Focus on WRITING

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City University of New York

ALWAYS LEARNING

PEARSON
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Writing a concluding sentence that adds a final opinion, summarizes the paragraph, or talks about the future  
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Sharing ideas and creating a timeline for the assignment | Writing a topic sentence that introduces the story  
Writing body sentences that tell the story  
Writing a concluding sentence that comments on the story  
Finding information online about lucky people and situations  
Using descriptive language  
Writing a narrative paragraph |
**Scope and Sequence**

**Step 3**  
Revising

- Supporting opinions with relevant reasons and examples
- Analyzing a model opinion paragraph
- Applying the Revision Checklist and writing the second draft

**Step 4**  
Editing

- Reviewing count and non-count nouns
- Incorporating the grammar in sentences
- Applying the Editing Checklist and writing the final draft

**Learning Outcome**

- Can write a short, clear paragraph that supports and gives reasons for an opinion.

**Focus on Grammar Level 1, Third Edition**

- **Unit 19**  
  Count and Non-count Nouns

- **Unit 20**  
  Prepositions of Time: in, on, at

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**Writing Focus**

- **Writing an opinion paragraph**  
  New Houses for the Lower Ninth Ward, about a neighborhood in New

- **Using an E-chart**
  Using expressions with + someone / something
  Brainstorming for the assignment
  Choosing a writing assignment for an opinion paragraph
  Sharing ideas and creating an E-chart for the assignment

- **Writing a topic sentence that states an opinion**
  Writing body sentences that give reasons and examples to support an opinion
  Writing a concluding sentence that adds a final opinion, summarizes the paragraph, or talks about the future

- **Finding information online about “feeling at home”**
  Introducing examples with for instance, for example
  Writing an opinion paragraph

- **Supporting opinions with relevant reasons and examples**
  Analyzing a model opinion paragraph
  Applying the Revision Checklist and writing the second draft

- **Avoiding sentence fragments**
  Using expressions about luck
  Analyzing a model narrative paragraph
  Applying the Revision Checklist and writing the second draft

- **Reviewing the prepositions in, on, at + time**
  Incorporating the grammar in sentences
  Applying the Editing Checklist and writing the final draft

- **Can write a short, clear paragraph that tells a story about a lucky event.**

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**Writing Focus**

- **Writing a narrative paragraph**
  The Flight of the Gossamer, about a lucky event

- **Using a timeline**
  Using word families with
  Using time expressions to order
  Brainstorming for the assignment
  Choosing a writing assignment for a narrative paragraph
  Sharing ideas and creating a timeline for the assignment

- **Writing a topic sentence that introduces the story**
  Writing body sentences that tell the story
  Writing a concluding sentence that comments on the story

- **Finding information online about lucky people and situations**
  Using descriptive language
  Writing a narrative paragraph

- **Avoiding sentence fragments**
  Using expressions about luck
  Analyzing a model narrative paragraph
  Applying the Revision Checklist and writing the second draft

- **Reviewing the prepositions in, on, at**
  Incorporating the grammar in sentences
  Applying the Editing Checklist and writing the final draft

- **Can write a short, clear paragraph that tells a story about a lucky event.**

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**Scope and Sequence**  xvii
This unit is about DIY. DIY is short for “do-it-yourself.” What does “do-it-yourself” mean? What are some examples of DIY projects?

In the old days, people did things themselves because it was necessary. For example, they did not go to grocery store; they grew vegetables in their own gardens. They did not go to department stores; they made their own clothes. Today, DIYers make things themselves. Many DIY projects can save money. DIY projects are fun. DIYers are always proud to say, “I made it myself.”

Are you a DIYer? Do you make things yourself?
Planning or Writing

**BRAINSTORM**

A. Read the questions. Discuss your answers with a partner.

1. Do you like making and doing things yourself?
2. What do you make yourself?
3. What “ready-made” things do you buy at a store?

B. Read the recipe for making mint tea. Put the recipe steps in order. Discuss your recipe with a partner. Are your recipes the same?

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**Beverages**

**Recipe for Mint tea from scratch**

1. Add two teaspoons of sugar.
2. Pick fresh mint.
4. Pour the tea into a teacup and enjoy!
5. Put the mint leaves in a teapot.
6. Wait 5 minutes.
7. Wash the mint leaves carefully.
8. Pour boiling water into the teapot.

---

1 *make things from scratch*: make or build things from beginning to end
2 teaspoon of sugar  3 boil water  4 teacup
5 mint leaves  6 teapot  7 5 minutes
C. Using a Process Chart. Process charts help you organize steps in a process. Look at the process chart below. Complete the chart for making mint tea from scratch.
The Maker Faire is a big DIY festival. It takes place once a year in many U.S. cities. Old and young inventors and artists show their projects at the Maker Faire. Visitors come to see the projects and to learn how to make things themselves.

Some projects are just for fun, like the electric cupcake cars. Inventors make these cars themselves. You cannot drive very far in them, but people smile at them. People also smile at the unicycle with two seats. It is very difficult to ride.

Most projects are serious. For example, one group of people built a museum about space travel. The museum looks like a rocket. Visitors go inside and learn about space travel. There are several serious car projects at the Maker Faire too. Some cars use solar (sun) power, and some use regular electricity.

It’s fun to see all the interesting projects at the Maker Faire, but visitors also learn things there. You can learn how to build a guitar or a table, for example. There are knitting lessons and cooking lessons. The “fix-it” workshops are very popular. You learn how to repair things yourself, like toasters and cameras.

After the Maker Faire, the inventors return to their workshops. Excited visitors go home and dream about the next Maker Faire. They want to come back the following year and show their own projects.

1 faire: fair or festival
2 unicycle: like a bicycle with only one wheel
Building Word Knowledge

Reflexive Pronouns. Look at the expression do-it-yourself. Yourself is a reflexive pronoun. Reflexive pronouns refer to the subject. Here is a list of reflexive pronouns. They can help you talk about DIY projects.

I do it myself. We make it ourselves.
You do it yourself. You do it yourselves.
He makes it himself. They make it themselves.
She makes it herself.

A. Read “The Maker Faire” again. Write the reflexive pronouns from the reading.

1. __________
2. __________
3. __________

B. Complete the sentences. Use the reflexive pronouns in the box.

herself myself ourselves themselves yourself

1. We do it __________
2. They make these sweaters __________
3. I made these cookies __________
4. She builds houses __________
5. You have a lot of do-it-__________ projects.

Comprehension


1. At the Maker Faire, visitors can see many ______.
   a. serious and just-for-fun DIY projects
   b. young and interesting people
   c. old cupcakes and cars

2. At the Maker Faire, visitors can learn to ______.
   a. drive different cars
   b. fix things themselves
   c. play musical instruments

3. Many Maker Faire visitors want to ______.
   a. buy projects from artists
   b. become fix-it teachers
   c. show their projects next year
B. Write examples of just-for-fun DIY projects, serious DIY projects, and things visitors can learn at the Maker Faire.

<table>
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<th>Just-for-Fun DIY Projects</th>
<th>Serious DIY Projects</th>
<th>Things Visitors Can Learn</th>
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<td>1. cupcake cars</td>
<td>1.</td>
<td>1.</td>
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<tr>
<td>2.</td>
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<td>2.</td>
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C. Think about the reading. Read the questions and discuss your answers with a partner.

1. Look at the brochure of Maker Faire workshops. Then read the list of workshops. What can you learn at each workshop? Complete the chart.

2. Imagine you are at the Maker Faire. Which workshops do you want to attend?
Tip for Writers

**Ordinal Numbers.** *First, second,* and *third* are examples of ordinal numbers. Use ordinal numbers in your writing about a process. They order the steps for the reader.

A. Circle the ordinal numbers.

```plaintext
first  two  three  fourth  five  sixth  seven  eighth  ninth  ten
```

B. Look at the process chart for making a Secret Book Box. Write the steps using ordinal numbers.

### Making a Secret Book Box

1. **Step 1**
   Find an old hardcover book.

2. **Step 2**
   Cut a hole in the middle of each page.

3. **Step 3**
   Glue all the pages together.

4. **Step 4**
   Glue the back cover to the pages.

5. **Step 5**
   Hide something in your secret book box.

*First, you find an old hardcover book.*
Writing Sentences

In this unit, you write sentences about steps in a process. Sentences about a process often include time-order words. These words order the steps in the process. Remember: A sentence begins with a capital letter and ends with a period. A sentence has a subject and a verb.

Step 1 Prewriting

Prewriting is important. It helps you get ideas, and it helps you prepare to write. In this prewriting, first you choose your assignment. Then you practice writing sentences about the steps in a process.

Your Own Writing

Choosing Your Assignment

A. Choose Assignment 1 or Assignment 2.

Assignment 1: Write about a fun do-it-yourself project, for example, making a new dessert.

Assignment 2: Write about a serious do-it-yourself project, for example, building a bookcase.

B. Read the list of do-it-yourself projects. Check (✓) the projects you like. This will help you choose a project for your assignment.

- ___ sew kitchen curtains
- ___ paint your room
- ___ take a picture
- ___ build a website
- ___ knit a sweater
- ___ make homemade cleaning products
- ___ bake a cake
- ___ build a model airplane
- ___ grow tomatoes
- ___ make an ugly bike
- ___ fix a light
- ___ your own ideas: ________________
- ___ build a tree house

C. Checking in. Share your list of projects with a partner. Ask your partner questions. Add projects you like to your list.

Examples:
What projects do you like?
Do you do the projects yourself?
What are some steps for the projects?
D. Choose one project for your assignment. Write the name of the project. Then write the steps for the project in the process chart.

Building Word Knowledge

Dictionary Skills: Word Families. A dictionary helps you understand the meaning of words. It also helps you use the words correctly. Sometimes the same word is different parts of speech, for example, a noun and a verb. Sometimes the same word has several meanings. A dictionary helps you choose the right meaning.

Here are some words to describe steps in DIY projects. These words describe putting things together. A dictionary helps you use these words correctly in your writing.

- attach
- sew
- tape
- glue
- staple
- tie
- nail
A. Use a dictionary. Write the meaning(s) of the words. Write the best meanings for a do-it-yourself project.

Example:
glue
(noun) a sticky substance used for attaching things together
(verb) to join things together using glue

1. nail
   (noun) ________________________________
   (verb) ________________________________

2. tape
   (noun) ________________________________
   (verb) ________________________________

3. sew
   (verb) ________________________________

4. tie
   (noun) ________________________________
   (verb) ________________________________

5. staple
   (noun) ________________________________
   (verb) ________________________________

6. attach
   (verb) ________________________________

B. Check (√) the best answers.

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<th>What do people usually . . .</th>
<th>Paper</th>
<th>Wood</th>
<th>Cloth</th>
<th>String</th>
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<td>1. nail together?</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
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<td>2. glue together?</td>
<td></td>
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</tr>
<tr>
<td>3. tape together?</td>
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<td>4. sew together?</td>
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<td>5. staple together?</td>
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<td>6. tie together?</td>
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Step 2  Writing the First Draft

SUBJECT OF A SIMPLE SENTENCE

An English sentence has a **subject** and a **verb**. The subject comes before the verb. In most sentences the subject is a person or a thing. Sometimes the subject is **there**.

In **imperative** sentences, the subject is **you**. In imperative sentences, you do not need to write **you**.

### Grammar Notes

<table>
<thead>
<tr>
<th>Grammar Notes</th>
<th>Examples</th>
</tr>
</thead>
</table>
| 1. Sentences have a **subject** and a **verb**. The subject is a **noun** or a **pronoun**. | - The Maker Faire is a DIY fair.  
- *Artists* show their projects at the fair.  
- *They* want to come back next year. |
| 2. Use **there is** or **there’s** to state facts about a person or thing.  
**Use there are** if the noun is plural. | - **There is** a rocket at the Maker Faire.  
- **There are** several serious car projects. |
| **Be Careful!** Don’t use a plural noun after **there’s**. | **Not:** There’s knitting lessons and cooking lessons. |
| 3. Use the **imperative** for instructions.  
**Use** the **base form** of the verb for the imperative.  
**Use do not** or **don’t** + the **base form** for the **negative** form of the imperative. | - **Do** it yourself.  
- **Don’t** buy it at a store. |

### Focused Practice

**A. Read the sentences. Circle the subject. Underline the verb.**

**Example:**

*My dad makes* very tall bikes.

1. He makes them himself.
2. He calls them double bikes.
3. He attaches two bicycles together.
4. There is one seat on top.
5. It is very high.
6. Double bikes are dangerous.
B. Read the sentences. Check (✓) the imperative sentences.

1. Don’t go to the store yourselves.
2. First, she puts the tea in the teapot.
3. Nail the pieces of wood together.
4. They glue the paper on the cardboard.
5. We want to make several Secret Book Boxes.
6. Fix the bicycle yourself.
7. Mix the eggs and milk together.
8. There are fix-it workshops and interesting projects.

C. Correct the sentences. Correct the subject or verb.

1. There are a do-it-yourself instruction book.

2. Is a very easy project

3. Not use a lot of sugar.

4. Like arts and crafts.

5. I a DIYer.

6. There is lots of interesting things at the Maker Faire.
Your Own Writing

Finding Out More

A. Go online. Type the keywords [the name of your project] or do-it-yourself. Find information about the do-it-yourself project for your assignment. Find information about another interesting project too.

B. Write the project names in the chart. Answer the questions.

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Project Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is this a serious project or a just-for-fun project?</td>
<td></td>
</tr>
<tr>
<td>How many steps are there?</td>
<td></td>
</tr>
<tr>
<td>What is the first step?</td>
<td></td>
</tr>
<tr>
<td>What is the second step?</td>
<td></td>
</tr>
<tr>
<td>What is the third step?</td>
<td></td>
</tr>
<tr>
<td>Are there other steps?</td>
<td></td>
</tr>
<tr>
<td>Other information:</td>
<td></td>
</tr>
</tbody>
</table>

C. Checking in. Share your information about the projects with a partner. Add projects you like from your partner's list.

Planning Your Sentences

A. Look at the projects in your chart. Choose the project for your assignment. You can choose the project in your Process Chart on page 28, or you can choose a project from Exercise B above.

B. Writing for the Assignment. Write five or more sentences about the project.

Example:
I like crossword puzzles. Second, I write the clues.
I write puzzles myself. Third, I draw the boxes.
First, I write the words.
**Step 3 Revising**

Revising your draft is another important step. Revising makes your writing better. You revise when you have new information or ideas. Using a checklist, such as the Revision Checklist on page 35, can help you revise your writing.

**Building Word Knowledge**

**Word Categories.** For do-it-yourself projects, you need tools and supplies. Here are a few examples. Use your dictionary. It helps you understand the words.

<table>
<thead>
<tr>
<th>To sew</th>
<th>To cut</th>
</tr>
</thead>
<tbody>
<tr>
<td>tools: needle, sewing machine</td>
<td>tools: pair of scissors, saw</td>
</tr>
<tr>
<td>supplies: thread, button</td>
<td>supplies: paper, wood</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>To knit</th>
<th>To cook</th>
</tr>
</thead>
<tbody>
<tr>
<td>tools: needle, tape measure</td>
<td>tools: bowl, spoon, pan</td>
</tr>
<tr>
<td>supplies: yarn, pattern</td>
<td>supplies: eggs, milk</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>To nail</th>
<th>To measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>tools: hammer, tape measure</td>
<td>tools: measuring cup, spoon, ruler, tape measure</td>
</tr>
<tr>
<td>supplies: wood, nails</td>
<td>supplies: milk, salt, yarn</td>
</tr>
</tbody>
</table>

A. Complete the steps. Use words from the Building Word Knowledge box.

1. **To cook scrambled eggs**
   
   Mix two eggs with milk in a __________________.
   
   Pour the eggs in a ________________ and cook for 1 minute.
   
   Stir with a ________________ until cooked. Then serve.

2. **To knit a simple scarf**
   
   Find some interesting ________________.
   
   Put the yarn on the ________________.
   
   Then knit.
   
   Use a ________________ and measure the scarf.
   
   Continue knitting until the scarf is long and just right.
B. Write about the project for your assignment.

1. What tools do you need? __________________________________________________________________________

2. What supplies do you need? __________________________________________________________________________

**Tip for Writers**

**Time-Order Words.** Remember that ordinal numbers order the steps for your reader. *Time-order* words also order the steps for your reader. Use both in your writing about a process. Here are some examples. Use a comma after these words.

*First,*        *Then,*       *After that,*
*First of all,* *Next,*        *Finally,*
*Second,*

A. Add *time-order words to these steps for making a pretty flower pot.*

**Example:**

First of all, knit the yarn.

1. ___________ put the pot in the middle.

2. ___________ cover the pot with the knitting.

3. ___________ glue the knitting to the pot.

4. ___________ glue buttons to the knitting.

B. Add *time-order words to your sentences about your project on page 32.*

**Focused Practice**

A. Read the sentences and answer the questions on page 35.

I make my own window cleaner.
You can make window cleaner yourself too.
There are many ways to make it.
Here’s one simple way.
First, you measure 1 cup of water.
Pour it into a bottle.
Add ½ measuring cup of vinegar and ½ cup of rubbing alcohol.
Add 1 small spoonful of lemon juice.
After that, mix it all very well.
Finally, add 1 more cup of water.
Now you are ready to clean your windows.
1. What is the do-it-yourself project? Circle the project.

2. Count the sentences. How many are there? ____

3. Do the sentences answer at least two of these questions? Check (√) the questions.
   - What is the first step in the process?
   - What is the second step?
   - What is the last step?

4. Does every imperative sentence have a verb? Do the other sentences have a subject and verb? Underline the subjects and verbs.

5. Circle the capital letters in the sentences. Circle the period at the end of each sentence.

B. Work with a partner. Compare your answers.

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**Your Own Writing**

**Revising Your Draft**

A. Look at your sentences on page 32, Writing for the Assignment. Then read the Revision Checklist and check (√) your answers. What do you need to revise?

B. Revise your sentences. Add steps when needed.

---

<table>
<thead>
<tr>
<th>Revision Checklist</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>
| 1. Circle the project in your sentences.  
  Are all the sentences about the project? |     |    |
| 2. Count the sentences.  
  Are there at least five sentences? |     |    |
| 3. Do your sentences answer these questions?  
  - What is the first step in the process? |     |    |
|  - What is the second step? |     |    |
|  - What is the last step? |     |    |
| 4. Underline the subject and verb in the sentences.  
  Does every imperative sentence have a verb?  
  Do all other sentences have a subject and a verb? |     |    |
| 5. Circle the capital letters in the sentences. Circle the period at the end of each sentence.  
  Are the sentences correct? |     |    |
Step 4   Editing

GRAMMAR PRESENTATION

Before you hand in your sentences, look at your sentences one more time and edit them. In this editing section, you review the simple present of verbs. Think about your sentences as you review.

Simple Present: Statements

<table>
<thead>
<tr>
<th>Grammar Notes</th>
<th>Examples</th>
</tr>
</thead>
</table>
| 1. Use the **simple present** to talk about facts or things that happen again and again. | • Hal is an inventor. *(a fact)*  
• The Maker Faire **happens** once a year. *(a thing that happens again and again)* |
| 2. In **affirmative statements**, use the **base form** of the verb with *I, you, we*, and *they*. Add -s or -es only with the third-person singular *(he, she, it)*. Add -s to most verbs. Add -es to verbs that end in *ch, o, ss, sh, x*, or *z*. | • I **play** the guitar.  
• They **build** cars.  
• He **makes** bread.  
• She **fixes** bicycles. |
| 3. Use **do not** or **does not** + the **base form** of the verb to make a **negative** statement. We often use the contractions **don’t** and **doesn’t** in speaking and informal writing. | • They **do not live** near a Maker Faire.  
• He **does not like** DIY projects.  
• They **don’t understand** the instructions.  
• He **doesn’t have** a hammer. |
| 4. **Be** and **have** are irregular verbs. **Be** has three forms in the present: *am, is, are*. **Have** has two forms: *have, has*. | • I **am** a DIYer. My brother **is** a DIYer too.  
• I **have** a lot of project ideas. Kim **has** some good ideas too. |

Focused Practice

A. Read the sentences. Circle the subject. Underline the simple present form of the verb.

Example:

**do not make** things from scratch.

1. I am not a DIYer.
2. They are DIYers.
3. They grow vegetables in their garden.
4. They put the fresh vegetables in a pot.
5. Then, they add water.
6. They make homemade soup themselves.
7. It tastes delicious.
B. Complete the sentences with the correct form of the simple present verb.

1. My dad ___________ (make) cars.
2. The cars ___________ (come) in parts.
3. First, he ___________ (check) the parts.
4. His neighbor ___________ (watch).
5. Then they ___________ (build) the car together.

C. Correct the use of the simple present verb in the sentences. Add a subject when it is missing from the sentence.

Example:
I likes to go to parties.  I like to go to parties.

1. I likes to give parties.  I like to give parties.
2. First, you invites people.  First, you invite people.
4. Then, puts good music on.  Then, you put good music on.
5. Finally, you has fun.  Finally, you have fun.

Your Own Writing
Editing Your Draft
A. Edit your sentences for the assignment. Use the Editing Checklist below.

B. Write a clean copy of your sentences. Give it to your teacher.

Editing Checklist

<table>
<thead>
<tr>
<th>Did you . . .</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>• use the simple present of the verbs correctly?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• use vocabulary from the unit correctly?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• use capital letters, commas, and periods correctly?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• use complete sentences?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• order the steps in a process with correct time-order words?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>