

PREVIEW

G
Grammar

and

Writing 5

BR
Workbook

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**CURTIS
HAKE**

PREVIEW

This preview includes several selected lessons from the workbook along with the table of contents, introduction, and appendix.

The full workbook contains all 38 lessons (123 pages) organized for incremental development throughout the school year.

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Introduction

People can share their thoughts, ideas, and feelings with others by signing, speaking, singing, drawing pictures, taking photographs, making faces, or writing. You might think of other ways as well, but one of the most common ways for people to communicate is through writing.

You have much to communicate. No two people are exactly alike. There is not another *you* on earth. Your thoughts and experiences are not exactly the same as anyone else's, so you have unique ideas to share with others. Writing is a good way to do that, for it allows you to record your ideas and memories and save them for the future, maybe even for future generations.

Good writing is a skill; it takes practice just as any other skill does. A masterful musician practices every day, and so does an excellent basketball player. In *Grammar and Writing 5*, you will practice recording your thoughts and ideas on paper to improve your skill.

Writing journal entries will give you daily practice. In addition, the following writing lessons will help you to develop good sentences, strong paragraphs, and well-organized, cohesive essays. You will learn to write clearly and effectively, which is an important lifetime skill.

One of the most important tools that you will need is a **small notebook or card file** for collecting ideas; for jotting down questions or things that you notice; for saving your memories and dreams; and for writing down favorite words, names, and catchy phrases from things that you read or hear. You might even keep drawings, photos, or newspaper clippings in your notebook. This is a place to keep bits and pieces that you might someday use in a poem, essay, or story. You will carry this small notebook or card file with you *everywhere* and make notes in it often.

In addition to your small notebook or card file, you will need a **three-ring binder** for keeping your daily journals and your writing assignments from this packet. Your three-ring binder will help you to organize your work so that you can easily refer back to earlier assignments when necessary.

LESSON 6

The Essay: Introductory Paragraph

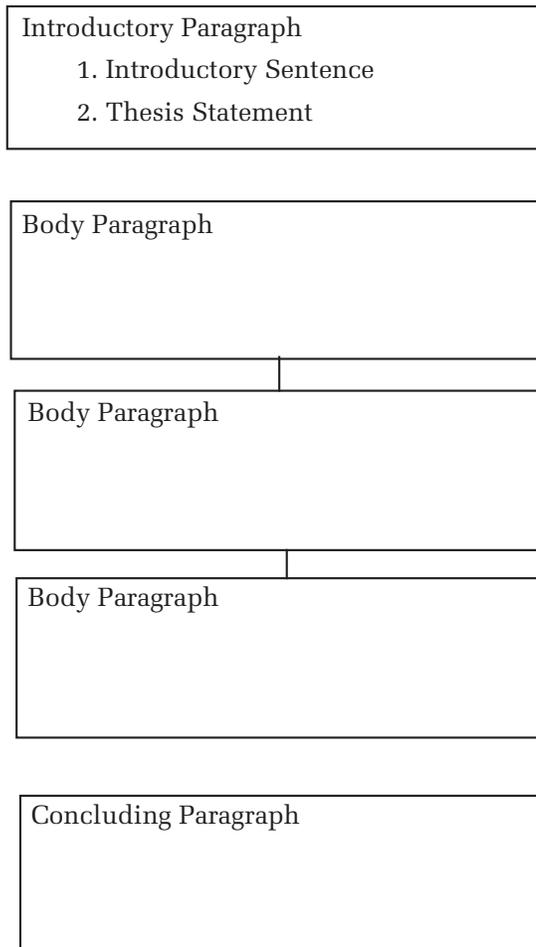
We have learned that an essay has three main parts: (1) the introductory paragraph, (2) the body paragraphs, and (3) the concluding paragraph. In this lesson, we shall learn what makes up the introductory paragraph.

Introductory Paragraph

The **introductory paragraph**, the first paragraph of an essay, introduces the main subject of the essay. It tells what the entire essay is about. The introductory paragraph has two parts:

1. An Introductory Sentence grabs the reader's interest.
2. A Thesis Statement tells what the essay is about.

We can now add more detail to our chart showing the structure of an essay:



The thesis statement is underlined in the introductory paragraph below.

There are many outstanding people in this world, but none are as outstanding as my best friend. My friend deserves praise for three important reasons.

In the introductory paragraph above, the first sentence (sometimes called the “hook”) grabs the reader’s attention so that he or she will keep reading. The second sentence, the thesis statement, clearly tells the reader exactly what the essay is about: three reasons why the writer’s friend deserves praise.

The reader expects to read these three reasons in the body of the essay. Perhaps each of the three body paragraphs will give one reason.

Example 1 Underline the thesis statement in the following introductory paragraph.

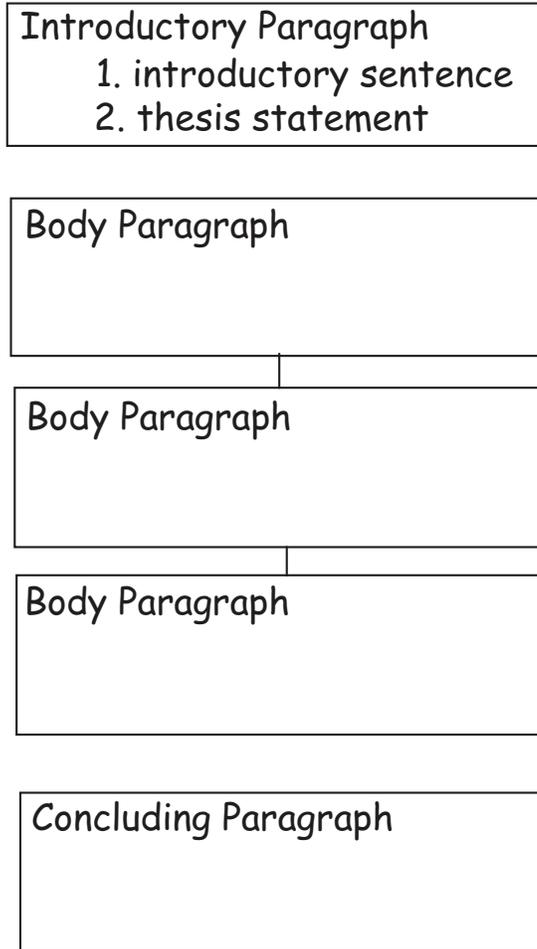
People are always looking for the perfect vacation location, and I have found it! The ideal place on a summer afternoon is my grandparents’ backyard, for there I can relax, swim, and play.

We see that this essay will be about the perfect vacation place, which is “my grandparents’ backyard.” So, we underline the second sentence.

People are always looking for the perfect vacation location, and I have found it! The ideal place on a summer afternoon is my grandparents’ backyard, for there I can relax, swim, and play.

Example 2 Complete the chart showing the structure of an essay. Include what you have learned from this lesson about the introductory paragraph.

We reproduce the chart showing the two parts of the introductory paragraph, (1) the introductory sentence and (2) the thesis statement.



Practice and Review

- a. Underline the thesis statement in the introductory paragraph below.

Almost everybody likes good music. Much great music has come from Germany. Three of the most famous German composers are Johann Sebastian Bach, Felix Mendelssohn, and Robert Schumann.

- b. Read the sentences below. Then number them in order of importance (ending with the most important) by placing numbers two through four in the boxes.

- 1 Grandfather plays tennis every morning for three reasons.
- More importantly, he enjoys the companionship of other players.
- Most important of all, he knows that tennis keeps him physically fit and healthy.

First, he enjoys the sport—the volleying, serving, and keeping score.

- c. In your mind, think of *who*, *what*, *when*, *where*, *why*, and *how* questions for this topic sentence: I can do some things to help out at home. Use the answers to your questions to help you write supporting sentences to complete the paragraph.

I can do some things to help out at home. _____

- d. Underline the topic sentence in the paragraph below.

This spring, I shall plant a vegetable garden. First, in a small, eight-by-ten-foot rectangle of land, I shall turn over the soil and remove all weeds. Then, I shall plant six tomato seedlings and make two hills for zucchini seeds. Around the perimeter of the garden, I shall plant onions and carrots. If space allows, I might also plant strawberries.

- e. Draw a line through the sentence that does not belong in the paragraph below.

Mr. Shade has planted many trees around his home. On the south side of his property, he has two oak trees, an orange tree, an ash, and an elm. Mr. Shade wears red tennis shoes. On the north side, he has planted a grove of avocado trees and several tangerine trees. Walnut trees line the west fence, and pine trees stand tall on the east side.

For f and g, combine sentences to make one compact sentence.

f. The Komodo dragon has a long tongue. It is forked.

g. Juan is my classmate. Juan plays the violin and the cello.

h. Rewrite the sentence below in a shorter, more direct way.
Hint: Put the last part of the sentence first.

That apple pie was baked by Aunt Steph.

i. From memory, complete the chart showing the structure of a typical five-paragraph essay.

_____ Paragraph
1. _____
2. _____

_____ Paragraph

_____ Paragraph

_____ Paragraph

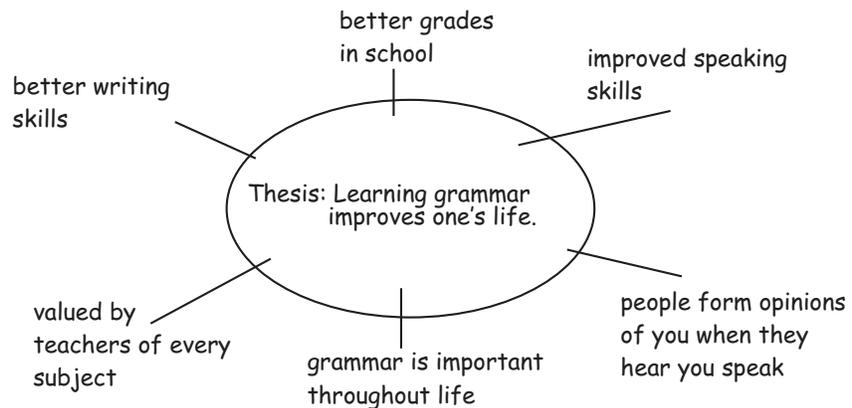
_____ Paragraph

LESSON 10

Brainstorming for Ideas

We have learned all the necessary parts of an essay, including transitions. In this lesson, we shall learn how to prepare to write a five-paragraph essay if we are given a thesis statement.

Brainstorming **Brainstorming** is a method of quickly capturing ideas about a topic or problem. In this lesson, we shall brainstorm for ideas to create supporting paragraphs for a thesis statement. One way to brainstorm is illustrated below.



For the next few minutes, use the model above to record brainstorming ideas for this thesis statement: "It is important to protect our environment." You may use the worksheet on the following page. Quickly begin to write in the area outside the circle any and all words that come into your mind as soon as they enter your mind.

- Write quickly. Do not allow your pencil to stop moving.
- Do not worry about spelling or neatness.
- Do not worry about the word order or location.
- Do not think; just write.

Write for about three minutes or until your paper is covered with words, whichever comes first.

When you have finished, you will almost certainly have several ideas to help you get started writing your essay.

Brainstorming for Body Paragraph Ideas

It is important to
protect our environment.

**Organizing
your Ideas**

After you have brainstormed, the next step is to examine the ideas that you have generated and identify the ones that best support your thesis statement. Follow these steps to organize your ideas:

1. Take a moment to examine the words or groups of words that you wrote. You will see that some of them relate very well to the thesis, yet others will begin to look as though they do not belong or are not as strong.
2. Choose at least three different words or groups of words that best support the thesis. Circle them. If you cannot decide on just three, you may circle four or five. If you circle more than three words or groups of words, you have more than enough support for your thesis statement. You can write several body paragraphs of support; or, you might later decide to combine one or more arguments or to eliminate the weaker ones.
3. These circled word groups will become your *body paragraph ideas*. Write these ideas on the lines provided below (or type them into your computer file), leaving space underneath each idea to add more notes later for expanding the paragraphs.
4. Look at your *body paragraph ideas* and try to determine the order in which they should be arranged in the body of your essay to best support your thesis. Number the ideas. You can rearrange the order or even eliminate or add additional body paragraphs at any time as ideas come to you.

#	<i>Body paragraph idea:</i> _____

#	<i>Body paragraph idea:</i> _____

Body paragraph idea: _____

Body paragraph idea: _____

Forming Topic Sentences

Once you have selected the best ideas from your brainstorming and written them on the lines above, the next step is to take those ideas and form them into topic sentences. Each topic sentence will become a main idea for your essay's body paragraphs.

Practice

Write at least three topic sentences that clearly support your thesis statement. In Lesson 11, we shall expand these topic sentences into body paragraphs and then complete an essay.

Topic sentence: _____

Review Underline the transitional words in sentences a–c.

- a. Furthermore, you need to tie your shoe laces.
- b. Nelly, on the other hand, has missed the bus three times.
- c. George has behaved similarly.
- d. Underline the topic sentence in the paragraph below.

Kurt is learning to sketch animals. Last year, his horses looked like pigs, but now he can actually draw a horse that looks like a horse. In addition, his pigs now look like pigs. Presently, he is trying to master anteaters and elephants. With practice, he will succeed.

- e. Draw a line through the sentence that does not belong in the paragraph below.

Karina imagines herself climbing as high as she can in the oak tree out back. She thinks of leaping from rock to rock across rushing rivers. Corn grows in Iowa. If she had wings, she would soar over treetops and land on mountain peaks where wild animals live. Karina loves daring and dangerous activities.

For f and g, combine sentences to make one compact sentence.

- f. The finch had a red head. The finch had a black beak.

- g. Ms. Hoo is wearing sunglasses. Ms. Hoo's sunglasses are large and round.

- h. Write the sentence below in a shorter, more direct way. Use active voice. Hint: Put the last part of the sentence first.

Various reptiles were sketched by the young artist.

- i. From memory, complete the chart showing the structure of a typical five-paragraph essay.

_____ Paragraph
1. _____
2. _____

_____ Paragraph
_____ sentence
1. _____ sentence
2. _____ sentence
3. _____ sentence

_____ Paragraph
_____ sentence
1. _____ sentence
2. _____ sentence
3. _____ sentence

_____ Paragraph
_____ sentence
1. _____ sentence
2. _____ sentence
3. _____ sentence

_____ Paragraph
1. Restatement of _____
2. Reference to each _____

3. _____

LESSON
18Preparing to Write an Expository
(Informational) Essay

The purpose of expository writing is to inform or explain. Expository writing tells why or how. The following might be titles for expository essays:

“How to Use a Thesaurus”

“New Computer Technology”

“Where to Find the Best Tacos”

“Why the Hamster Makes a Good Pet”

“Making a Rug from Fabric Scraps”

A good expository essay is well organized and clear. It might offer an explanation of how something works, information about a specific subject, or instructions for doing something. You may want to include relevant facts, concrete details, quotations, or examples.

In this lesson, we shall prepare to write an expository essay that explains how to plan a birthday party.

Our goal is to write easy-to-follow instructions, which will require a detailed description of the process. Therefore, we shall break down the actions and carefully sequence them in a logical or practical order so that the reader can understand our step-by-step method of planning a birthday party.

Brainstorming In order to generate thoughts and ideas, we shall brainstorm before creating a thesis statement for our *how-to* essay.

- Write quickly, and do not worry about spelling or neatness.
- Write for about three minutes or until your paper is covered with words, whichever comes first.

**Writing a
Thesis
Statement**

Now, it is time to state the purpose of your essay in a clear thesis statement. Using the ideas you have written by brainstorming, write a sentence that tells what your essay is about.

Hint: Will you be presenting a certain number of *steps* in your *how-to* essay? Or, will you be explaining a number of different *parts* of a birthday party that need to be planned? Your thesis statement will reveal your presentation plan.

Organizing your Ideas After you have written a strong thesis statement telling what your essay is about, look at the ideas that you have generated by brainstorming, and identify the ones that best support your thesis statement. Then, you might create thought clusters based on the ideas that you generated while brainstorming. You should have at least three of these clusters to create your body paragraphs. Create a topic outline to organize your ideas.

Tone The **tone** of an essay reflects the writer’s attitude toward the topic. Your attitude can be formal or informal, sarcastic or straight-forward, serious or silly, admiring or critical. An expository essay should be objective, presenting facts rather than opinions. Before you begin writing, you must decide on your tone.

Forming Topic Sentences Once you have decided on your tone, selected the main ideas from your brainstorming, arranged them in clusters, and developed an outline, take your main topics and form them into topic sentences. Each topic sentence will become a main idea for your essay’s body paragraphs.

Practice Write a thesis statement and at least three topic sentences that clearly explain your thesis statement. In the next lesson, we shall develop these topic sentences into body paragraphs and then complete the expository essay.

THESIS STATEMENT: _____

Topic sentence: _____

Topic sentence: _____

Topic sentence: _____

LESSON 22

Writing a Personal Narrative

In Lesson 21, you chose an interesting personal experience and created a rough plan for writing a personal narrative. In this lesson, you will use your rough plan and any other notes, and begin writing your narrative.

Opening Paragraph Remember that your opening paragraph should capture the interest of the reader and establish your tone, which reveals your feelings or attitudes about the experience. You will write in first person, using the pronoun *I* or *we*.

Body Paragraphs Although you have a plan to follow, you may alter it as you write. Following the opening paragraph, each “then” part of your rough plan might become the topic sentence for a body paragraph in which you fill in details, actions, and any necessary dialogue.

Concluding Paragraph Your concluding paragraph will include a personal summary or commentary about how the experience affected you or taught you something significant.

Practice Write your personal narrative according to the guidelines above. Include an opening paragraph, two or more body paragraphs, and a concluding paragraph.

LESSON 26

Evaluating the Descriptive Essay

Because *writing is a process* and all of our writing is “work in progress,” we constantly make changes to improve our work.

Evaluating Your Writing

In Lesson 25, you completed your descriptive essay. Now that some time has passed, you are ready to evaluate it using the following guidelines.

Ask yourself these questions:

- Is my introductory sentence (“hook”) interesting? *If it is not interesting to you, it certainly will not be interesting to the reader.*
- Does the thesis statement focus on a single person, place, object, or event?
- Does the thesis statement give my main impression of the person, place, object, or event that I am describing?
- Does each body paragraph have a clear topic sentence at the beginning that tells the reader exactly what the paragraph will be about? *Read each topic sentence without the rest of the paragraph to see if it can stand alone as a strong idea.*
- Are there other details, modifiers, comparisons, or sensory expressions that I could add to help the reader to visualize my topic?
- Are my sentences in a logical order?
- Does each paragraph (except for the first) begin with an effective transition?
- Are there other details that I can add as additional body paragraphs to create a fuller or more complete description?
- Are some of my sentences weak or confusing? Should they be removed because they do not relate to the topic?
- Do my body paragraphs appear in the best possible order? Could I place them in a different order that is more logical or effective?
- Is each sentence constructed as well as it should be? *Read each sentence in each paragraph as if it were the only*

sentence on the page. This helps you to catch sentence fragments, run-on sentences, misspellings, and grammatical errors.

- Does my concluding paragraph sum up my main impression of the person, place, object, or event?

Practice Use the Evaluation Form on the page following this lesson to evaluate the descriptive essay that you wrote for Lesson 23. Read your descriptive essay carefully as you check for the items listed on the Evaluation Form. Write YES or NO in the blank next to each question.

When you are finished, you will either be confident that you have a strong descriptive essay, or you will know where it needs to be improved.

If you answered NO to one or more of the questions on the Evaluation Form, rewrite to improve those areas.

When you can answer YES to every question on the Evaluation Form, you will have completed this assignment.

Descriptive Essay Evaluation Form

Topic: _____

_____ Is my introductory sentence (hook) interesting? *If it is not interesting to you, it certainly will not be interesting to the reader.*

_____ Does the thesis statement focus on a single person, place, object, or event?

_____ Does the thesis statement give my main impression of that person, place, object, or event?

_____ Does each body paragraph have a clear topic sentence at the beginning that tells the reader exactly what the paragraph will be about? *Read each topic sentence without the rest of the paragraph to see if it can stand alone as a strong idea.*

_____ Do the details all contribute to the reader's ability to visualize or mentally experience my topic?

_____ Within each paragraph, are my sentences in a logical order?

_____ Does each paragraph (except for the first paragraph) begin with an effective transition?

_____ Have I used enough modifiers, comparisons, and sensory expressions to enable the reader to visualize my topic?

_____ Are all of my sentences strong and clear? Do they all directly relate to the topic?

_____ Do my body paragraphs appear in the best possible order? Is their order logical and effective?

_____ Is each sentence structured as well as it could be? *Read each sentence in each paragraph as if it were the only sentence on the page. This helps you identify sentence fragments, run-on sentences, and the overall strength or weakness of each sentence.*

_____ Does my concluding paragraph sum up my main impression of my topic? Is there a clincher sentence?

LESSON
34**Preparing to Write a Research Paper: The Working Bibliography**

A research paper is a type of expository writing based on information gathered from a variety of reliable sources. In the future, you may be asked to write a research paper for an English, history, science, art, or music class. Knowing the procedure for writing a good research paper will help you to become a successful high school and college student.

In this lesson, we shall learn how to prepare for writing a research paper on an assigned subject. To practice the procedure, you may choose one of the following subjects:

1. The Bumblebee, a Necessary Insect
2. How the Automobile Began
3. Benjamin Franklin's Contribution to the Development of Bifocals
4. How to Avoid Poison Oak in the Mountains
5. A subject suggested by your teacher

Tone The research paper requires a serious tone. The writing should be formal and impersonal. Therefore, we do not use first person pronouns, such as *I*, *me*, or *my*.

Gathering Sources of Information The first step in researching your subject is to compile a **working bibliography**, a collection of possible sources of information. Consider the following possibilities for your research:

- library research aids including card catalog, *Readers' Guide*, and reference works
- Internet
- government publications
- personal interviews of correspondence
- museums
- scholarly journals

**Evaluating
Sources of
Information**

Not all sources are reliable or useful. We must evaluate each source for its usefulness. Asking the following questions will help us to evaluate each source:

1. *Is the information current?* A 1970 study of the nation's economy is out-of-date. Therefore, it would not be an appropriate source for a paper on today's economy except for drawing comparisons with the past.
2. *Is the source objective and impartial?* An article written by the president of Molly's Dairy Products about the human body's requirement for dairy nutrients might not be an objective source. The author could be trying to sell you something.
3. *For what audience was the source intended?* Material written for young children might be over-simplified, and material written for specialists might be too technical.

**Preparing
Bibliography
Cards**

After gathering sources, evaluating each one for its usefulness, and choosing only those that are appropriate, we are ready to compile a working bibliography, the list of sources from which we will glean information for our research paper.

Using three-by-five inch index cards, we record each source on a separate card. We include all the information listed below, for we will need it to prepare our final bibliography when our paper is completed.

BOOKS

1. Author's (or editor's) full name, last name first. Indicate editor by placing *ed.* after the name. If the book has more than one author, only the first author is written last name first. Others are written first name first.
2. Title and subtitle underlined
3. City of publication
4. Publisher's name
5. Most recent copyright year

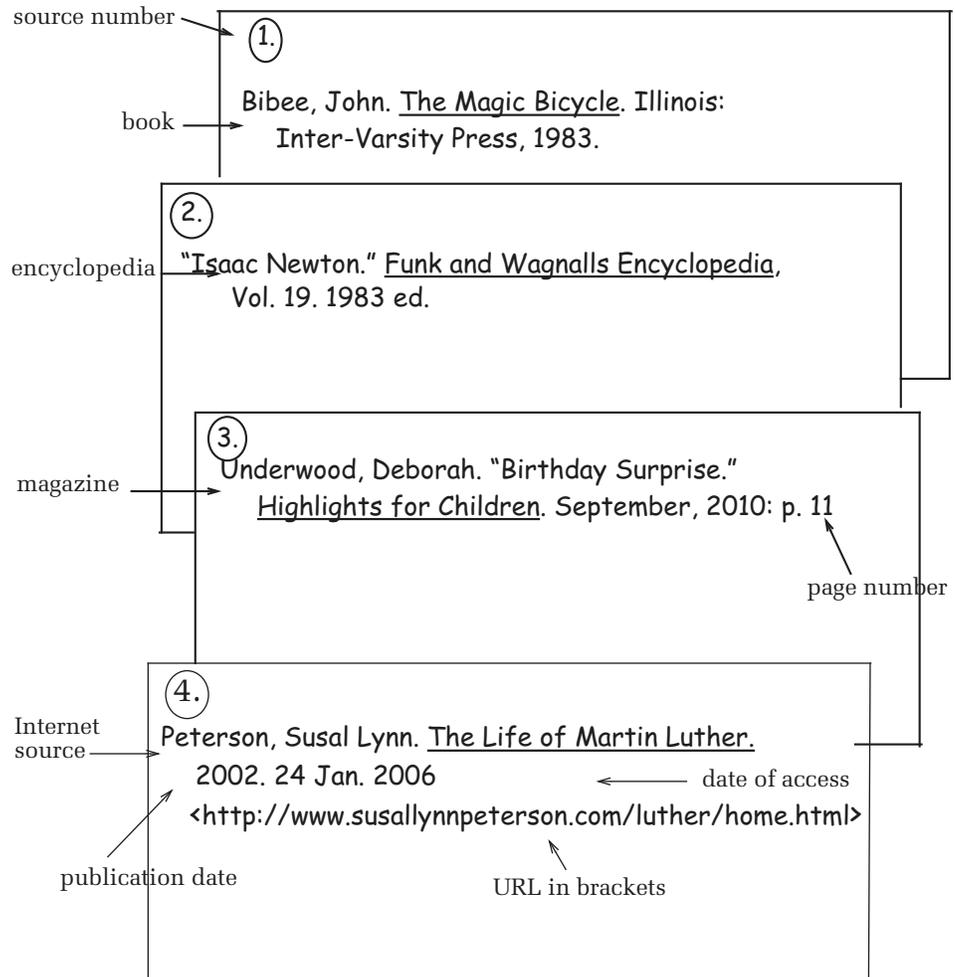
MAGAZINE, NEWSPAPER, JOURNAL, AND ENCYCLOPEDIA ARTICLES

1. Author's (or editor's) full name, last name first. Indicate editor by placing ed. after the name. If the article has more than one author, only the first author is written last name first. Others are written first name first.
2. Title of article in quotation marks
3. Name of magazine, newspaper, journal, or encyclopedia underlined
4. Date and page numbers of *magazines*
Date, edition, section, page numbers of *newspapers*
Volume, year, page numbers of *journals*
Edition and year of *encyclopedias*

ELECTRONIC SOURCES

1. Author's (or editor's) full name, last name first. Indicate editor by placing ed. after the name. If the article has more than one author, only the first author is written last name first. Others are written first name first.
2. Title of article in quotation marks
3. Books, magazines, newspapers, journals, encyclopedias, or Web sites underlined
4. Date and page numbers of magazines
Date, edition, section, page numbers of newspapers
Volume, year, page numbers of journals
Edition and year of encyclopedia
City of publication, publisher's name, and most recent copyright year of books
5. The date that you accessed the source
6. The URL in angle brackets

We assign each bibliography card a “source number” and write it in the upper left corner. Later, we will use this number to identify the sources of our notes. Below are some sample bibliography cards.



Practice After you have chosen a subject from the list of suggestions for your research paper, follow the instructions in this lesson for gathering and evaluating sources and for preparing bibliography cards. Locate at least four appropriate sources and prepare a bibliography card for each one. Remember to assign each card a source number and write it in the upper left corner.

LESSON
38

Idioms and Proverbs

Idioms An **idiom** is a phrase or expression whose meaning cannot be understood from the dictionary meanings of the words in it. For example, “Hold your tongue” is an English idiom meaning “be quiet” or “keep still.”

Practice Working by yourself or with others, write the meaning of each English idiom below.

1. lose your marbles

2. make believe

3. give your two cents

4. keep in stitches

5. stumble into

6. in a rut

Can you think of other English idioms? List as many as you can and write their meanings.

Proverbs A **proverb**, or adage, is a short, wise saying used for a long time by many people. “Don’t put the cart before the horse” is a proverb meaning “do not reverse the normal order of things.”

Practice Working by yourself or with others, write the meanings of the proverbs below.

1. Birds of a feather flock together.

2. A leopard cannot change its spots.

3. A stitch in time saves nine.

4. All that glitters is not gold.

5. Beauty is only skin deep.

6. Every cloud has a silver lining.

When you have finished this lesson, compare your answers to those at the end of this Writing Packet.

Can you think of other proverbs? List as many as you can and write their meanings.

Appendix

Example
Outline for
Lesson 17

Sports

- I. Basketball
 - A. Forward
 - B. Hoop
 - C. Traveling
 - D. Layup
 - E. Dribble
 - F. Free Throw
- II. Volleyball
 - A. Jump serve
 - B. Dig
 - C. Set
 - D. Spike
 - E. Bump pass
 - F. Server
- III. Baseball
 - A. Pitcher
 - B. Diamond
 - C. Mitt
 - D. Bat
 - E. Short stop
 - F. Homerun
 - G. Catcher
 - H. Bunt

Example
Answers for
Lesson 32

1. We know that the fox is wise because he does not respond to the little prince's compliment, "You are pretty." Flattery does not affect the fox.

Also, he sees the flaws of men. The fox tells the little prince about violence (guns) and greed (chickens). The fox says, "These are their [men's] only interest."

Finally, the fox explains what "tame" means. It means needing one another and having a relationship with one another.

2. The little prince is not wise because he does not know for what he is looking. He says that he is looking for men. Then, he comments that he is looking for friends.

He also does not understand the word *tame* until the fox explains it to him.

3. The fox and the little prince are different. The fox seems very content. He tells the little prince, “I have no need of you.” He is not looking for friends. The fox understands that if he forms “ties” with the little prince or is “tamed” by the little prince, the two will need each other.

The prince, on the other hand, is searching for meaning in life. He is not sure what that is. The prince even admits to being “unhappy.” The fox leads the prince in recognizing that he is “tamed” by a flower. The little prince declares, “I think that she has tamed me.”

4. The fox and the little prince are kind, polite, and interested in one another’s thoughts.

5. The fox and the little prince are not friends at the beginning of the passage. However, the passage hints that they might become friends. The fox comments that “it [tame] is too often neglected.” He means that people forget their friends, so the fox values friendship. The little prince is looking for friends. They will probably befriend one another.

6. Saying that “she has tamed me,” the little prince personifies a flower.

**Example
Answers for
Lesson 33**

1. The opening paragraph about the time-and-space capsule is fictional (not true). The ten-year-old cannot really use the controls to return to the 13th century.

2. The author states, “Life is easy here in the Northwest for the Indians.” Ms. Hakim has no proof of this fact. She also says, “They don’t need to farm.” Again, this is Ms. Hakim’s opinion.

3. To be *affluent* means to be wealthy.

4. The author believes that the Indians are affluent because their world is “bountiful.” She says that there are lots of fish, seals, whales, and game animals to eat. Berries and nuts grow everywhere. The Indians have no need of additional food.

5. This is Ms. Hakim’s opinion because she is judging wealth according to her definition of wealth. She is probably correct in all of her assumptions, but these statements *are* assumptions.

**Example
Answers for
Lesson 38**

Idioms:

1. lose your sanity
2. pretend
3. give your opinion or contribution to conversation
4. cause laughter
5. encounter
6. in a habit

Proverbs:

1. People who are similar gather in groups.
2. Things cannot change their very nature.
3. Work done now may save time later.
4. Good-looking things may not be valuable.
5. Physical beauty does not compare with inner beauty, which is more lasting.
6. Every bad situation has something good in it.

PREVIEW

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