

FOURTH EDITION

READY TO WRITE

1

with **Essential Online Resources**
access code inside

A FIRST COMPOSITION TEXT

KAREN BLANCHARD • CHRISTINE ROOT



FOURTH EDITION

**READY TO
WRITE**



A FIRST COMPOSITION TEXT

KAREN BLANCHARD • CHRISTINE ROOT

We dedicate this book to Evelyn Rose Blanchard, Owen Baker Root, Parker Allen Root, and August James Root, the newest members of our team.

Ready to Write 1: A First Composition Text
Fourth Edition

Copyright © 2017 by Pearson Education, Inc. or its affiliates.

All rights reserved. Printed in the United States of America. This publication is protected by copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise. For information regarding permissions, request forms and the appropriate contacts within the Pearson Education Global Rights & Permissions department, please visit www.pearsoned.com/permissions/.

Unless otherwise indicated herein, any third-party trademarks that may appear in this work are the property of their respective owners and any references to third-party trademarks, logos or other trade dress are for demonstrative or descriptive purposes only. Such references are not intended to imply any sponsorship, endorsement, authorization, or promotion of Pearson's products by the owners of such marks, or any relationship between the owner and Pearson Education, Inc. or its affiliates, authors, licensees or distributors.

Pearson Education, 221 River Street, Hoboken, NJ 07030

Acknowledgments: We are grateful to Jeff Diluglio, John Dumicich, Carolyn Graham, Jane Sloan, and Robby Steinberg for helping us keep the purpose of this text in focus.

Staff credits: The people who made up the *Ready to Write* team, representing editorial, production, design, and manufacturing, are Pietro Alongi, Tracey Cataldo, Rosa Chapinal, Aerin Csigay, Mindy DePalma, Warren Fischbach, Pam Fishman, Leslie Johnson, Niki Lee, Amy McCormick, Robert Ruvo, and Kristina Skof.

Development Editor: Penny Laporte

Cover image: Evgeny Karandaev / Shutterstock

Text composition: ElectraGraphics, Inc.

Text font: Formata Light

Photo credits: p1BL: Smuki/Fotolia; p1BR: Alexkich/Fotolia; p1CR: Oocoskun/Fotolia; p1TL: Luismolinero/Fotolia; p1TR: Razihusin/Fotolia; p8: Rob/Fotolia; p12: Vadymvdrobot/Fotolia; p14: Aastock/Shutterstock; p16BC: Jovannig/Fotolia; p16BCL: Gareth Boden/Pearson Education, Inc.; p16BCR: Iko/Shutterstock; p16BL: Freeskyline/Fotolia; p16BR: Michaeljung/Fotolia; p16C: Michaelcourtney/Fotolia; p16CB: Gstockstudio/Fotolia; p16CBL: AlenD/Fotolia; p16CBR: MaxFrost/Fotolia; p16CL: Kurhan/Fotolia; p16CML: BillionPhotos/Fotolia; p16CMR: Gstockstudio/Fotolia; p16CR: Iconogenic/Fotolia; p16MT: Zdenka Darula/Fotolia; p16TCL: Michaeljung/Fotolia; p16TCR: Kite Rin/Fotolia; p16TL: Imagesetc/Fotolia; p16TR: Rido/Fotolia; p44: Baibaz/Fotolia; p49BC: Pikelstock/Fotolia; p49BL: Eugenesergeev/Fotolia; p49BR: Konstantin Sutyagin/Shutterstock; p49TC: Inesbazdar/Fotolia; p49TL: Elnariz/Fotolia; p49TR: Lisa F. Young/Fotolia; p50: Valeriy Velikov/Fotolia; p61: © Randy Glasbergen/glasbergen.com; p69: Horten/Fotolia; p74: © Randy Glasbergen/glasbergen.com; p75: Val Thoermer/Shutterstock; p87: Puwanai/Shutterstock; p107BC: PhotoKD/Fotolia; p107BL: Creative_stock/Fotolia; p107BR: Petr Malyshev/Fotolia; p107C: DC Studio/Fotolia; p107CR: karagrubis/Fotolia; p113L: Mikhail Bakunovich/Shutterstock; p113R: Algre/Fotolia; p128: Bettmann/Corbis; p129: Iriana Shiyam/Fotolia; p140: Dpa picture alliance/Alamy Stock Photo; p147: Kichigin19/Fotolia; p148: Universal Images Group North America LLC/Alamy Stock Photo; p151: Presselect/Alamy Stock Photo; p153: PCN Photography/Alamy Stock Photo; p155B: ZUMA Press, Inc./Alamy Stock Photo; p155T: Marka/Alamy Stock Photo; p159: Marchello74/123RF; p161BC: Igor Mojzes/Fotolia; p161BL: Monkey Business Images/Shutterstock; p161BR: Starflamedia/Fotolia; p161TC: Badahos/Fotolia; p161TL: Manfred Steinbach/123RF; p161TR: MnyJhee/Fotolia; p162BC: Pavel Losevsky/Fotolia; p162BL: Andris Piebalgs/Fotolia; p162BR: Gemenacom/Fotolia; p162TCL: Jules Selmes/Pearson Education, Inc.; p162TCR: Syda Productions/Fotolia; p162TL: Rilueda/Fotolia; p162TR: Dangubic/Fotolia; p165L: Studio7192/Fotolia; p165R: Africa Studio/Fotolia; p166BL: Jinga80/Fotolia; p166BR: Pathdoc/Fotolia; p166TL: Rob Marmion/Shutterstock; p166TR: Vadymvdrobot/Fotolia; p172: Robert Kneschke/Shutterstock; p173C: Somchai Som/Shutterstock; p173L: James Steidl/Shutterstock; p173R: Montree104/Fotolia; p174BC: Douglas Tomko/Fotolia; p174BL: James Steidl/Shutterstock; p174BR: Victor Shova/Shutterstock; p174TC: Grebcha/Shutterstock; p174TL: Marc Dietrich/Shutterstock; p174TR: Arogant/Shutterstock

Library of Congress Cataloging-in-Publication Data

A catalog record for the print edition is available from the Library of Congress.

ISBN-10: 0-13-440065-8 ISBN-13: 978-0-13-440065-5

Printed in the United States of America

Contents

| | | |
|-----------|---|---------|
| | Scope and Sequence | iv |
| | Introduction | vii |
| CHAPTER 1 | Writing About Yourself. | 1 |
| CHAPTER 2 | Writing About Your Family and Friends. | 16 |
| CHAPTER 3 | Writing About Your Activities | 35 |
| CHAPTER 4 | Giving Instructions | 55 |
| CHAPTER 5 | Writing About Your Day. | 72 |
| CHAPTER 6 | Writing Descriptions. | 93 |
| CHAPTER 7 | Writing About Places | 118 |
| CHAPTER 8 | Writing a Narrative | 136 |
| CHAPTER 9 | Expressing Your Opinion | 161 |
| | You Be the Editor <i>Answer Key</i> | 181 |

Scope and Sequence

| Chapter | Grammar for Writing | Paragraph Pointers | Writing Activities | Real-life Writing |
|--|---|------------------------------------|---|--|
| <p>1</p> <p>WRITING ABOUT YOURSELF</p> <p>Learning Outcomes:</p> <p>Write a paragraph about yourself or someone you know</p> <p>Complete a student information form</p> | Capital letters | Simple sentences Paragraph form | Using the writing process Writing about yourself Writing a about your classmate WORD BANKS Learning words about: Languages Jobs | Filling out a form |
| <p>2</p> <p>WRITING ABOUT YOUR FAMILY AND FRIENDS</p> <p>Learning Outcomes:</p> <p>Write a paragraph introducing your family or friend</p> <p>Write an email to a friend</p> | Subject and object pronouns Possessive adjectives Compound sentences with <i>and, but</i> | Titles | Using the writing process Writing about your family Writing about a friend Writing a paragraph about your future family WORD BANK Learning words about: Family | Writing an email to family and friends |
| <p>3</p> <p>WRITING ABOUT YOUR ACTIVITIES</p> <p>Learning Outcomes:</p> <p>Write a paragraph about your free-time activities</p> <p>Write an email inviting a friend to do something with you</p> | Simple present tense: statements, <i>yes / no</i> questions, <i>wh</i> -questions | Paragraph structure | Using the writing process Writing about free-time activities Writing about staying healthy WORD BANKS Learning words about: Daily activities Free-time activities Healthy habits | Writing an email inviting a friend to join you in activities |

| Chapter | Grammar for Writing | Paragraph Pointers | Writing Activities | Real-life Writing |
|---|---|---|--|---|
| <p>4 GIVING INSTRUCTIONS</p> <p>Learning Outcomes: Write a paragraph about how to make or do something Write a recipe card</p> | <p>Count nouns and noncount nouns Imperative Sentences</p> | <p>Time-order signal words Time Order Paragraphs</p> | <p>Using the writing process Writing about how to make or do something</p> <p>WORD BANK Learning words about: Cooking</p> | <p>Writing a recipe card</p> |
| <p>5 WRITING ABOUT YOUR DAY</p> <p>Learning Outcomes: Write a paragraph about a special or typical day Write a message on a greeting card</p> | <p>Prepositions of time Frequency adverbs Combining sentences with <i>before</i> and <i>after</i></p> | <p>Time-order paragraphs Paragraph unity</p> | <p>Using the writing process Writing about someone's typical day or special days</p> <p>WORD BANKS Learning words about: Frequency Time-order Weekday activities</p> | <p>Writing a greeting card</p> |
| <p>6 WRITING DESCRIPTIONS</p> <p>Learning Outcomes: Write a descriptive paragraph about a person or thing Complete an order form, and write a lost and found message</p> | <p>Present progressive: statements, <i>yes / no</i> questions, <i>wh</i>-questions Adjectives</p> | <p>Examples to support topic sentences Details to support sentences</p> | <p>Using the writing process Writing descriptive paragraphs about yourself and people you know Writing descriptive paragraphs about things you have, items you want, products from your country</p> <p>WORD BANKS Learning words about: Physical characteristics Clothes and personal items Opinions (adjectives) Personality Cars</p> | <p>Completing an order form Writing lost-and-found messages</p> |

| Chapter | Grammar for Writing | Paragraph Pointers | Writing Activities | Real-life Writing |
|---|--|--------------------------------|--|---|
| 7 WRITING ABOUT PLACES Learning Outcomes: Write a paragraph describing a place Write a friendly letter and address an envelope | <i>There is / There are</i> Prepositions of place | Space-order paragraphs | Using the writing process Describing rooms Describing a picture WORD BANKS Learning words about: Rooms Descriptions (adjectives) Prepositions of place | Writing a friendly letter Addressing an envelope |
| 8 WRITING A NARRATIVE Learning Outcomes: Write a paragraph about an experience Write a postcard about a vacation | Simple past tense: statements, <i>yes / no</i> questions, <i>wh</i> -questions | Narrative paragraphs | Using the writing process Writing about a personal experience Writing about an experience in a traffic jam Writing a biography Writing an autobiography Writing poetry about special memories | Writing a postcard |
| 9 EXPRESSING YOUR OPINION Learning Outcomes: Write an opinion paragraph Write a letter to the editor | <i>Should</i> for opinions and advice with | Order of importance paragraphs | Using the writing process Writing an opinion about different topics Writing letters asking for and giving advice WORD BANKS Learning words about: Public places Order of importance (signal words) Inventions | Writing a letter to the editor |

Introduction

Ready to Write 1 is a beginning level writing skills textbook for English language students who have some limited knowledge of both written and spoken English. It is a text designed to acquaint students with the basic skills required for good writing, and to help them become comfortable, confident, and independent writers in English.

The *Ready to Write* series came about because of our threefold conviction that

- students learn to write well and achieve a more complete English proficiency by learning and practicing writing skills simultaneously with other English language skills they are learning;
- students are interested in and capable of writing expressively in English—however simple the language—on a variety of provocative and sophisticated topics if they are supplied with the basic vocabulary and organizational tools;
- students need to be explicitly taught that different languages organize information differently, and they need to be shown how to organize information correctly in English.

Approach

Although it is a writing text, *Ready to Write 1* integrates reading, speaking, and listening skills with prewriting, writing, and revising. As in *Ready to Write 2* and *Ready to Write 3*, students are called upon to write frequently and on a broad range of topics. *Ready to Write 1* is based on the premise that students, even at this level, can and want to express themselves in English. What they need in order to do so effectively is an ever-expanding vocabulary base and successive opportunities to write short, confidence-building pieces.

It is our intention in *Ready to Write 1* to introduce, without being overly didactic, the basic skills required for good writing in English. Through an abundance of pair and group activities as well as individual writing tasks, students learn the fundamental principles of the writing process: prewriting, planning, drafting, revising, and editing as they move from sentence-level writing to guided paragraphs and beyond. In addition, given the important link between grammar, vocabulary and good writing, we have made the grammar and vocabulary practice more obvious, expanded the explanations, and added more practice opportunities.

The Fourth Edition

While much has been updated and expanded in this Fourth Edition of *Ready to Write 1*, what has not changed is the successful, basic approach that has made the series so popular all these years.

Popular features from previous editions have been expanded and appear regularly in this new edition. *You Be the Editor* focuses on the specific grammar point studied in each chapter. *Word Banks* have been enlarged to supply students with additional useful, pertinent vocabulary. *On Your Own* and *Use Your Imagination* provide students with further, less structured writing practice. Students are encouraged to assemble a portfolio of their work comprising the paragraphs, letters, poems, and drawings that they produce throughout the course.

The fourth edition of *Ready to Write 1* includes these important new and expanded features:

- learning outcomes at the beginning of each chapter to focus students on the chapter's goals
- an engaging four-color design to help learners' visual literacy and highlight key features
- updated and reinforced explanations and model paragraphs
- extensive, targeted grammar practice to help students become effective writers
- extended word banks to increase topic-based vocabulary
- enhanced and increased sentence and paragraph writing tasks to encourage experimentation and bolster writing practice and accuracy
- *Essential Online Resources* with answer keys, as well as additional grammar and writing activities.

Chapter Features

Learning Outcomes: Each chapter begins with objectives so students can see the intended goals of a chapter and what their learning experience will be. The learning outcomes are brief, written statements that help students see the knowledge, skills, and habits of work that they are expected to acquire by the end of the chapter. There are two learning outcomes: one for paragraph writing and one for life skills writing.

Word Banks: The expanded word banks introduce topic related vocabulary the students can exploit as they read, talk and write about the topic. In many cases, exercises allow students to practice identifying, using, forming, and expanding on this vocabulary. The boxes are clearly identified and the vocabulary sets defined.

Grammar for Writing: Each chapter focuses on one or two specific grammar points along with helpful charts, clear explanations, and attendant practice. By practicing new grammar points in the context of their writing, students boost their writing accuracy and learn to vary their sentence types.

Paragraph Pointers: This feature provides information on how to write unified, coherent, and well-developed paragraphs. Students learn about the basic structure of an English paragraph i.e. topic, supporting and concluding sentences. Among others, they also learn about the importance of including signal words, examples, and details in their writing.

The Steps of the Writing Process: Each chapter provides guided instruction in the steps that are integral to good writing i.e. prewriting, writing, and revising. Revising checklists are provided for students to use to improve their paragraphs and write their final draft.

On Your Own: Coming toward the end of most chapters, these activities provide students with yet another opportunity to write on a topic of their own choosing from among several suggested prompts. After they write a paragraph, students are instructed to use the revising checklist to improve their paragraphs, thereby practicing independent writing and revising.

You Be the Editor: This self-correcting exercise near the end of each chapter is intended to give students the opportunity to look for and correct the most common grammar mistakes made by high beginning students as they learn to write in English. Each paragraph has a stated number of mistakes for students to look for. The answers for each chapter appear in the back of the book. Students can use the answers to check their own work and become become independent and confident learners.

Real Life Writing: Each chapter concludes with an example of the kinds of writing people commonly do in their day-to-day lives. These real-world writing tasks include completing forms, writing email and letters, and addressing envelopes.

We hope that you and your students enjoy the activities in this text. No matter their level, they are *ready to write*.

—KLB and CBR

LEARNING OUTCOMES

Paragraph Writing: Write a paragraph about yourself or someone you know

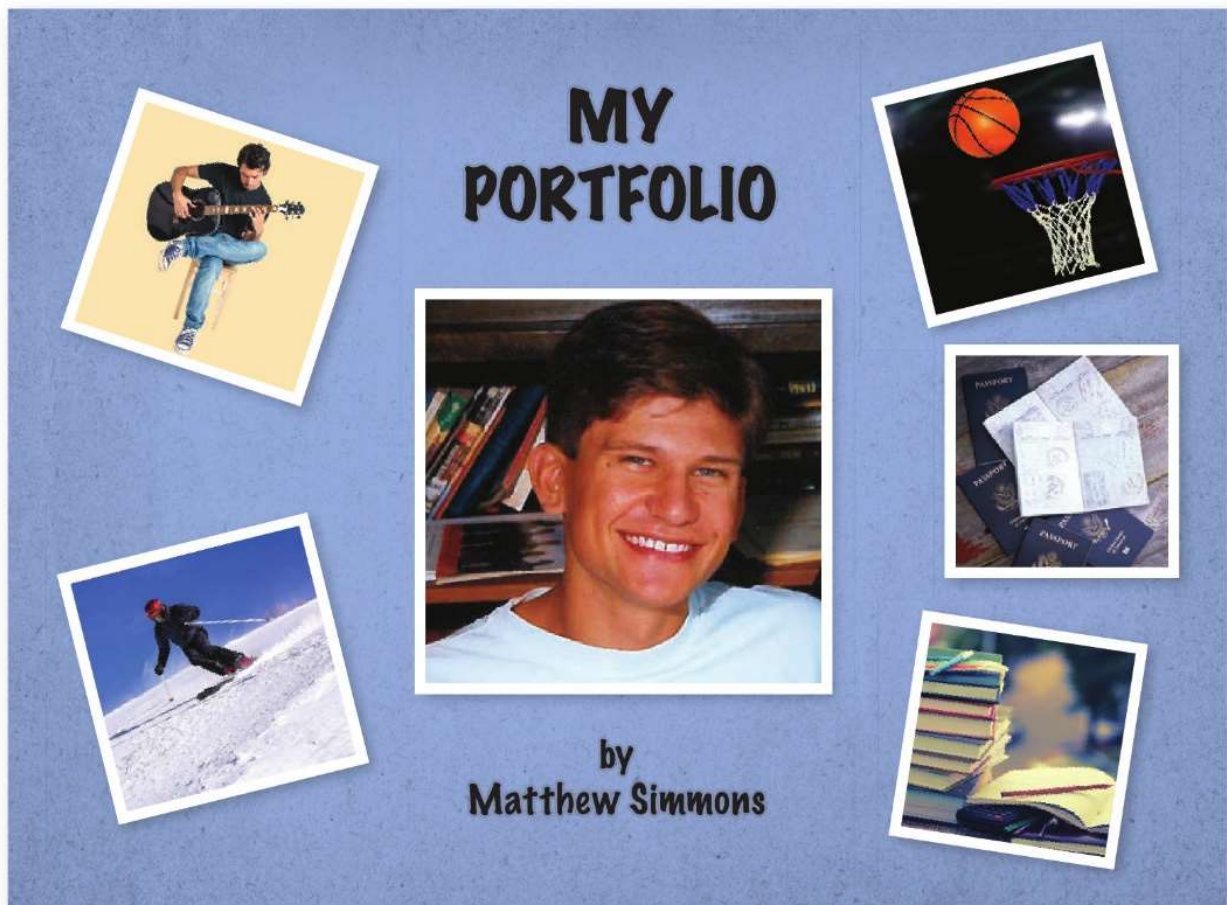
Real-Life Writing: Complete a student information form

Learning to write in a new language is not always easy, but it can be fun. If you are learning to speak and read in a new language, you are ready to begin writing, too. The exercises in this book will help you become a better writer in English.

The easiest way to begin writing is to write about things you know well. That often means writing about yourself. You will find it interesting and helpful to keep your writing in a special folder called a portfolio.

INTRODUCING YOURSELF

A Look at the cover that a student designed for his portfolio.



- B** Design the cover for your portfolio on a separate piece of paper. Use drawings, photos, words, or print out images from the Internet to describe who you are. Here are some suggestions for things to include:
- your family and friends
 - your interests and favorite activities
 - sports you like to play or watch
 - your job, profession, or major in school
 - your favorite places, foods, holidays, activities
- C** Share the cover of your portfolio with your classmates.
- D** Write your name on the board and teach your classmates how to pronounce it. Does your name have a special meaning in your language? What does it mean?
- E** Work in small groups. Tell the people in your group what language(s) you speak. Use the word bank to help you with spelling. Also tell your group why you are studying English. Then complete the chart with the correct information.

LANGUAGES WORD BANK

Throughout this book, you will see many Word Banks. These Word Banks include useful words for your writing. Improving your vocabulary is an important part of improving your writing. Using the new words you learn will make your writing better and more interesting.

| | | | |
|-----------|------------|------------|------------|
| Arabic | German | Korean | Russian |
| Cantonese | Greek | Mandarin | Spanish |
| Czech | Indonesian | Polish | Thai |
| Dutch | Italian | Portuguese | Turkish |
| French | Japanese | Romanian | Vietnamese |

| Name | Languages | Reasons for Studying English |
|------|-----------|------------------------------|
| | | |
| | | |
| | | |
| | | |

WHAT IS A SENTENCE?

An English sentence is a group of words that communicates a complete thought. All sentences start with a capital letter and most sentences end with a period (.). Questions end with a question mark (?). An exclamation point (!) shows strong feeling, such as surprise or anger. We usually do not use exclamation marks in formal writing.

GRAMMAR FOR WRITING: Simple Sentences

A simple sentence may be long or short, but all sentences must have a **subject** and a **verb**. Many sentences have an **object** or a **complement**, too. The order of words in a sentence is important. The most common order for English sentences is *subject + verb + object (or complement)*.

Study the chart below to learn about the parts of a simple sentence.

| Part of Sentence | Explanation |
|---|--|
| <p>subject Seong speaks Korean.</p> <p>subject He plays soccer.</p> | <p>SUBJECT</p> <p>The subject is a person or thing that does the action. It is usually a noun or a pronoun. The subject comes at the beginning of a sentence before the verb.</p> |
| <p>verb Marsha drives her car to work every day.</p> <p>verb She sings in a band.</p> | <p>VERB</p> <p>The verb usually describes the action. It comes after the subject. The verb may be one word or more than one word.</p> |
| <p>object Steve studied Cantonese in college.</p> <p>object My mother is baking a cake.</p> | <p>OBJECT</p> <p>Most verbs (such as <i>play, read, give, speak</i>) describe an action. The object is the person or thing that receives the action. The object usually answers the question <i>What?</i> or <i>Who(m)?</i></p> |
| <p>subject linking verb complement Izumi is Japanese.</p> <p>subject linking verb complement Paulo was a teacher.</p> | <p>COMPLEMENT</p> <p>Some verbs, called linking verbs, do not describe an action. A linking verb connects the subject of the sentence to information about the subject. The most common linking verb in English is <i>be</i>. In sentences with linking verbs, the verb is followed by an adjective or noun, called a complement, which describes something about the subject of a sentence.</p> |

PRACTICE Circle the verb in each sentence. Underline the subject. Draw a box around the object or complement.

- Mr. Robertson is Australian.
- Chris kicked the soccer ball.
- She is shy.
- Andrea and Marshall ride bikes.
- He is a banker.
- We are watching a movie.
- They are funny.

8. Leo drives a taxi.
9. Mr. Yang is painting a picture.
10. The teacher corrects our exams.
11. Mario is friendly.
12. Aiko and Julie are nervous.

DESCRIBING WHAT YOU DO

The question *What do you do?* has a special meaning in English. It means *What is your job?* We use the verb *be* to answer this question. For example, *I am a mechanic*. If you are in school, you can say, *I am a student*, or *I'm in nursing school*.

PRACTICE

A

Read the sentences. They all use a form of the verb *be*. Circle the verb in each sentence.

1. I am a teacher.
2. You are a student.
3. She is an engineer.
4. He is a waiter.
5. We are salespeople.
6. They are nurses.
7. Kim is a high school student.
8. Ali is a businessman.
9. I am a dental student.

B

Look at the sentences in Exercise A and answer the questions.

1. Which subject uses *am*?

2. Which subjects use *is*?

3. Which subjects use *are*?

- C** Study the word bank. Find out what some of your classmates do. Ask “What do you do?” Write sentences about four classmates. Use the correct form of the verb *be*.

JOBS WORD BANK

| | | |
|---------------------------------|---------------------|----------------|
| administrative assistant | hairstylist | photographer |
| artist | homemaker | plumber |
| baker | journalist/reporter | police officer |
| bank teller | judge | receptionist |
| bus/taxi driver | lawyer | salesperson |
| businessperson | mail carrier | student |
| computer programmer | mechanic | veterinarian |
| cook/chef | medical technician | waiter |
| customer service representative | nurse | web designer |

Example: Rose is a receptionist.

1. _____
2. _____
3. _____
4. _____

- D** Choose four of your classmates. Talk about their jobs. Ask questions such as, *Where do you work? What do you do in your job?* Write two to three sentences about their jobs.

Example:

Classmate's name: Rose

1. She works in a doctor's office.
2. She answers the phone.
3. She makes appointments.

Classmate's name: _____

1. _____
2. _____
3. _____

Classmate's name: _____

1. _____

2. _____

3. _____

Classmate's name: _____

1. _____

2. _____

3. _____

Classmate's name: _____

1. _____

2. _____

3. _____

GRAMMAR FOR WRITING: Capital Letters

The first word of every sentence begins with a capital letter. Other important words in English begin with a capital letter, too.

Study the rules below for using capital letters.

| Rules: Always Capitalize . . . | Examples |
|---|--|
| 1. the first word of every new sentence and question | H is name is Matthew Simmons. W hat is your name? |
| 2. the pronoun <i>I</i> | Harris and I like to play tennis together. |
| 3. the names and titles of people | He has a meeting with Dr. Carol Wolf . I call Song Yee every day. |
| 4. the names of streets, cities, states, countries, continents, stores, and restaurants | The library is on Juniper Street . She is from Austin, Texas . They live in Lima, Peru . Peru is in South America . My favorite restaurant is Devon . I buy my groceries at Shop Smart . |

WHAT IS A PARAGRAPH?

Most English writing is organized into paragraphs. You will write many paragraphs in this book. A paragraph is a group of sentences about one main idea. This main idea is called the *topic*.

PARAGRAPH POINTER: Paragraph Form

English paragraphs are written in a special form. Follow these rules when you write a paragraph:

1. Indent the first line of each new paragraph about ½ inch (1.27 centimeters) from the margin.
2. Begin each sentence with a capital letter.
3. End each sentence with correct punctuation. In most sentences this is a period. (Some sentences end in a question mark, or an exclamation point.)
4. The sentences in a paragraph follow each other on the same line. (Do not start each sentence on a new line.)

Read the model paragraph. It is written in the correct form.

Indent first line
↓
Capital Letter Period Beginning of next sentence
↓ ↓ ↓

My name is Matthew Simmons. I am from Boston, Massachusetts. I am twenty-one years old. I speak English and a little Spanish. I am an engineering student at Boston University. I love all kinds of sports. My favorite sports are basketball and skiing. I also like to travel, play guitar, and go to parties with my friends.

PRACTICE

A Look at the sentences. Talk with a partner about what is wrong with them.

my name is Ellen Lang
I am twenty-eight years old
I am from Atlanta, Georgia
my native language is English
I am a chef.
I work at a restaurant called noodles.
of course, i like to cook.
I also like to play the piano and go out with my friends.



B Write a paragraph using the sentences in Exercise B. Use the correct paragraph form.

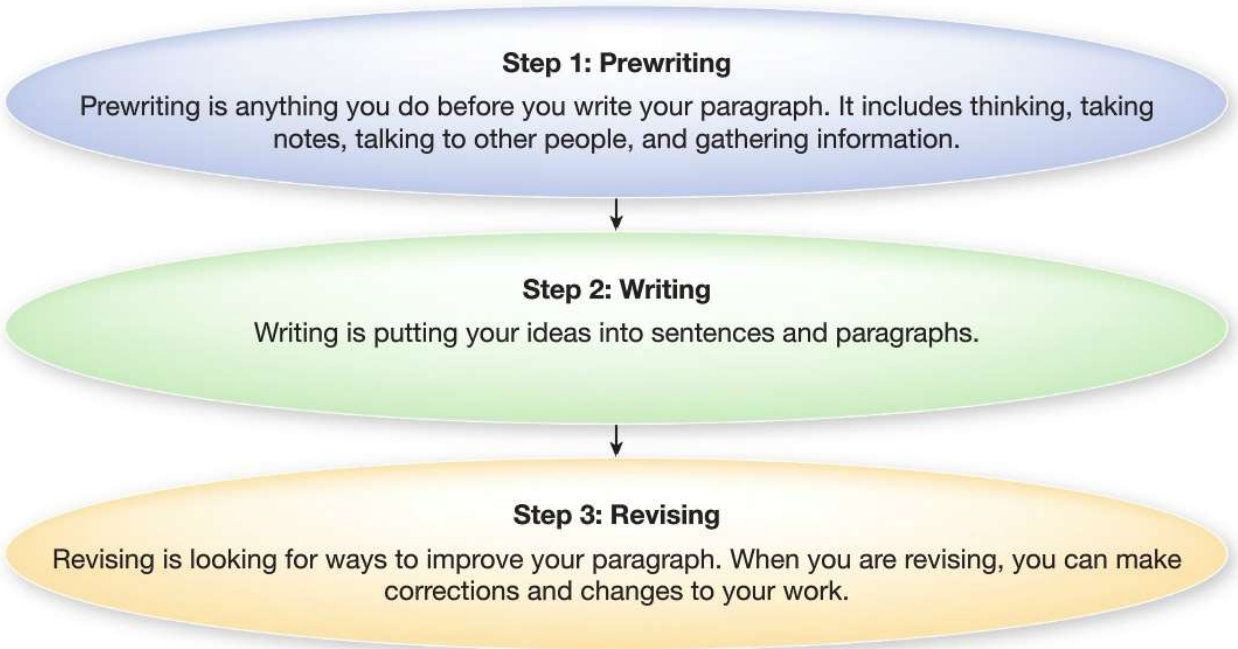
C Add capital letters where necessary. Write a paragraph using these sentences.

1. my name is maggie Costa.
2. i am twenty years old.
3. When i was sixteen, my family moved from new york city to berkeley, california.
4. i did not want to move.
5. I did not want to leave my friends.
6. i liked my school.
7. my teachers were very nice, especially my english teacher, ms. kerner.
8. luckily i liked berkeley right away.
9. we moved in august and by october I was already very happy.
10. my new english teacher, mr. jones, quickly became my new favorite teacher.
11. now I have lived in berkeley for three years.
12. i have made lots of good friends.
13. The weather is great.
14. i never want to leave.
15. it was a good move after all.

A Good Move

THE WRITING PROCESS

Most people cannot write a perfect paragraph on the first try. Each try is called a *draft*. Writing a good paragraph is a process that includes several steps and several drafts. The three main steps are called *prewriting*, *writing*, and *revising*. The exercises in this book will help you practice the steps.



WRITING A PARAGRAPH ABOUT YOURSELF



Step 1: Prewriting

Look at the cover of your portfolio again. Think about the words and pictures you included. They will help you get ready to write about yourself.



Step 2: Writing

A Answer these questions about yourself in complete sentences.

1. What is your complete name?

2. Where are you from?

3. Where do you live now?

4. What language(s) do you speak?

5. What do you do? (Remember that this question means *What is your job?* The answer begins with *I am a(n)*. For example, you can write, *I am a businessperson*, or *I am a homemaker*.)

6. What do you do in your free time? (For example, do you like to go to the movies? Do you like to play video games? The answer begins with *In my free time, I like to*. For example, you can write, *In my free time, I like to surf the Internet*.)

7. What else do you like to do?

B Use the sentences you wrote to complete a paragraph about yourself. Be sure to follow the rules of paragraph writing.

My name is



Step 3: Revising

A Exchange paragraphs with a partner. Read the paragraph your partner wrote. Then use the Revising Checklist to help your partner improve his or her paragraph.

| REVISING CHECKLIST | | |
|--|-----|----|
| | YES | NO |
| 1. Is the first word of the paragraph indented? | | |
| 2. Does each sentence begin with a capital letter? | | |
| 3. Does each sentence end with a period? | | |
| 4. Does each new sentence begin next to the one before it? | | |

B Use your partner's suggestions and your own ideas to revise your paragraph on a separate piece of paper. Give it the title "About Me" and put it in your portfolio.