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Welcome to the new edition of Level 2 in the Longman Academic Writing Series, a five-level series that prepares learners of English for academic coursework. This book, formerly called First Steps in Academic Writing, is intended for high-beginning students in a university, college, or secondary program. It offers a carefully structured approach that focuses on writing as a process. It teaches rhetoric and sentence structure in a straightforward manner, using a step-by-step approach, high-interest models, and varied practice types.

Like the previous editions, this text integrates instruction in paragraph organization, sentence structure, grammar, and mechanics with the writing process. It carefully guides students through the steps of the writing process to produce the well-organized, clearly developed paragraphs that are essential to academic writing in English. Realistic models guide students, and clear explanations supported by examples help them through typical rough spots. These explanations are followed by extensive practice that helps students assimilate writing skills and write with accuracy and confidence. These practice activities include interactive tasks such as pair and group work to round out the solitary work of individual writing. They progress from recognition exercises to controlled production exercises to communicative Try It Out activities, which serve to engage students in the process of their own learning.

Each of its six chapters focuses on a standard pattern of paragraph organization and culminates in a final carefully staged writing assignment. The first three chapters focus on personal topics which gradually give way to the more academic topics and genres of the latter half of the book. Finally, the appendices and a thorough index reinforce student learning and serve as useful reference guides.

What’s New in This Edition

Instructors familiar with the second edition will find these new features:

- **Chapter objectives** provide clear goals for instruction;
- **Two new vocabulary sections**, Looking at Vocabulary and Applying Vocabulary, explain vocabulary from the writing models and support its use in the Writing Assignment;
- Selected **writing models** have been updated or replaced, while old favorites have been retained and improved;
- **Prewriting** and **outlining** sections have been expanded and improved;
- **Self-Assessments** ask students to evaluate their own progress;
- **Timed Writing** practices develop students’ writing fluency.
The Online Teacher’s Manual

The Teacher’s Manual is available at www.pearsonELT.com/tmkeys. It includes general teaching notes, chapter teaching notes, answer keys, reproducible writing assignment scoring rubrics, and reproducible chapter quizzes.

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—Ann Hogue
Writers need certain skills. In this chapter, you will learn to:

- Use listing and outlining to brainstorm and organize ideas
- Develop a paragraph with reasons and examples
- Write effective conclusion sentences
- Use complex sentences with reason and condition clauses
- Apply more rules of capitalization and comma usage
- Write, revise, and edit a paragraph with reasons and examples

Chapter objectives provide clear goals for instruction.

INTRODUCTION

You learned in Chapter 1 that a paragraph is a group of sentences about one topic. A paragraph should have three main parts: a topic sentence, supporting sentences (the body), and a concluding sentence.

In this chapter, you will study each of these parts in more detail. You will also work with and then write paragraphs that use an organization pattern known as listing order. Then you will learn about compound sentences to help you combine your ideas more effectively.

To help you get ideas for your paragraphs, you will first do some prewriting.

PREWRITING

There are many different prewriting techniques that you can use to get ideas to write about. In this chapter you will use clustering.

CLUSTERING

Clustering is a prewriting technique that allows you to brainstorm and develop your ideas with the help of a diagram called a cluster. Here is how to do it.

Begin by writing your topic in the middle of your paper. Draw a circle around it. Then think of ideas related to the topic. Write words or short phrases in circles around the topic and connect them with lines to the main circle. Write down every idea that comes into your mind. Don't stop to worry if an idea is a good one or not.

Cluster 1: Good Flight Attendants

- Helpful
- Friendly
- Fluent languages
- Self-confident
- Physically fit
- A lot of training
- Handsome

Costa Rica is a great place to spend a semester doing research for a number of reasons. Can you think of some?
LOOKING AT THE MODEL

The writing model describes a lecture hall at a community college. As you read, notice how the writer carefully moves his focus from one location to another around the room.

Work with a partner or in a small group. Read the model. Then answer the questions.

Writing Model

The New Lecture Hall

Our community college’s beautiful new lecture hall is spacious, modern, and comfortable. On the front wall, there is a large white screen. Instructors can use this for projecting overhead transparencies, slide shows, and audiovisual presentations. Behind the screen, there is a huge whiteboard. To the left of the screen is a clock, and underneath the clock are the light switches. There are two black leather armchairs against the wall. At the front of the lecture hall is the instructor’s desk. It’s very modern and curved, and it’s made of beautiful wood. It looks elegant, in fact. In the center of the desk, there is an overhead projector, and next to it is a computer. To the right of the desk is a lectern. Some instructors like to stand at the lectern and talk. In the main part of the lecture hall, in front of the teacher’s desk, there are about 30 rows of seats for students. The black seats are cushioned, so they are comfortable to sit on during long lectures. On the left of each seat, there is a small folding tabletop. Students can use these when they want something to write on. There’s also 3 feet of space between the rows, so students have room to stretch their legs. To sum up, our new lecture hall is a pleasing and comfortable place to learn.

Questions about the Model

1. Does the topic sentence create a positive or negative impression of the lecture hall?
2. Which space order does the writer use to describe the lecture hall:
   - clockwise
   - front to back
   - back to front
   - top to bottom
3. The writer describes three main areas of the lecture hall. What are they?

Looking at Vocabulary: Prepositions of Place

When you write a description of a place, you will often use words and phrases starting with prepositions to describe where things are.

In the back of the room is a large white cabinet. There’s a clock above the cabinet.

It’s easy to confuse in, on, and at. It’s also common for learners to have trouble knowing whether to use in front of or at the front of. Noticing the details of these phrases will allow you to use them more accurately.

Practice activities reinforce learning and lay the groundwork for the end-of-chapter Writing Assignment.

Realistic writing models present the type of writing students will learn to produce in the end-of-chapter Writing Assignments.

Looking at Vocabulary points out useful words and phrases from the writing models. Applying Vocabulary allows students to practice the new vocabulary and then use it in their writing assignments.

Practice activities reinforce learning and lay the groundwork for the end-of-chapter Writing Assignment.

1. In the back of the room is a large white cabinet. There’s a clock above the cabinet.
2. It’s easy to confuse in, on, and at. It’s also common for learners to have trouble knowing whether to use in front of or at the front of. Noticing the details of these phrases will allow you to use them more accurately.

Object | Location
--- | ---
1. large white screen | on the front wall
2. huge whiteboard | the screen
3. clock | the screen
4. light switches | the clock
5. armchairs | the wall
6. instructor’s desk | the lecture hall
7. lectern | the desk
8. 30 rows of seats | the teacher’s desk
9. small folding tabletop | each seat
10. 3 feet of space | the rows

Think about the location of five things in your classroom. On a separate sheet of paper, write a clue to describe where each thing is. Use five different prepositions from Part A. Begin each sentence with it’s or They’re:

1. It’s under Mr. Brown’s desk.
2. They’re on the wall.
3. They’re in front of the cabinet.
4. It’s at the front of the room.
5. They’re in the back of the hall.

Then read your clues to a partner and ask him or her to guess what you are describing.
ORGANIZATION

In Chapter 1, you learned that a paragraph has three parts: a topic sentence, supporting sentences, and a concluding sentence. Now you will study each part of a paragraph in more detail.

THE TOPIC SENTENCE

The most important sentence in a paragraph is the topic sentence. It is called the topic sentence because it tells readers what the main idea of the paragraph is. In other words, it tells readers what they are going to read about. The topic sentence is usually the first sentence in a paragraph. It is the top piece of bread in our paragraph “sandwich.”

A topic sentence has two parts: 1) a topic, which tells what the paragraph will be about, and 2) a controlling idea, which tells what the paragraph will say about the topic. It tells the reader: This paragraph will discuss these things—and only these things—about this topic.

For example, the topic of the writing model on page 38 is good flight attendants. What will the paragraph say about good flight attendants? The controlling idea tells us: They have three important characteristics. The paragraph will not talk about their uniforms, their training, or their duties. It will only discuss three important characteristics that good flight attendants have.

Here are examples of topic sentences about English:

- English is constantly adding new words.
- English borrows words from other languages.
- English is necessary for many different jobs.

Note that the topic in each of these examples is the same (English), but the controlling ideas are different. That means that each paragraph will discuss something very different about English.

CONCLUSION SIGNALS

In addition to the conclusion signals such as Indeed and To sum up that you have already learned (see Chapter 2, page 53), you can begin a concluding sentence with For these reasons, and Because of.

Notice these two patterns:

PATTERN 1:
For these reasons, (sentence).

For these two reasons, Costa Rica is a wonderful place to study if you love wildlife.

PATTERN 2:
Because of (noun phrase), (sentence).

Because of its diverse habitats and many animal species, Costa Rica is a wonderful place to study if you love wildlife.

PRACTICE 8  Using Conclusion Signals

A

Look back at the outline in Part A of Practice 5, page 145. Use Indeed or To sum up, For these reasons, and Because of to rewrite the concluding sentence in three different ways.

1. Indeed, if you’re looking for great food, amazing service, and reasonable prices, Joe’s Diner is the place to go.
2.
3.

B

Look back at the outline in Part B of Practice 5, page 146. Write three different conclusions, using Indeed or To sum up, For these reasons, and Because of.

1.
2.
3.

TRY IT OUT!

Write a paragraph recommending a place to study English using the outline you created in Practice 1 (page 139). Follow these directions.

1. Follow your outline as you write your draft.
2. Use transition signals to introduce your reasons and examples. Try to use for example, for instance, and such as at least once.
3. Add a concluding sentence. Remember to use an appropriate conclusion signal, such as Indeed, To sum up, For reasons, or Because of.
4. Proofread your paragraph, and correct any mistakes.

Organization sections explore paragraph format and structure in a variety of organizational patterns.

Simple explanations and clear examples enable students to improve their grasp of paragraph structure and organization.
There are four basic sentence structures in English: (1) simple, (2) compound, (3) complex, and (4) compound-complex. In this chapter, you will learn about simple sentences.

A simple sentence is a sentence that has one subject-verb pair.

The subject (S) in a simple sentence may be a single subject (consisting of a word, noun phrase, or subject pronoun) or it may be compound. That is, it may consist of two or more subjects (nouns, noun phrases, or pronouns) joined by connecting words like and or or:

S S
My brother and I are completely different.

S S
Mary or Rita will meet you at the airport.

The verb (V) in a simple sentence may also be compound. It may consist of two or more verb forms joined by connecting words such as and or or. However, these are simple sentences because they have only one subject-verb pair:

V V
They laughed and cried at the same time.

V V
He stops or starts to work.

Study the simple sentences in the left column and their patterns in the right column. There are many variations, but each sentence has only one S V pair.

<table>
<thead>
<tr>
<th>Simple Sentences</th>
<th>Patterns</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My younger sister speaks English well.</td>
<td>S V</td>
</tr>
<tr>
<td>2. My mother and father speak English well.</td>
<td>SS V</td>
</tr>
<tr>
<td>3. My mother and father speak and write English well.</td>
<td>SS VV</td>
</tr>
<tr>
<td>4. My brother doesn’t speak or write English well.</td>
<td>S VV</td>
</tr>
</tbody>
</table>

1. names of language or nationalities that are the name or part of the name of a school subject and names of school courses with numbers:

<table>
<thead>
<tr>
<th>Examples</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>English History 201</td>
<td>Physics 512</td>
</tr>
</tbody>
</table>

2. specific places you can find on a map:

<table>
<thead>
<tr>
<th>Examples</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>England</td>
<td>South America</td>
</tr>
<tr>
<td>First Street</td>
<td>the Amazon River</td>
</tr>
<tr>
<td>New York City</td>
<td>Times Square</td>
</tr>
</tbody>
</table>

Simple charts with clear examples make the rules easy to see and remember.

Editing skills are sharpened as students find and correct errors in sentences and paragraphs.

---

**Sentence Structure, Grammar, and Mechanics** sections help students understand the building blocks of sentences and accurately construct different types of sentences.

**Editing Capitalization Errors**

Work alone or with a partner. Read the paragraph. Change the small letters to capital letters where needed.

*Mark Zuckerberg*

One of the most famous young entrepreneurs in the United States is Mark Zuckerberg. He is the creator of a company called Facebook. Zuckerberg was born in 1984 and grew up in Dobbs Ferry, New York. His father was a dentist, and his mother was a doctor. Zuckerberg was always interested in computers as a young student. He attended public schools; however, after his second year of high school, he transferred to a private school. He was an excellent student in physics, astronomy, math, Latin, and ancient Greek. In September 2002, he entered Harvard University. He created the computer software for Facebook in 2004. He started the website when he was 19 and didn’t know much about business. Today, Facebook is one of the most popular social networking websites in the world, and Zuckerberg is a billionaire. His imagination and hard work helped to change how we communicate.

*Entrepreneur: people who start companies, arrange business deals, and take risks in order to make a profit.*
Step-by-step Writing Assignments make the writing process clear and easy to follow.

WRITING ASSIGNMENT

Your writing assignment for this chapter is to write a paragraph about your family or about one person in your family. Use the writing models on page 5 and 6 and the final draft of “My Grandmother” to help you. To complete the assignment, you will follow the steps in the writing process:

STEP 1: Prewrite to get ideas.
- Make a list of questions and then use the questions to interview one or more family members. Take notes during the interview.
- Review your notes and think about your topic.
- Freewrite about your topic for about ten minutes.
- Reread your freewriting and mark it up. Circle ideas that you will use in your paragraph. Cross out ideas that you won’t use.
- Review the words in Looking at Vocabulary and Applying Vocabulary on pages 6–7 and 26. Look at your freewriting again and, if possible, add in some of these words.

STEP 2: Write the first draft.
- Write FIRST DRAFT at the top of your paper.
- Write the paragraph. Begin with a topic sentence that generally describes your family or family member. My family is small and close. My grandfather is old in years but young in spirit. My brother is the irresponsible one in our family.
- Write about eight to ten more supporting sentences about your family or family member. In these sentences, explain what you wrote in your first sentence. How does your family show that it is close? How does your grandfather show that he is young in spirit? In what ways is your brother irresponsible? Give examples.
- End your paragraph with a concluding sentence that relates back to your topic sentence and tells how you feel about your family or family member. Now we live far from each other, but we will always feel close in our hearts. My grandfather will always seem young to me. My brother will never grow up.

STEP 3: Revise and edit the draft.
- Exchange papers with a partner and give each other feedback on your paragraphs. Use Chapter 1 Peer Review on page 20.
- Consider your partner’s feedback and revise and edit your paragraph. Mark changes on your first draft.
- Check your paragraph carefully against Chapter 1 Writer’s Self-Check on page 207, and make more changes as needed.

STEP 4: Write a new draft.
- Refer to the changes you made on your first draft and write a neat final copy of your paragraph.
- Proofread it carefully.
- Hand it in to your teacher. Your teacher may also ask you to hand in your prewriting and your first draft.

SELF-ASSESSMENT

In this chapter, you learned to:
- Use questions and note taking to get ideas for writing
- Identify the three parts of a paragraph
- Use correct paragraph format
- Recognize subjects, verbs, and objects in complete sentences
- Use six rules of capitalization
- Work with simple sentences
- Write, revise, and edit a paragraph describing a person
- Which ones do you do well? Mark them.
- Which ones do you need to practice more? Mark them.

Peer Review and Writer’s Self-Check Worksheets at the back of the book help students collaborate and sharpen their revision skills.

Self-Assessment encourages students to evaluate their progress.
To succeed in academic writing, you need to be able to write quickly and fluently. For example, you might have to write a paragraph for a test in class, and you only have 30 minutes. In this activity, you will write a paragraph in class. You will have 30 minutes. To complete the activity in time, follow the directions.

1. Read the writing prompt below (or the prompt your teacher assigns) carefully. Make sure you understand the question or task. Then decide on the topic of your paragraph. (3 minutes)

2. Use clustering to get ideas. Decide which ideas you will write about and then make an outline to organize your ideas. (5 minutes)

3. Write your paragraph. Be sure to include a title, a topic sentence, listing-order transition signals, supporting ideas, and a concluding sentence. (15 minutes)

4. Proofread your paragraph. Correct any mistakes. (7 minutes)

5. Give your paper to your teacher.

Prompt: Write a listing-order paragraph about a teacher or a boss. What characteristics and abilities made the person memorable? Include examples to support your main ideas.

Continue making entries in your journal. If you cannot think of a topic for a journal entry, try one of these ideas:

- What career or profession are you interested in? Discuss two or three reasons for your interest. Support each reason with examples or explanations.
- Overall, was your high school experience positive or negative? Include three main reasons and support each one with examples or explanations.
- What are the most important characteristics for a friend to have? Write about two or three characteristics and say why they are important.

For more ideas for journal entries, see Appendix A on page 135.
Writers need certain skills.

In this chapter, you will learn to:

- Use listing to get ideas for describing a place
- Organize a descriptive paragraph using space order
- Develop a description with specific details
- Identify adjectives and use them in the correct order
- Vary the structure of sentences with prepositional phrases
- Write, revise, and edit a descriptive paragraph

Writing a description is like painting a picture. What words can you use to describe the place in the artist’s painting?
INTRODUCTION

In this chapter, you will learn how to organize information in a descriptive paragraph using space order. You will also learn about using adjectives and prepositional phrases to help you add detail to your writing.

To help you get ideas for your paragraphs, you will first do some prewriting.

PREWRITING

In Chapter 3, you used listing as a prewriting technique to brainstorm ideas for “how-to” paragraphs. In this chapter, you will see how listing can be used to brainstorm ideas for descriptive paragraphs.

LISTING DESCRIPTIVE DETAILS

Descriptions are like “word pictures.” They give readers a mental picture of how something looks, feels, tastes, and sounds. To write a good description, you need to become a sharp observer and notice many small details. A good way to start is to think about the place, object, or person you want to describe. Then make a list of all the words and phrases that come into your mind. As you do so, you can also think of ways to describe where things are by using phrases beginning with prepositions such as on, in, under, and on top of.

PRACTICE 1 Using Listing to Get Ideas

A Work with a partner. Is the meaning of each adjective positive or negative? Write + for positive and – for negative.

ADJECTIVES THAT DESCRIBE A PERSON

+ athletic careful hardworking neat

boring disorganized lazy messy

ADJECTIVES THAT DESCRIBE A PLACE

clean dark small sunny

cluttered messy spacious tidy

B Look at pictures 1 and 2 on pages 108–109. What kind of person do you think lives or works in each place? What general impression does each room create? Use the words from Part A to fill in the first two lines under each picture.
With a partner, look at the words above pictures 1 and 2. Locate the nouns in each picture. Then use the words in the boxes to list as many details as you can. Save your lists to use in the Try It Out! activity on page 120.

**PICTURE 1: BEDROOM IN COLLEGE DORMITORY**

**Nouns**
- bed
- bookshelves
- comforter
- curtain
- laptop
- speakers
- lamp
- pillows
- whiteboard

**Prepositions**
- in front of
- next to
- on the left/right
- to the left/right of
- under

Kind of person who lives here: **messy**

General impression of room: ______________________________________________________________________

Details:

`bed next to the window`

`comforter, pillows on unmade bed`

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________
PICTURE 2: Instructor’s Office

**Nouns**
- armchairs
- desk
- diplomas
- nameplate
- pitcher
- bookcase
- desk chair
- figurine
- pen set
- portrait
- cabinet
- desk pad
- lamp
- photos
- rug

**Prepositions**
- against
- behind
- in front of
- next to
- on the left/right
- under

Kind of person who works here: _organized_

General impression of room: ____________________________________________

Details:

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________
There are two keys to writing a good description:

- Using space order to organize your ideas
- Using supporting sentences with specific detail to help your reader visualize what you are describing.

In the next section, you’ll learn about different kinds of space order.

**SPACE ORDER**

Imagine that you are standing in the doorway of your classroom. How would you describe the room to someone who has never seen it? In what order would you describe the things you see? Here are some possibilities:

- **Clockwise:** You might start your description at the doorway and work your way around the room in a clockwise direction until you reach the doorway again.
- **Front to back:** You might start your description at the front of the room and go from front to back, first describing the chalkboard or whiteboard, the teacher’s desk, and the area around the teacher’s desk. Then you might describe the students’ desks in the center of the room, and finally the walls and/or windows at the back and sides of the room.

These two ways of organizing a description are common types of **space order**. When your description moves through a space in a clear direction, it helps your reader imagine what you are describing. Other possibilities include:

- top to bottom  far to near  right to left  outside to inside
- bottom to top  near to far  left to right  inside to outside

Writers often use space order to describe a place (for example, a room, a building, or even a city), but they can also use it to describe an object (such as a car or a cell phone) or even a person.
The writing model describes a lecture hall at a community college. As you read, notice how the writer carefully moves his focus from one location to another around the room.

Work with a partner or in a small group. Read the model. Then answer the questions.

Writing Model

The New Lecture Hall

Our community college's beautiful new lecture hall is spacious, modern, and comfortable. On the front wall, there is a large white screen. Instructors can use this for projecting overhead transparencies, slide shows, and audiovisual presentations. Behind the screen, there is a huge whiteboard. To the left of the screen is a clock, and underneath the clock are the light switches. There are two black leather armchairs against the wall. At the front of the lecture hall is the instructor's desk. It's very modern and curved, and it's made of beautiful wood. It looks elegant, in fact. In the center of the desk, there is an overhead projector, and next to it is a computer. To the right of the desk is a lectern. Some instructors like to stand at the lectern and talk. In the main part of the lecture hall, in front of the teacher's desk, there are about 30 rows of seats for students. The black seats are cushioned, so they are comfortable to sit on during long lectures. On the left of each seat, there is a small folding tabletop. Students can use these when they want something to write on. There's also 3 feet of space between the rows, so students have room to stretch their legs. To sum up, our new lecture hall is a pleasing and comfortable place to learn.

Questions about the Model

1. Does the topic sentence create a positive or negative impression of the lecture hall?
2. Which space order does the writer use to describe the lecture hall: clockwise, front to back, back to front, or top to bottom?
3. The writer describes three main areas of the lecture hall. What are they?
Looking at Vocabulary: Prepositions of Place

When you write a description of a place, you will often use words and phrases starting with prepositions to describe where things are.

In the back of the room is a large white cabinet. There’s a clock above the cabinet.

You may already know the meaning of many prepositions, but a challenge that all learners face is to use them accurately. For example, it’s easy to confuse in, on, and at. It’s also common for learners to have trouble knowing whether to use in front of or at the front of. Noticing the details of these phrases will allow you to use them more accurately.

PRACTICE 2 Looking at Prepositions of Place

A Look at objects 1–10. Circle the first mention of each of these in the writing model on page 111, and underline the phrase that describes where it is. Then use the underlined words to complete phrases in the second column.

<table>
<thead>
<tr>
<th>OBJECTS</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. large white screen</td>
<td>on the front wall</td>
</tr>
<tr>
<td>2. huge whiteboard</td>
<td>the screen</td>
</tr>
<tr>
<td>3. clock</td>
<td>the screen</td>
</tr>
<tr>
<td>4. light switches</td>
<td>the clock</td>
</tr>
<tr>
<td>5. armchairs</td>
<td>the wall</td>
</tr>
<tr>
<td>6. instructor’s desk</td>
<td>the lecture hall</td>
</tr>
<tr>
<td>7. lectern</td>
<td>the desk</td>
</tr>
<tr>
<td>8. 30 rows of seats</td>
<td>the teacher’s desk</td>
</tr>
<tr>
<td>9. small folding tabletop</td>
<td>each seat</td>
</tr>
<tr>
<td>10. 3 feet of space</td>
<td>the rows</td>
</tr>
</tbody>
</table>

B Think about the location of five things in your classroom. On a separate sheet of paper, write a clue to describe where each thing is. Use five different prepositions from Part A. Begin each sentence with It’s or They’re.

1. It’s under Mr. Brown’s desk.
2. They’re on the wall.

Then read your clues to a partner and ask him or her to guess what you are describing.
In this section, you will focus on how to organize descriptive paragraphs. You will learn how to write effective topic and concluding sentences and how to write supporting sentences that include specific details.

### TOPIC SENTENCES AND CONCLUDING SENTENCES

Like the topic sentences of listing-order and how-to paragraphs, the topic sentence of a descriptive paragraph also has a topic and a controlling idea. The topic usually names the person, place, or thing to be described. The controlling idea usually gives a general impression of the topic (beautiful, neat, messy, interesting, unusual, crowded, busy, noisy, and so on). Here are some examples of topic sentences for descriptive paragraphs:

- The club was full of young people having fun.
- The old house looked ready to fall down.
- The cave was a dangerous place to enter.

The concluding sentence of a descriptive paragraph can do one of the following:

- It may repeat the idea stated in the topic sentence using different words.
- It may repeat the idea and also give the writer’s opinion or feeling about the topic.

Here are examples of concluding sentences that you might use with the topic sentences above:

- To sum up, the music, dancing, and flashing lights made the club an exciting and fun place to be. (IDEA IN DIFFERENT WORDS)
- In short, I doubt the old house will survive one more winter. (OPINION)
- My friend and I were very happy when we got out of the cave. (FEELING)
Analyzing a Descriptive Paragraph

Read the description. Then answer the questions.

My Tall Nephew

The first thing you notice about my nephew is that he is extremely tall—6 feet, 6 inches tall, to be exact. His head sticks up almost a foot above everyone else’s. His hair is short, light brown, and curly, and his eyes are blue. His nose is long and straight, and his mouth curls into an easy smile. His casual clothes are typical of young people everywhere: a T-shirt and jeans. But what really stands out is how his clothes emphasize how long and thin he is. As your eyes move down, you notice that his jeans sit low on his hips and are just a little too short. Perhaps he can’t find pants to fit his narrow waist and long legs, or perhaps he doesn’t care much about clothes. His size 13 sneakers complete his long, tall appearance. Some tall and thin people try to appear shorter by rounding their shoulders and not standing up straight, but not my nephew. In short, he stands as tall and straight as a redwood tree, and you can’t help thinking, “This is a strong and confident young man.”

1. What is the topic of the topic sentence? What is the controlling idea?

   Topic: 
   Controlling idea: 

2. What word in the topic sentence is repeated in the concluding sentence?

3. In the concluding sentence, does the writer repeat the idea stated in the topic sentence, or does she express an opinion or feeling about it?

4. What kind of space order does the writer of this paragraph use? Choose from the list of possibilities on page 110.

   __________
SUPPORTING SENTENCES WITH SPECIFIC DETAILS

When you describe something, your goal is to make your reader “see” what you have described. The way to do this is to use supporting sentences that contain specific details. *Specific* means exact or precise. The opposite of specific is general or vague. The more specific you can be, the better your reader can visualize or see what you are describing.

<table>
<thead>
<tr>
<th>Vague</th>
<th>Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>a lot of money</td>
<td>$500,000</td>
</tr>
<tr>
<td>a large house</td>
<td>a six-bedroom house with four bathrooms</td>
</tr>
<tr>
<td>a nice car</td>
<td>a red BMW convertible</td>
</tr>
<tr>
<td>a pretty face</td>
<td>warm brown eyes and sparkling teeth</td>
</tr>
</tbody>
</table>

**PRACTICE 4 Adding Specific Details**

Work with a partner. Add as many specific details as you can to these vague descriptions. Then compare answers with other pairs.

1. My uncle is large.
   a. *He is 6 feet, 3 inches tall and weighs 250 pounds.*
   b. *His shirts are XXX Large.*
   c. 
   d. 

2. My boss has a beautiful house.
   a. 
   b. 
   c. 
   d. 

3. Our public library is nice.
   a. 
   b. 
   c. 
   d. 

*(continued on next page)*
4. The inside of the taxicab is dirty.
   a. 
   b. 
   c. 
   d. 

5. The student cafeteria is noisy and crowded.
   a. 
   b. 
   c. 
   d. 

PRACTICE 5  Revising to Add Specific Details

Work with a partner or small group. Study the picture and read “The Student Lounge.” Does the writer succeed in making the reader “see” the room? Why or why not? How could the description be improved?

The Student Lounge

During last month’s college tour, I was very impressed with the student lounge at the dorm. The lounge was pretty big. In the center, there were some nice couches. To the left, there was a pool table. The lounge had a nice kitchen. There was a TV and a nice study area. The student lounge was really nice.
Rewrite “The Student Lounge” in the space provided, adding more specific details. Decide on the space order you will use, and add at least ten sentences to the beginning. If desired, use some of the nouns and adjectives in the box.

Nouns
armchair
couch
dining table
refrigerator
chairs
counter
lamp
utensils
coffee table
cushions
pots and pans
windows

Adjectives
black
enjoyable
leather
sunny
brand-new
enormous
metal
traditional
clean
flat-screen
neat
wooden
comfortable
large
small

The Student Lounge

During last month’s college tour, I was very impressed with the student lounge in the dorm. The lounge was pretty big. It was about 40 feet by 40 feet.

Compare answers with other groups. What specific details did other groups include that were different from yours?
OUTLINING

In Chapter 3, you practiced using listing and outlining to organize the steps in a “how-to” paragraph. In this section, you will practice using listing and outlining to organize the details of a descriptive paragraph.

After you use listing to get your ideas, the next step is to edit your list and then make an outline. You can do this in three stages:

1. Read your list. Cross out repeated or unimportant ideas.
2. Look at your details. Decide what space order you will use: right to left, front to back, etc. Then number your details in that order.
3. Use your edited list to make an outline.

PRACTICE 6  Editing a List before Outlining

Follow these instructions to edit and organize the list that the writer used to create the writing model on page 111.

1. Edit the list. Put a line through the details that the writer did not include.
2. Decide what space order to use: Number the details to show the order the writer used in the paragraph.

<table>
<thead>
<tr>
<th>The New Lecture Hall</th>
</tr>
</thead>
<tbody>
<tr>
<td>General impression: beautiful, spacious, modern, comfortable</td>
</tr>
<tr>
<td>in the main part, 30 rows of seats</td>
</tr>
<tr>
<td>on desk—overhead projector, computer</td>
</tr>
<tr>
<td>good lighting</td>
</tr>
<tr>
<td>no windows</td>
</tr>
<tr>
<td>1 white screen on wall</td>
</tr>
<tr>
<td>2 whiteboard</td>
</tr>
<tr>
<td>green carpet</td>
</tr>
<tr>
<td>2 armchairs against wall</td>
</tr>
<tr>
<td>in back, 2 entrances for students</td>
</tr>
<tr>
<td>seats—cushioned and comfortable</td>
</tr>
<tr>
<td>each seat: small, folding tabletop</td>
</tr>
<tr>
<td>in the front, instructor’s desk</td>
</tr>
<tr>
<td>electrical outlets near each seat</td>
</tr>
<tr>
<td>3 feet of space between rows</td>
</tr>
<tr>
<td>lectern</td>
</tr>
<tr>
<td>clock and light switches</td>
</tr>
</tbody>
</table>
### PRACTICE 7  Creating an Outline

Complete the outline that the writer created from the edited list in Practice 6.

<table>
<thead>
<tr>
<th>TITLE</th>
<th>The New Lecture Hall</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOPIC SENTENCE</td>
<td>Our community college's beautiful new lecture hall is spacious, modern, and comfortable.</td>
</tr>
<tr>
<td>MAIN POINTS</td>
<td></td>
</tr>
<tr>
<td>A. On the front wall</td>
<td></td>
</tr>
<tr>
<td>- white screen</td>
<td></td>
</tr>
<tr>
<td>- ________________</td>
<td></td>
</tr>
<tr>
<td>- ________________</td>
<td></td>
</tr>
<tr>
<td>B. At the front of the lecture hall</td>
<td></td>
</tr>
<tr>
<td>- ________________</td>
<td></td>
</tr>
<tr>
<td>- ________________</td>
<td></td>
</tr>
<tr>
<td>- ________________</td>
<td></td>
</tr>
<tr>
<td>C. ______________________</td>
<td></td>
</tr>
<tr>
<td>- ________________</td>
<td></td>
</tr>
<tr>
<td>- ________________</td>
<td></td>
</tr>
<tr>
<td>- ________________</td>
<td></td>
</tr>
<tr>
<td>CONCLUDING SENTENCE</td>
<td>To sum up, our new lecture hall is a pleasing and comfortable place to learn.</td>
</tr>
</tbody>
</table>
On a separate sheet of paper, create an outline using one of the two lists you created in Practice 1 on pages 108–109. Follow these directions:

1. Look at your list and cross out any ideas that you don’t want to write about.
2. Decide on the space order you will use, and number your list accordingly.
3. Use your edited list to create an outline.
   a. Write a topic sentence that names the place and tells what kind of person lives or works there. For example, your topic sentence for the office in Picture 2 (on page 109) might be one of these:
      - The office of one of the best instructors at my school is neat and well-organized.
      - It’s not surprising that one of our school’s most successful and well-respected professors works in this tidy office.
   b. Using capital letters (A, B, C, and so on), write down the details from your edited list.
   c. Write a concluding sentence that tells your feeling or opinion about the place. For example, you could write:
      - This instructor’s office is a perfect place to work or to talk with students.
4. Use your outline to write a descriptive paragraph.
5. Proofread your paragraph and correct any mistakes. You will use this paragraph again in Practice 14.

**GRAMMAR**

In this chapter, you will learn how to use adjectives to make a description more vivid and interesting.

**ADJECTIVES**

Adjectives describe nouns and pronouns. Adjectives tell what things (or people) look like, what kind they are, or how many or how much there are. Adjectives answer the questions: *What kind? Which one? and How many/much?*

- **What kind?**
  - The old car has a broken window.
  - He’s smart and funny.

- **Which one?**
  - the red dress
  - the fourth chapter of the book

- **How many/much?**
  - five students
  - not much homework
Read the chart to learn some things about adjectives.

<table>
<thead>
<tr>
<th>ADJECTIVES</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Adjectives come in front of nouns, not after them.</td>
<td>The talented young musicians</td>
</tr>
<tr>
<td>2. Adjectives can also follow linking verbs.</td>
<td>be</td>
</tr>
<tr>
<td></td>
<td>The children are happy.</td>
</tr>
<tr>
<td></td>
<td>seem</td>
</tr>
<tr>
<td></td>
<td>You seem sad.</td>
</tr>
<tr>
<td></td>
<td>look</td>
</tr>
<tr>
<td></td>
<td>Brides always look beautiful.</td>
</tr>
<tr>
<td></td>
<td>smell</td>
</tr>
<tr>
<td></td>
<td>The cookies smell delicious.</td>
</tr>
<tr>
<td></td>
<td>taste</td>
</tr>
<tr>
<td></td>
<td>Candy tastes sweet.</td>
</tr>
<tr>
<td></td>
<td>feel</td>
</tr>
<tr>
<td></td>
<td>Silk feels smooth.</td>
</tr>
<tr>
<td>3. Adjectives have only one form. Use the same adjective with singular and plural nouns.</td>
<td>a terrible storm</td>
</tr>
<tr>
<td></td>
<td>terrible storms (not terribles storms)</td>
</tr>
<tr>
<td></td>
<td>a cute child</td>
</tr>
<tr>
<td></td>
<td>cute children (not cutes children)</td>
</tr>
<tr>
<td>4. A compound adjective is two or more words that function as an adjective. A compound adjective often has a hyphen or hyphens between its parts.</td>
<td>a one-hour drive</td>
</tr>
<tr>
<td></td>
<td>a part-time job</td>
</tr>
<tr>
<td></td>
<td>a reddish-gold sunset</td>
</tr>
<tr>
<td>5. In compound adjectives with hyphenated number-noun combinations, the noun is always singular.</td>
<td>a five-dollar bill (not a five-dollars bill)</td>
</tr>
<tr>
<td></td>
<td>a two-year-old child (not a two-years-old child)</td>
</tr>
<tr>
<td></td>
<td>a six-foot-high wall (not a six-feet-high wall)</td>
</tr>
<tr>
<td>6. Some nouns can also function as adjectives.</td>
<td>the English book tennis balls</td>
</tr>
<tr>
<td></td>
<td>a shoe store the Japanese students</td>
</tr>
<tr>
<td>7. Proper adjectives (that is, adjectives referring to nationalities, languages, places, and so on) are capitalized.</td>
<td>an Egyptian custom my Spanish class</td>
</tr>
<tr>
<td></td>
<td>the Cuban government Asian languages</td>
</tr>
<tr>
<td>8. Present and past participles can be used as adjectives.</td>
<td>a boring class bored students</td>
</tr>
<tr>
<td></td>
<td>a cooking class cooked meal</td>
</tr>
<tr>
<td></td>
<td>a breaking news broken heart</td>
</tr>
<tr>
<td></td>
<td>a swimming pool the stolen money</td>
</tr>
</tbody>
</table>
PRACTICE 8 Identifying Adjectives

Read the paragraph. Circle the adjectives. (Hint: Do not circle possessive adjectives such as my and its.)

My First Car

My first car was old and ugly, but I loved it anyway. It was a very bright shade of blue, but it also had green, yellow, and gray paint in different places. The body was in terrible condition. It had several big dents. The lock on the hood was broken, so I had to tie down the hood with a strong rope. Also, the back bumper was rusty, and the front window had a big crack in it. The inside of the car was also in bad condition. The door handle on the passenger side was broken, so you couldn’t open the passenger door from the inside. The seats had at least ten large holes in them. Also, the gas gauge was stuck. It always showed “full,” so I often ran out of gas. The speedometer was broken too, so I never knew how quickly I was driving. My old VW had many faults, but in my mind it was perfect.

1 dents: marks made when you hit or press something into a surface
2 faults: flaws; problems; bad or nonworking parts
ORDER OF ADJECTIVES

When you use adjectives to describe a noun, you may put several adjectives before the noun. Sometimes you must put them in a particular order, and sometimes you can choose your own order depending on the kind of adjective. Cumulative adjectives must be in a particular order while the order of coordinate adjectives can vary.

**Cumulative Adjectives**

- The **poor little black** dog

**Coordinate Adjectives**

- The **wet, cold, and hungry** dog
- The **hungry, wet, and cold** dog
- The **cold, wet, and hungry** dog

**Cumulative Adjectives**

Cumulative adjectives always go before a noun. They must be in a particular order. For example, you cannot write *the little black poor dog*; you must write *the poor little black dog*. Do not put commas between cumulative adjectives.

Here is a chart showing the order of cumulative adjectives:

<table>
<thead>
<tr>
<th>KIND OF ADJECTIVE</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quantity</td>
<td>two, fifty, some, many, (a) few</td>
</tr>
<tr>
<td>2. Opinion</td>
<td>poor, beautiful, interesting, cheerful, expensive</td>
</tr>
<tr>
<td>3. Appearance</td>
<td>big, little</td>
</tr>
<tr>
<td>• Size</td>
<td>old, new, young</td>
</tr>
<tr>
<td>• Age</td>
<td>round, square, short, long</td>
</tr>
<tr>
<td>• Shape/Length</td>
<td>rusty, broken, hungry, wet, cold</td>
</tr>
<tr>
<td>• Condition</td>
<td>black, red, blond</td>
</tr>
<tr>
<td>4. Origin or nationality</td>
<td>Guatemalan, European, Congolese, Asian</td>
</tr>
<tr>
<td>5. Material</td>
<td>silk, wood, cotton, gold, metal</td>
</tr>
<tr>
<td>6. Kind/use/purpose</td>
<td>shoe (as in shoe store), wedding (as in wedding dress) swimming, reading, hiking</td>
</tr>
</tbody>
</table>

**Writing Tip**

In general, do not use more than two or three adjectives before a noun. Using too many adjectives in a row weakens your description and may confuse the reader. In the following example, the second sentence is more effective.

- The poor little **hungry** black dog was lost. (*four adjectives before noun*)
- The poor little black dog was lost and **hungry**. (*three adjectives before noun*)
PRACTICE 9

Working with Cumulative Adjectives

Rewrite each sentence using the adjectives in parentheses to describe the underlined noun. Refer to the chart on page 123 to help you determine the order.

1. There were toys in the middle of the floor. (broken, several, plastic)
   There were several broken plastic toys in the middle of the floor.

2. We left the beach when we saw the clouds. (black, big)

3. Flags hung from every window. (colorful, rectangular)

4. Children played on the grass. (green, thick)

5. I dream about relaxing on a beach. (Mexican, white, beautiful)

6. They plan to fix up the car. (Italian, expensive, small)

7. The parents left their children with the grandparents. (young, two)

8. The real estate agent pointed out problems with the house. (minor, several)

Coordinate Adjectives

Coordinate adjectives can go before a noun or after a linking verb. You can write coordinate adjectives in any order, and you can separate them from each other with commas. Also:

- When coordinate adjectives come before a noun, you may put the word and before the last one (but you don’t have to).

  BEFORE A NOUN: A hungry, cold, wet dog sat outside our front door.
  (OPTIONAL): A wet, cold, and hungry dog sat outside our front door.

- When two or more coordinate adjectives come after a linking verb, you must put and before the last one.

  AFTER A LINKING VERB (REQUIRED): The dog was hungry, wet, and cold.
PRACTICE 10  Using Commas with Coordinate Adjectives

Read the sentences. Add commas as needed.

1. The people want a smart, experienced, honest leader.
2. Most students like friendly enthusiastic imaginative teachers.
3. I am tired of the cold rainy weather.
4. I am looking forward to the warm sunny relaxing days of summer.
5. The prince in a fairy tale is either tall dark and handsome or tall blond and handsome.

PRACTICE 11  Identifying Cumulative and Coordinate Adjectives

Underline and identify each adjective. Write 1 for cumulative and 2 for coordinate. Add commas where needed.

1. I found a small green piece of smelly, moldy cheese under my bed.
2. Four shiny black limousines were parked outside the hotel.
3. The small red apples looked sweet crisp juicy and delicious.
4. Hundreds of happy cheering football fans ran onto the field.
5. The new young French teacher is from Quebec.
6. My father bought my mother a beautiful antique Persian rug as a gift for their 20th wedding anniversary.

PRACTICE 12  Correcting Adjective Errors

Work alone or with a partner. Find the errors in adjective order or comma usage in each sentence. Make corrections.

1. The hungry black cat waited for someone to feed him.
2. The big, brown dog waited for his owner to come out of the store grocery.
3. We bought a chocolate delicious cake for my brother’s little birthday.
4. For his tenth birthday, he received a metal new baseball bat.
5. Our coach’s enthusiastic supportive manner gave our team confidence.

1 moldy: covered with a soft green or black substance (as on old bread)
PRACTICE 13 Writing Sentences with Adjectives

Write sentences describing objects you might find under the bed of a very messy teenager. Use at least two adjectives to describe each object.

1. Under the bed, I saw __________________________.
2. I also saw a pair of ____________________________.
3. Then I discovered a box of ____________________________.
4. Next to it, I found a greasy paper bag with __________________________ inside it.
5. The discovery of ___________________________ didn’t surprise me.

PRACTICE 14 Revising Your Writing with Adjectives

Use the paragraph you wrote in the Try It Out! activity on page 120. Follow the directions to revise your paragraph.

1. Reread your paragraph. Where possible, add adjectives to your sentences to make your writing more descriptive. For example:
   
   shiny silver old-fashioned wooden
   
   There is a laptop on the desk.

2. Rewrite your paragraph. Proofread it carefully. Check for the correct order of adjectives and use of commas.

SENTENCE STRUCTURE

In this chapter, you will look at how to use prepositional phrases in different positions in a sentence.

PREPOSITIONS

Prepositions are words such as of, to, from, in, and at. Most prepositions are one word. A few prepositions are two words (next to) or three words (in front of).

Here is a list of common prepositions:

above  behind  during  of  throughout  according to
across  below  except  off  till  because of
after  beneath  for  on  to  next to
against  beside  from  out  toward  out of
along  between  in  outside  until  in addition to
around  beyond  inside  over  upon  in back of
at  by  into  since  with  in front of
before  down  near  through  without  in place of

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PREPOSITIONAL PHRASES

A preposition is usually combined with a noun or noun phrase to make a **prepositional phrase**, such as *in the house* or *at six o’clock*. Here are some common types of prepositional phrases:

- **Prepositional phrases of place** answer the question *Where?*
  These are useful in space-order paragraphs to show the location of objects in a description.
  
  - on the desk
  - next to the window
  - under the bed
  - in front of the house
  - opposite the door
  - in the closet
  - in the middle of the room
  - in the distance

- **Prepositional phrases of time** answer the question *When?*
  These are useful in “how-to” paragraphs to give the order of the steps.
  
  - at the beginning
  - after that
  - after class
  - on New Year’s Day
  - before the test
  - upon arrival
  - in the morning
  - at midnight

- **Prepositional phrases of possession** answer the question *Whose?*
  
  - (the father) of the bride
  - (the name) of my boss
  - (the colors) of the rainbow
  - (the director) of the company

- **Other prepositional phrases** describe or identify someone or something. They answer the question *Which one/ones?*
  
  - (the boy) with red hair
  - (a glass) of water
  - (the men) in the blue uniforms
  - (the students) from Ecuador
Identifying Prepositional Phrases

Read the paragraph. Underline each preposition. Then put parentheses around the prepositional phrases.

My Desk

1. Some (of my friends) think the inside (of my desk drawers) resembles a second-hand store.
2. In the long center drawer under my computer, you can find paper clips, erasers, pencils, pens, rubber bands, and small bottles of glue.
3. To the right of this large drawer, there are four smaller drawers.
4. In the one at the top, I have a bunch of tools.
5. If you want to repair something, you can find whatever you need there.
6. In the second drawer, I keep snacks so I don’t get hungry at night.
7. Small items of clothing are in the third drawer, and the bottom drawer holds my collection of wind-up toys.
8. The toys help me relax during my study breaks.
9. According to my friends, I have such a variety of things in my desk that I could start a small business.

Work with a partner. Answer the questions.

1. The paragraph in Part A has 17 prepositional phrases (not including the examples in the first sentence). Compare answers. Did you find them all?

2. Which four sentences begin with prepositional phrases that tell where something is?

3. Which two sentences have a prepositional phrase of place that is not at the start of the sentence?

4. The writer uses two different kinds of space order. What are they?

Sentences 1–3:

Sentences 4–9:
Using Prepositional Phrases to Vary Sentence Beginnings

A paragraph in which every sentence follows the same subject–verb–object pattern can be boring. One way to vary and improve your writing is to start some of your sentences with prepositional phrases of time and place. When you do this, you should put a comma after the opening prepositional phrase.

**USUAL PATTERN:** Get eight hours of sleep **before a big exam**.

**VARIATION:** **Before a big exam,** get eight hours of sleep.

**USUAL PATTERN:** I keep snacks in the second drawer.

**VARIATION:** In the second drawer, I keep snacks.

You can also vary the pattern in sentences that contain *there is/there are* and *there was/there were*. Again, add a comma when you move a prepositional phrase to the beginning of the sentence.

**USUAL PATTERN:** There is a secret hiding place under the stairs.

**VARIATION:** Under the stairs, there is a secret hiding place.

**USUAL PATTERN:** There are several kinds of trees in the park.

**VARIATION:** In the park, there are several kinds of trees.

Sometimes the subject of a sentence can just change places with a prepositional phrase of place. This is possible only when the sentence contains a subject, an intransitive verb (a verb that has no object), and a prepositional phrase of place. In this case, do not add a comma when you start with the prepositional phrase.

**USUAL PATTERN:** A comfortable chair is in the corner.

**VARIATION:** In the corner, a comfortable chair.

**USUAL PATTERN:** A picture of Beethoven hangs above her piano.

**VARIATION:** Above her piano, hangs a picture of Beethoven.
PRACTICE 16  Identifying and Punctuating Prepositional Phrases

A

Read the paragraph. Then put parentheses around all prepositional phrases. Add a comma after prepositional phrases of time and place that begin a sentence.

My Favorite Place

My favorite place (on the campus) (of our school) is the lawn (in front of the library.) I go there to relax (with friends.) In the center of the lawn there is a fountain. Water splashes from the fountain onto some rocks around it. The sound of the splashing water reminds me of a place in the mountains where we go in the summer. Under a group of trees at the edge of the lawn are wooden benches and tables. On warm days students sit at the tables in the shade of the trees to eat their lunches. The chatter of students makes studying impossible. After lunch it becomes quiet again.

B

Read the paragraph. Put parentheses around prepositional phrases of time and place. Then rewrite the paragraph in the space provided on page 131. Vary the structure of two or three of the sentences with one of the variations on page 129.

My Childhood Hideout

I had a secret hiding place (near my childhood home). No one knew of its existence, so it became my refuge. I often went there to escape my older brothers and sisters. I would sit alone for hours and daydream. I was quite comfortable in my hideout. There was an old rug on the floor. A pillow and blanket that I had permanently “borrowed” from my oldest brother were along one wall. A metal box with a strong lid was in the corner. The box contained snacks, a flashlight, and a few of my favorite mystery novels. I could spend all day in my hideout.

---

1 chatter: noisy talking  
2 hideout: hiding place  
3 refuge: place of safety
PRACTICE 17 Combining Sentences

Combine the sentences in each group into one sentence. For some, there may be more than one answer.

1. a. The old lecture hall is dark.
   b. The old lecture hall is old-fashioned.

   The old lecture hall is dark and old-fashioned.

2. a. There’s a chalkboard.
   b. The chalkboard is green.
   c. The chalkboard is cracked.
   d. The chalkboard is on the wall.

3. a. There are several maps on the wall.
   b. The maps are outdated.
   c. There’s a clock on the wall.
   d. The clock is big.

(continued on next page)
4. a. In front of the chalkboard there is a desk.
   b. The desk is metal.
   c. The desk is large.
   d. The desk is scratched.

5. a. For the students, there are rows of chairs.
   b. There are 20 rows.
   c. The chairs are blue.
   d. The chairs are plastic.
   e. The chairs are uncomfortable.

Applying Vocabulary: Using Prepositions of Place

Before you begin your writing assignment, review what you learned about prepositions of place on page 112.

PRACTICE 18 Using Prepositions of Place

Use words and phrases from the box to complete each sentence. Add nouns as needed (for example, a room or piece of furniture). For 7 and 8, write about other items in your living room or the student lounge.

against between on
at the front (of) in front of on the left/right (of)
behind in the center (of) to the left/right of (of)
beneath next to underneath

1. In my bedroom, my desk is on the left, next to the window.
2. ______________________ my _____________________,
   ______________________.
3. The kitchen is located ______________________.
4. ______________________, the refrigerator, ______________________.
5. The living room/student lounge is ______________________.
6. _______________ the living room/student lounge, there.
   _______________.

7. _______________.

8. _______________.

**WRITING ASSIGNMENT**

In this chapter, your assignment is to write a descriptive paragraph about a place that is special to you. As an alternative, you can choose one of the topic suggestions from the list. Use space order to organize your ideas. Follow the steps in the writing process.

**TOPIC SUGGESTIONS**

- Your classroom
- The student cafeteria
- Your favorite room in your house
- Your grandmother’s kitchen
- Your neighborhood
- A crowded bus on a hot day
- The subway at rush hour
- The town square on market day
- A club on a weekend night
- A beach at sunset
- Your dream house
- A holiday parade

**STEP 1: Prewrite to get ideas.**

- Use listing to get ideas. Think about the place you have chosen and the general impression you want to create. Then list as many details as you can about the place.

- When you are done, edit your list by crossing out any ideas that you don’t want to write about. Next, think about what space order you will use and number your list accordingly.

- Make an outline. Your outline should include all three parts of a paragraph: a topic sentence, supporting ideas, and a concluding sentence. For each supporting idea, list specific details such as descriptive words and words that describe location.

- Review the prepositions of place in Looking at Vocabulary and Applying Vocabulary on pages 112 and 132–133. Look at your outline again and, if possible, add in some of these (or similar) words.

**Writing Tip**

At the prewriting stage, some writers find it useful to make a quick drawing of the place they want to describe. Making a drawing can help you remember details such as where things are and what something looks like.
STEP 2: Write the first draft.
- Write FIRST DRAFT at the top of your paper.
- Follow your outline to write your paragraph.
- Add adjectives and prepositional phrases of place where possible to make your description more specific.
- Try to include at least three sentences that begin with prepositional phrases of place.

STEP 3: Revise and edit the first draft.
- Exchange papers with a partner and give each other feedback on your paragraphs. Use Chapter 4 Peer Review on page 212.
- Consider your partner’s feedback and revise your paragraph. Mark changes on your first draft.
- Check your paragraph carefully against Chapter 4 Writer’s Self-Check on page 213, and continue to make changes as necessary.

STEP 4: Write a new draft.
- Refer to the changes you made on your first draft and do a final draft of your paragraph.
- Proofread it carefully.
- Hand it in to your teacher. Your teacher may also ask you to hand in your prewriting, your outline, and your first draft.

SELF-ASSESSMENT
In this chapter, you learned to:
- Use listing to get ideas for describing a place
- Organize a descriptive paragraph using space order
- Develop a description with specific details
- Identify adjectives and use them in the correct order
- Vary the structure of sentences with prepositional phrases
- Write, revise, and edit a descriptive paragraph

Which ones can you do well? Mark them 🎉
Which ones do you need to practice more? Mark them 🎉
EXPANSION

TIMED WRITING

To succeed in academic writing you need to be able to write quickly and fluently. For example, you might have to write a paragraph for a test in class, and you only have 30 minutes. In this activity, you will write a paragraph in class. You will have 30 minutes. To complete the activity in time, follow the directions.

1. Read the prompt below (or the prompt your teacher assigns) carefully. Make sure you understand the question or task. Then decide on the topic of your paragraph. (3 minutes)

2. Use listing to get ideas for the details you will write about. Then read over your list and decide which ideas you will write about. Edit your list and then make an outline to organize your ideas. (8 minutes)

3. Write your paragraph. Be sure to include a title, a topic sentence, supporting ideas, adjectives, prepositional phrases of place in a variety of positions, and a concluding sentence. (15 minutes)

4. Proofread your paragraph. Correct any mistakes. (4 minutes)

5. Give your paper to your teacher.

Prompt: Describe a popular outdoor public space, such as a park, a plaza, or a square. Describe where things are and what people enjoy doing there. Use space-order organization.

YOUR JOURNAL

Continue making entries in your journal. If you cannot think of a topic for a journal entry, try one of these ideas:

- Describe a special place where you stayed during vacation or while on a trip. Describe the place in as much detail as possible.
- Describe a room in a relative’s house. Describe the place in detail and explain why it is a special place for you.

For more ideas for journal entries, see Appendix A on page 193.