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Editing a paragraph for grammatical correctness  
Applying the Editing Checklist and writing the final draft | Can evaluate different ideas or solutions to a problem. Can convey information and ideas on abstract as well as concrete topics, check information and explain problems with reasonable precision. | Unit 23  
Gerunds: Subject and Object |
Many successful businesses use a logo, or striking symbol, to brand or create an image of themselves. Think of some of the well-known logos you see every day—for example, the colorful Google logo you see when you do an online search or the Nike logo you see on famous sports stars’ T-shirts and shoes. What logos do you recognize right away? Are you loyal to any brands? If so, which ones and why are you loyal to them?
Planning for Writing

**BRAINSTORM**

A. Work with a partner. Look at the store photo. Then discuss the following questions.

1. What kind of store is this?
2. What kinds of people shop here?
3. What kind of music do you think this store should play while customers shop? Why?

B. Using a Descriptive Web. When you are gathering information about a topic, you can use a descriptive web to think of and record ideas and descriptive details.

With your partner, select one of the logos below. Write the name of the company in the central oval on the descriptive web. Then use each of the outer ovals to give information about the company's logo. Use these questions to help you brainstorm information.

1. What company does the logo stand for?
2. What does the logo look like? For example, what color is it and how is it shaped?
3. What do you think the logo means? Why do you think the company uses this logo?
4. In your opinion, is it a successful way for the company to brand itself?
What does chocolate sound like? What sound do summer dresses make? You might not think of food and clothing in terms of sounds, but the company Muzak makes it its business to do just that.

Muzak describes its purpose simply: to bring “the emotion and energy of [a] business to life in song.” The company creates soundscapes, or groups of songs, that successfully fit the image of a specific business.

When you hear music playing in a grocery or clothing store, there is a good chance you are listening to a Muzak soundscape. Muzak soundscapes are not just background music, however. Stores that use them hope the music will motivate their customers to spend more money.

Muzak calls its creative process “audio architecture.” Just as architects can turn a drawing into a building, Muzak’s “music architects” can build soundscapes that help sell a company’s brand and products.

Muzak asks each of its clients the same questions: What is your company like? What do you want to sell? Who are your customers? How do you want them to feel?

With this information, Muzak creates soundscapes that make customers comfortable enough to stay longer at a restaurant or happy enough to spend more time shopping for clothes.

Says the company, “When you employ the science of Muzak, workers tend to get more done, more efficiently and feel happier … In a store, people seem to shop in a more relaxed and leisurely manner. In a bank, customers are generally more calm; tellers and other personnel are more efficient.” In general, people feel better about where they are, whether it’s during work or leisure time.

Research studies have shown that music can affect people’s buying habits. Upbeat music can make customers at a fast-food restaurant leave sooner—that’s good for business. In contrast, romantic music can make couples spend more time at a fine restaurant. This might lead to dessert or an after-dinner drink, and more money for the restaurant.

The key to the success of a Muzak soundscape is both the type of songs that are played and the way the songs are arranged. The songs must “tell the story” of the business so that customers feel the emotional connection between the songs and the store. They must also sound natural and pleasing together.

A hip teenage clothing store needs music that sounds as if you are at a party or club. The songs should have a quick beat and no silence between them.

A high-end fashion boutique needs a different kind of soundscape. Shoppers must be made to feel positive and comfortable, so no loud music or bad words are allowed. The songs should fade in and out with a tiny silence, or space, between them to create a more easygoing atmosphere. During the silences, a shopper might be more likely to look at different clothes on another rack. When closing time comes, the music might speed up to put tired customers in a better mood for last-minute shopping.

The people at Muzak have even thought about what the sound system should look like. When you walk into a youth clothing store, the speakers are in your face. They look loud and active, just like teenagers. In a candle shop, the mood is calm, dark, and soothing. Customers can’t see the speakers—they can only feel the music.

Muzak is in the business of selling emotion through sound, and it has satisfied hundreds of successful companies, from hotels to airports to hospitals. More than 100 million people hear Muzak each day as they go about their daily lives. And the songs never get old. Muzak has over 1.5 million to choose from, with 15,000 new songs added every month.

Muzak has come a long way in its 75-year history. When the company began, it was known only for producing “elevator music”—the kind of soft, boring music you sometimes hear when you call a bank and are put on hold. People used to laugh at Muzak, but not now. Today, it has succeeded in becoming the leader in making background music for the masses—and money for businesses.

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1 the masses: all the ordinary people in a society
2 clients: people who pay a person or organization for a service
3 efficient: working well, quickly, and without wasting time, money, or energy
4 upbeat: cheerful and making you feel good
5 silence: absence of sound or noise
6 boutique: a small store that sells very fashionable clothes or decorations
7 in your face: direct and often shocking or surprising
Building Word Knowledge

Using Word Forms. When you write, be sure to use the correct form of each word. Many English words have a variety of forms, including noun (n.), verb (v.), adjective (adj.), and adverb (adv.) forms.

Locate the forms of the word succeed in “Muzak for the Masses.” Add them to the word forms chart. The first one is done for you.

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<th>Noun</th>
<th>Adjective</th>
<th>Adverb</th>
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<td>4.</td>
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Focused Practice

A. Circle the letter of the correct answer to each question.

1. What is Muzak’s main purpose?
   a. to collect over 1.5 million songs
   b. to create soundscapes for businesses
   c. to keep its customers happy

2. What do music architects do?
   a. They turn a drawing into a building.
   b. They build song lists for businesses.
   c. They ask clients who their customers are.

3. What affects the flow in a Muzak soundscape?
   a. how songs speed up during closing time
   b. how songs make a store feel like a club
   c. how songs connect to each other

4. How many people listen to Muzak per day?
   a. 100 million
   b. 1.5 million
   c. 15,000

5. Why is Muzak successful today?
   a. It has become the leader in making background music for businesses.
   b. It is known mostly for making elevator music.
   c. It asks its clients the same questions about their companies.

B. According to the article, what type of music environment would best match each of the following businesses? Write the letter of the correct answer.

   1. a fast-food restaurant
   a. romantic music
   b. speakers that are visible on the walls
   c. speakers that are hidden
   d. songs that fade in and out
   e. upbeat music

   2. a fine restaurant
   3. a high-end fashion boutique
   4. a youth clothing store
   5. a candle shop
C. Read the Tip for Writers and the example. Then complete the when clauses. Look back at the reading to finish each sentence. Discuss your answers with a partner.

Example:

When people hear music playing in a grocery store, they are probably listening to a Muzak soundtrack.

1. When businesses employ the science of Muzak, ____________________________.

2. When fast-food restaurants play upbeat music, ____________________________.

3. When a store is about to close, ____________________________.

4. When you walk into a youth clothing store, ____________________________.

5. When Muzak first began, ____________________________.

D. What type of music might match the feel of your favorite store? Write a short paragraph in which you describe the type of music and explain why it is linked in your mind to the store and its products. Try to use the conjunction when in your paragraph.

________________________________________________________________________

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Writing a Descriptive Paragraph

In this unit, you are going to write a descriptive paragraph about a favorite business, product, or logo. A descriptive paragraph can be about any person, place, or thing. In order to paint a clear picture of a topic, a descriptive paragraph often contains descriptive details to show readers what something looks, sounds, feels, tastes, or smells like. It may also describe how something makes you feel, what its key characteristics are, or what impression it creates in other people. In addition, a descriptive paragraph may include some background information to explain who, what, when, where, why, and how.

A descriptive paragraph has the same parts as all paragraphs: a topic sentence, body sentences, and one or more concluding sentences. Later you will learn more about how a descriptive paragraph differs from other paragraphs.

Step 1  Prewriting

When you write a descriptive paragraph, the first prewriting step is to select a topic that you can describe easily in a single paragraph. If you choose a topic that you can picture clearly in your mind, writing a description of it will be easier.

Once you have selected a topic, use a graphic organizer to gather and arrange descriptive information before you begin to write a first draft.

Your Own Writing

Choosing Your Assignment

A. Choose Assignment 1 or Assignment 2.

1. Describe a favorite business, for example, a store, a hotel, a company, or a restaurant. The business should be a specific one that you like for specific reasons.

2. Describe one of your favorite products or logos. The product could be something you bought recently. The logo could be one that appeals to you for specific reasons and has made you like a specific brand.

B. Freewrite for 10 minutes about your assignment. Here are some questions to get you started:

- Why is this business, product, or logo a favorite?
- What descriptive details (for example, details about how it looks, sounds, feels, tastes, or smells) can you think of in connection with your topic?
- What key features or characteristics does your topic have?
- What additional information (who, what, when, where, why, and how) might help you present a clear picture of your topic?
C. **Checking in.** Work with a partner who chose the same assignment. Discuss the ideas and details you just wrote. Did your partner give descriptive details about how the business, product, or logo . . .

- looks, sounds, or feels?
- makes a lasting impression?
- is worth liking or buying?

*Share your opinions about your partner's topic. Based on your discussion, make changes and additions to your writing.*

D. **Complete the descriptive web.** List key features, descriptive details, and other information about your topic. Fill in as much information as you can. You will have a chance to review, change, or add information later in the unit.
Step 2  Writing the First Draft

THE TOPIC SENTENCE

In a descriptive paragraph, the topic sentence identifies the topic (the person, place, or thing your description is about) and your controlling idea about the topic (the opinion or observation that you will develop and support with descriptive details). It may also include one or more concrete descriptive words that help express your controlling idea about the topic.

When you read the following topic sentences for a descriptive paragraph, you can see the differences between a strong topic sentence and a weak one. The first three sentences have concrete descriptive words, but the last two do not. In the final two sentences, the words great and good are too general. They don’t show the reader “why” the logo or brand is a favorite.

Examples:

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<th>Strong Topic Sentence</th>
<th>Controlling Idea and Descriptive Words</th>
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<tr>
<td>Strong: Muzak's soundscapes have become very successful by creating emotion through music.</td>
<td>controlling idea and descriptive words</td>
</tr>
<tr>
<td>Strong: Hotel Vitale is my favorite place to stay because of its calming, natural atmosphere.</td>
<td>controlling idea and descriptive words</td>
</tr>
<tr>
<td>Strong: Pret a Manger is my favorite place to eat because it serves fresh food at a low price.</td>
<td>controlling idea and descriptive words</td>
</tr>
<tr>
<td>Weak: Google's logo is great, and it is my favorite. (not specific; doesn’t describe why it's great)</td>
<td>controlling idea and descriptive words</td>
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<tr>
<td>Weak: Buttercup Bakery makes good cupcakes, so it is my favorite brand. (not specific; doesn’t describe why it's good about them)</td>
<td>controlling idea and descriptive words</td>
</tr>
</tbody>
</table>

Focused Practice

A. Read the following writing assignment. Then read each pair of topic sentences. Circle the strong topic sentence in each pair. Discuss your answers with a partner.

Describe a successful product or logo.

1. a. I think Trek® bicycles are the best because they are both long-lasting and stylish.

   b. I have owned many bicycles, but my Trek bicycle will always be my favorite.

2. a. The prancing horse on the Ferrari logo is an exciting and effective way to express speed.

   b. I like the Ferrari logo a great deal because this brand of car is my favorite.

(continued)
3. **a.** The Starbucks Coffee® logo is recognized by people all around the world.
   
   **b.** The Starbucks Coffee logo has international appeal because it looks friendly and exotic.

4. **a.** Levi's® are my favorite type of jeans because they fit well and look modern.
   
   **b.** Levi's makes great jeans that I like to wear at school, at home, and even at work.

5. **a.** The Google® logo is very popular and many people like it.
   
   **b.** The Google logo is successful because it is colorful and versatile.

**B. Read the descriptive paragraph and the topic sentences on page 35. Circle the letter of the best topic sentence for the paragraph. Then write the sentence in the blank.**

---

**The Bitten Apple**

---

Ever since 1977, Apple has used a very simple logo. What could be more basic and recognizable than the simple shape of an apple? Just in case anyone might confuse the apple with a tomato, the apple logo has a “bite” taken out of its top right corner. The original 1977 Apple logo had horizontal, rainbow-colored stripes. These colors looked handsome and inviting on the early Apple computers, which had small screens. When Apple began making more streamlined products with large glass screens, such as the iPhone, iPad, and iTouch, the company changed the logo’s color to fit the look of its newer products. In 1999, Apple stopped using its rainbow logo. Ever since that time, the bitten apple shape has been a single color. Sometimes it has been red, blue, or gray. One of the most recent versions of the logo is a silvery and slightly transparent color that looks a lot like glass. It matches the silvery chrome color of many of Apple’s most recent computers. I like the silvery logo best. It still has the simplicity of the original bitten apple shape, but it is also more subtle and modern than the rainbow logo that Apple used years ago. In conclusion, Apple’s latest logo appeals to me and countless others because it combines a basic shape with a fresh, modern look.
a. Apple has been making computers for more than 35 years and is a very successful company.

b. The new silvery Apple logo is really cool-looking, and I like it.

c. I have owned an Apple computer for several years, and I like the company's logo.

d. Like many people, I find Apple's logo very appealing because it is simple but modern.

C. Read the descriptive paragraph. In pairs or small groups, write a topic sentence for the paragraph.

---

Muji

Muji is a retail store in Japan that sells basic products such as food, clothing, and stationery. The first Muji store opened in Tokyo, but today Muji has stores all over the world. Muji uses cheap, simple packaging that doesn't hurt people's eyes with loud colors or bright pictures. Most items are wrapped in simple clear plastic or brown paper. The company also has a simple “no-brand” policy that I like and respect. There is no official logo, and there is very little advertising. People learn about Muji by word-of-mouth, or hearing about the store from a friend. As a result, people focus on the products instead of the name of the company. The name Muji (meaning “no brand, good product”) reflects the company's belief in simple, sound products. When shoppers buy a Muji T-shirt, there is no logo on it; instead, the shirt has a blank rubber square on the front, where people can design their own logos. Even without a logo, Muji has become very successful. All in all, I like Muji's products and appreciate the company's focus on simplicity. As a result of its no-brand policy, I think Muji has successfully made something out of nothing.
Your Own Writing

Finding Out More

A. Learn more about the topic you chose to write about, especially if there is an interesting history behind the business, product, or logo.
   - Go online or to the library to locate at least three sources that contain background information and descriptive details about your topic.
   - Search for or look up the name of your business, product, or logo—for example, search under keywords such as BlackBerry phones, Starbucks stores, or the Ferrari logo.
   - Keep these questions in mind as you research your topic: What does the business or product do? Why is/was it successful? What are its special characteristics?

B. Take notes on what you found out. List important facts and supporting details about your topic. Note interesting descriptive details that will make your description come alive. Add this information to your descriptive web on page 32. Use this information when you write your paragraph. Be sure to note the sources for your information. (See the Appendix on pages 150–151.)

C. Checking in. Share your information with a partner. Did your partner . . .
   - gather enough background information and descriptive details about the topic?
   - ask and answer enough who, what, when, where, why, and how questions about the topic?

Planning Your Topic Sentence

A. Write a draft of your topic sentence. First, list the topic, controlling idea, and one or more descriptive words. Remember: Your topic sentence should suggest an idea or observation that you will prove in your paragraph. Look back at your freewriting and descriptive web to help you.

   Topic: ____________________________________________________________

   Controlling Idea about the Topic: __________________________________________

   Descriptive Word(s): _________________________________________________

   Topic Sentence: ______________________________________________________

B. Checking in. Share your topic sentence with a partner. Did your partner . . .
   - present the topic and controlling idea in a clear and engaging way?
   - introduce specific descriptive information about the topic?
   - make you want to read on?

Tell your partner what you expect to learn about the topic based on the topic sentence. Based on your partner’s feedback, you may want to rewrite your topic sentence.
THE BODY SENTENCES

In the body of a descriptive paragraph, you support and develop your topic by giving background information and descriptive details.

Giving Background Information

Before you describe your topic, you usually explain who or what you are describing. This background information may include a short history of the topic, such as who a person is, what a company or organization does, where a place is located, or when an event happened, as shown in the examples below.

Examples:

Who is it? What does it do?
Muji is a retail store in Japan that sells basic products such as food, clothing, and stationery.

Where is it? When did it open?
The first Muji store opened in Tokyo in 1983, but today it has stores all over the world.

Background information often comes after the topic sentence when it explains the history of the person or object you describe. When you describe the history of someone or something, present the information in a clear sequence. For example, you might present the steps involved in how something works or describe the order in which something happened. When you reread the sentences about Apple’s logo below you will notice that the writer has presented information in the order in which it occurred, that is, in time order.

Example:

I like Apple’s logo because it is simple and modern. The logo has always used the simple shape of a bitten apple, but Apple has changed its colors to keep it looking new and fresh. The original 1977 logo was multicolored. However, Apple has recently been making more products that feature large glass screens, such as the iPhone, iPad, and iTouch. Therefore, the newest logo fits the image of Apple’s products today.
Including and Arranging Descriptive Details

Descriptive details help you create a picture of what something or someone is like and how something happens or works. Writers often use adjectives to help readers picture a person, place, or thing. As shown in the following examples, adjectives give details about age, color, size, material, and shape.

Examples:
- the simple shape of a bitten apple
- large glass screens
- horizontal, rainbow-colored stripes
- the newest logo
- slightly transparent color
- clear plastic or brown paper

There are many different ways to organize descriptive details in a paragraph. If you are describing an object or place, you can use spatial order phrases (for example, left to right, near to far, top to bottom, or front to back). In Unit 1, you learned how to use prepositional phrases to show changes in time and place in a narrative. You can also use prepositional phrases to put descriptive details into spatial order in a paragraph.

Example:

When I enter a Muji store, I can always find what I want. The layout of the Muji store near my house in London helps me shop in a peaceful and organized way. On the left side of the store, there are storage items, such as brown handwoven baskets and clear plastic containers. Small tables hold paper, cards, and envelopes in the center of the store, and on the right side, I can find items for the kitchen, such as pot holders and dish towels.

Another way to organize descriptive details is to group similar details together; for example, all the details about the color of an object are presented together followed by all the details about its shape, as shown below.

Example:

The logo is silver to match the color of many of Apple's computers. Silver feels more modern than the colorful logo that Apple used before. The shape of the apple is unique because there is a “bite” taken out of the top. Without the bite, the apple would look more like a tomato; the bite helps people recognize the Apple brand.
**Focused Practice**

A. Read the topic sentence. Which body sentences give background information about the topic? Write B next to those sentences. Which body sentences give specific descriptive details about the topic? Write D next to those sentences.

**Topic Sentence:** Hotel Vitale is my favorite place to stay because of its calming, natural atmosphere.

1. This luxury hotel is located in San Francisco, California.
2. It is on the San Francisco Bay.
3. The rooms contain large windows that let in a lot of bright sunlight in.
4. Lit-up river stones sit on bedside tables in each room.
5. Fresh lavender above the doors fills the rooms with a beautiful, fresh scent.

B. Read the following paragraph. Then check (✓) the questions that the paragraph answers with descriptive details. Compare your answers with a partner's.

---

**Hotel Vitale**

Hotel Vitale is my favorite place to stay because of its extremely calming, natural atmosphere. This luxury hotel is located in San Francisco, California, on the San Francisco Bay. The hotel achieves its “luxury, naturally” image through the use of natural elements and soothing music. The rooms contain large windows that let in a lot of bright sunlight and allow guests to look out at the water. Natural materials such as wood and stone are used throughout the hotel, and lit-up river stones sit on the bedside tables in each room. Fresh lavender above the doors fills the rooms with a beautiful, fresh scent. Hotel Vitale completes its natural image with a Muzak soundtrack that features calming instrumental music in the lobby and livelier music in the lounge. When guests enjoy the hotel’s hot spas on the roof deck and listen to peaceful music, they feel as if they are in paradise. Hotel Vitale has succeeded in creating a powerful yet calming energy through its design. This hotel is more than just a place to stay; it is an unforgettable experience.

---

1. What is the hotel's image?
2. What is the view like from the rooms?
3. How many rooms does the hotel have?
4. What natural materials are used?
5. What color is the lobby?

(continued)
6. How do the rooms smell?
7. What kind of music is in the lobby?
8. What music does the lounge play?
9. How much does a room cost?
10. How popular is the hotel?

C. Put the sentences in order from 1 to 5 to make a paragraph with a topic sentence, background information, and descriptive details. Compare your answers with a partner’s.

My Jeep has a big, tough look. It has a strong, boxy frame. Also, the wheels are large, so it can handle off-road driving on dirt roads.

I got my Jeep when I was in high school. My parents bought it for me after I got my driver’s license.

My Jeep is one of my favorite possessions because it is rugged and fun to drive.

My Jeep is tough and bold, but it is fun to drive too. It has a manual transmission, so I have better control of the engine when I take it into the mountains. Finally, riding high above the road makes driving more interesting.

The colors also make it look rugged. It has black exterior paint and black leather seats. The Jeep logo is in bold white letters on the two side doors and on the steering wheel.
**Your Own Writing**

**Planning Your Body Sentences**

**A. Before you begin writing the body sentences for your paragraph, complete the outline.**

- Copy your topic sentence from page 36.
- List background information and descriptive details about your topic.
- Put the information and details in a logical sequence, such as time order or spatial order. You can always change the order later if you think of a better way.

**Descriptive Paragraph**

- **Topic Sentence:** __________________________________________________________

- **Background Information**
  1. __________________________________________________________
  2. __________________________________________________________
  3. __________________________________________________________

- **Descriptive Details**
  1. __________________________________________________________
  2. __________________________________________________________
  3. __________________________________________________________
  4. __________________________________________________________
  5. __________________________________________________________

**B. Checking in. Discuss your outline with a partner. Tell your partner whether . . .**

- there is enough background information about the topic.
- you can imagine this business, product, or logo based on the descriptive details.
- anything is unclear.

*Based on your partner’s feedback, you may want to rewrite parts of your outline.*
THE CONCLUDING SENTENCE(S)

In the final sentences of a descriptive paragraph, you wrap up or close the paragraph. There are many ways to do this. Sometimes writers restate or summarize the controlling idea in different words. In addition, they may use the transition words in conclusion, in all, all in all, in summary, or in closing to signal the ending. Other writers do not summarize or restate the controlling idea or use transition words at all. They signal the ending by giving a strong observation or a lasting impression about the topic.

Examples:

All in all, I like Muji's products and appreciate the company's focus on simplicity. As a result of its no-branding policy, I think Muji has successfully created something out of nothing.

Hotel Vitale has succeeded in creating a powerful yet calming energy through its design. This hotel is more than just a place to stay; it is an unforgettable experience.

If you wanted to add a personal observation at the end of your paragraph, you could explain what you learned or feel about the person, place, or thing you described. If you want to express your final impression of the topic, you might present one or more key descriptive details about it.

Here are two strategies you might want to use to end your descriptive paragraph about a favorite business, product, or logo:

1. Explain why the business, product, or logo is unique and worth admiring.
2. Explain the impression the business, product, or logo has had on you and/or others.

Examples:

As a result of its no-brand policy, I think Muji has successfully made something out of nothing.

Hotel Vitale is more than just a place to stay; it is an unforgettable experience.

Focused Practice

Read the paragraph. Then answer the questions on page 43 about the concluding sentences.

A Symbol of Cars and Country

The Ferrari logo with a prancing horse is a strong and powerful image that appeals to many people all over the world. Ferrari is one of the most famous car manufacturers. It is an Italian company, and it makes very expensive sport cars. On the top of the Ferrari logo, there are three stripes in green, white, and red. Together the stripes represent the colors of the Italian flag. At the center of the logo is the famous Ferrari horse. It is a large black horse that is standing up high on its back
two legs. The white outlines of its muscles make it look very powerful, just like the engines the company produces for its sports cars. The black color of the horse stands out against the yellow background of the logo. At the bottom of the logo is the Ferrari name in black letters. The letters are big and bold and show the strength of the Ferrari name for all to see. All in all, Ferrari has created a world-famous logo that reminds people of the powerful cars it produces. The logo is special because it speaks to the pride the company takes in being Italian; not many car companies pay respect to their home countries the way Ferrari does.

1. Underline the sentence that returns to the controlling idea of the topic sentence.
2. What strategy does the writer use to close the paragraph? __________________________

Your Own Writing
Planning Your Conclusion
A. How will you rephrase your controlling idea in a concluding sentence? List your ideas here.

B. What strategy will you use to close the paragraph?

C. Checking in. Share your ideas with a partner. Did your partner . . .
• figure out an interesting way to return to his or her controlling idea?
• choose an effective concluding strategy?

Writing Your First Draft
Read the Tip for Writers. Review your notes on pages 32, 36, and 41. Then write the first draft of your paragraph. When you are finished, give your paragraph a working title. Hand in your draft to your teacher.

Tip for Writers
When you write your first draft, check that you have used the conjunction when correctly to make the transitions between your ideas clear.
Revising your work is an essential part of the writing process. This is your opportunity to be sure that your paragraph has all the important pieces and that it is clear.

**Focused Practice**

A. *Read the descriptive paragraph.*

**A Great Thai Restaurant**

Paddy Thai was one of my favorite restaurants because of its cozy environment. The owners of Paddy Thai were originally from Thailand. When they moved to Houston, Texas, they decided to start a family-run restaurant that served traditional Thai dishes. The restaurant was successful, but it closed several years ago when the owners retired. Nonetheless, I still have fond memories of the place and my dining experiences there. The outside of the restaurant was striking in its simplicity. The building was small and white with a simple green sign. There was a wooden balcony for eating outside. When you walked inside, you felt as if you were entering the family’s home. The walls were simply decorated. Pictures of famous Thai temples and photos of the owner’s children and grandchildren hung in plain black frames on the walls. The dining room was long and narrow. It held 10 small tables. Some were round, and others were square or rectangular, so the interior felt very relaxed. There were no bright lights overhead, just a few romantic wall sconces. The tables were covered with rose tablecloths and lit candles, which always created a homey, intimate feeling. In all, I always enjoyed eating at Paddy Thai because of the delicious food, but I also loved how I felt in that place, as if I was eating in someone’s own home. That is why I will always miss going there.

B. *Work with a partner. Answer the questions about the paragraph.*

1. What is the controlling idea of the paragraph? Underline the words that state it.
2. What background information has the writer included about the topic? Check (✓) any sentences that give background information.
3. What descriptive details does the paragraph present about the topic? Double underline any words or phrases that help you picture the topic.
4. What concluding transition words does the writer use toward the end of the paragraph? Circle them.
5. What strategy does the writer use to wrap up or close the description? ____________
C. **Checking in.** Discuss your marked-up paragraphs with another pair of students. Then in your group, share one thing about the paragraph that you found the most interesting.

**Building Word Knowledge**

The writer included different forms of the word *simple* in "A Great Thai Restaurant": *simplicity* (noun) and *simply* (adverb).

*Work with a partner. Rewrite each sentence using the word in parentheses. If necessary, change the form of other words in the sentence too.*

1. Apple's logo originally had many colors.
   (original – adj.) **Apple's original logo had many colors.**

2. The new logo has a fresh look.
   (look – v.)

3. The silver logo shines.
   (shiny – adj.)

4. The iPad is an Apple product.
   (produce – v.)

**Your Own Writing**

**Revising Your Draft**

A. Reread the first draft of your paragraph. Use the Revision Checklist to identify parts of your writing that might need improvement.

B. Review your plans and notes and your responses to the Revision Checklist. Then revise your first draft. Save your revised paragraph. You will look at it again in the next section.

**Revision Checklist**

<table>
<thead>
<tr>
<th>Did you . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] express your controlling idea in the topic sentence?</td>
</tr>
<tr>
<td>[ ] give enough background information about your topic and arrange it logically?</td>
</tr>
<tr>
<td>[ ] present and arrange descriptive details about your topic clearly?</td>
</tr>
<tr>
<td>[ ] use prepositional phrases or the conjunction <em>when</em> to connect body sentences?</td>
</tr>
<tr>
<td>[ ] restate your controlling idea in a new way in your concluding sentence(s)?</td>
</tr>
<tr>
<td>[ ] use an effective concluding strategy?</td>
</tr>
<tr>
<td>[ ] use word forms correctly?</td>
</tr>
<tr>
<td>[ ] give your paragraph a good title?</td>
</tr>
</tbody>
</table>
Step 4 Editing

GRAMMAR PRESENTATION

Before you hand in your revised paragraph, you must check it for any errors in grammar, punctuation, and spelling. In this section, you will learn about indefinite and definite articles. You will focus on this grammar when you edit and proofread your paragraph.

Articles: Indefinite and Definite

<table>
<thead>
<tr>
<th>Grammar Notes</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. We can use nouns in two ways:</td>
<td>• Romantic music makes customers spend more time at a restaurant.</td>
</tr>
<tr>
<td>a. A noun is indefinite when you and your reader do not have a specific person, place, or thing in mind.</td>
<td>• The restaurant near our house serves excellent food.</td>
</tr>
<tr>
<td>b. A noun is definite when you and your reader both know or understand which person, place, or thing you are talking about.</td>
<td></td>
</tr>
<tr>
<td>2. To show that a noun is indefinite, use the indefinite article a/an or no article.</td>
<td></td>
</tr>
<tr>
<td>a. Use the indefinite article a/an with singular count nouns that are indefinite.</td>
<td>A youth clothing store needs party music.</td>
</tr>
<tr>
<td>b. Use no article with plural count nouns and with non-count nouns that are indefinite.</td>
<td>There were pictures of famous temples in Thailand.</td>
</tr>
<tr>
<td>3. Use the definite article the with most common nouns (count and non-count, singular and plural) that are definite.</td>
<td>Upbeat music makes people happy.</td>
</tr>
<tr>
<td>Use the when:</td>
<td>• It is one of the most recognized logos in the world.</td>
</tr>
<tr>
<td>a. a person, place, or thing is unique—there is only one</td>
<td>• When you walk into a youth clothing store, the speakers are in your face.</td>
</tr>
<tr>
<td>b. the context makes it clear which person, place, or thing you mean</td>
<td>• Muzak is a successful company. The company creates soundscapes for other businesses.</td>
</tr>
<tr>
<td>c. the noun is mentioned for the second time (it is often indefinite the first time it is mentioned)</td>
<td>Trek makes the best bicycles.</td>
</tr>
<tr>
<td>d. a phrase or an adjective such as first, best, right, most, or only identifies the noun</td>
<td>When you employ the science of Muzak, workers tend to get more done.</td>
</tr>
<tr>
<td>e. a prepositional phrase identifies the noun</td>
<td>Muzak is in the business of selling emotion.</td>
</tr>
</tbody>
</table>
**Focused Practice**

**A. Circle the correct article to complete the paragraph. Circle Ø if you don’t need an article.**

**Go Dyson**

I really admire (1) the / Ø products that the Dyson company makes because they are well made and friendly to (2) a(n) / the environment. (3) A(n) / The company was started in 1992 by (4) a(n) / the man named James Dyson. James Dyson’s first product was (5) a(n) / Ø new kind of vacuum cleaner that did not use (6) the / Ø bags. He thought vacuums with bags lost (7) the / Ø power because they collected too much dust. (8) A(n) / The first Dyson vacuums came out in 1993. Today, they are sold all over (9) a(n) / the world, along with other successful Dyson products, including (10) the / Ø hand dryers and washing machines. Dyson products benefit from (11) a(n) / the use of newer forms of technology. They require less energy to use, and they make less waste. For example, (12) the / Ø hand dryers use air instead of paper towels, so they don’t produce garbage. (13) The / Ø air pressure is so strong that hands dry in 12 seconds, so hand dryers use less electricity than other dryers. Dyson products are usually more expensive than other brands. However, when I consider how (14) the / Ø products work more cleanly and also tend to last longer, I think that Dyson products are well worth (15) a(n) / the extra money. I have owned my Dyson vacuum for over five years now, and I love it. It never loses power, and I know I am helping the environment because (16) a(n) / the only thing I have to throw away is dirt, not bags!

**B. Read and edit the paragraph. There are eleven errors in the use of the indefinite article. The first error has been corrected for you. Find and correct ten more by adding a / an.**

**The Nike Swoosh**

I like the Nike logo because it has a design that makes you think of movement and success. Nike is shoe company that is famous for making athletic sneakers. It has used the same logo for many years. The company calls the logo the Nike swoosh. The swoosh has feeling of movement. Swoosh is the sound that is made when person passes by very quickly. When people see the swoosh, they may think of marathon runner. The logo also suggests movement because it looks like wing. That is because the company is named after Nike, ancient Greek goddess who had (continued)
wings and stood for victory. In addition, the logo suggests the image of checkmark. The checkmark suggests that Nike is a good company that makes high-quality shoes. It may also represent how people feel when they finish race. In all, the Nike logo has unique meaning that I appreciate. When I see it, I hear it too.

C. Read and edit the paragraph. Correct the capitalization if necessary. There are ten errors in the use of the definite article. The first error has been corrected for you. Find and correct nine more by adding the.

iPad, iWant

The iPad is a popular and amazing device. It is a product from Apple computer company. It has a large screen, Internet access, and many applications, such as a word processor. People can actually type on screen where a virtual keyboard shows up. Screen has a beautiful color and shine. It looks like a larger version of Apple iPhone screen, so it feels familiar. The iPad is easy to carry because it is just about size of a small book and weighs only one and half pounds. The iPad was an instant success in stores around the world. One million iPads were sold in first month that device was available. Everyone seems to want iPad because it is easy to use, sleek, and innovative. Computers and phones have come a long way, and the iPad is just next chapter.

D. Write five sentences related to the topic you chose on page 31. Use indefinite and definite articles or no article. These may be sentences you already have in your paragraph.

1. __________________________________________________________
   __________________________________________________________

2. __________________________________________________________

3. __________________________________________________________

4. __________________________________________________________

5. __________________________________________________________
Your Own Writing

Editing Your Draft

A. Use the Editing Checklist to edit and proofread your paragraph.

B. Prepare a clean copy of the final draft of your paragraph and hand it in to your teacher.

Editing Checklist

Did you . . .
- include the definite and indefinite articles and use them correctly?
- use correct word forms, punctuation, and spelling?
- use prepositional phrases and the conjunction when correctly?