



FIFTH EDITION

READY TO WRITE **2**

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PERFECTING PARAGRAPHS

KAREN BLANCHARD • CHRISTINE ROOT

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READY TO WRITE

PERFECTING PARAGRAPHS

KAREN BLANCHARD • CHRISTINE ROOT

This book is dedicated to the memory of our parents, Betty and Herbert Lourie and Charlotte and Stanley Baker, who taught us to love learning and to understand the power and magic of the written word.

Ready to Write 2: Perfecting Paragraphs
Fifth Edition

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Scope and Sequence

Chapter	Grammar for Writing	Writer's Tips	Writing Activities
1 GETTING ORGANIZED Learning Outcome: Organize items on a list into groups	<ul style="list-style-type: none"> Capitalization and punctuation 	<ul style="list-style-type: none"> Organizing information into groups Identifying irrelevant information 	<ul style="list-style-type: none"> Writing and organizing lists Organizing items into groups
2 UNDERSTANDING PARAGRAPHS Learning Outcome: Write a well-organized paragraph with a topic sentence, supporting sentences, and a concluding sentence	<ul style="list-style-type: none"> Compound sentences 	<ul style="list-style-type: none"> Paragraph form Topic sentence Paragraph unity 	<ul style="list-style-type: none"> Identifying parts of a paragraph Writing topic, supporting, and concluding sentences Using topic sentences as prompts for paragraphs Following steps to write well-organized paragraphs
3 ORGANIZING INFORMATION BY TIME ORDER Learning Outcome: Write a paragraph organized by time order	<ul style="list-style-type: none"> Prepositions of time Complex sentences with <i>before</i> and <i>after</i> 	<ul style="list-style-type: none"> Signal words Writing titles for paragraphs 	<ul style="list-style-type: none"> Writing an email using prepositions of time Writing paragraphs in chronological order prompted by schedules, lists, and time lines Writing biographical paragraphs <p>WORD BANKS Signal words that show time order Other signals of time order</p>
4 ORGANIZING INFORMATION BY ORDER OF IMPORTANCE Learning Outcome: Write a paragraph listing the supporting ideas in order of importance	<ul style="list-style-type: none"> Comma splices 	<ul style="list-style-type: none"> Gerunds in topic sentences Adding new ideas 	<ul style="list-style-type: none"> Writing topic sentences for order of importance paragraphs Writing and ordering supporting points Writing paragraphs organized by order of importance Writing equal-order paragraphs <p>WORD BANK Order of importance signal words</p>

Chapter	Grammar for Writing	Writer's Tips	Writing Activities
5 ORGANIZING INFORMATION BY SPATIAL ORDER Learning Outcome: Write a paragraph describing a place using spatial order	<ul style="list-style-type: none"> • Prepositions of place 	<ul style="list-style-type: none"> • Organizing details 	<ul style="list-style-type: none"> • Writing topic sentences for spatial order paragraphs • Organizing details in spatial order • Writing descriptive paragraphs using spatial order WORD BANK Prepositions of place
6 UNDERSTANDING THE WRITING PROCESS Learning Outcome: Write a paragraph using the three steps of the writing process	<ul style="list-style-type: none"> • Sentence fragments 	<ul style="list-style-type: none"> • Writing the first draft 	<ul style="list-style-type: none"> • Recognizing and using the steps of the writing process • Brainstorming, clustering, listing • Organizing ideas into lists and outlines • Revising and editing paragraphs
7 SUPPORTING THE MAIN IDEA Learning Outcome: Write a paragraph using charts, graphs, and quotes to support the main idea	<ul style="list-style-type: none"> • Introducing examples: Using <i>for example</i>, <i>for instance</i>, <i>such as</i> • Punctuating quotes 	<ul style="list-style-type: none"> • Providing support 	<ul style="list-style-type: none"> • Using the writing process • Writing paragraphs with supporting examples, personal experiences, facts, statistics, information from graphs and charts, and quotes WORD BANKS Verbs that describe change Adjectives and adverbs describing degree of change Verbs that introduce quotes
8 EXPLAINING A PROCESS Learning Outcome: Write a paragraph describing the steps in a process	<ul style="list-style-type: none"> • Imperative sentences 	<ul style="list-style-type: none"> • Time order signal words 	<ul style="list-style-type: none"> • Using the writing process • Writing topic sentences for process paragraphs • Ordering sentences in process paragraphs • Writing process paragraphs WORD BANK Direction signal words

Chapter	Grammar for Writing	Writer's Tips	Writing Activities
9 WRITING DESCRIPTIONS Learning Outcome: Write a paragraph using descriptive details about a person, place or thing	<ul style="list-style-type: none"> • Order of adjectives 	<ul style="list-style-type: none"> • Sensory words • Using adjectives 	<ul style="list-style-type: none"> • Using the writing process • Writing topic sentences for descriptive paragraphs • Writing details in descriptive paragraphs • Writing descriptive paragraphs about people, places, and objects WORD BANKS Words to describe people Common sensory words Words for describing places
10 EXPRESSING YOUR OPINION Learning Outcome: Write a paragraph that expresses your opinion on a number of topics	<ul style="list-style-type: none"> • Run-on sentences 	<ul style="list-style-type: none"> • Using reasons 	<ul style="list-style-type: none"> • Using the writing process • Writing topic sentences for opinion paragraphs • Writing supporting details for opinion paragraphs • Writing opinion paragraphs
11 COMPARING AND CONTRASTING Learning Outcome: Write a paragraph comparing or contrasting two people, experiences, or things	<ul style="list-style-type: none"> • Sentence patterns of comparison • Comparative adjectives 	<ul style="list-style-type: none"> • Compare and contrast 	<ul style="list-style-type: none"> • Using the writing process • Writing topic sentences for comparison and contrast paragraphs • Writing paragraphs of comparison and contrast

Chapter	Grammar for Writing	Writer's Tips	Writing Activities
12 ANALYZING CAUSES AND EFFECTS Learning Outcome: Write a paragraph describing the causes or effects of an event	<ul style="list-style-type: none"> • Complex sentences with <i>because</i> and <i>since</i> 	<ul style="list-style-type: none"> • Paragraph unity 	<ul style="list-style-type: none"> • Using the writing process • Writing topic sentences for cause and effect paragraphs • Writing cause and effect paragraphs
13 WRITING SUMMARIES AND ANSWERING TEST QUESTIONS Learning Outcome: Write a paragraph that summarizes an article or a story	<ul style="list-style-type: none"> • Agreement of subjects and verbs • Verb and pronoun agreement 	<ul style="list-style-type: none"> • Subject/verb agreement • Steps in writing a summary • Answering test questions 	<ul style="list-style-type: none"> • Using the writing process • Identifying main ideas and details • Writing summaries • Writing answers to test questions
14 WRITING PERSONAL LETTERS AND BUSINESS LETTERS Learning Outcome: Write personal and business letters	<ul style="list-style-type: none"> • Capitalization and punctuation in letters 	<ul style="list-style-type: none"> • Personal letters • Addressing envelopes • Business letters 	<ul style="list-style-type: none"> • Writing personal letters • Writing business letters • Writing letters of complaint and praise

Introduction

Ready to Write 2 is a high-beginning/low-intermediate writing skills textbook for students of English as a Second Language who have mastered the basics of both written and spoken English. *Ready to Write 2* is designed to acquaint students with the skills required for good writing and 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 basic 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

Based on these assumptions, *Ready to Write 2* is intended to provide students with a wide variety of stimulating writing topics and activities that go beyond sentence manipulation drills. Students are thereby encouraged to bring their own ideas and talents to the writing process. With a focus on the process of writing paragraphs, students learn, step-by-step, the organizational principles that will help them express themselves effectively in English. They also learn to apply these principles to a variety of rhetorical formats.

As in *Ready to Write 1* and *Ready to Write 3*, the activities are designed to encourage students to think independently and to provide them with many opportunities for sharing ideas with their classmates, thus creating a more dynamic learning environment. To this end, collaborative writing and peer feedback activities are included in all the chapters. In addition, great care has been taken to maintain an appropriate level of vocabulary and complexity of sentence structure for high-beginning and low-intermediate students so that the explanations, directions, and readings are easily accessible.

The Fifth Edition

While much has been updated and expanded in this Fifth Edition of *Ready to Write 2*, what has not changed is the successful, basic approach that has made the series so popular all these years.

Two popular features from the previous editions—*You Be the Editor* and *On Your Own*—continue to appear regularly in this edition. *You Be the Editor* provides practice in error correction and proofreading in order to help students monitor their own errors. (An Answer Key for this section appears at the end of the book.) *On Your Own* provides students with further individual practice in the paragraph-writing skills they have learned.

The fifth edition of *Ready to Write 2* 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, expanded, and reinforced explanations and model paragraphs
- extensive targeted grammar practice to help students become effective writers
- enhanced and increased sentence and writing process tasks to encourage experimentation, creativity, and bolster writing practice and accuracy
- *Essential Online Resources* with answer keys, as well as additional grammar and writing activities.

OVERVIEW OF THE CHAPTERS

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.

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.

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.

Writer's Tips: This feature provides helpful information on how to write and refine paragraphs. These tips include choosing a topic and working toward unity, accuracy and coherence.

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 independent and confident writers.

We hope that you enjoy working through these activities with your students. At any level, they are definitely *ready to write*.

—KLB and CBR

LEARNING OUTCOME

Writing: Organize items on a list into groups

Writing can be difficult in your own language. In a new language, writing can be even more difficult. The good news is that writing involves skills that you can learn, practice, and master. As you work through this book, you will learn and practice the skills you need to become a good writer in English.



**“I am not disorganized—I know *exactly* where everything is!
The newer stuff is on top and the older stuff is on the bottom.”**

THE KEY TO GOOD WRITING

Organization is the key to good writing. Different languages organize ideas differently. In this chapter, you will begin to learn how to organize information in English so that you can write effective paragraphs.

Organizing Information into Groups

One way to organize information is to group similar ideas together. Look at the following list of places.

- South America
- New York City
- Italy
- Korea
- Europe
- Istanbul
- Asia
- Tokyo
- Mexico

You can organize this list by dividing it into three groups. Notice that each group has something in common.

A	B	C
South America	Italy	New York City
Asia	Korea	Istanbul
Europe	Mexico	Tokyo

Work with a partner. Talk about the groups in the lists. Answer these questions.

1. What do all the places in group A have in common?

They are continents.

2. What do all the places in group B have in common?

3. What do all the places in group C have in common?

Organizing Lists

You can give each group a name. The name is the topic of the list.

A Continents	B Countries	C Cities
South America	Italy	New York City
Asia	Korea	Istanbul
Europe	Mexico	Tokyo

PRACTICE

A One word in each list is more general than the others. This word is the topic of the list. Circle the topic.

1. chair

table

desk

furniture

sofa

3. mail

postcard

letter

bill

package

5. waterfall

mountain

lake

valley

scenery

2. necklace

ring

jewelry

earrings

watch

4. suitcase

duffle bag

luggage

garment bag

cosmetics case

6. pepper

salt

cumin

spices

paprika

B Write a topic for each list on the line. Use a dictionary if necessary.

- | | | |
|---|---|---|
| 1. <u>Cars</u>
convertibles
sedans
station wagons
sports cars | 4. _____
Atlantic
Pacific
Indian
Arctic | 7. _____
pediatrician
surgeon
cardiologist
internist |
| 2. _____
engineer
teacher
lawyer
dentist | 5. _____
earthquake
flood
tornado
avalanche | 8. _____
make the beds
dust the furniture
vacuum the carpets
clean the bathroom |
| 3. _____
Earth
Jupiter
Mars
Venus | 6. _____
gold
silver
iron
copper | 9. _____
love
hate
anger
joy |

C Divide the words in each list into three groups. Put similar ideas together and write a topic for each group.

- | | |
|-----------|----------|
| 1. Sunday | winter |
| January | spring |
| February | Friday |
| summer | December |
| Tuesday | |

A	B	C
Topic: <u>Days</u>	Topic: _____	Topic: _____
<u>Sunday</u>	_____	_____
<u>Tuesday</u>	_____	_____
<u>Friday</u>	_____	_____

2. jet
bus
boat
car
airplane

A

Topic: _____

truck
helicopter
submarine
ship

B

Topic: _____

C

Topic: _____

3. ring
hat
shoes
socks
gloves

A

Topic: _____

glasses
mittens
boots
headband

B

Topic: _____

C

Topic: _____

4. red
small
triangle
square
large

A

Topic: _____

medium
purple
circle
green

B

Topic: _____

C

Topic: _____

Choosing a Way to Organize

Often there is more than one way to organize things into groups. For example, cars can be grouped in several ways.

Topic: Cars

Size

full-size

mid-size

compact

subcompact

Topic: Cars

Cost

cars that cost less than \$15,000

cars that cost between \$15,000 and \$25,000

cars that cost more than \$25,000

Topic: Cars

Age

new cars

used cars

PRACTICE

A Work with a partner and complete the following tasks.

1. Think of at least two ways to organize different sports. Then list the sports for each category.

Topic: Kinds of sports

Topic: Kinds of sports

2. Think of at least two ways to organize types of food. Then list the foods for each category.

Topic: Kinds of food

Topic: Kinds of food

B Make a list of all the people in your class. Organize the list by dividing the people into groups. Think of several ways to do this and write them below. Remember that all members of a group should have something in common.

1. Divide the students into two groups: males and females
2. _____
3. _____
4. _____
5. _____







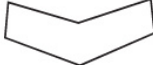



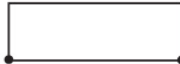
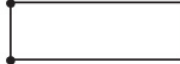
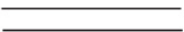



IDENTIFYING IRRELEVANT INFORMATION

All of the items in a group should have something in common. They should also relate to the topic of the group. When an item does not relate to the other items in a group, it does not belong in that group. An item that does not belong is called *irrelevant*.

PRACTICE

A

Cross out the item in each group that does not belong.

1.	2	4	6	5
2.				
3.				
4.				
5.				
6.	30	25	28	15

B

Cross out the word in each group that does not belong. Then write a topic for each list.

- Eating Utensils
 - _____
 - _____
 - _____
- fork Pennsylvania noun Spanish
~~oven~~ Denver comma Turkish
 spoon Florida verb Chinese
 chopsticks California adjective Modern
- _____
 - _____
 - _____
 - _____
- physics saxophone computer happy
 swimming piano cell phone windy
 biology engine scanner sad
 chemistry drums washing machine angry

C Cross out the sentence in each group that does not belong.

1. **Topic:** It is interesting to visit foreign countries.
 - a. You can meet new people.
 - b. You can eat different kinds of food.
 - c. ~~It is expensive. You can spend too much money.~~
 - d. You can see the way other people live.
 - e. You can learn about other cultures.
2. **Topic:** Seattle is a great place to live if you like the outdoors.
 - a. The weather is usually warm and pleasant.
 - b. The roads are crowded and there is always a lot of traffic.
 - c. You can ride a bicycle, go running, or take a walk almost any day of the year.
 - d. You can go rock climbing or hiking in the nearby Cascade and Olympic Mountains.
 - e. The Pacific Ocean is very close, so it is easy to go fishing, surfing, and swimming.
3. **Topic:** Small cars are becoming more popular.
 - a. They are more economical.
 - b. Small cars use less gas than bigger cars.
 - c. They are easier to park.
 - d. Some small cars are uncomfortable.
 - e. Small cars are better for the environment.
4. **Topic:** Different people spend their free time in different ways.
 - a. Some people spend their free time reading or watching TV.
 - b. The price of movies has increased recently.
 - c. Other people like to go shopping if they have some free time.
 - d. Many people enjoy playing sports or watching their favorite team play.
 - e. Some people like to visit their friends in their free time.
5. **Topic:** Nursing is an excellent career choice for some people.
 - a. It offers a rewarding opportunity to help other people.
 - b. Nurses can find interesting jobs in all areas of health care.
 - c. Nurses earn a good salary and have great benefits.
 - d. Some universities do not have nursing programs.
 - e. Nurses often have flexible work schedules.

6. **Topic:** The new Lewis Convention Center is a great addition to our city.
 - a. It creates new jobs.
 - b. It brings tourists to our city.
 - c. The convention center schedules interesting exhibits.
 - d. The building is architecturally pleasing.
 - e. There isn't enough parking at the convention center.

GRAMMAR FOR WRITING: Capitalization and Punctuation

Like most other languages, English has certain rules for capitalization and punctuation. Learning these rules will improve your writing.

Study the rules for capitalization and punctuation and read the example sentences.

RULES	EXAMPLES
Begin the first word of every sentence with a capital letter and end it with a period , exclamation point , or question mark .	<p>People around the world drink tea.</p> <p>Look at that beautiful car!</p> <p>Who won the race?</p>
Always capitalize the pronoun <i>I</i> .	Christine and I wrote this book.
Capitalize all proper nouns including <ul style="list-style-type: none"> names and titles names of places (cities, streets, countries, etc.) names of languages, religions, and nationalities. 	<p>My name is Dr. Carol Wolf.</p> <p>I live at 515 Prospect Avenue in Toronto, Canada.</p> <p>My friend speaks Japanese fluently.</p>
Capitalize days of the week, holidays, and months of the year, but do not capitalize the names of seasons.	<p>My favorite holiday, Halloween, is next Tuesday.</p> <p>I plant flowers every spring and summer.</p>
Capitalize the first word of a quote.	The teacher said, " P lease open your books."

PRACTICE

A Add the correct punctuation to the sentences.

1. What time does the class begin
2. Please don't touch that
3. I have to do the laundry on Saturday
4. We are going to buy a new car this weekend
5. Who is your roommate
6. Be careful

B Add capital letters where necessary.

1. i plan to visit jason on monday after work.
2. your appointment is at 2:30 wednesday afternoon.
3. we are having dinner at mr. and mrs. root's house for thanksgiving.
4. my sister and i are learning korean.
5. the professor said, "your essay is due on friday."
6. they are planning a trip to toronto, canada.

C Add capital letters and punctuation to the sentences.

1. engineering is a good career choice for some people
2. my sister and i love japanese food
3. who is your favorite movie star
4. the meeting is scheduled for monday, april 25
5. i made an appointment with dr. brody for friday morning
6. do you know anyone who speaks turkish
7. matt and i will meet you on the corner of locust street and second avenue
- 8 mr. jones said, "the train to burlington, vermont, is running thirty minutes late."

YOU BE THE EDITOR

Read the paragraph. It contains ten errors in capitalization and punctuation. Correct the mistakes. Copy the corrected paragraph on a separate piece of paper.

A Smart Man

Many of the stories in my country, turkey, are about a clever man named nasreddin. In one story, nasreddin is walking through the marketplace when an angry shopkeeper stops him The shopkeeper yells at nasreddin for not paying the seventy-five piasters he owes him. But the clever Nasreddin says, "you know that i plan to pay you thirty-five piasters tomorrow, and next tuesday another thirty-five. that means i owe you only five piasters. You should be ashamed for yelling at me so loudly for a debt of only five piasters!" I laugh every time I think of that story.