

Introduction

Learning how to write well is a lot like learning how to play tennis or other sports. You will never become good at tennis if you don't practice a lot. You will never learn how to play tennis well if you only think about playing it or if you read books about it. The only way you learn how to be a good tennis player is if you spend a lot of time actually playing tennis. Beginning tennis players first learn how to hit the ball across the net and then spend a lot of time practicing how to serve. Finally, they can play a game with other people, but they are always trying to improve their skills. Learning how to become a good writer follows the same principles. Being a good writer requires a lot of practice. You can't learn how to write well by only thinking about writing or reading about writing. You have to write!

The first edition of this book was published in 2001, and I am thrilled that so many teachers and students over the years have turned to this textbook to teach and learn English writing. The basic structure of the book in this new edition remains the same, but the topics have been updated to reflect the interests and needs of today's students. Like the first edition, *Simply Writing: Step-by-Step Guide to Good Writing—New Edition*—is designed to give you plenty of opportunity, not only to write in English but also to develop your listening and speaking skills. It is divided into three sections: Simply Useful, Simply Skillful, and Simply Successful. The first section introduces you to basic, everyday English writing. You will learn how to write a diary, how to fill out different kinds of forms, how to send e-mails and letters, and how to write about travel. Once you gain confidence by learning these easy, real-life writing skills, you will be ready to move on to the second part of the book: Simply Skillful. In this section, you will learn how to write descriptively, make comparisons, describe how to do something, and express an opinion. Each chapter in these two sections also includes an exercise that enables you to achieve a greater degree of accuracy in your English writing. The third section of the book introduces you to English academic writing, starting with the basic paragraph. You will learn how to write a topic sentence for a paragraph and how to provide supporting details for that topic sentence. The last two chapters of the book show you how to write a five-paragraph essay, which is the cornerstone of collegiate writing.

One important feature of this book is the appendix, which both you and your teacher will find useful. The first appendix offers some instructions and exercises on punctuation and capitalization. Appendix II shows what an assignment should look like before submitting it for a class. Appendix III gives a variety of salutations for emails and letters that differ in formality. Finally, Appendix IV is a list of a wide variety of possible writing topics students can choose from.

This book would not be possible without Takahiro Imakado, whose extraordinary editing skills and attention to details guided every step in creating this new edition. I was very lucky to have him as an editor, and the users of this book will certainly benefit from his contributions.

Finally, I have an important message for students. Becoming a good writer involves a lot of hard work and dedication. It's not an easy thing to do, but it's not an impossible task either. All you need to do is to say to yourself that you can become a successful English writer! If you practice hard enough, you will! All you have to do is work at it, step-by-step.

Good Luck!

Diane Hawley Nagatomo

Members of International Club of Yamanote University

(They will appear mainly in the conversations of the Try It Out section.)



Natsumi
(Japan)

Loves travel and shopping. She has a brother who wants to become an actor.



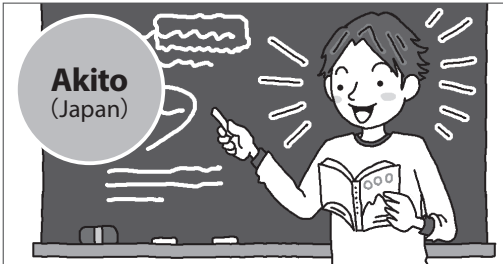
Rin
(Japan)

Loves meeting her friends. She is a little bit messy. She has a sister living in America.



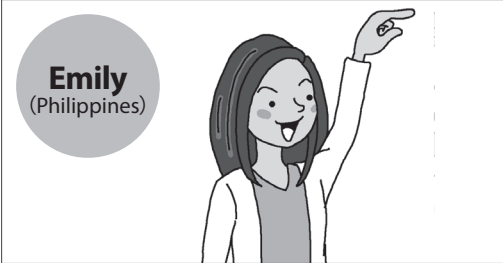
Kaiji
(Japan)

Loves city life. He wants to work for an American company and live abroad someday.



Akito
(Japan)

Loves to explain things. He is funny and wants to become an English teacher.



Emily
(Philippines)

Loves karaoke and nature. She thinks living in the countryside would be wonderful.



Olivia
(Australia)

Loves studying literature and watching movies. She misses her grandma very much.



Michael
(US)

Loves cooking. He is a big fan of Japanese anime and manga.



Rahul
(India)

Loves reading. He always gives good advice, but he is not good at cooking.

PART ONE

Simply Useful



Chapter 1

DAILY LIVES

Describing Events



Chapter 2

DOCUMENTS

Filling Out Forms



Chapter 3

BASIC COMMUNICATION

Writing Messages



Chapter 4

TRAVEL

Describing Places



DAILY LIVES

Describing Events

Warming Up

Read the following sentences, match each sentence with the topic, and write the topic down.

1. _____

Today seven people showed up for soccer practice. We played until it got dark, and then five of us went out for dinner. It was almost 10 o'clock by the time I got home.

3. _____

Today was terrible! When I woke up, I had a sore throat and a fever, so I decided not to go to school.

5. _____

Emily wants to buy a new coat. She wants me to come with her to help her decide.

7. _____

I enjoyed myself last night even though it was a little expensive. The food was delicious, and everyone laughed a lot.

2. _____

I wish my hometown wasn't so far away from Tokyo. I miss my family, and I want to see them. Too bad the train tickets are so expensive!

4. _____

The teacher asked us to make group presentations next week. What should I do? I don't like speaking English in front of everyone.

6. _____

Our flight left at 11 o'clock, so we had to arrive at the airport by nine. It was hard getting up early, but we were so excited. After all, it's our first trip abroad.

8. _____

I have wanted to work for a publishing company since I was a child. I wonder if my dream will come true.

Topics

- a. A party b. Feeling homesick c. Catching a cold d. Taking a trip
e. English class f. Club activities g. Going shopping h. Dreams for the future

Getting Ready

Unscramble the words in parentheses in each sentence and choose the picture that matches it best. Capitalize the first word of your sentence if necessary.



1

()



2

()



3

()



4

()



5

()

- a. I met with Olivia in Shibuya today. First, (we / restaurant / at / a / had / Italian / lunch / small). Then we went shopping. Olivia bought a new pair of shoes. I didn't have any money, so I couldn't buy anything.
- b. Today was the first day in a long time that I didn't have to go to school or to my part-time job. I decided to stay home and clean my room. After that, (YouTube / concert / watched / favorite / singer's / my / on / I). In the evening, I played online video games with my friends.
- c. (us / the teacher / today / a test / in / class / gave). He said we would have to retake it next month if we failed. I'm so worried because I didn't study at all. I hope that I passed the test.
- d. Today was terrible! I woke up with a sore throat and a high fever. I called my friend, and she advised me to stay home from school. (the day / went / the doctor / bed / the rest / stayed / for / in / of / to / and / I).
- e. Tonight's party was so much fun. I didn't know all of the members of the International Circle very well before, but now I think I'm on good terms with everyone. (soon / can / we / party / possible / another / as / have / hope / I / as).

Try It Out 1

There is a conversation and a diary entry on the next two pages. First, practice these conversations with your partner. Then read the diary and fill in the blanks. Use the past tense of the verbs. Some verbs are used more than once.

1

DL 02 CD 02

Michael: Hi Rin! What are you doing?

Rin: Hi Michael. I'm trying to do my homework. My teacher said we have to keep an English diary this semester. We have to write at least 100 words a day. I don't know what to write about. My life is so boring.

Michael: People write about their daily activities in diaries. I've been keeping one ever since I came to Japan because I don't want to forget my life as an exchange student.

Rin: I suppose I could write about the International Student's Association party we had last week.

Michael: Or you could write about your part-time job. Anything is okay!

Rin: I suppose so. But it'll be hard writing so much English every day!

Rin's diary

Today ¹_____ the first day of this semester. I ²_____ all of my classes, but my English teacher ³_____ us a difficult assignment. She ⁴_____ we have to write an English diary. I ⁵_____ my friend Michael about that, and he ⁶_____ me to write about my daily activities. That ⁷_____ good advice. It'll be hard writing so many sentences every day, but I'll do my best! I want to get a good grade. So, this morning I ⁸_____ up at seven and ⁹_____ the eight o'clock train for school. Then I ...

advise be catch enjoy give say tell wake

2

DL 03 CD 03

Kaiji: Hi Emily! How's everything?

Emily: Not so good. I tripped on the stairs at the station this morning, and I hurt my foot.

Kaiji: Oh no! Did you break it?

Emily: I'm not sure. It hurts a lot.

Kaiji: Maybe you should go to the hospital to get an x-ray.

Emily: That's a good idea. I don't have any classes this afternoon.

Kaiji: I hope it's nothing serious.

Emily: Me, too. The International Club is going hiking next weekend, and I don't want to miss it.

Emily's diary

On my way to school this morning, I ¹ _____ on some stairs in the station, and I ² _____ down. I ³ _____ so embarrassed! I ⁴ _____ to my class as usual, but I ⁵ _____ trouble walking. I ⁶ _____ Kaiji and he ⁷ _____ me to go to the hospital to get an x-ray. I ⁸ _____ to visit the hospital after class. Luckily, I ⁹ _____ break my foot. The doctor ¹⁰ _____ me some bandages and ¹¹ _____ me to take it easy for a few days.

advise be call decide do not fall give go have trip tell



Try It Out 2

Listen to the conversations and circle the right answers to each question. Then read the following sentences carefully and fill in the blanks with the appropriate words.

1

DL 04 CD 04

- Q1.** Why can't Akito go out with Olivia today?
- a.** He's waiting for the pizza delivery.
 - b.** He already has a date.
 - c.** He has many things to do at home.
- Q2.** What's the first thing Akito is planning to do?
- a.** Talk to people about New Zealand
 - b.** Clean his room
 - c.** Write a report about the furniture of New Zealand
- Q3.** What's the furniture company going to deliver this afternoon?
- a.** A desk
 - b.** A bookshelf
 - c.** A bed

Akito's diary

Today was the first time in a long time that I didn't have to go to
1 _____, so I did many things. First, I 2 _____ my clothes and
3 _____ my room. Then I had an 4 _____ with some people
from 5 _____. We talked about our 6 _____ on New
Zealand. Olivia came over in the afternoon, and we 7 _____ a couple
of movies. We 8 _____ to order pizza for 9 _____, but
we decided to go out for ramen instead.

2

DL 05 CD 05

- Q1.** What did Natsumi and Rahul do tonight?
- a.** They went to a movie and to dinner.
 - b.** They went to dinner and to karaoke.
 - c.** They went to a movie and to karaoke.

Q2. What kind of food did they eat tonight?

- a.** Turkish
- b.** Italian
- c.** Chinese

Q3. Where will they go next week?

- a.** To a movie
- b.** To a Turkish restaurant
- c.** To an Italian restaurant

Natsumi's diary

I had fun with Rahul tonight. First, we went to see an ¹_____.
It was a little scary but ²_____. After the movie, we were hungry,
so we had dinner ³_____. The food was great and
the price was ⁴_____! We ate a huge pizza and had Italian ice cream for
dessert. Next weekend, we'll eat ⁵_____ at a restaurant near
our ⁶_____. I heard it's delicious, so I'm really looking forward to that.

Simply Writing *Past Tense*

When you write in a diary you are often writing about events that have already taken place and the verbs you use need to show that. Many verbs end in “ed” to show the past. Sometimes the word changes completely. Check your dictionary if necessary.

Read the following sentences and change the verbs to past tense.

- 1.** Today when I wake up I feel so bad. My head aches and my throat is sore. I go to the doctor and stay home from school.

- 2.** I have a date with my girlfriend tonight. We see a movie, and after that, we sing karaoke.

3. I play tennis all afternoon with my sister. We have a lot of fun.

4. Emily call me up this morning and ask me to go shopping with her. I meet her at the station at eleven thirty, and we spend all afternoon in Shinjuku.

5. Today's party isn't much fun. It costs 5,000 yen and the people who are at the party aren't very interesting. The food isn't good and some guys drink too much.

6. I have a quiz in my history class this morning. I read the textbook last night and review the notes I make in class, so I answer all the questions easily.

7. I go to three companies this morning to get information about working at them. It takes me three hours to finish everything.

8. Today I don't wake up on time, so I'm late for school. My teacher is mad at me because I'm always late.

9. Last weekend I go to a hot springs hotel with my friends. We take baths and eat a lot of delicious food. I spend a lot of money, but I have a very good time.

10. I'm very busy today at my part-time job. There are many customers, so I stay behind the cash register and take their money all day long.

Let's Write

- 1 Pretend you are Akito and this is your online calendar. Then write his diary describing what he did today.

9:00	English Class
11:00	History Class
1:30	Tennis with my circle
4:30	Part-time job
9:00	Karaoke with Emily and Kaiji
11:30	English homework

Akito's diary

- 2 Next write down six things you did yesterday. Then write your own diary.

's diary

PART TWO

Simply Skillful

chapter 5



WHAT'S HE LIKE?

Describing People

chapter 6



WHAT'S THE DIFFERENCE?

Making Comparisons

chapter 7



HOW DO YOU DO THAT?

Giving Instructions

chapter 8



WHAT DO YOU THINK?

Giving Opinions

chapter 9



WHAT ARE THE FACTS?

Writing About Data and Facts



WHAT'S HE LIKE?

Describing People

Warming Up

1 With your partner, add phrases to A from B to make as many sentence combinations as possible and write down your sentences on a separate piece of paper.

A	B
• He's a short, thin man • She's slightly overweight • He's balding • She's tall • He's well-built • She's in her twenties • <i>Your idea</i>	- with a mustache. - and has a lot of wrinkles. - with dark curly hair. - with long black hair. - and slim. - and <i>your idea</i>.
• She's wearing a dark gray jacket • He has on a baseball cap • They're wearing jogging clothes • She's wearing a long black coat • They're wearing sleeveless T-shirts.	- and a pair of jeans. - and dark glasses. - and a striped sweater. - and a down jacket. - and black high heels.

2 Join these expressions together to make sentences. Use the correct pronouns and decide whether to use “and” or “but”. “And” shows an additional idea and “but” shows an opposite idea.

• She's extremely kind,	(and/but) he/she's fun to be around.
• He's a little selfish sometimes,	(and/but) he/she always helps others.
• She's somewhat messy,	(and/but) he/she/everyone likes him/her.
• He's talkative,	(and/but) he/she makes everyone happy.
• She's always cheerful,	(and/but) he/she gets a lot done every day.
• He's lazy,	(and/but) he/she forgets to do his/her homework.
• She's energetic,	(and/but) he/she argues with others.

3 Match each occupation with the job description.

1. She's a doctor.	a. He grows rice.
2. They're teachers.	b. She's on the cover of many magazines.
3. He's a professional soccer player.	c. She works at a public library.
4. They're students.	d. He plays for Japan.
5. She's a librarian.	e. They major in economics.
6. He's a farmer.	f. They work for a computer company.
7. She's a model.	g. He directs love stories.
8. They're computer engineers.	h. He drives passengers around the city.
9. He's a movie director.	i. She works in a university hospital.
10. He's a bus driver.	j. They teach junior high school English.



Getting Ready

Unscramble the words in parentheses in each sentence and choose the picture that matches it best. Be sure to capitalize the first word of your sentence.

1 ()



2 ()



3 ()



4 ()



5 ()



- a. "What do you think of John?"
"I think he's handsome. (and / he's / slim / tall) and has dark curly hair. (cheerful / he's / outgoing / also / and). I like him a lot."
- b. "I decided that (going / I'm / become / teacher / a / to)."
"That's a good idea. (and / you're / interesting / very / talkative). I'm sure the students will like you very much."
- c. "What does your grandfather do?"
"He's a farmer. (he / potatoes / corn / grows / and). He's getting old now, but (very / still / and / he's / active / energetic)."
- d. "What did the robber look like?"
"He was short and fat. He had long blond hair and was wearing glasses. (seemed / he / to / thirties / in / his / early / be)."
- e. "(disorganized / your / messy / sister / and / is / so). Her desk looks terrible."
"I know, Mom, (reliable / but / is / organized / school / at / she / and). Everyone in her club counts on her because she's so responsible."

Try It Out 1

Practice these conversations with your partner. Then read the paragraphs carefully and fill in the blanks with the missing words.

1

DL 18 CD 18

Olivia: Guess what! I saw Tom Crocks last week at a restaurant in Ginza.

Michael: You're kidding! Does he look the same as he does in the movies?

Olivia: Yes, except he's shorter than I expected. And I think he wears a wig in the movies because he doesn't have much hair. But he's very tall and handsome with a muscular build. He was wearing a very expensive suit too. I thought he looked pretty sexy.

Michael: Was he eating alone?

Olivia: No, he was having dinner with Roberta Julian.



Michael's letter to his grandmother #1

Olivia saw Tom Crocks having dinner last week with Roberta Julian in a Ginza restaurant. He was a little ¹ _____ than she expected, but he had a ² _____. Olivia was surprised to see that he had little hair. In movies, he always has a lot more hair. Nevertheless, Olivia thought he was ³ _____.

2

DL 19 CD 19

Continued from Conversation 1

Michael: What did Roberta Julian look like?

Olivia: Well, she was as beautiful as she is in the movies. She had long curly brown hair and was tall and slim. She was wearing a simple pink cotton dress and white sandals.

Michael: Oh, I wish I could've been there. Do you remember anything else about her?

Olivia: Oh yeah. She was wearing a pair of glasses.

Michael: Glasses? You're kidding!

Olivia: No, I'm not. I was surprised because she never wears glasses in her movies. I guess she wears contact lenses when she's working.

Michael: Did you speak to them?

Olivia: No, but I wish I had said hello.



Michael's letter to his grandmother #2

Olivia saw my favorite actress eating in a restaurant last week. She said she was as ¹ _____ in person as she is in her movies. She wore a ² _____ and a ³ _____. She also wore ⁴ _____ while she was reading the menu. That surprised Olivia because she had never seen Roberta Julian wearing glasses. Then she realized that she probably wears ⁵ _____ when she's working. Olivia wished she had been brave enough to say ⁶ _____ to her.

Try It Out 2

Listen to the conversations and circle the right answers to each question. Then read the following sentences carefully and fill in the blanks with the appropriate words.

1



DL 20



CD 20

- Q1.** What kind of cap was the thief wearing?
- a. A blue knit cap
 - b. A green ski cap
 - c. A yellow baseball cap
- Q2.** What kind of clothes was the thief wearing?
- a. A wool jacket and a pair of jeans
 - b. A raincoat and gray slacks
 - c. A red T-shirt and a pair of shorts
- Q3.** How old was the thief?
- a. Mrs. Smith was sure he was in his twenties.
 - b. Mrs. Smith was sure he was in his thirties.
 - c. Mrs. Smith wasn't sure how old he was.



Police report

According to Mrs. Smith, an eyewitness to yesterday's robbery, the thief was tall and wearing a ¹ _____. He had on a ² _____

or ³ _____ jacket and a pair of ⁴ _____. He was possibly wearing ⁵ _____. He had a mustache and was wearing dark ⁶ _____. He was somewhere in his ⁷ _____ or ⁸ _____. If you see this person please call the police immediately. He's a very dangerous criminal.

2



DL 21



CD 21

Q1. How old is Rahul's brother?

- a.** He's five.
- b.** He's twenty-one.
- c.** He's twenty-five.

Q2. What does Kamal look like?

- a.** He's of medium height and muscular.
- b.** He's short and has a slight build.
- c.** He's tall and skinny.

Q3. Which of the following is true?

- a.** Kamal is handsome and fashionable.
- b.** Kamal works at a gym.
- c.** Kamal invites the elderly to his home.

Rahul's Brother

Rahul has one brother in India. His name is Kamal and he's ¹ _____ and ² _____. He goes to the ³ _____ every day. He works in a department store, so he can buy clothes at a discount. In addition to this, he ⁴ _____ once a week. He's a very nice person and everyone seems to love him.

Simply Writing *Sexist Language*

Writers need to learn how to avoid sexist language in their writing. Students used to be taught that masculine pronouns or nouns included both men and women. "Mankind" was considered to be both male and female humans. The names of many jobs were specifically for men. These days, however, people prefer to use *gender-neutral* words. That means that the words include both men and women. Take a look at the following.

OLD WORDS	NEW WORDS
chairman	coordinator, head, chair
businessman	business person
fireman	firefighter
mailman	letter carrier / mail carrier / postal worker
steward and stewardess	flight attendant
policeman and policewoman	police officer
ladies and gentlemen	people, everyone
mankind	humankind, people
man-made	synthetic, machine-made, artificial

Simply Writing *DEALING WITH THIRD PERSON PRONOUNS*

Pronouns are very important in English because they often determine the verb tense in a sentence. But when speaking about someone in general, like “a student,” “a doctor,” or “a teacher” it is difficult to decide whether or not that person is a “he” or a “she.” To avoid this problem, it is better to say “students,” “doctors,” or “teachers,” so the pronoun can be a gender neutral “they.”

OLD SENTENCE	NEW SENTENCE
Each student must submit his essay at the end of the semester.	Students must submit their essays at the end of the semester.
If a student is worried about his or her grades, he or she should ask the teacher for advice.	If students are worried about their grades they should ask the teacher for advice.
After a teacher grades a student's essay, she returns it to him or her.	After teachers grade students' essays, they return them to them. OR The teacher returns students' essays after grading them.
A person who wants to buy a ticket should bring his money tomorrow.	People who want to buy a ticket should bring their money tomorrow.
Anyone who wants to apply for this job should submit his application immediately.	Anyone who wants to apply for this job should submit their application immediately.

Read the following sentences and rewrite them so that they are all gender neutral.

1. Today's scientific discovery was a huge step for mankind.

2. OK, children. Anyone who wants to go on the picnic this afternoon has to clean his room first.

3. This is a special discount for businessmen.

4. Anyone who forgot his pencil needs to borrow one from his friend.

5. That building was saved by firemen.

6. The average college senior is worried about finding his job after graduation.

7. Being a stewardess is a lot harder than you might imagine.

8. This dress is made from man-made materials.

9. If a student doesn't want to stay here, then he can go home.

10. Mailmen are extremely busy at the end of the year delivering holiday mail.

Let's Write

- ① Write a short paragraph on a separate piece of paper describing a friend or family member.
- ② Write a short paragraph on a separate piece of paper describing your favorite actor.

✓ Writing Checklist

- ☐ Is your name clearly written on the paper?
- ☐ Is your paper neatly handwritten or typed?
- ☐ Are all of the necessary words capitalized?
- ☐ Are all of the words spelled correctly?
- ☐ Did you use periods, commas, and other punctuation marks appropriately?
- ☐ Did you use the right verb tense for each sentence?
- ☐ Are all of your sentences complete sentences with a subject and a verb?

PART THREE

Simply Successful



chapter 10

WHAT'S A PARAGRAPH? [1]

Topic Sentences



chapter 11

WHAT'S A PARAGRAPH? [2]

Supporting Sentences and Concluding Sentence



chapter 12

PERSUASIVE PARAGRAPHS

Supporting Opinions



chapter 13

THE FIVE-PARAGRAPH ESSAY [1]

Thesis Statement



chapter 14

THE FIVE-PARAGRAPH ESSAY [2]

Introductions and Conclusions

WHAT'S A PARAGRAPH?

Topic Sentences

1

Topic Sentences

What is an English paragraph? A paragraph is a group of sentences that discuss one idea. The main sentence in the paragraph is called **the topic sentence**. It is often at the beginning of the paragraph. The topic sentence has a *topic* and an *opinion* about the topic. The opinion is also called the **controlling idea** because it controls what will be said in the paragraph. Look at the topic sentence below.

My best friend Naomi is the busiest person I know.

The topic is “My best friend Naomi”, and the opinion is “she is the busiest person I know”. All the sentences that follow need to be related to the topic sentence.

Try It Out

1

1 Read the sentences and put a “○” next to those that support the topic sentence and an “×” next to sentences that do not.

Topic Sentence My best friend Naomi is the busiest person I know.

1. ____ She wakes up early every morning to work at the convenience store next to the station.
2. ____ She has long black hair.
3. ____ She babysits her little brother every afternoon until her mother gets home from work.
4. ____ She goes to Korean conversation lessons several evenings a week.
5. ____ Most people like her because she's very friendly.
6. ____ Her mother is very busy too.
7. ____ She volunteers at an animal shelter once a week.
8. ____ Naomi's boyfriend works at a restaurant.
9. ____ She lives close to her grandparents.
10. ____ She's active in her circle.

2 Write a paragraph using the sentences that are related to the topic sentence.

My best friend Naomi is the busiest person I know. _____

I'm certain that no one else I know is as busy as Naomi.

Try It Out **2**

Put a “○” next to the sentences that can be a topic sentence and an “×” next to the sentences that can't be topic sentences. Remember that a topic sentence needs both a topic and an opinion. On a separate piece of paper, rewrite the sentences that are not topic sentences.

1. _____ My dog is the smartest dog in the world.
2. _____ Watching television is a waste of time.
3. _____ The teacher scolded the students for one hour.
4. _____ My teacher is one of the hardest teachers in the school.
5. _____ Tokyo is the capital of Japan.
6. _____ The school is located in the middle of the city.
7. _____ Everyone should do sports for their health.
8. _____ The biggest problem in the world today is climate change.
9. _____ My friend lives far from school.
10. _____ That store sells a wide variety of goods.

Try It Out 3

- 1** The following sentences are about pets. Some of them talk about cats and some of them talk about dogs. Put a “C” next to the sentence if it says something about cats, and put a “D” if it says something about dogs. Underline the two topic sentences.

1. _____ I enjoy taking him for a walk every day because it helps me stay in shape.
2. _____ They're very quiet and won't disturb the neighbors by making a lot of noise.
3. _____ They never need to have their fur trimmed.
4. _____ They can spend a lot of time alone at home.
5. _____ My dog is a wonderful pet.
6. _____ You never have to give one a bath because it will clean itself every day.
7. _____ Cats are easy to take care of.
8. _____ He always sits next to me when I watch television and keeps me company.
9. _____ They don't need to be taken for walks every day because they can go outside by themselves.
10. _____ He wags his tail and gets very excited when he sees me.

- 2** Write two paragraphs about cats and dogs. Add transition words (see p.64) if necessary. Be sure to start with the topic sentence you chose above.

CATS



DOGS



Try It Out 4

1 Some of the following sentences talk about the *academic side* of university life and some talk about the *social side* of university life. Put an “A” next to the sentence if it says something about the academic side, and put an “S” if it says something about the social side. Underline the two topic sentences.

1. _____ I also made many friends at university after I joined the International Club.
2. _____ In my English class I have to read twenty pages a week.
3. _____ Not only have I become friends with students from my own university, but I have met a lot of people from different schools.
4. _____ University classes are a lot harder than those I took in high school.
5. _____ The teachers assign a lot more homework.
6. _____ I have some free time during the day so I can meet my friends in the student cafeteria for a chat.
7. _____ I have to write many reports.
8. _____ In addition, I have made friends who are older and younger than me at my part-time job.
9. _____ Many teachers are enthusiastic about teaching their specialties.
10. _____ An important part of university life is being able to make all kinds of friends.

2 Write two paragraphs about both sides of university life. Add transition words (see p.64) if necessary. Be sure to start with the topic sentence you chose above.

Academic side of university life



As I have described above, university classes are much more challenging than high school classes.



Thanks to being a university student, I have become friends with many different people.

Simply Writing *Topic Sentences*

Thinking of a topic sentence is one of the hardest parts of writing a paragraph, but if you have a good topic sentence, writing the rest of the paragraph will be easier. Here are the steps that will help you make a topic sentence.

STEP 1 ▶ Think of a general topic.

Example: college



STEP 2 ▶ Narrow this idea down into smaller categories.

Example: school life, classes, friends, club activities, teachers, etc.



STEP 3 ▶ Choose one of the smaller categories and narrow it down again.

Example: classes: favorite class, boring teachers, some are too early in the morning, some are interesting, but hard.



STEP 4 ▶ Choose one of the smaller categories and think of your opinion about the topic.

Example: classes: interesting but hard



STEP 5 ▶ Make a topic sentence. Don't forget you need a topic and an opinion/controlling idea.

Example:

Some of my university classes are very interesting, but they are hard.

topic

opinion

Follow these step-by-step directions to make your topic sentence.

STEP 1 ▶ Think of a general topic (**Example:** friendship, education, family, happiness).



STEP 2 ▶ Narrow this idea down into smaller categories.



STEP 3 ▶ Choose one of the smaller categories and narrow it down again.



STEP 4 ▶ Choose one of the smaller categories and think of your opinion about the topic.



STEP 5 ▶ Make your topic sentence. Don't forget you need a topic and an opinion/controlling idea.

Let's Write

Now that you know how to write a topic sentence, make three topic sentences for each of these topics by changing the opinion

1. Pets

2. Movies

3. Homework

4. Careers

5. Money

✓ Writing Checklist

- ☐ Is your name clearly written on the paper?
- ☐ Is your paper neatly handwritten or typed?
- ☐ Are all of the necessary words capitalized?
- ☐ Are all of the words spelled correctly?
- ☐ Did you use periods, commas, and other punctuation marks appropriately?
- ☐ Did you use the right verb tense for each sentence?
- ☐ Are all of your sentences complete sentences with a subject and a verb?
- ☐ Does your paragraph have a clear topic sentence?
- ☐ Does your topic sentence have a topic and an opinion?



Punctuation

1. End every sentence with a period (.), a question mark (?), or an exclamation mark (!).
2. Use commas
 - a) when you separate a series of items
I like biology, math, history, and English.
 - b) when you want to set off any word, phrase or clause that interrupts the flow of the sentence
The student, sad that he failed his college exam for the third time, went home.
 - c) when you begin a sentence with an incomplete sentence (i.e. one that is missing a verb or a subject) and join it with a complete sentence
Slowly walking home, Kaiji was sure that he had failed the university entrance exam one more time.
 - d) when you begin a sentence with words such as **when, although, because, after, or whenever**
Whenever I go to bed after midnight, I oversleep the next morning.
Although I studied hard for the test, I failed it.
 - e) when you combine two complete sentences with **for, and, nor, but, or, yet, or so** (You can use the acronym FANBOYS to remember this.)
He studied as hard as he could, but he was never able to pass the test.
3. Use an apostrophe
 - a) to show possession (*Jiro's book, Elsa's brother*). It's preferable to show possession this way rather than the long-winded, *the book of Jiro*.
 - b) to show that a word or words have been shortened (*couldn't, won't, let's, I'd*).

Rewrite the following sentences using the correct punctuation.

1. Olivias books are missing
2. Shall we go to Rahuls apartment after school
3. Lets eat either Italian Chinese or French food tonight
4. I cant believe I won free tickets to my favorite singers concert
5. The dog ate its dinner and then it took a nap on the chair
6. All you need to make curry and rice is some meat carrots onions and potatoes
7. Although my sister is living in France I only visited England Spain and Switzerland on my tour

8. Didn't you say that we're having a pop quiz in Ms. Greenes class tomorrow
9. After writing your name at the top of the page you should fill in all of the blank spaces
10. Emilys mother is coming to visit next month but I wont be here because I'm going to my brothers wedding

Capitalization

Certain words in English need to be capitalized. The first word of every sentence, the personal pronoun "I," and all proper nouns (the names of people, countries, cities, rivers, mountains, streets, parks, historical events, languages) are capitalized.

Rewrite the following sentences using the correct punctuation.

1. my sister mary arrived yesterday from los angeles.
2. i wanted to study french, but i decided to study german instead.
3. tom and i are having a great time in new delhi, india.
4. the tallest mountain in japan is mount fuji.
5. our school has thai, korean, and chinese students.

Now read the following paragraph and rewrite it by providing the proper capitalization.

dear aunt jane,

it was great seeing you in tokyo last month. i'm so glad that you had time to come and see me even though you were on a business trip to hong kong. you picked the best time to come to japan for a visit. the cherry blossoms were really beautiful, weren't they? did you enjoy going to shinjuku park with my friends, Natsumi and Rin? i think they're studying english now harder than ever after meeting you because they want to visit you in Australia some day. i hope you had a good flight home. say hello to uncle ron and to mary and jim.

love,
Olivia

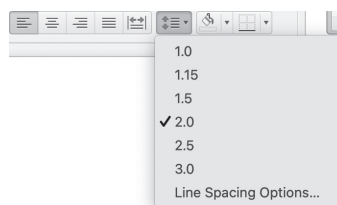
What an Assignment Should Look Like

Student Name
Student Number
Assignment's Name

TITLE OF ESSAY

If students want to get good grades on writing assignments, they should take steps to make sure their assignment looks proper. Even if a paragraph or essay is well-written, points might be taken off if it looks sloppy or if it is incorrectly formatted. This essay will describe how to submit a paper that will impress your teacher.

First, make sure your name, student number, and the assignment's name are at the top left-hand side of the paper. The title of your essay is below that, in the center of the page. All the lines in your assignment should be double-spaced. That means there should be a space between each line. You should be able to find line spacing options like this in your word processing program.



Your assignment should also be formatted so that your writing is lined up against the left side of your paper. Here is an example of what the setting might look like in your word processing program.



The first sentence in every new paragraph is always indented. That means that the sentence does not start right at the left-hand margin, but in about three spaces. Do not start a new paragraph for every sentence. (You only start a new paragraph when the topic changes or goes in a different direction.) The margins of your paragraph should be about five centimeters on both sides. If you are handwriting your assignment, make sure you use the right side of the paper. The notebook holes should be on the left, not the right. You should skip every line and make sure your writing is neat and readable.

If you follow these guidelines on what your assignment should look like, your paper will be neat and easy to read. You will still have to be careful with your grammar and content, but you will not lose any points for improper formatting.

Email and letter greetings

There are several ways to address someone in an email. Look at the following list, which starts with the most formal style and ends with the most informal style. You should only use an informal style if you are very close to the person you are contacting.

1. Dear Professor Smith,
2. Dear Dr. Smith,
3. Dear Mr./Ms. Smith,
4. Dear Personnel Manager,
5. Dear Mary Smith, / Dear John Smith, (this is if you don't know if they prefer to be called Mr. or Ms.)
6. Dear Mary, / Dear John,
7. Hi Mary, / Hi John, / Hi Grandma,
8. Hey Mary! / Hey John!

The following are examples of sentences you can use in the beginning of a formal email.

1. I hope this email finds you well.
2. I hope you had a nice weekend.
3. I hope you are surviving this terrible hot weather.

Then move into the purpose of a formal email.

1. I'm emailing you because...
2. I'm sending you this mail because I'd like to tell you...
3. I'm writing to ask you...

The following are a few examples of how to end your email.

1. Sincerely,
2. Yours truly,
3. Your student,
4. Thank you for your help.
5. Thank you for your help. I'm looking forward to your reply.
6. Love, (for a close friend or relative)

Writing Topics to Consider

1. If you could change one thing in your life, what would it be?
2. If there's one thing you could change about your family, what would you change and why?
3. When you were a child, what did you want to become when you grew up?
4. If you could be any television character, who would you be and why?
5. If you could be the character in a book, who would you want to be and why?
6. What would you do if you suddenly won 1,000,000 yen?
7. What's the most difficult decision you ever had to make?
8. What's your most embarrassing experience?
9. Do you believe in love at first sight? Why or why not?
10. If you could make three wishes, what would you wish for and why?
11. Is a lie always bad? Why or why not?
12. What's the most interesting gift you've ever received?
13. What are the advantages of keeping pets?
14. What are some specific things people can do to help protect the environment?
15. Which do you prefer, going out on the weekends or staying home?
16. Have you ever done anything dangerous? What was it? Would you do it again?
17. Describe a time you've gotten lost. Where was it and what did you do?
18. What's important to consider when one is job hunting?
19. Name two jobs that you'd never want to have and why.
20. Describe three famous people that have inspired others by their achievements.
21. What famous person, alive or dead, would you like to meet and why?
22. Describe how one invention in the past changed the world.
23. If you had a robot that could only do three things, what three things would you like it to do and why?
24. Describe the best teacher you've ever had and what made him/her such a good teacher.
25. Do you think that college entrance exams should be abolished? Why or why not?
26. If you could travel anywhere in the world, where would you go and what would you do there?
27. What five things would you bring with you if you were stranded on an island?
28. If you could travel in a time machine, what era would you visit and why?
29. How different is your college life from your high school life?
30. What's more important in life, talent or luck?