interviewed. Does she or he want to add any information?

Writing Topic Sentences

Strategy

Functions and Characteristics of a Topic Sentence

When you write a topic sentence, keep the following in mind:

- It tells the reader the main idea of a paragraph.
- Every sentence in the paragraph relates to it.
- It should not be too general or too specific.
- It should not use phrases such as *I am going to write about . . .* or *This paragraph is about . . .*

10 Choosing the Best Topic Sentence Read the sentences below. Choose the one that would be a good topic sentence for the paragraph about Yara Haider.

- Yara Haider is a woman.
- Yara Haider doesn't like the food in the cafeteria.
- Yara Haider is one of many new students at Lebanese Technical College.

11 Writing a Draft Topic Sentence Write a draft topic sentence for the paragraph you will write about a classmate. Remember that this is just a draft. Once you write your paragraph, you might want to change your topic sentence.

Part 2 Developing Writing Skills

Developing Cohesion and Clarity

Strategy

Connecting Ideas

Good writers connect the ideas in their paragraphs. A paragraph with connected ideas is cohesive. It is clear and easy to read.



1 Analyzing Connectors Look at the paragraph about Yara Haider on page 9, and circle the words *and*, *but*, *so*, and *also*. Then answer the following questions in groups.

- Which words add information?
What information is added?
- Which word introduces a result?
What result is introduced?
- Which word indicates contrasting information?
What information is contrasted?

Yara Haider is one of many new students at Lebanese Technical College. She is nineteen and from Aleppo, Syria. Her father is Lebanese, so she is studying in Beirut in order to learn about his native country and culture. She is living in Beirut with her aunt. She is studying to be a designer. Yara likes LTC very much. She likes the friendly students and the helpful teachers. She also thinks her classes are excellent, but she doesn't like the food in the cafeteria.



Yara Haider

USING AND TO CONNECT PHRASES AND SENTENCES

When you want to say two things about a subject, use the word *and* to connect the information.

Sometimes *and* connects phrases that have the same verb. There is no need to repeat the subject or verb after *and*.

Examples

Yara is studying English. Yara is studying art.

Yara is studying English and art.

Yoshi likes reading. Yoshi likes watching television.

Yoshi likes reading and watching television.

Sometimes *and* connects phrases that have different verbs. There is no need to repeat the subject after *and*.

Examples

Yara Haider is 19. Yara Haider plans to be a designer.

Yara Haider is 19 and plans to be a designer.

Yoshi works in the morning. Yoshi goes to school at night.

Yoshi works in the morning and goes to school at night.

2 Connecting Sentences with And

Look at the pairs of sentences below.

For each pair, write a new sentence by connecting the two sentences with *and*.

- Ming Su is 26 years old.

Ming Su comes from Taiwan.

Ming Su is 26 years old and comes from Taiwan.

2. Amelia eats breakfast in the cafeteria.
Amelia eats lunch in the cafeteria.

3. Reiko is 19 years old.
Reiko likes music a lot.

4. Salma is married.
Salma is a student.

5. Enrique likes soccer.
Enrique plays every Saturday.

6. The school offers a good program in business.
The school's recreational facilities are excellent.

USING ALSO TO ADD INFORMATION

When two successive sentences introduce similar ideas, you can use the word *also* in the second sentence. *Also* usually goes before the main verb in the sentence, but it goes after the verb *be*. *Also* is a very useful word, but it shouldn't be used too often. Never use it in two successive sentences, and try to use it no more than twice in a paragraph.

Examples

Yara Haider likes Lebanon very much.
She also likes the students in her school.
Janet is in my English class.
She is also in my music class.

Use the caret symbol (^) when you edit to add something to a sentence.

Example

She is very pretty. She is very intelligent.
also

3 **Using Also in Sentences** Use a caret (^) to add *also* to the second sentence in each pair below.

1. David likes baseball. He likes pop music.
2. Hamid is tall. He is very athletic.
3. In her free time, Maddie plays basketball. She likes to swim.
4. Efraim works part-time. He takes care of his four children.

4 Writing Sentences with *And* and *Also* Look at the notes from your interview. Write one sentence using *and* and one sentence using *also* to connect i

USING *BUT* AND *SO* TO CONNECT SENTENCES

You can also connect two sentences with *but* or *so*. Use a comma before these words when they connect two complete sentences.

But introduces contrasting information.

Examples

She thinks her English class is excellent.

She thinks the food in the cafeteria is terrible.

She thinks her English class is excellent, but she thinks the food in the cafeteria is terrible.

So introduces a result or an effect.

Examples

His company sells equipment to American hospitals.

He needs English for his work.

His company sells equipment to American hospitals, so he needs English for his work.

5 Using *And* and *But* to Connect Sentences Connect the sentences below with *and* or *but*.

- Alberto lives with his sister. She drives him to school every afternoon.

Alberto lives with his sister, and she drives him to school every afternoon.

- Yara can speak English well. She needs more writing practice.

- Western Adult School is in a beautiful location. It doesn't have very good library facilities.

- Yara is Syrian. She is studying in Lebanon.

- Yara's father is proud of her. He's happy that she's studying in Lebanon.

6 Using *But* and *So* to Connect Sentences Connect the sentences below with *but* or *so*.

1. She has to work all day. She doesn't have time to do all of her homework.
She has to work all day, so she doesn't have time to do all of her homework.
2. He likes his English class. He doesn't think the American students are very friendly.

3. Her company is opening an office in the United States. It needs English-speaking workers.

4. She likes academic life. She is homesick for her family.

5. Pedro wants to work in Japan. He needs to learn Japanese.

7 Writing Sentences with *But* and *So* Look at the notes from your interview. Write one sentence using *but* and one sentence using *so* to connect ideas.

Writing With Computers

When you write the first draft of your paragraph on a computer, set the line spacing to double space so you will have room to make notes and corrections later.

Strategy

Writing a First Draft

Good writers always write and then revise their work. The first time you write, you create the *first draft*. In the first draft, put your ideas together in the form of a paragraph. When you write the first draft, think about your ideas. Don't worry too much about grammar, spelling, or form.

ORDERING INFORMATION IN A PARAGRAPH

Information in a paragraph can be organized or ordered in many different ways. For your descriptive paragraph about a classmate, you will first write facts about the person you interviewed. Then you'll write about the person's opinions.

8 Writing the First Draft Write a paragraph about the person you interview. Remember to write about facts, then opinions. Use your graphic organizer and sentences you wrote earlier in the chapter. Don't worry about writing everything correctly in the first draft.

Part 3 Revising and Editing

Revising for Content and Editing for Form

Strategy

Revising for Content

You should review a piece of writing at least twice. The first time, you should revise it for content, and the second time, you should edit it for form.

When you revise your writing for content, focus on the ideas. Ask yourself if you have included everything you wanted to write about and if there are any unnecessary details. Also look at how ideas are connected and organized.

1 Revising for Content Look at the paragraph below. Focus only on the content—the writer's ideas and organization. Think about the following questions:

1. Does the paragraph have a good topic sentence?
2. Are all the sentences about one subject?
3. Is related information grouped together?
4. Can any sentences be connected? Which connecting words can you use?

Don't worry about misspelled words and other errors for now.

A New Class Member

This is about Wichai Tongkhio. is a new member of the English composition class at Amarin Community College. There many classes at ACC. he generally likes life in Bangkok. He likes the school. He doesn't like his dormitory. He is 18 years old. He is from a village in the north. He studying business administration, English and accounting. In his free time, he play basketball. He goes to movies. He plans to visit the United States next summer, so he needs to learn English.

Strategy

Editing for Form

When you edit your writing for form, focus on the way the writing looks on the page, the grammar, spelling, and punctuation.

Here are some guidelines for forming paragraphs and sentences:

1. Write the title of your paragraph in the center of the first line.
2. Capitalize all important words in the title, but don't capitalize small words like *a, the, to, with, and at* unless they come at the beginning of the title.
3. Skip a line between the title and the paragraph, and indent (leave a space) at the beginning of the paragraph.
4. Begin every line except the first at the left margin (one inch from the edge of the paper).
5. Leave a one-inch margin on the right.
6. Use a period (.) or a question mark (?) at the end of every sentence. (For rules on punctuation, see Appendix 3.)
7. Leave one space after the period.
8. Begin every sentence with a capital letter. (For rules on capitalization, see Appendix 2.)
9. Capitalize names of people and places. (See Appendix 2.)
10. Use periods and commas only after words. Don't put them at the beginning of a new line.
11. Begin every sentence in a paragraph right after the sentence before it. Start on a new line only when you begin a new paragraph.
12. Don't write paragraphs with only one or two sentences. Most paragraphs have at least four or five sentences.

2 **Editing for Form** Now edit the paragraph on page 13 again. This time, focus on form. Check the following:

1. The writer's use of third-person singular verbs in the present tense; they should end with -s.
2. The writer's use of negative verb forms, capitalization, and punctuation.
3. The writer's sentence and paragraph form.
4. Any other mistakes in form (use the guidelines above to help you).

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Interactions 1 WRITING

Cheryl Pavlik • Margaret Keenan Segal

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