

# One Step at a Time

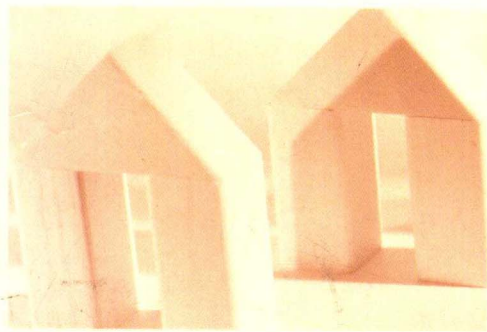
Computer  
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JUDITH GARCÍA

# **One Step At a Time, Intermediate 1**

**Judith D. García**

**Miami-Dade Community College  
Kendall Campus**



**One Step at a Time, Intermediate 1****Judith D. García**

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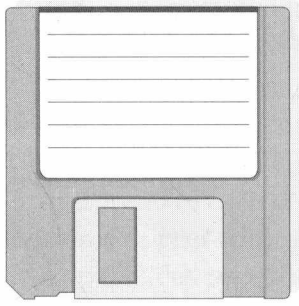
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# Preface

*One Step at a Time, Intermediate 1* is the first of a two-level academic writing series for learners of English. It is a low intermediate writing text with accompanying skill-developing, interactive computer software programs for both the Windows and Macintosh platforms.

The complete *One Step at a Time* program has been developed to meet the needs of writing students at the low intermediate and intermediate levels and includes the following components:

- One Step at a Time, Intermediate 1
  - Text
  - Computerized interactive tutorials
    - Individual Macintosh package
    - Institutional Macintosh package
    - Macintosh demo
    - Individual Windows package
    - Institutional Windows package
    - Windows demo
- One Step at a Time, Intermediate 2
  - Text
  - Computerized interactive tutorials
    - Individual Macintosh package
    - Institutional Macintosh package
    - Macintosh demo
    - Individual Windows package
    - Institutional Windows package
    - Windows demo

The text is designed for a forty-hour course. It consists of seven chapters which take approximately five hours of classroom work each. The computerized interactive tutorials are thoroughly cross-referenced with the text and provide hours of additional practice.

# OBJECTIVES OF ONE STEP AT A TIME, INTERMEDIATE 1

By the end of the course, the student will:

Plan and develop a paragraph with a topic sentence, body (containing major supports), and conclusion.

- a. Use appropriate paragraph form.
- b. Use logical organization.
- c. Write with clarity and coherence.

Write narrative and descriptive paragraphs using the following:

- a. Chronological sequence (process).
- b. Spatial sequence (in descriptions).

Write a variety of simple, compound, and complex sentences using coordinating conjunctions, subordinating conjunctions, and transitional words and expressions.

- a. Use parts of speech correctly.
- b. Use appropriate capitalization, punctuation, and spelling.
- c. Use correct word order.
- d. Edit sentences and paragraphs.

*One Step at a Time, Intermediate 1* takes the student through the process of developing two types of narrative paragraphs: paragraphs that describe physical characteristics and personality traits, and paragraphs that describe a process. The introduction teaches the student the concepts of audience and purpose, academic writing versus nonacademic writing, and Standard American English. In early chapters, the student develops the ability to focus a topic, to select a controlling idea, and to write a topic sentence. S/he learns techniques such as brainstorming, listing, and concept mapping (clustering) to plan supporting ideas for a topic sentence. The importance of developing the controlling idea in each supporting sentence is stressed. Students learn to include controlling idea words as they work on concept maps and collaborative and individual writing tasks in each chapter. The student also learns to develop several kinds of conclusions to paragraphs.

The chapters of this text do not adhere to a rigid structure and may include from two to four sections depending on the content and objectives of the chapter. Each chapter of *One Step at a Time, Intermediate 1* guides the student through the basic grammatical structures and sentence patterns needed to create academic paragraphs of description and process. The chapters cover the basic grammatical structures, sentence patterns, and punctuation required to develop academic paragraphs. Much attention is given to the logical use and punctuation of coordinating conjunctions, subordinating conjunctions, and transitional words and expressions. While learning to develop paragraphs of description, students learn the basic parts of speech and how to avoid or correct fragments, run-on sentences, and comma splices. They also learn the correct placement of adjectives in sentences (after linking verbs and in noun phrases) and uses of pronoun and possessive adjectives, adverbs of frequency, and prepositional phrases. To create paragraphs of process, the student learns

imperatives and modal auxiliaries, subordinating conjunctions of time and sequence, and transitional words commonly used in process paragraphs.

Each chapter contains individual and collaborative writing tasks which help students practice and internalize the writing, punctuation, and grammar concepts presented in the lessons. Most writing assignments are followed by in-class activities based on these assignments.

At the end of each chapter, the student completes a vocabulary building exercise, a journal assignment with a peer-editing follow-up activity, and a classroom feedback instrument for the teacher's use.

Appendices provide practice with present and present continuous tenses and topic sentences and also contain spelling, punctuation, and capitalization rules.

## **OBJECTIVES OF ONE STEP AT A TIME, INTERMEDIATE 2**

Plan and develop a paragraph with a topic sentence, body (containing major and secondary supports) and conclusion.

- a. Use appropriate paragraph form.
- b. Use logical organization.
- c. Write with clarity and coherence.
- d. Use language appropriate to audience and purpose.

Write expository paragraphs using the following:

- a. Illustration and example.
- b. Classification.
- c. Comparison/contrast.
- d. Definition.

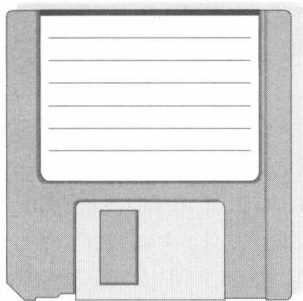
Write a variety of simple, compound and complex sentences.

- a. Use parts of speech correctly.
- b. Use appropriate capitalization, punctuation, and spelling.
- c. Use correct word order.
- d. Use appropriate transition words.
- e. Edit sentences and paragraphs.

The objectives of this text correlate with level four objectives on the Miami-Dade Community College ESL computerized placement test, the LEDA which will be available as part of the College Board Accuplacer 1996.

## **COMPUTERIZED INTERACTIVE TUTORIALS**

Computerized interactive tutorials are provided as a supplement to the text's grammar objectives (present and present continuous tenses, adverbs of frequency, parts of speech and sentence building, sentence connecting, pronouns and possessive adjectives, adjectives in noun clauses). Interactive computer exercises are also provided to give students practice with such paragraph development skills as focusing topics, developing controlling ideas, and writing topic sentences. The computerized tutorials are thoroughly cross-referenced with the text; the computer disk logo indicates ideal times at which teachers and students might use the software.



# Acknowledgments

Thanks to the five outstanding teachers I've had in my life. You all continue to be an inspiration! Joseph Edwards, David Durán, Tippe Schwabe, Janine Kreiter, and Walter Ricks.

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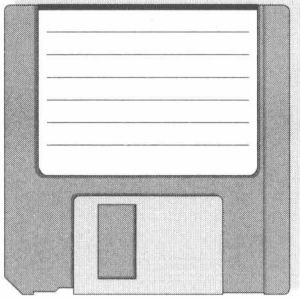
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And thanks to my students, without whom this book would have been neither possible nor necessary.



# Introduction to Academic Writing

## ..... AUDIENCE AND PURPOSE

I write letters to my family to tell them how I am and to find out how they are.

I write notes to myself so I don't forget things.

There are different reasons why people write, and there are also many different styles of writing. People write notes, lists, directions, memos, and letters, and each of these has a different style with different sentence patterns, vocabulary, and tone. Directions and lists, for example, are not usually written in complete sentences. They do not have capital letters or punctuation. Letters and memos, on the other hand, usually use complete sentences and punctuation. Poetry frequently uses special "literary" styles such as uncommon sentence patterns, incomplete sentences, and no punctuation. There are three things, however, that all writing has in common. First, all writing has an author—the person who writes. Next, all writing has an audience—the person who is going to read the writing. (Sometimes the audience and the author are the same person.) Lastly, all writing also has a purpose—a reason the author is writing. These three elements, author, audience, and purpose, will determine what kind of sentence structure, vocabulary, and tone you use in your writing. You would not write the same note to your brother or sister that you would write to the president of your school, would you? The next few exercises will help you understand the concepts of "audience" and "purpose."

### Class Discussion

#### Vocabulary

---

note	list	letter	memo	poem	story
complain	remember	request	explain	apologize	
inform	entertain	invite	communicate		

---

1. Why do people write? (Try to find as many “reasons” or “purposes” for writing as possible.)

Look at the sentences at the top of this page, and then follow this example:

I write letters to my parents when I need to ask them for money.

- a. I write \_\_\_\_\_ to \_\_\_\_\_ when I need to \_\_\_\_\_.
- b. I write \_\_\_\_\_ to \_\_\_\_\_ when I want to \_\_\_\_\_.
- c. I write \_\_\_\_\_ to \_\_\_\_\_ when I have to \_\_\_\_\_.
- d. I write \_\_\_\_\_ to \_\_\_\_\_ when I want to \_\_\_\_\_.

2. Look at the two sentences at the top of page xii, and discuss these questions:
  - a. How will the writing style in the letter to the family be different from the writing style in the note to myself?
  - b. Why is the writing style in a letter different from the writing style of an informal note? In other words, what influences a person’s writing style?
  - c. Which style is better?<sup>1</sup>

3. What is an “audience”?

An audience is a person or group of people who \_\_\_\_\_.

4. When a person writes a love letter, the “audience” is the person who is going to receive that letter.

Who is the “audience” for the list you make when you go to the market?

Who is the “audience” for the notes you take in your classes?

Who is the “audience” for the homework assignments that you turn in?

---

<sup>1</sup> This is a trick question. Both of the styles are good IF they consider the audience and the purpose. All styles are valid IF they are used properly for the **audience** and **purpose** the writer intends. In other words, all writing must consider **the person/people who will be reading your writing** and **the reason for writing**. Remember this when you write and always ask yourself, “Why am I writing this?” and “Who will be reading this?”

5. Your writing style changes depending upon the person who will read what you write. Why do you think this happens?

**Exercise** Identify the audience and purpose of the following:

**Example**

*Sorry about last night. Why don't you come over? —I'll cook dinner*

Author: a person who had a problem with somebody last night

Audience: a friend or family member that the author fought with

Purpose: to apologize and to invite the person to dinner

1.

Nestor:

*Larry Wilson called at 3:00 re. some  
Salvadorian serpents. Call him back at  
5:00. (305) 237-2000*

Cristi

Author: \_\_\_\_\_

Audience: \_\_\_\_\_

Purpose: \_\_\_\_\_

2.

*I would like to request a refund for this  
semester's tuition. I will be unable to attend  
classes here at Miami-Dade Community  
College because I am moving to Tallahassee.  
Thank you for your consideration.*

Author: \_\_\_\_\_

Audience: \_\_\_\_\_

Purpose: \_\_\_\_\_

3.

As bright as the stars shining in the sky  
over the Everglades on a moonless night—  
such is my love for you! Marry me!

Author: \_\_\_\_\_

Audience: \_\_\_\_\_

Purpose: \_\_\_\_\_

**Paired Drill** Discuss the following questions with a partner. Your partner covers side A; you cover side B. You ask question #1. Your partner should give you the answer that is in parentheses. If your partner has an answer that is very different from the one in parentheses, raise your hand and ask your professor if the answer was correct. Take turns asking the questions. Don't look at your partner's paper.

**A**

1. Who is the audience for a love letter?  
(a girlfriend or boyfriend; husband or wife)
2. Why do people write?  
(to communicate something to someone)
3. What does "purpose" mean?  
(Your "purpose" is your REASON for writing.)
4. What kind of writing do you need to use if you want to impress an employer?  
(academic writing)

**B**

1. Who is the audience for a grocery list?  
(the person who is going to the store)
2. What does "audience" mean?  
(In writing, "audience" is the person/people who will read what you are writing.)
3. When do you need to write academic paragraphs?  
(when you take a test or write a paper for a class or when you need to write reports at your work)
4. What kind of writing do you need to use if you remind yourself to buy milk?  
(informal or nonacademic writing—a list)

# THE PURPOSE OF THIS TEXTBOOK

In this book, you will not develop many different styles of writing; no poetry or business letters, for example. You will write academic paragraphs, and your **audience** will be your teacher and at times your classmates. The types of sentences and the grammar you use for your paragraphs will be Standard American English,<sup>2</sup> which is the English that is used for academic, business, and professional audiences.

Your **purpose** in this textbook is to describe people, places, and objects, and to explain a process. This book will take you step by step through the process of writing these two different kinds of academic paragraphs: a description of a person, place, or thing; and a process that describes **how to do** something. You will begin by learning the (grammatical) elements you need to use to write simple sentences. Then you will learn to connect sentences and create compound and complex sentences. In each chapter, you will learn the step-by-step process that makes paragraph planning and writing easy.

Think: How can you use what you learn in this class later in life? In other words, when will you need to write academic paragraphs in the future?<sup>3</sup>

## Discuss

1. What does all writing have in common (at least two aspects)?
2. What kind of writing will you learn in this class?
3. What is the purpose of most academic writing?
4. Who is the audience for your writing in this class?
5. Where will you be able to use what you learn in this class?
6. What do you think will be easy for you in this class?
7. What do you think will be difficult?

---

2 In academic writing, you must use Standard American English. There are many different dialects of English, but only one is accepted by the academic audience. This does not mean that these dialects are bad or wrong—it only means that they are different, and they are used for different audiences and different purposes.

3 You will need to write academic paragraphs if you plan to continue your college education after learning English. You will use the academic paragraph style on all of the major tests you take (TOEFL, MAPS, CLAST, GRE), as well as on all of the essay-style exams you take in your courses at college and later at any university. Scientific writing and business writing also use the academic style of writing.

## WHAT WILL YOU LEARN IN THIS BOOK?

The first paragraphs you will write in this class will be descriptive paragraphs. You will learn to describe the physical characteristics and personality traits of people, as well as to describe places. To do this, you will learn to use all of the following:

- You may need to learn (or review) the **present** and **present continuous tenses** (also called present progressive) so you can begin writing complete sentences. The first appendix contains a complete review of these verb tenses.
- You will learn how to use **adverbs of frequency** (*sometimes, usually, never*) to explain how often things occur. Adverbs of frequency will help develop an interesting tone in your paragraphs that describe personality traits.
- You also need to learn to use **pronouns** (*I, me, you*) and **possessive adjectives** (*my, your, his*) so the reader knows exactly who or what you are writing about, and so your writing doesn't sound repetitive.
- To describe all of your topics, you will learn to use **adjectives** (*green, small, old*). They will tell your reader exactly how the objects in your paragraph look, feel, sound, taste, or smell, and your reader will be able to visualize the place, object, or person you are describing.
- **Prepositions of location** (*in, at, on*) and the expressions *there is/there are* will help you tell the location of the objects that you are describing.
- Then, to make your paragraph interesting and easy to read, you will need to learn how to use **sentence connectors**. When you connect sentences with words like *and, but, because, afterwards, therefore, and if*, your writing sounds fluent and sophisticated.
- At the same time that you learn these basic structures, you will also learn how to plan a paragraph using brainstorming and concept mapping techniques to focus a topic, develop controlling ideas, develop supporting details, and write conclusions.

As you can see, learning to write is a step-by-step process, and to write a descriptive paragraph, you need to know some basic structures. As you complete each chapter of the book, write down the new words you learned. Also, ask your teacher questions if there is anything you do not understand. There are computer software programs available for all of the above concepts, and they accompany this book. They will help you practice the skills you need to write correctly.

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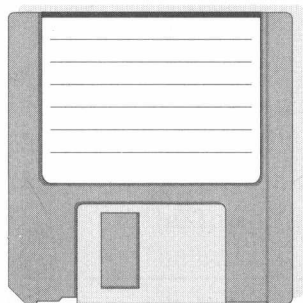
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