

# Let's Get Started!

## Sentence Building Pretest

To better understand Chapter One, correct the mistakes below. Write the corrected sentences on the lines below.

1. Jenny attends several classes at her university. For example, English literature, listening, and speech.

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2. Dr. Lim is the President of the school board.

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3. His birthday is November 9 1951.

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## Chapter One

# Sentence Building

Chapter One is designed to help you write better by giving you instruction in building better sentences. Sections of the chapter devoted to capitalization, punctuation, and proper article usage will get you started in the right direction. Other sections providing instruction in sentence structure, sentence building, and error correction will get you ready for the basics of paragraph building in Chapter Two.

### **Sentence Building Tools: Capitalization**

Capitalization is a good place to start when you study writing. The first word in every sentence should be capitalized. It sets off the more specific nouns. Common nouns are not capitalized unless they are at the beginning of a sentence.

The names of people should be capitalized.

Suhyun Kim

John Wayne

Ted Tucker

## Exercise 1.1

1. Using correct capitalization, write the following names.

james monroe \_\_\_\_\_

wilson pickett \_\_\_\_\_

jung-ah park \_\_\_\_\_

2. Write your name with the correct capital letters.

name: \_\_\_\_\_

The first letter of the first word in a sentence is capitalized. This includes all types of sentences: statements, commands, questions, and exclamations.

Examples:

Statement: I want to buy a new car.

Command: Close the door.

Question: Are you a student?

Exclamation: Look out!



The names of cities, countries, and continents are capitalized.

Examples:

Seoul	Pusan	Europe	Africa
London	New York	Korea	China

## Exercise 1.2

Write the names of two cities, three countries, and a continent here:

\_\_\_\_\_

Capitalize the names of languages and nationalities.

Examples:

German	Russian	Japanese	Korean	Chinese	Pakistani
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Koji is Japanese

Illyana is Russian

### Exercise 1.3

Write the names of two languages here: \_\_\_\_\_

Write names of three nationalities here: \_\_\_\_\_

### Sentence Building Tools: Punctuation

Punctuation is an important part of writing skills.

Put a period at the end of every statement and command.

Examples:

Statement: Jenny is a student.

Command: Have a seat.



### Exercise 1.4

Write a similar statement.

\_\_\_\_\_

Write a similar command.

\_\_\_\_\_

Put a question mark (?) at the end of every question.

Example:

Is Jenny a Student?

### Exercise 1.5

Write a similar question.

\_\_\_\_\_

Put an exclamation mark (!) period at the end of every exclamation.

Example:

Look out!



### Exercise 1.6

Write a similar exclamation:

\_\_\_\_\_

## Sentence Building Tools: Using the articles *a* and *an*

Using articles correctly will help your writing have a natural flow to it.

Singular nouns that begin with a consonant sound should be preceded by **a**.

Singular nouns that begin with a vowel sound should be preceded by **an**.

Examples:

*a uniform*  
*a university*

*an x-ray machine*  
*an hour*



### Exercise 1.7

Choose *a* or *an* for each of the following nouns and terms

\_\_\_\_\_ *unit*      \_\_\_\_\_ *heir*      \_\_\_\_\_ *honest person*

\_\_\_\_\_ *SAT score*      \_\_\_\_\_ *yellow hourglass*      \_\_\_\_\_ *UFO*

### Exercise 1.8

Fill in the blanks. Use an article (*a* or *an*).

Rewrite the sentences with correct capitalization and punctuation.

1. \_\_\_\_\_ banana is tasty

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2. \_\_\_\_\_ x-ray machine can be found in every hospital

---

3. \_\_\_\_\_ eagle is \_\_\_\_\_ bird

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4. \_\_\_\_\_ cell phone is \_\_\_\_\_ very handy communication tool.

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5. \_\_\_\_\_ elevator will take you to the main offices on the fiftieth floor.

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## Sentence Building Tools: Capitalization – Days, Months, Seasons, and more

Capitalize the days of the week.

Examples:

Saturday    Wednesday

Sunday    Thursday

Monday    Friday

Tuesday

The months of the year are capitalized, however, the seasons are not.

Examples:

July

February

summer

spring



Capitalize the names of streets, roads, avenues, highways, and expressways.

Examples:

Chong-ro Street

Third Avenue

The Honam Expressway

A brand names is capitalized, but the name of the product is not.

Examples:

A Samsung television

A Lotte hamburger

### Exercise 1.9

Write complete sentences using the following nouns.

Use correct punctuation and capitalization.

Example:

birds

Birds are animals.



1. tokyo

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2. china

---

3. cabbage

---

4. an eagle

---

5. february

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Always capitalize the subject pronoun *I*.

Example: I am tall and fat.

### Exercise 1.10

Write a sentence using *i*

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## Sentence Building Tools: Punctuation – Apostrophes

Contractions need an apostrophe. The apostrophe should be placed where the missing letter(s) would be and also placed higher than the lower case letters.

Examples:

Bob's coming to school today = Bob is coming to school today.

doesn't = does not

she's = she is



### Review Exercise 1.11

There are mistakes in the following sentences. Write the sentences correctly and use correct punctuation and capitalization.

1. kim and i am brother's

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2. brazils an country

---

3. an cat is an animal

---

4. a Hotel and an Hospital are a buildings

---

5. tianjin and fukuoka are city

---

6. hes very tall

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## Sentence Building Tools: Titles

A job name is capitalized only if it is used as a title.

Use a period after titles that are abbreviations.

Examples:

Mrs. Oh

Professor Basker (capitalized as a title)

She is a professor. (not capitalized as a job name)

Ms. Park is an assistant.

Dr. Kim (title and abbreviated—so capitalize and use period after the abbreviation)



### Exercise 1.12

Fill in the blanks with a negative form of the *be* verb (*be, is, am, are, was, were*).

Use contractions and rewrite these sentences with correct capitalization and punctuation on the lines below.

1. mrs anderson \_\_\_\_\_ a business woman

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2. mr young and ms lee \_\_\_\_\_ doctors

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3. dr park \_\_\_\_\_ a professor

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## Sentence Building Tools: Error Correction

Rather than correct your sentences and paragraphs for you, your instructor may choose to note your errors on your paper so that you can correct them. When you correct your own errors, you learn more than when someone else corrects them.

Your instructor will use the proofreading symbols on the charts below.

### Proofreading Symbols

	<b>Explanation</b>	<b>Sentence marked with symbols</b>	<b>Corrected sentence</b>
1.	Insert a space	Mr. Lim wentto work.	Mr. Lim went to work.
2.	connect and make one word	They go to school to gether.	They go to school together.
3.	add words	Haeundae is very pretty, but not my favorite beach.	Haeundae is very pretty, but it is not my favorite beach.
4.	remove this	Jenny is a businesswoman. She is from India. India is inexpensive to visit	Jenny is a businesswoman. She is from India.
5.	add this	Dr. Noh is professor.	Dr. Noh is a professor.
6. ww	wrong word	You speak English very good.	You speak English very well.
7.	change order (transpose)	Ramon is boss my.	Ramon is my boss.
8.	word order error	We drove to the coast east yesterday.	We drove to the east coast yesterday.
9. uc  c	Capitalization error	where did you go on sunday?	Where did you go on Sunday?
10.	add punctuation	Let's go	Let's go.
11.	spelling error	She's really smrt.	She's really smart.

### Exercise 1.13

The mistakes in the following sentences have been marked with editing symbols. Write the corrected sentences on the lines provided.

1. I like go to shopping on Sundays.

2. Chungju is acity in Korea.

3. Gina is a very practically person.

4. Monet is a very famus painter

5. she is from china.

### Proofreading Skills: Correction Symbols

Study the symbols in the table below. They will help you understand your instructors marks on your writing. Using this system you can learn to correct your own papers.

1.	wrong tense	Susie go to school next year.	Susie will go to school next year.
2.	sentence fragment	When she was studying. She fell asleep.	When she was studying, she fell asleep.
3.	run-on sentence	We talked late into the night, in addition we ate a lot of food.	We talked late into the night. In addition, we ate a lot of food.
4.	new paragraph	He studied continuously during his university years. When he started his new job at Samsung, he was tired all the time.	He studied continuously during his university years.  When he started his new job at Samsung, he was tired all the time.
5.	indent	When he started his new job at Samsung, he was tired all the time. Then, after a couple years, he realized that he had a health problem.	When he started his new job at Samsung, he was tired all the time. Then, after a couple years, he realized that he had a health problem.
6.	move to the margin	When he started his new job at Samsung, he was tired all the time. Then, after a couple years, he realized that he had a health problem.	When he started his new job at Samsung, he was tired all the time. Then, after a couple years, he realized that he had a health problem.

### Exercise 1.14

There are many mistakes in this paragraph. Editing symbols have been used to mark the errors. Correct the mistakes and rewrite the paragraph correctly.

Solhe kim is a accountant. she work for kumho tire company in seoul.  
She married five year and has daughter. She enjoys bowling. And  
singing. Solhe goes to graduate school at night speaks  
germany and english.

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### Sentence Building Tools: Commas

A comma is used to separate three or more adjectives or items on a list.

Examples:

Modern airplanes are fast, comfortable and safe.

Modern airplanes are fast and comfortable.

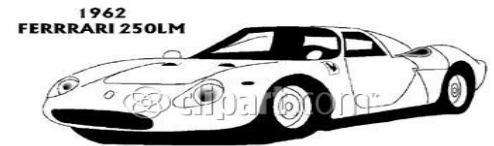
Also, place a comma between a city and a country or a city and a state (or province).

Examples:

Seoul, Korea      Chungju, Chungcheongbuk-d      Seattle, Washington

### Exercise 1.15

Fill in the blanks. Use the verbs *is*, *isn't*, *are*, or *aren't*. Then write the sentences with correct capitalization and punctuation on the lines below.



1. a Ferrari \_\_\_\_\_ fast beautiful and expensive

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2. a jungle \_\_\_\_\_ cold dry and dusty

---

3. We visited the Forbidden City in Peking China

---

4. My home is in Kaoshung Taiwan.

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### Sentence Building Tools: Acronyms

Acronyms use capital letters from the first letters of a name to make an abbreviation. We write and say the short form.

These acronyms are spoken as letters:

the UN	the United Nations
the USA	the United States of America
the UK	the United Kingdom
the UAE	the United Arab Emirates

the WTO	World Trade Organization
the KFTA	Korea Foreign Trade Association
the IMF	International Monetary Fund

These acronyms are spoken as words:

OPEC	the Organization of Petroleum Exporting Countries
KAIST	Korea Advanced Institute of Science and Technology
PNUT (peanut)	Pusan National University of Technology



Usually the first letters of words are used to make acronyms—like the examples above. Sometimes other letters are used, sometimes not.

Examples:

TV television	DVD digital video disk
CD compact disk	ID identification

### Exercise 1.16

Fill in the blanks using *is* and *are*. Then write the sentences with correct capitalization and punctuation on the lines below.

1. kaist and pnut \_\_\_\_\_ located in korea

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2. my tv \_\_\_\_\_ broken

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3. my new id card \_\_\_\_\_ from konkuk university

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4. the hotels in the uae \_\_\_\_\_ expensive

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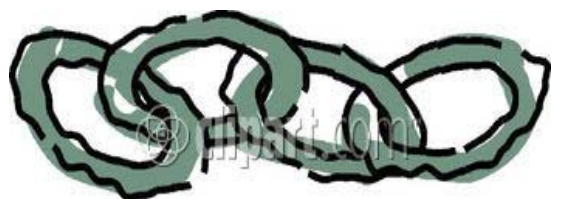
## Sentence Structure: Parts of a Sentence

A **sentence** is an expression of a complete thought and contains a subject, verb, and ending punctuation.

In general, a sentence names something (a **subject**) and then states something about that subject. The part of the sentence that “talks” about the subject is the **predicate** (at least a verb and possibly more words that help describe the subject). A sentence also must have ending punctuation.

A **subject** is a noun or pronoun that identifies the person, place or thing the sentence is about. The subject does the action of an action verb or comes before a linking verb in a statement.

A **linking verb** is a verb that **connects** (or “links”) a subject to a word or words that name or describe it. The most commonly used linking verbs are *be*, *become*, *seem*, *appear*, *look*, *feel*, *grow*, *smell*, and *taste*.



A **fragment** is part of a sentence presented as if it were complete sentence (subject + verb). A fragment may be missing a subject or verb (or both). A fragment is an incomplete sentence and is grammatically incorrect.

**Fragments can be corrected with the following methods:**

**You can correct a fragment, by giving it a subject and/or verb.**

Example:

Jenny attends several classes at her university.

For example, English literature, listening, and speech. [fragment]

*Corrected:*

Jenny attends several classes at her university.

For example, she studies English literature, listening, and speech. [complete sentence]

**You can connect a fragment to a sentence.**

Examples:

Dr. Yum enjoys teaching classes.

And writing books. [fragment]

Dr. Yum enjoys teaching classes and writing books. [correct]

*A beautiful log cabin*, for example, is correct English, but it is not a sentence because it doesn't have a verb. *A beautiful log cabin sits on top of the mountain* is a complete sentence because it has both a subject and verb.

Sometimes the subject of a sentence is not written (or spoken), but is understood.

*"Come to my office after class."* is a complete sentence. This is a command or *imperative* sentence. The subject is *you* is understood by both the writer and reader (or speaker and listener) and the sentence really means: *You come to my office after class.*

**Exercise 1.17**

Read the phrases below and mark the fragments with *F* and the complete sentences with *CS*.

Example: A beautiful log house. *F*



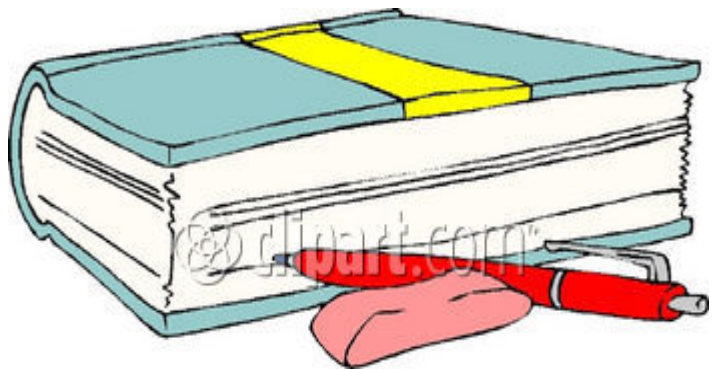
- |                             |                                |
|-----------------------------|--------------------------------|
| 1. He walks home every day. | 11. He walks.                  |
| 2. Drives a big car.        | 12. The large apartment.       |
| 3. Eagles soar.             | 13. Is smart.                  |
| 4. What do you want?        | 14. Great!                     |
| 5. Stop!                    | 15. Okay.                      |
| 6. Please don't go.         | 16. I don't know how to do it. |
| 7. She's a teacher          | 17. Do you understand?         |
| 8. Before midnight.         | 18. What time is it?           |
| 9. Too much homework.       | 19. When?                      |
| 10. Too hot!                | 20. Let's go!                  |

**Exercise 1.18**

Rewrite these sentences using proper capitalization and punctuation.

1. six sentences

suhuyn has a roommate the name of her roommate is jenny kim jenny is from jeju island she works for samsung in seoul but she also studies English at night after work jenny and suhyun enjoy going to movies on the weekends they also go singing with other friends




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2. seven sentences

tom and jerry are good friends they are teachers at a school in kwangju tom is from australia and jerry is from new zealand they are english teachers they enjoy hiking and camping on the weekends they also have fun looking for foods from their own countries the foods are hard to find in korea they have fun traveling to different large cities searching for them



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### Sentence Building Tools: Capitalizing the names of places

Place names such as seas, oceans, lakes, rivers, islands, deserts, mountains, and planets should be capitalized. The *sun* and *moon* should not be capitalized because they are a class of celestial bodies and not specific.

Examples:

- |                   |                 |             |
|-------------------|-----------------|-------------|
| East Asia         | the Gobi Desert | Lake Geneva |
| the Sea           | the Middle East | Jeju Island |
| the Pacific Ocean | Venus           |             |

### Exercise 1.19

Rewrite the sentences below with correct capitalization and punctuation.

1. shikoku island is in japan

---

2. the yellow river is in china

---

3. woraksan mountain is in chungcheongbuk-do in korea

---

4. the south sea is between korea and japan

---

You should capitalize place names such as hospitals, hotels, buildings, companies, and schools.

Examples:

Kook Min Bank

Konkuk University Hospital

Shilla Hotel

the Hanam Building

Samsung Corporation

Seoul National University



### Exercise 1.20

Rewrite the sentences below using correct capitalization and punctuation.

1. seoul national university is near subway stop number 238

---

2. the silla hotel is near the Hilton hotel

---

3. kaist is in daejon

---

# Be

## Sentence Structure:

Some of the simplest sentences you will write will use the verb “be”.

Examples:

My house is in Pusan.

It is noon.

We are students.

## Integrated Exercise 1.21

Write sentences with the following words using the example structure.

Use correct capitalization, punctuation, and articles.

Example: cats are animals.

### Structure: Subject + be + Noun

subjects	verb	nouns
cats	be	big city
i		person
she		actor
seoul and tokyo		student
bird		animal
jackie chan		people
students		furniture
hong kong		big cities
chairs		animals



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_



Sentence

## Structure:

As stated in the previous section, some of the most simple sentences you will write will use the verb "be". *Be* connects *or links* the subject to more than just nouns, as in the previous exercise, but also to an adjective or a place. On the previous pages we practiced writing with *be*, now we will practice using it in the negative form.

The negative form: Subject + *be* + **not** + adjective/noun/place

Examples:

### Adjectives

- I am (not) **tall**.
- He is (not) **handsome**.
- She is (not) **beautiful**.
- It is (not) **too big**.
- We are (not) **smart**.
- You are (not) **funny**.
- They are (not) **friendly**.

### Nouns

- I'm (not) **a Canadian**.
- He's (not) **a professor**.
- She's (not) **a dentist**.
- It's (not) **a hotel**.
- We're (not) **students**.
- You're (not) **a man**.
- They're (not) **Koreans**.

### Places

- I'm (not) **at work**.
- He is(n't) **here**.
- She is(n't) **in the library**.
- It is(n't) **on the desk**.
- We are(n't) **in Seoul**.
- You are(n't) **here**.
- They are(n't) **at school**.

### Exercise 1.22

Write sentences with the words below. Use the correct form of *be*.

1. I / be / not / at school

---

2. you / be / a student

---

3. the students / be / not/ in class

---

4. my office / be / the 3<sup>rd</sup> floor / on

---

5. frogs / be / not / fish

---

6. Dr. Park and I / be / friends

---

7. I / be / student / good / a

---

8. we / be / hungry

---

### Integrated Review Exercise 1.23

Rewrite the following sentences. If possible, change all the nouns in parentheses to the plural form. Complete the sentences with the correct form of the verb. You should use the simple present tense and correct capitalization and punctuation.

1. the (woman) (be) smart

---

2. his (teeth) (be) white

---

3. the (child) (have) a (toy)

---

4. his (car) (be) expensive

---

5. the (air) (be) dirty in the big (city)

---

6. the (hotel) (be) outside the city

---

## Integrated Review: Proofreading Exercise

The following exercise includes many of the problems discussed in this chapter.

### Exercise 1.24

The underlined nouns and verbs should be changed, if incorrect. Verbs may need to be changed to reflect singular or plural subjects. Crossout errors and write the correction above in the space above them.

When morning came, they started again. Before they had gone far they heard a low rumble, as of the growling of many wild animal. Toto whimpered a little, but none of the others was frightened, and they kept along the well-trodden path until they came to an opening in the wood, in which were gathered hundreds of beast of every variety. There were tiger and elephant and bear and wolf and fox and all the other in the natural history, and for a moment Dorothy was afraid. But the Lion explained that the animals was holding a meeting, and he judged by their snarling and growling that they were in great trouble. (from ***The Wizard of Oz***)

## Sentence Building Tools: Punctuation Questions and Short Answers

**You should use a question mark at the end of a question.**

Example: Is Bob a teacher?

**You should use a comma after *yes* or *no* in answers to questions.**

Examples: Yes, he is. No, he isn't.



### Exercise 1.25

Rewrite the sentences below with correct capitalization and punctuation. Don't forget to use a question mark.

1. is he a student no he isnt

---

2. are they going to a movie yes they are

---

3. is the new car expensive yes it is

---

## Sentence Building Tools: Dates

You should put a comma between the day and year in dates.

Example:

November 9, 1951



### Exercise 1.26: Practice and Review

Write the sentences below using correct capitalization and punctuation.

1. is dr. lim in fukuoka japan yes he is

---

2. is today december 31 2003 no it isnt

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### Exercise 1.27

Read the following paragraph and circle the subject(s) and verb(s) in each sentence. Then write by each circled word an *S* for subject or *V* for verb.

Jenhua is a high school student at the Tongnae women's college. She lives in Pusan, but she was born in a small town near Daegu. She lives with her father and mother. She has one brother and one sister. Her brother is a doctor, and her sister studies English literature at Pusan University of Foreign Languages. Jenhua wants to go to Korea university. She enjoys studying, and she also likes working out at the gym.

### Exercise 1.28

Write an *S* or *V* where the question marks are to tell what is missing. Then write the missing words next to the question marks.

Hospitals ? \_\_\_\_\_ places where people go when they are very sick. People ? \_\_\_\_\_ there also when they have been hurt or injured in an accident. ? \_\_\_\_\_ can be expensive unless you have insurance. Most ? \_\_\_\_\_ hope they never have to go to a hospital.



# Paragraph Building

## Pretest

To better understand Chapter Two, answer the questions below.

1. What is the purpose of a topic sentence?

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2. A topic sentence is usually the \_\_\_\_\_ in a paragraph.

3. The sentences following the topic sentence in a paragraph are called \_\_\_\_\_ sentences.

4. Supporting sentences must support the main idea of a \_\_\_\_\_.

5. The main of idea of sentence is stated in the \_\_\_\_\_ sentence.



## Chapter Two

# Basic Concepts of Paragraph Building

### **Paragraph Building: Defining a Paragraph**

A paragraph is a number of sentences written about the same topic. The main idea of the paragraph is usually given in the first sentence—which is called the **topic sentence**. The topic sentence introduces what the paragraph is talking about and limits the information that can be given in the other sentences. The other sentences add information to the topic and are called **supporting sentences**.

When you are writing a paragraph, it is important to write only about things related to the topic sentence. When something is not related to the topic sentence it should not be in the paragraph, and it is called **irrelevant**.

## Exercise 2.1

Which sentences below are relevant or irrelevant to the topic? Write an *r* or an *i* on the space next to each sentence to note if it is relevant (*r*) or irrelevant (*i*) to the topic sentence. Below the sentences write why you think the irrelevant sentence does not belong with the others.

Example:

**Topic Sentence: Seoul is a great town to visit on vacation.**

\_\_\_r\_\_\_ 1. There are many museums and art galleries to see.

\_\_\_r\_\_\_ 2. The city is well-known for its many fine restaurants.

\_\_\_i\_\_\_ 3. The traffic jams in the city are terrible.

\_\_\_r\_\_\_ 4. It is an easy city to fly into from outside the country.

Sentence number 3 is irrelevant because it is not talking about something "great" about Seoul.

**I. Topic Sentence: Learning English is not always difficult.**

\_\_\_\_\_ 1. Some teachers know how to make learning English fun.

\_\_\_\_\_ 2. Visiting English speaking countries can help you learn English faster and easier.

\_\_\_\_\_ 3. No matter where you learn English it is expensive to study.

\_\_\_\_\_ 4. Watching English language movies can be a lot of fun and very helpful.

Which sentence is irrelevant? Why?\_\_\_\_\_.

**II. Topic Sentence: Football is my favorite sport.**

\_\_\_\_\_ 1. Football is exciting to watch.

\_\_\_\_\_ 2. The game is easy to learn.

\_\_\_\_\_ 3. Football doesn't require expensive equipment..

\_\_\_\_\_ 4. Many people get hurt playing football.

Which sentence is irrelevant? Why?\_\_\_\_\_.

**III. Topic Sentence: I love to watch science fiction movies.**

- \_\_\_\_\_ 1. Science fiction can tell us a lot about what tomorrow's world may be like.
- \_\_\_\_\_ 2. Science fiction movies can teach us about science sometimes.
- \_\_\_\_\_ 3. It is exciting to see the new ideas the writers come up with.
- \_\_\_\_\_ 4. Movies are too expensive nowadays.

Which sentence is irrelevant? Why?\_\_\_\_\_.

**IV. Topic Sentence: Drunk driving should be punished more severely.**

- \_\_\_\_\_ 1. It's okay to drive if you drink just a little bit.
- \_\_\_\_\_ 2. Many people are hurt and killed by drunk drivers.
- \_\_\_\_\_ 3. Drunk driving causes many accidents.
- \_\_\_\_\_ 4. The accidents caused by drunk drivers increase the cost of insurance for all of us.

Which sentence is irrelevant? Why?\_\_\_\_\_.

**Exercise 2.2**

Read this paragraph carefully.

There are many reasons why parents should not hit their children. First of all, there is research that shows that children who are hit by their parents will learn to hit their children. Hitting can also get in the way of the child learning a new, more appropriate behavior. It also teaches children that hitting is an appropriate way to express frustration or anger. Many children hit other children when they are angry.

What is the topic sentence of this paragraph?

\_\_\_\_\_



Notice that the sentence, *Many children hit other children when they are angry* is irrelevant because it does not talk about the topic sentence. It should be taken out of the paragraph.

**Read the following paragraphs and answer the questions.**

1. Children sick with a cold or the flu usually don't need to stay in bed all day. In fact, you probably can't keep them there! They should avoid being too active and should rest often. Sometimes parents are too busy to take care of their sick children. Simple and quiet games can help keep them occupied. A Disney movie or video may help pass the time too.

What is the topic sentence?

---

Are there any irrelevant sentences? Which one? Why?

---

2. There are many reasons why students cheat on examinations. Some don't understand that it is wrong. Others are under a lot of pressure to achieve. Still others find the work is too difficult and don't know how to study. Many children are afraid they will be punished by their parents if their test scores are too low. Studying is the best way to get a good score on an examination.

What is the topic sentence?

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Are there any irrelevant sentences? Which one? Why?

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# Paragraph Building Exercise:

## Irrelevant Sentences

### Exercise 2.3

Each of the following paragraphs has a sentence that is *irrelevant*.

Draw a line through that sentence.

**Example:** There are many things you can do to help the earth's environment. You can recycle newspapers, clear plastic and aluminum cans. You can buy products made from recycled paper. Also, you can purchases drinks in glass bottles or aluminum cans instead of plastic containers. Glass and aluminum are easier to recycle. ~~I enjoy recycling.~~

1.

Responsibility is an important part of being an adult. We should meet our obligations by being reliable, accountable, and dependable. We should follow through on our promises. It is important to be one time for appointments that we have agreed to. I am often late for my appointments. Be someone your friends can count on. Students should do their homework on time. By creating a habit of reliability, people around us will see us as responsible individuals.

2.

Bird watching is a great hobby. Many birdwatchers began watching birds as children or young people. Birds hold a fascination with many people because there are almost always birds around to see. Butterflies are great to watch too. Birds are easy to learn to identify and fun to watch. Backyard bird feeding is a good way to get started watching birds by bringing them to your yard.



# Sentence Structure Review Exercises:

## Subject-Verb Agreement

### Exercise 2.4

Rewrite all the following sentences by changing the nouns to plural form. Be sure to use the correct form of the verb. Use the simple present tense and correct capitalization and punctuation.

1. (chimpanzee) (be) smart

---

2. the (tree) (have) brown (leaf)

---

3. the (car) (be) clean

---

4. their (house) (be) very big

---

### Exercise 2.5

Rewrite the following sentences by changing them from singular to plural or plural to singular. Correct capitalization and punctuation should be used.

1. schools are for education

---

2. a telephone is a useful tool

---

3. apples are tasty

---

4. a dog makes a good friend

---





5. whales are mammals

---

6. mothers know what is best for their children

---

## Topic Sentence Review Exercises:

### Exercise 2.7

Choose the best topic sentence for each of the following paragraphs and put an "x" on the line next to it.

1.

- \_\_\_\_\_ a. Korea has a great variety of plant life.
- \_\_\_\_\_ b. Korea is great!
- \_\_\_\_\_ c. Korea is a nice place to visit.



There's more to Korean plant life than just rice, apple trees and pine trees. Because of the diversity of Korean soil and environments, it has a wide variety of plants. A drive around the countryside will show you what an interesting assortment of plants there are.

2.

- \_\_\_\_\_ a. Flying in bad weather is difficult.
- \_\_\_\_\_ b. Pilots do a lot of work.
- \_\_\_\_\_ c. Pilots plan their flight carefully.



They check their plane to make sure that it is working properly. They also make sure that baggage or cargo has been loaded correctly. They check the weather forecast to see if they will run into any bad weather on their trip. They then decide what route they should take, and how high and fast they should fly.

### 3.

- \_\_\_\_\_ a. Doctors work very hard
- \_\_\_\_\_ b. Doctors have an effect upon all our lives.
- \_\_\_\_\_ c. Doctors know a lot about medicine.

When we are sick, they tell us what we have. They give us medicine and other kinds of treatment. They examine us and listen to us tell them how we feel. They tell us what is good for us to eat and how we can have better hygiene.

### 4.

- \_\_\_\_\_ a. Nepal has many colorful celebrations.
- \_\_\_\_\_ b. Anyone can be a relative in Nepal.
- \_\_\_\_\_ c. A day of feast in Nepal.

One in particular is the celebration called Tihar. This is a day when "sisters" honor their "brothers" by giving tikka (a red powder mark on the forehead, which is a blessing). Quotes are around "sister" and "brother" because in Nepal these words can mean any relative in the same age range: cousins, children of in-laws, and so forth. During Tihar, special food is prepared and eaten, and everybody gets new clothes.

## Sentence Building Review Exercise: Using articles

### Exercise 2.8

Fill in the blanks with *a*, *an*, or *some*. Use *some* with non-count nouns. Then rewrite the sentences with the correct form of the verb using simple present tense. Use correct capitalization and punctuation.

1. \_\_\_\_\_ student (have) a lot of homework
-

2. \_\_\_\_\_ people (be) at the office party

---

3. \_\_\_\_\_ eagle (be) in that tree

---

4. \_\_\_\_\_ equipment (be) useful

---

5. \_\_\_\_\_ fruit (be) on the table

---

6. she (have) \_\_\_\_\_ new furniture

---

## Sentence Building: *and*, *but*

As your writing skills improve you will want to use more complex sentences to keep your writing interesting. *And* or *but* can connect two sentences. When using *and* or *but* to connect two sentences, use a comma before *and* or *but*.

That car is beautiful. It is fast.  
That car is beautiful, and it is fast.

Dr. Park's class is very interesting. Dr. Park's class is difficult to pass.  
Dr. Park's class is very interesting, but it is difficult to pass.

When you use *And* it adds information to the first sentence.  
When you use *But* it adds surprising or unexpected information to the first sentence.

She is a very rich woman, and she has a large savings account.  
She is a very rich woman, but she never has any money with her.

Her house is expensive, but it is very dirty inside.

**Don't use a comma when you use two adjectives and join them with *and* or *but*.**

The puppy is cute and playful.  
He is smart but lazy.

**Exercise 2.9**

Rewrite the following sentences with the correct form of *be*. Use *and* or *but* to connect the two sentences. Correct capitalization and punctuation should be used.

1. Daegu apples (be) very delicious. They (be) popular.

---

2. Daegu apples (be) very popular. They (be) hard to find.

---

3. Jae-un (be) friendly \_\_\_\_\_ popular.

---

4. Su-sun (be) friendly \_\_\_\_\_ unpopular.

---

5. Samsung computers (be) high quality. They (be) inexpensive.

---

6. Tae Dung computers (be) expensive. They (be) not reliable.

---

7. There (be) good Chinese food at that restaurant. It (be) too expensive.

---

8. There (be) good Chinese at that restaurant. It (be) not very expensive.

---

9. His poetry (be) wonderful to read. It (be) easy to understand.

---

10. His poetry (be) wonderful to read. It (be) difficult to understand.

---



## Sentence Structure: Building Descriptive Sentences

A common sentence structure for describing things is:

**Article + adjective + noun + verb (has) + adjective(s) + noun**

This type of sentence describes the characteristics or qualities of something.

### Example 1:

A sports car has a powerful, noisy motor.

**Article + adjective + noun + has + article + adjectives + noun**

To put variety in your writing you can also write the characteristic or quality first, use the preposition *of*, and change the verb *have* to *be*. Then you must begin the sentence with *the*. Rewrite the follow sentences using this structure:

**The + noun + (of a/an) + noun + is/are adjective(s).**

### Example 2:

The motor of a sports car is powerful and noisy.

**The + noun + (of a/an) + adjective + noun + is/are + adjective(s).**

### Exercise 2.10

Rewrite the following sentences using the structure in *Example 2*.

1. An airplane has a long, sleek body.

---

2. A desk has a flat, hard surface.

---

3. A hotel has big, comfortable beds.

---

4. An eagle has strong, powerful wings.

---

5. A giraffe has a long thin neck.

---

### Exercise 2.11

Choose three familiar objects and write sentences like the examples above.

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

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

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

## Paragraph Organization: Sorting Information

### Exercise 2.12

The following sentences are about the weather and how to dress while touring Beijing, China. There is too much information here for one paragraph. Some of the sentences are specifically about the weather. Put the number of those sentences in the box below marked **Weather**. Other sentences are about how to dress while touring Beijing. Put the number of those sentences in the box below marked **Dress**. Each set of sentences has one that is general enough to be a topic sentence. Circle those two sentences.

1. Winter is freezing cold.

2. Autumn is best as the temperature is mild and the sun is out a lot.

3. Beijing's four seasons are distinctly recognizable.

4. In the warmer months, T-shirts and light pants or shorts are the best bet.

5. It is easy to dress for touring Beijing.
6. In the autumn, jeans and a sweater are usually fine.
7. For touring during the day, wear casual clothes.
8. Bring nice clothes for going out at night.
9. The temperature in spring is nice, too, but it is very dry and windy.
10. Summer can be unbearably hot.
11. In the colder months, it is wise to dress in layers; long underwear and jeans, shirt, sweater and a down jacket.

<b><i>Weather</i></b>
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

<b><i>Dress</i></b>
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

**Exercise 2.13**

Now, rewrite these two sets of sentences as separate paragraphs.





Beijing's weather:

---

---

---

---

---

---

---

How to dress while touring:

---

---

---

---

---

---

---



**Sentence**

**Structure:**

# Describing Things

To keep your writing interesting, describe things with the same information in a different way. Do this by using a different word order.

This is a typical word order:

The        (noun) of a/an (thing) is \_\_\_\_\_.

*shape*

*size*

*color*

*weight*

*height*

*width*

*length*

*thickness*

*texture*

*etc.*



Example: A TV weighs ten kilograms. (weight)

The weight of a TV is ten kilograms.

**The (noun) of a/an (thing) is \_\_\_\_\_.**

## Exercise 2.14

Rewrite each of the sentences below using the descriptive structure in the example.

1. A wool blanket is soft. (texture)

---

2. A good pizza is two centimeters thick. (thickness)

---

3. An apple is round. (shape)

---

4. A Boeing 747 is large. (size)

---

5. My bowling ball is ten kilograms. (weight)

---

6. That electric cord is four meters long. (length)

---

7. His new Hyundai is black. (color)

---

8. That building is over 1000 meters high. (height)

---

9. The Mississippi River is a mile wide. (width)

---

### **Exercise 2.15**

Write four sentences describing the same object. Use both sentence structures from the previous exercise.

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

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

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

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

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

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

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

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

**Read this paragraph about a common object in our lives.**

Chopsticks are common objects. We find them everywhere, usually in pairs. An individual chopstick is usually made of wood or steel. It is small in size. The length of a chopstick is about fifteen centimeters. It can be round or square in shape. It is also tapered from one end to the other. The color of a chopstick is often tan or silver, but could be any color. A chopstick is very light in weight. Sometimes we find a pair of chopsticks in a paper wrapper.

**Exercise 2.16**

Write a paragraph to describe a common object. Use the paragraph above as a model and try to describe all the characteristics of the object using both sentence structures.

Begin the paragraph with a topic sentence like this one:

    (plural noun)     are common objects.

---

---

---

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# Building Better Paragraphs Pretest

To better understand some of the problems in  
Chapter Three, answer the questions below.

1. There (is/are) \_\_\_\_\_ a cat and two dogs at my house.
2. There (is/are) \_\_\_\_\_ two cats and a dog at my house.
3. There (is/are) \_\_\_\_\_ two cats and two dogs at my house.
4. W5000 (is/are) \_\_\_\_\_ you need for the movie tonight.
5. Rewrite this topic sentence: This paragraph is about my family.

---



## Chapter Three: Tools for Building Paragraphs

### Sentence Building Tools: There

Although **there** is in the subject position of a sentence, it is not the subject. **There** has no meaning. It only shows that the subject exists. The real subject of the sentence comes after **there is** or **there are**, and the verb (**is** or **are**) must agree with the real subject.

Examples: **There is** a new student in our class.

**There is a** cat and two dogs at my house.

**There are** six books and a pen on my desk.

More than one noun can come after **there + be**.

If the first noun is singular, use **there is**:

**Example:** There's a cat and two dogs at my house.

If the first noun phrase is plural, use there are:

**Example:** There are six books and a pen on my desk.

### Exercise 3.1

Write sentences using **There + be**.

Example: a computer on my desk

**There is a computer on my desk.**

1. two tests this week at school

---

2 .one plate and two glasses on the table

---

3 .two students and a professor in my office

---

4. twenty pages of homework today

---

5. ten students and only five books for the class

---

### Exercise 3.2

Using there is/there are, write complete sentences using the words given. Remember to add articles and prepositions where needed.

Example: two cars/ in front of my house

**There are two cars in front of my house.**



1. 500 paintings / in the art gallery

---

2. twenty problems / on the test

---

3. book / two pencils / on Minsu's desk

---

4. answers / on the last page of the book

---

5. new computer/ in Dr. Seon's office

---

6. duck/ two geese/ in the lake

---

7. many problems/ in life

---

8. a new car/ in my garage

---

## **Sentence Building Tools: Subject-Verb Agreement**

Subject-verb agreement when using **there** has several rules:

- 1.** If the subject is uncountable, use a singular verb.

Examples:

There is some trouble at school today.

There is some coffee in your cup.



2. If the subject is countable and is plural, use a plural verb.

Examples:

There are some problems at school today.

There aren't any clean coffee cups in the cupboard.

When using **there is** or **there are** many sentences will contain prepositional phrases of place.

Examples of prepositional phrases of place:

on the water	in town	in line	at the bank
near my house	upside down	on the bus	at the beach

Example sentence: There are many colorful fish in the pond.

### Exercise 3.3

Using **There are/There is**, write sentences below using prepositional phrases of place and the subjects in this list:

many new people

some large fishing boats

a lot of money

Mr. Park

Example: There are many colorful fish in the pond.

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

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

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

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

5. \_\_\_\_\_

## Proofreading Exercise: Using *there*

### Exercise 3.4

The descriptive paragraph below has mistakes. Rewrite the paragraph and correct the mistakes. Use ***There are/There is*** when possible and vary the sentence structures (word order).

My university is beautiful. It have a large lake and two small pond on the campus. The lake is round in shape. The pond are square. One pond has a large fountain. Around the pond are garden. One of the gardens has three rose bush and two large magnolia trees. They smell wonderful! Next to the lake is a seating area for students. It has a bench and many chairs. The bench is hard, but the chairs are very soft and comfortable. There are a covered area. It is to protect the students from the sun and the rain. It is large and brown. The campus also has a very large grassy area. The grass is soft and green. The beautiful lake, ponds and grassy area are where the students like to study and spend time with their friends.

---

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### Exercise 3.5

Now write a paragraph about your own school (or workplace). What is it like? Start with a topic sentence like the one in the paragraph above. Use *There are/There is* when possible and vary the sentence structures (word order).

---

---

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---

---

## Sentence Building Tools: *Before* and *After*

When you write sentences that describe a series of activities or events, you can use sequence words to combine sentences.

Two common sequence words are *before* and *after*. If the sentence starts with *before* or *after* put a comma after the first phrase. If *before* or *after* is in the middle of the sentence, don't use a comma.

Examples:

I go to school.

I do my homework.

Before I go to school, I do my homework.

I do my homework before I go to school.

After I do my homework, I go to school.

I go to school after I do my homework.

### Exercise 3.6

Write five sentences using *before* or *after*. Write about your daily routine.

Examples of daily routine: get up in the morning, brush my teeth, comb my hair, go to school, study, attend classes, eat breakfast/lunch/dinner

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

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

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

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

5. \_\_\_\_\_



### Exercise 3.7

Read each of the paragraphs below and write a topic sentence for that paragraph. Remember that the topic sentence should introduce the main idea of the paragraph and will also limit what the other sentences can talk about. Be sure the topic sentence is general enough to include all the sentences in the paragraph.

1. Topic Sentence:

---

The prizes are named after Alfred Nobel, the inventor of dynamite, who created the prizes in his will. He donated a good portion of his estate to fund the prizes, decided who would judge the winners of each award and also named the prize categories.

2. Topic Sentence:

---

The topic of body odors is so offensive that most people will not tell another person he or she has bad breath or body odor. You do not have to cover yourself with perfumes and chew gum constantly. It should be enough to take a shower each day, wear clean clothes, and brush your teeth after meals.

3. Topic Sentence:

---

When flirting, you should express an interest in an activity which also interests the other person. Ask them about themselves and in the course of the conversation tell them a little about yourself. Suggest that they join you in a casual, non-romantic group activity.

#### 4. Topic Sentence:

---

Many governments sponsor several different types of gambling games, including instant-win scratch-off type games, daily games and games where you have to pick three or four numbers. But the game with the biggest jackpot is almost always called Lotto. This game usually involves picking the correct numbers from a set of balls, with each ball numbered from 1 to 50.

#### 5. Topic Sentence:

---

In the last hundred years alone, there have been more than 1.5 million earthquake-related fatalities. Usually, it's not the shaking ground itself that claims lives -- it's the destruction of manmade structures and the creation of other natural disasters, such as tsunamis, avalanches and landslides.

#### 6. Topic Sentence:

---

Think long and hard about the fact that a tattoo is permanent. What's "cool" at 18 might not be very appealing on a 40-year-old. Also, tattoo removal is more painful and expensive than tattooing. The process usually takes several sessions and offers varying results. Doctors say tattoos can be lightened but not always completely removed.

## **Sentence Building Tools: Using Time Words**

Similar to **before** and **after**, **when** can be used to combine sentences when you are writing about a series of activities or events.

The same punctuation rules apply when you combine two sentences into one. If the sentence starts with **when**, put a comma after the first phrase. If **when** is in the middle of the sentence, don't use a comma.

Examples:

When I am late for school, I don't eat breakfast.

I don't eat breakfast when I am late for school.

When I am sick, I go to the doctor.

I go to the doctor when I am sick.

### Exercise 3.8

Write six sentences using **when**. Use **when** at the beginning and in the middle of sentences

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

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

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

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

5. \_\_\_\_\_

6. \_\_\_\_\_

## Sentence Building Tools: Word Order

When writing sentences in English, there are several common "word orders" that can be used. One of the most common is below.

### Exercise 3.9

Put the scrambled sentences below into the following order:

**Who + Verb + What + Where + When**

Example:

Professor Lim teaches her first class in the library at 10:00 o'clock.

**Who + Verb + What + Where + When**

Not every sentence will have a **What, Where** and **When** part.

1. English / in the library / every morning / Jenna / studies

---

2. in the math building / are studying / the students / for the test

---

3. a difficult language / Chinese / is / to learn

---

4. was stolen / this morning / his new BMW / from the parking lot

---

5. on Friday / her new job / starts / she

---

### **Exercise 3.10**

Now write six sentences using **who + verb + what + where + when**.

Use the word order from the exercise ahead.

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

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

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

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



5. \_\_\_\_\_

6. \_\_\_\_\_

## Sentence Building Tools: *need to* and *want to*

You can use the terms *need to* and *want to* to help you build useful sentences.

***Need to*** is used to indicate something that you feel you ***must*** do.

***Want to*** is used to indicate something that you would ***like*** to do.

### Exercise 3.10

Use the phrases from the list below to make eight new sentences.

Example:

Study for my English test

I ***need to*** study for my English test.

#### **Phrase list**

get a taxi

walk home

call my girlfriend

get good grades

find a good job after university

help my parents

buy a bus ticket to Pusan

go to a move this weekend

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

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

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

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

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

## Sentence Structure: Simple Sentences

A simple sentence has a subject and one main verb. It may also contain a describing phrase (or complement).

The **subject** is the noun or pronoun that identifies the person place or thing the sentence is about. The **verb** tells the action done by the subject or explains its condition.

These are examples of simple sentences:

<b>Subject</b>	<b>Verb</b>
She	studies.
He	runs.
My dog	is sleeping.
My dog and cat	are fighting.

The subject in a simple sentence may be compound. That is two nouns may use the same verb in the sentence.

A sentence may also have a describing phrase (or **complement**), but it does not have to have one. A describing phrase or complement gives additional information about the meaning about the subject or verb.

Following are examples of simple sentences with describing phrases (or compliments). Note that the complements or phrases can function as adjectives, adverbs, pronouns, and nouns.

<b>Subject</b>	<b>Verb</b>	<b>Describing Phrase or Complement</b>
He	loves	her. (pronoun)
Her new car	is	super fast. (adjective phrase)
Her major	was	English Literature. (noun phrase)
She	runs	fast. (adverb)
She	owns	her own tour business. (noun phrase)



Examples:

Her book is missing. (singular)

Her books are missing. (plural)

Her books and pens are missing. (plural)

Each and every, when used with a singular noun, should be followed by a singular noun.

Examples:

Each pen is of the highest quality. (singular)

Every pen is of the highest quality. (singular)

The following subject nouns require a singular verb:

everyone, anyone, someone, no one,  
everybody, anybody, somebody, nobody,  
everything, anything, something, nothing,  
etc., should be used with a singular verb.

Examples:

Everyone is going to the party tonight. (singular)

Anything is better than nothing at all. (singular)

Something is wrong. (singular)

Someone came by to see you. (singular)

It is difficult sometimes to decide if a subject is singular or plural. This is especially true when there is additional information following the subject, but before the verb. The additional information is often written in a **prepositional phrase**.

A **prepositional phrase** connects a subject to the rest of the sentence. It is a group of words that begins with a preposition and ends with a noun. A prepositional phrase usually tells where, when, how, or why. Thus a prepositional phrase works as an **adverb** or **adjective**.

at my house

at noon

of my friends

on Monday

on the edge of town

of books

on the chairs

under the table

A prepositional phrase often comes after the subject of a sentence, but before the verb. The phrase is not a part of the subject, so it should not be used to determine for the form of the verb.

Examples which use singular verbs:

None of my friends is a student. The subject **none** is singular.

One of his cars is red. The subject **one** is singular.

Each of them wants to come. The subject **each** is singular.

Phrases referring to amounts, measurements, and quantities use a singular verb.

Examples:

Five hundred won is all I have.

The number of people here tonight is amazing!

Three tablespoons of sugar is all I need.

Examples which use plural verbs:

Both of us are tired.

Several of us are going to the cinema tonight.

There are times when you will need to use the noun in the prepositional phrase to determine the correct verb form. This is true when using a lot, any, none, plenty, the majority, most, some, a number, a/the majority and all. If the noun in the prepositional phrase is a non-count noun, you should use a singular verb. If it is a plural noun, use a plural verb. If it is a singular noun, use a singular verb.

On the following page is a chart of terms and their verb requirements:

<b>term + preposition</b>	<b>noun</b>	<b>verb</b>
any of each of none of either of neither of	plural noun	singular
most of some of all of a lot of a/the majority of a number of plenty of	plural	plural
<b>the</b> number of	plural	singular
<b>the</b> majority of most of plenty of all of some of a lot of none of	non-count noun	singular

### Exercise 3.12

Fill in the blanks in the following sentences. Use the correct form of the verb in parenthesis.

1. The number of students at the university \_\_\_\_\_ (have) increased this year.

2. A lot of the problems on the test \_\_\_\_\_ (be) impossible to solve.
3. Most of my friends \_\_\_\_\_ (be) went home for the holidays.
4. Neither of my parents \_\_\_\_\_ (have) studied at university.
5. A majority of the voters \_\_\_\_\_ (be) not going to vote for him.
6. None of them \_\_\_\_\_(be) coming to the party tonight.
7. Each of them \_\_\_\_\_ (have) their own ideas.
8. The price of the pencils \_\_\_\_\_(be) 1000 won.
9. Something \_\_\_\_\_(need) to be done about the problems.
10. None of the coffee \_\_\_\_\_ (be) left.

### Exercise 3.13

Write ten sentences of your own using the terms in the chart on the previous page.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## Sentence Structure Exercise: Subject-Verb-Complement

### Exercise 3.14

Look at the sentences below and write S, V, or C above the subjects, verbs, and complements.

Example:

S V C

My car is a Daewoo Leganza.

1. My hometown is Kyeongju.
2. Most of my classes are in English.
3. Seoul has over 12 million people living there.
4. Kyeongju is one of the many historical centers of Korea.
5. Happiness is a hike in the mountains.
6. The East Sea of Korea is a beautiful area.
7. Every one of the students is a delight to work with.
8. Chinese is a difficult language to learn to read and write.
9. Life is a bowl of cherries.
10. I am going to sleep.

## **Sentence Structure Exercise: Compound Subjects**

### **Exercise 3.15 – Compound Subjects**

Rewrite each sentence using a compound subject.

Example:

Akiko is a student.

Akiko and Maria are students.



1. My brother lives in an apartment in Paris.

---

2. My mother speaks six languages.

---

3. English is my favorite subject.

---

### **Exercise 3.16**

Rewrite the sentences below with a simple subject.

1. My friend and I want to go shopping.

---

2. My oldest brother and my youngest sister are married.

---

3. My mother and father live in Rome.

---

4. My friends and I eat lunch in the student cafeteria.

---

## **Proofreading Exercise**

### **Exercise 3.17**

Rewrite the following sentence fragments into complete sentences.

Remember to use correct capitalization and punctuation.

1. I apartment

---

2. study late every night

---

3. works hard

---

4. bob tall

---

5. my university is

---

6. this class difficult

---

7. jim is

---

8. don't late

---

9. doesn't study very hard

---

10. She is

---

11. Before I go to school

---

12. on weekends

---

## **Sentence Structures: Spelling Changes**

Simple present verbs require an **-s** added to the end to change their spelling to third person singular form.

Examples:

1 <sup>st</sup> and 2 <sup>nd</sup> person	3 <sup>rd</sup> person singular
run walk sleep shop	runs walks sleeps shops

Examples:

I **walk** to school every morning.

She **walks** to school every morning.

Verbs that end in with **-ss, -z, -ch, -sh,** and **-x** require an **-es** added to the end to change their spelling to third person singular form.

Examples:

1 <sup>st</sup> and 2 <sup>nd</sup> person	3 <sup>rd</sup> person singular
watch push fix pass	watches pushes fixes passes

Examples:

I box everyday for exercise.

He boxes everyday for exercise.

Verbs that end in with a **consonant + y** require that you change the **y** to **i** and add **-es** to change their spelling to third person singular form. { **y + -ies** }

Examples:

1 <sup>st</sup> and 2 <sup>nd</sup> person	3 <sup>rd</sup> person singular
study	studies
fly	flies
try	tries
carry	carries

Examples:

I try to get good grades.

She tries to get good grades.

Verbs that end in with a **vowel + y** require that you add **-s** to change their spelling to third person singular form. { **y + s** }

Examples:

1 <sup>st</sup> and 2 <sup>nd</sup> person	3 <sup>rd</sup> person singular
pay	pays
play	plays
stay	stays
buy	buys

Examples:

You buy on the best clothes.

She buys only the best clothes.

### Exercise 3.18

Change the subject in the sentences below to third person singular. Use a person you know as the subject of the sentence. Correct the capitalization and punctuation. Write the changed and corrected sentences on the lines below.

1. you exercise every day

---

2. i major in industrial design

---

3. you enjoy going singing on the weekends

---

4. i teach a class at a language institute

---

5. you watch TV all night every night

---

6. i never finish my homework before class

---

### **Exercise 3.19**

Now write two similar sentences using your own words.

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

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

## **Paragraph Correction Exercises:**

### **Integrated Review**

#### **Exercise 3.20: Paragraph Correction Exercise 1**

There are many mistakes in the following paragraph. Correct the mistakes and rewrite the paragraph on the lines below.









## Sentence Building Tools: *because* and *so*

*Because* and *so* help us write cause and effect sentences. *Because* is used to give a cause or reason. *So* is used to give a result.

*Because* and *so* can join 2 sentences.

Example:

Using *because*:

I have a big test tomorrow.

I want to study.

Because I have a big test tomorrow, I want to study.

I want to study because I have a big test tomorrow.

Notice that if the reason (*because*) comes first, you must use a comma after it.

Using *so*:

I have a big test tomorrow.

I want to study.

I have a big test tomorrow, so I want to study.

You must use a comma before *so*. Notice also, that you can not use *so* first - as you can with *because*.

### Exercise 3.23

Practice combining sentences using *because* and *so*. Write two sentences with *because* and one sentence with *so*.

1. I want to buy a car. I'm going to save some money.

---

---

2. I am late for class. I have to go.

---

---

3. Jenny got an A+ in English. She studied very hard.

---

---

4. I was really sick last week. I went to the doctor.

---

---

5. I want to go to graduate school next year. I need to get good grades.

---

---

6. Jan went singing last night. She was sleepy in class today.

---

---

## **Paragraph Organization:**

### **Topic and Supporting Sentences**

When writing a paragraph, it is best to organize your thoughts before you start putting them in paragraph form.

#### **The topic sentence:**

There are several steps you should follow each time you write a paragraph. First, write several potential topic sentences that clearly state the main idea of your paragraph. Don't worry about proper capitalization, punctuation, and grammar. Then review the sentences and select the one that best states the topic. Finally,

rewrite the topic sentence with proper capitalization, punctuation, and grammar.

**Supporting sentences:**

Next, you should write many supporting sentences about the topic. Don't worry about proper capitalization, punctuation, and grammar. Then review the supporting sentences and make sure that they all support the main idea of the topic sentence. Cross out any sentences that do not support the main idea. Those sentences are *irrelevant*. Also cross out any sentences that may state the same ideas as other sentences, but in other ways. These sentences are *redundant*.

**Exercise 3.24**

Write five possible topic sentences below about your experience at school. Don't worry about proper capitalization, punctuation, and grammar.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

**Exercise 3.25**

Go back and select the best topic sentence. Rewrite it below with proper capitalization, punctuation, and grammar.

**Topic Sentence:**

\_\_\_\_\_

**Exercise 3.26**

Now write ten sentences about the main idea of the topic sentence. Don't worry about proper capitalization, punctuation, and grammar.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**Exercise 3.27**

Go back and review the sentences above. Cross out any sentences that are *irrelevant* or *redundant*. Rewrite the best six sentences below with proper capitalization, punctuation, and grammar.

**Supporting sentences:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

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

5. \_\_\_\_\_

6. \_\_\_\_\_

**Exercise 3.28**

Use your topic and supporting sentences from above and put them in paragraph form below.

**Paragraph:**

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