

GREAT WRITING

FIFTH EDITION
Keith S. Folse

Foundations

GREAT WRITING

FIFTH EDITION
Keith S. Folse



Great Writing: Foundations**Keith S. Folse**

Publisher: Sherrise Roehr

Executive Editor: Laura Le Dréan

Development Editor: Lisl Bove

Director of Global Marketing: Ian Martin

Product Marketing Manager: Tracy Bailie

Senior Director, Production: Michael Burggren

Production Manager: Daisy Sosa

Content Project Manager: Mark Rzeszutek

Manufacturing Planner: Mary Beth Hennebury

Art Director: Brenda Carmichael

Interior Design: Lisa Trager

Cover Design: Lisa Trager

Composition: Tighe

©2020 National Geographic Learning, a Cengage Learning company

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced, transmitted, stored or used in any form or by any means graphic, electronic, or mechanical, including but not limited to photocopying, recording, scanning, digitizing, taping, Web distribution, information networks, or information storage and retrieval systems, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, without the prior written permission of the publisher.

For permission to use material from this text or product,
submit all requests online at www.cengage.com/permissions

Further permissions questions can be emailed to
permissionrequest@cengage.com

Student Edition: 978-0-357-02081-4

Student Edition with Online Workbook Access Code 978-0-357-02104-0

National Geographic Learning

20 Channel Center Street

Boston, MA 02210

USA

Cengage learning is a leading provider of customized learning solutions with office locations around the globe, including Singapore, the United Kingdom, Australia, Mexico, Brazil, and Japan. Locate our local office at: **International.cengage.com/region**

Cengage Learning products are represented in Canada by Nelson Education, Ltd.

Visit NGL online at **ELTNGL.COM**

Visit our corporate website at **cengage.com**

CREDITS

Cover © AirPano.com

2-3 (spread) © Melanie Lunden Photography; 4 Brian Finke/National Geographic Image Collection; 6 (tl1) Africa Studio/Shutterstock.com; (tl2) bajinda/Shutterstock.com; (cl1) ajt/Shutterstock.com; (cl2) picamaniac/Shutterstock.com; (cl3) Jiang Hongyan/Shutterstock.com; (bl1) Tatiana Popova/Shutterstock.com; (bl2) loskutnikov/Shutterstock.com; (bl3) Nataliia Melnychuk/Shutterstock.com; 8 Dirk Freder/E+/Getty Images; 9 Viorel Sima/Shutterstock.com; 10 (tl) Valentina Razumova/Shutterstock.com; (tr) Claudio Divizia/Shutterstock.com; (cl) Mike Powell/DigitalVision/Getty Images; (cr) LJSphotography/Alamy Stock Photo; (bl) Rolf Bruderer/Blend Images/Alamy Stock Photo; (br) © Cengage; 13 Beverly Joubert/National Geographic Image Collection; 14 Annie Griffiths/National Geographic Image Collection; 15 Randy Olson/National Geographic Image Collection; 16-17 (spread) Annie Griffiths/National Geographic Image Collection; 19 (tl1) dotstock/Shutterstock.com; (tl2) takayuki/Shutterstock.com; (tl3) Jupiterimages/Brand X Pictures/Thinkstock; (tl4) Smart-foto/Shutterstock.com; (tr1) Daniel M Ernst/Shutterstock.com; (tr2) Comstock Images/Thinkstock; (tr3) gulftimes/Alamy Stock Photo; (tr4) Megapress/Alamy Stock Photo; 22 vwoe/Shutterstock.com; 23 (tl) monticello/Shutterstock.com; (tr) (cl) (cr) © Cengage; (bl) Justin Kase z12z/Alamy Stock Photo; (br) MSPhotographic/Shutterstock.com; 25 Design pics inc./National Geographic Image Collection; 26 Design pics inc./National Geographic Image Collection; 27 Juergen Ritterbach/DigitalVision/Getty Images; 30-31 (spread) Michael Melford/National Geographic Image Collection; 32 Joel Sartore/National Geographic Image Collection; 34 (tl1) Tim_Booth/Shutterstock.com; (tl2) cbpix/Shutterstock.com; (cl) Corbis Super RF/Alamy Stock Photo; (bl1) Anna Kucherova/Shutterstock.com; (bl2) iStock.com/thumb; (bl3) LilKar/Shutterstock.com; 35 John Coletti/The Image Bank/Getty Images; 37 Annie Griffiths/National Geographic Image Collection; 40 Georgette Douwma/Photographer's Choice/Getty Images; 41 (tl1) Bochkarev Photography/Shutterstock.com; (tl2) Scott Hales/Shutterstock.com; (tr1) pixelheadphoto digitalskillet/Shutterstock.com; (tr2) © Cengage; (cl) Igor Borodin/Shutterstock.com; (cr) John Kasawa/Shutterstock.com; 43 Jessica Rinaldi/Boston Globe/Getty Images; 48-49 (spread) Emmanuel Aguirre/Getty Images News/Getty Images; 50 Heather Perry/National Geographic Image Collection; 54 (tr) James A. Harris/Shutterstock.com; (b) Design Pics Inc/National Geographic Image Collection; 55 (tl) Grigoryeva Liubov Dmitrievna/Shutterstock.com; (tr) Alex Treadway/Digital Collection/National Geographic Image Collection; (cl) Robert Harding Picture Library/National Geographic Image Collection; (cr) Ronald Sumners/Shutterstock.com; (bl) Musician/Shutterstock.com; (br) Chris Ratcliffe/Bloomberg/Getty Images; 57 Robert Harding Picture Library/National Geographic Image Collection; 58 Andrew Burke/Lonely Planet Images/Getty Images; 60 Wael Abutalib/EyeEm/Getty Images; 62-63 (spread) Xinhua/Alamy Stock Photo; 64 Stacy Gold/National Geographic Image Collection; 67 tlorna/Shutterstock.com; 68 (tl1) Robyn Mackenzie/Shutterstock.com; (tl2) Stephen Brand/EyeEm Premium/Getty Images; (tr1) S.Dashkevych/Shutterstock.com; (tr2) CulturalEyes - AusGS2/Alamy Stock Photo; (cl) Shayan Shidfar/EyeEm/Getty Images; (cr) Jonathan Kirn/Taxi/Getty Images; 70 Design Pics Inc/National Geographic Image Collection; 74-75 (spread) © Reynold Dewantara; 76 Oscity/Shutterstock.com; 80 Design Pics Inc/National Geographic Image Collection; 81 Florian Kopp/imageBROKER/Getty Images; 84 Saddako/Shutterstock.com; 85 (tl1) MarkRalston/AFP/Stringer/Getty Images; (tl2) Caiaimage/Tom Merton/Caiaimage/Getty Images; (tr1) silvae/Shutterstock.com; (tr2) Stephen Mallon/The Image Bank/Getty Images; (cl) Andre Helbig/Shutterstock.com; (cr) CulturalEyes - AusGS2/Alamy Stock Photo; 87 Piroschka Van de Wouw/AFP/Getty Images; 89 Robert Harding Picture Library/National Geographic Image Collection; 92-93 (spread) John Stammeyer/National Geographic Image Collection; 96 Feng Wei Photography/Moment/Getty Images; 98 (cl1) casadaphoto/Shutterstock.com; (cl2) Philip Lange/Shutterstock.com; (cr1) ollring/Shutterstock.com; (cr2) Peter Treanor/Alamy Stock Photo; (bl1) RunPhoto/Photodisc/Getty Images; (bl2) philipus/Alamy Stock Photo; (br1) siwasasi/Shutterstock.com; (br2) Paul Cowan/Shutterstock.com; 99 Peter Mintz/Design Pics/First Light/Getty Images; 100 Multi-bits/Workbook Stock/Stone/Getty Images; 101 (tl1) Ryzhkov Aleksandr/Shutterstock.com; (tl2) Mariusz S. Jurgielewicz/Shutterstock.com; (tr1) Ilya Andriyanov/Shutterstock.com; (tr2) Daniela Migliorisi/Shutterstock.com; (cl) WilliV/Shutterstock.com; (cr) Tania Zbrodko/Shutterstock.com; 103 Annie Griffiths/National Geographic Image Collection; 106 Shiho Fukada/Bloomberg/Getty Images; 107 Magnus wennman/National Geographic Image Collection; 108-109 (spread) Andy Reynolds/Photodisc/Getty Images; 110 Marcos del Mazo/LightRocket/Getty Images; 116 Apexphotos/Moment/Getty Images; 118 Brent Hofacker/Shutterstock.com; 119 (tl) Glow Images/Getty Images; (tr) ESB Essentials/Shutterstock.com; (cl) Christos Siatos/Shutterstock.com; (cr) Amelie Sachs/picture alliance/Getty Images; (bl) Gary S Chapman/Photographer's Choice RF/Getty Images; (br) vnlit/Shutterstock.com; 121 Annie Griffiths/National Geographic Image Collection; 122 B.O'Kane/Alamy Stock Photo; 125 GERD LUDWIG/National Geographic Image Collection; 126-127 (spread) watcharit praihirun/Moment/Getty Images; 128 DoctorEgg/Moment/Getty Images; 132 © Cengage; 134 Richard Nowitz/National Geographic Image Collection; 136 Cristina Mittermeier/National Geographic Image Collection; 137 (tl) Image Source/Getty Images; (tr) Paulo Amorim/Moment/Getty Images; (cl1) All For You/Shutterstock.com; (cl2) iStock.com/Pawel Gaul; (cr1) lexaarts/Shutterstock.com; (cr2) Prostock-studio/Shutterstock.com; 139 Robin Hammond/National Geographic Image Collection; 142 William Albert Allard/National Geographic Image Collection; 143 Robert Harding Picture Library/National Geographic Image Collection; 144-145 (spread) Karen Moskowitz/Stone/Getty Images; 146 Ryan Rossotto/National Geographic Image Collection; 151 Blend Images - Andersen Ross/Brand X Pictures/Getty Images; 152 (tl) Sarah2/Shutterstock.com; (tr) Kwiatek7/Shutterstock.com; (cl) lukovic photography/Shutterstock.com; (cr) Ariel Schrotter/Shutterstock.com; (bl) S.Dashkevych/Shutterstock.com; (br) Photos.com/PhotoObjects.net/Getty Images; 154 Jose Jordan/AFP/Getty Images; 156 Yoshikazu Tsuno/AFP/Getty Images; 157 Maulindu Chatterjee/National Geographic Image Collection; 158 Chris Cheadle/Alamy Stock Photo; 160-161 (spread) Tasneem Aslutan/The New York Times/Redux; 162 Steve Raymer/National Geographic Image Collection; 163 David Guttenfelder/National Geographic Image Collection; 164 RichVintage/E+/Getty Images; 168 NurPhoto/Getty Images; 169 Naomi Rahim#381686/UNI5CrGINS/Moment/Getty Images; 170 (tl) sjacle/Shutterstock.com; (tr) whitehoune/Shutterstock.com; (cl) Jahanzaib Naiyyer/Shutterstock.com; (cr) Moyo Studio/E+/Getty Images; (bl) Skylines/Shutterstock.com; (br) Tim Grist Photography/Moment/Getty Images; 173 Andy Cross/Denver Post/Getty Images; 174 Jason Weingart/Barcroft Images/Barcroft Media/Getty Images; 177 Joel Sartore/National Geographic Image Collection; 178-179 (spread) Hero Images/Getty Images; 183 Chris Hill/National Geographic Image Collection; 184 Design Pics Inc/National Geographic Image Collection; 186 Robert Harding Picture Library/National Geographic Image Collection; 188 (tr) Kletz/Shutterstock.com; (bc) Annie Griffiths/National Geographic Image Collection; 189 (tl1) Zyxx/Shutterstock.com; (tl2) iStock.com/Dean Turner; (tr1) iStock.com/Studiocasper; (tr2) Anna Alicja/Shutterstock.com; (cl) PeopleImages/E+/Getty Images; (cr) Vuk Vukmirovic/Shutterstock.com; 191 Sergei Bobylev/TASS/Getty Images; 193 Natasha Breen/REDA&CO/Universal Images Group/Getty Images; 196-197 (spread) Doug Steakley/Lonely Planet Images/Getty Images; 203 Robert Daly/Caiaimage/Getty Images; 204 (tr) iStock.com/vulkanino; (bc) Design Pics Inc/National Geographic Image Collection; 205 (tl1) smereka/Shutterstock.com; (tl2) Prometheus72/Shutterstock.com; (tr1) iStock.com/AlexGul; (tr2) Chris Hackett/Getty Images; (cl) Tom Wang/Shutterstock.com; (cr) Phoric/Shutterstock.com; 207 Matt Propert/National Geographic Image Collection; 208 Kurita Kaku/Gamma-Rapho/Getty Images; 209 Annie Griffiths/National Geographic Image Collection; 212-213 (spread) Ciril Jazbec/National Geographic Image Collection; 215 (tc) Viktor Holm/Folio Images/Getty Images; (bc) Tino Soriano/National Geographic Image Collection; 217 Richard Nowitz/National Geographic Image Collection; 219 (tr) iStock.com/Daniel rodriguez; (bc) Jack Taylor/Stringer/Getty Images News/Getty Images; 220 (tl1) Ivonne Wierink/Shutterstock.com; (tl2) Fabio Alcini/Shutterstock.com; (tr1) magicoven/Shutterstock.com; (tr2) Katerina Solovyeva/Alamy Stock Photo; (cl) Matteo Colombo/Moment Open/Getty Images; (cr) Robert Kneschke/Shutterstock.com.

CONTENTS

Unit 1	Sentences	2
Grammar for Writing		4
What Is a Sentence?		4
Building Better Vocabulary and Spelling		9
Words with the Sound of <i>a</i> in <i>Cat</i>		9
Building Better Sentences with Vocabulary		12
Writing		14
Unit 2	The Simple Present of Be	16
Grammar for Writing		18
The Verb <i>Be</i> : Affirmative		18
The Verb <i>Be</i> : Negative		19
Sentence Patterns with <i>Be</i>		20
Building Better Vocabulary and Spelling		22
Words with the Sound of <i>e</i> in <i>Bed</i>		22
Building Better Sentences with Vocabulary		26
Writing		29
Unit 3	The Simple Present	30
Grammar for Writing		32
The Simple Present Affirmative		32
Spelling the <i>-s</i> Form		35
Irregular Verbs in the Simple Present		37
The Simple Present Negative		39
Building Better Vocabulary and Spelling		40
Words with the Sound of <i>i</i> in <i>Fish</i>		40
Building Better Sentences with Vocabulary		44
Writing		47
Unit 4	Nouns	48
Grammar for Writing		50
What Is a Noun?		50
Singular and Plural Nouns		51
Proper Nouns		52
Building Better Vocabulary and Spelling		54
Words with the Sound of <i>o</i> in <i>Hot</i>		54
Building Better Sentences with Vocabulary		58
Writing		60
Unit 5	Pronouns	62
Grammar for Writing		64
What Is a Pronoun?		64
Building Better Vocabulary and Spelling		67
Words with the Sound of <i>u</i> in <i>Cup</i>		67
Building Better Sentences with Vocabulary		71
Writing		73

Unit 6	Adjectives	74
Grammar for Writing		
What Is an Adjective?	76	
Descriptive Adjectives	76	
Possessive Adjectives	78	
Demonstrative Adjectives	82	
Nouns Working as Adjectives	82	
Building Better Vocabulary and Spelling	84	
Words with the Sound of <i>a</i> in <i>Cake</i>	84	
Building Better Sentences with Vocabulary	88	
Writing	91	
Unit 7	The Conjunction <i>And</i>	92
Grammar for Writing		
The Conjunction <i>And</i>	94	
Using <i>And</i> in a List	95	
Building Better Vocabulary and Spelling	100	
Words with the Sound of <i>e</i> in <i>Eat</i>	100	
Building Better Sentences with Vocabulary	104	
Writing	106	
Unit 8	Articles	108
Grammar for Writing		
What Is an Article?	110	
Articles with Count and Non-Count Nouns	110	
Using <i>A</i> and <i>An</i>	112	
Using <i>The</i>	114	
Using <i>The</i> or \emptyset with Places	115	
Building Better Vocabulary and Spelling	118	
Words with the Sound of <i>i</i> in <i>Rice</i>	118	
Building Better Sentences with Vocabulary	122	
Writing	124	
Unit 9	Prepositions	126
Grammar for Writing		
What Is a Preposition?	128	
Prepositional Phrases of Time	129	
Prepositional Phrases of Place	131	
Using Prepositional Phrases of Place and Time Together	133	
Beginning a Sentence with a Prepositional Phrase	133	
Preposition Combinations after Verbs and Adjectives	135	
Building Better Vocabulary and Spelling	136	
Words with the Sound of <i>o</i> in <i>Hello</i>	136	
Building Better Sentences with Vocabulary	140	
Writing	142	

Unit 10	Simple and Compound Sentences	144
Grammar for Writing		146
Simple and Compound Sentences		146
Using Commas with <i>And</i>		147
Building Better Vocabulary and Spelling		151
Words with the Sound of <i>oo</i> in <i>School</i>		151
Building Better Sentences with Vocabulary		155
Writing		158
Unit 11	The Simple Past	160
Grammar for Writing		162
The Simple Past Affirmative		162
Past Time Phrases		163
Irregular Simple Past Verbs		165
The Simple Past Negative		167
Building Better Vocabulary and Spelling		169
Words with the Sound of <i>aw</i> in <i>Straw</i>		169
Building Better Sentences with Vocabulary		173
Writing		176
Unit 12	Complex Sentences	178
Grammar for Writing		180
Complex Sentences		180
Word Order in Complex Sentences		181
Using <i>Because</i> for Reason		182
Using <i>After, Before, and When</i> for Time		184
Using <i>If</i> for Condition		185
Building Better Vocabulary and Spelling		188
Words with the Sound of <i>u</i> in <i>Wood</i>		188
Building Better Sentences with Vocabulary		192
Writing		194
Unit 13	Adverbs	196
Grammar for Writing		198
What Is an Adverb?		198
Adverbs of Place and Time		199
Adverbs of Manner		200
Adverbs of Frequency		201
Adverbs of Degree		202
Building Better Vocabulary and Spelling		204
Words with the Sound of <i>ow</i> in <i>Flower</i>		204
Building Better Sentences with Vocabulary		208
Writing		210

Unit 14	The Present Progressive	212
Grammar for Writing		214
The Present Progressive		214
Spelling the <i>-ing</i> Form		216
Present Time Phrases		217
Building Better Vocabulary and Spelling		219
Words with the Sound of <i>oy</i> in <i>Boy</i>		219
Building Better Sentences with Vocabulary		222
Writing		224
Writer's Handbook		226
Index		242

GREAT WRITING MAKES GREAT WRITERS

The new edition of *Great Writing Foundations* provides clear explanations, writing models, and focused practice to help students write great sentences and paragraphs.

2 | The Simple Present of *Be*

OBJECTIVES

- Write sentences with the verb *be*
- Spell common words with the sound of *e* in *bed*
- Write about your classmates or friends

FREEWRITE | Write about what makes a good classroom partner.

Students work together on a science class project in Bahrain.

16 17

National Geographic images and content spark students' imaginations and inspire their writing.

Each unit includes:

PART 1: Grammar for Writing teaches the grammar beginning-level students need to build better sentences in English.

GRAMMAR FOR WRITING

What Is a Sentence?

A sentence is a group of words that

- has a complete idea
- has a subject—the person or thing that does or is something
- has a verb—the word that tells what the subject does or is

The subject is usually near the beginning of a sentence. The verb is usually in the middle of a sentence after the subject.

SENTENCE	SUBJECT	VERB
I understand Arabic and Spanish.	I	understand
My friend reads quickly.	My friend	reads
That cat is black.	That cat	is

All sentences begin with a capital letter (M not m). A statement ends with a period (.). A question ends with a question mark (?). Periods and question marks are types of punctuation.

My last name is Anderson. (statement)

What is your last name? (question)

Common Mistakes

MISTAKE	PROBLEM	CORRECT
That cat is black and white.	period missing	That cat is black and white.
that cat is black and white.	capital letter missing	That cat is black and white.
Is black and white.	subject missing	That cat is black and white.
That cat black and white.	verb missing	That cat is black and white.
Is black and white that cat.	word order	That cat is black and white.

ACTIVITY 1 | Identifying capital letters and final punctuation

Read the sentences. Circle the capital letters. Underline the periods and question marks.

1. Bananas are yellow.
2. Apples are red, yellow, or green.
3. What color is a carrot?
4. Rice is white.
5. What color is cabbage?
6. An eggplant is purple.
7. Oranges are orange.
8. A watermelon is green and red.
9. A blackberry is black.
10. Can you give an example of a white fruit?
11. Broccoli is green.
12. What color are tomatoes?
13. A lime is green.
14. What color is a lemon?
15. What is your favorite fruit?
16. What is your favorite vegetable?

5

Common Mistakes feature helps students to notice errors so they can avoid them in their own writing.

PART 2: Building Better Vocabulary and Spelling

contains word lists representing targeted vowel sounds to help beginning learners with spelling.

BUILDING BETTER VOCABULARY AND SPELLING

Words with the Sound of oo in Wood*

ACTIVITY 10 | Which words do you know?
Read the words with the sound of *oo* in wood. Follow the directions.

1. Notice the spelling pattern.
2. Check (*x*) the words you know.
3. Look up new words in a dictionary.
4. Write the meanings in your notebook.

WORDS TO KNOW

GROUP 1: Words spelled with oo	GROUP 2: Words spelled with u
<input type="checkbox"/> book	<input type="checkbox"/> ball
<input type="checkbox"/> cookie	<input type="checkbox"/> bush
<input type="checkbox"/> food	<input type="checkbox"/> cool
<input type="checkbox"/> good	<input type="checkbox"/> should
<input type="checkbox"/> hot	<input type="checkbox"/> would
<input type="checkbox"/> wood	<input type="checkbox"/> pull
<input type="checkbox"/> look	<input type="checkbox"/> push

*List is from Spelling Vocabulary List © 2018 Kelti Poole.

A popular bookstore in Hangzhou, China

ACTIVITY 11 | Matching
Match each picture with a word from the Words to Know list.

1. _____	4. _____
2. _____	5. _____
3. _____	6. _____

ACTIVITY 12 | Spelling words with the sound of oo in wood*
Fill in the missing letters to spell words with the sound of *oo* in wood. Then copy each word.

1. b_____k	6. p_____ll
2. s_____gr_____	7. underr_____d
3. f_____ll	8. g_____d
4. l_____k	9. f_____t
5. w_____l	10. p_____t

PART 3: Building Better Sentences with Vocabulary

focuses students on sentence-level work to ensure more accurate writing.

BUILDING BETTER SENTENCES WITH VOCABULARY

ACTIVITY 14 | Scrambled sentences
Unscramble the words and phrases to write sentences. Use correct capital letters and punctuation.

1. my name / unica / is
2. from seengal / i / am
3. in west africa / seengal / is / a country
4. a common name for girls / unica / is / in my country
5. in my country / can understand / many people / more than two languages
6. french and welsh / can speak / i
7. i / english / can also understand

Dakar is the capital of Senegal.

ACTIVITY 15 | Finding and correcting mistakes
Circle the mistake(s) in each sentence. The number in parentheses () is the number of mistakes in that sentence. Then write the sentences correctly.

1. January is the first Month. (1)
2. december Is the last Month. (1)
3. december has 31 Days. (2)
4. September has 30 day (2)
5. My Favorite months is November. (2)

ACTIVITY 16 | Writing sentences with vocabulary in context
Complete each sentence with the correct word from the box. Then copy the sentence with correct capital letters and punctuation.

box	doctor	impossible	lock	not
common	hot	job	lot	pot

1. the weather in miami in july is very _____
2. what is year _____ at the computer
3. smith and jones are very _____ last names in england
4. this _____ of chocolate is from your friend
5. i do _____ like to be sick
6. there is a _____ of soup on the stove
7. you need to go to school for many years to be a _____

PART 4: Writing

contextualizes model sentences within a paragraph and prepares students for the final writing task.

WRITING

ACTIVITY 21 | Completing a paragraph
Complete the paragraph with words from the box. Circle the letters that need to be capitalized. Insert add commas in the correct places. Then copy the paragraph on a separate piece of paper.

at	in	of	will	walk	warm	with
for	two	to	will	walk	warm	with

A Tourist City

1 millions of tourists go _____ every year. 2 many tourists _____ during the summer. 3 the temperature is _____ in june, july and august. 4 makes it a perfect time for sightseeing. 5 the tourists come _____ a long list of things to do. 6 many people like to take pictures _____ the old town. 7 they also like to tour the many old buildings _____ the city. 8 some tourists visit the louvre museum to look _____ the famous paintings there. 9 others like to walk _____ along the seine river. 10 tourists _____ paris.

The Seine River and Eiffel Tower in Paris, France

ACTIVITY 22 | Guided writing
Write the paragraph from Activity 21 again, but make the changes listed below.

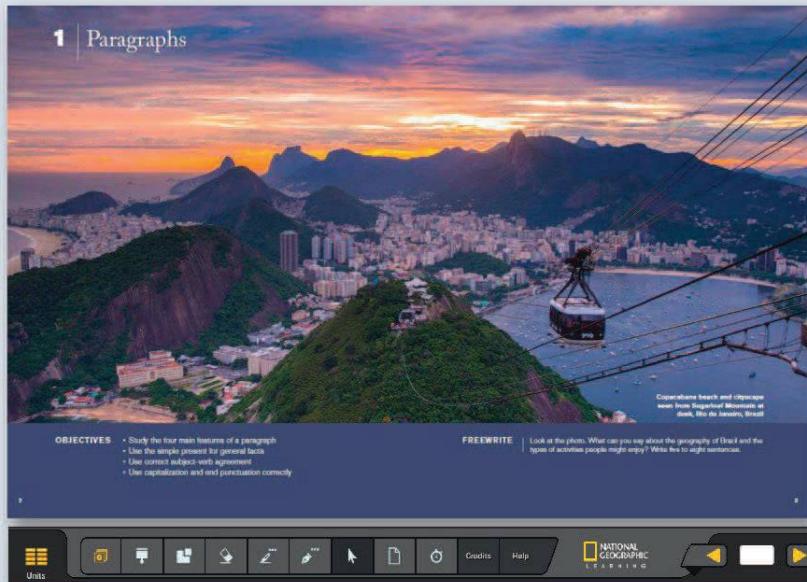
Sentence 1 and 10: Change Paris to *Peris*.
Sentence 2: Change two to *two thousand*.
Sentence 4: Change eight to *eighteen*.
Sentence 6: Change the Louvre Museum to *Musee Island*. Change paintings to *painting*.
Sentence 9: Change seine River to *seine*.

The Rialto Bridge in Venice, Italy

ACTIVITY 23 | Writing sentences or a paragraph
Write eight to twelve sentences on a separate piece of paper. Write about another city that millions of tourists visit each year. When do they usually go there? What do they go there to see? Use prepositions of place and time. For help, you can follow the example in Activity 21 and Activity 22. For more information about writing a paragraph, see the *Writer's Handbook*.

SUPPORT FOR INSTRUCTORS AND STUDENTS

FOR INSTRUCTORS

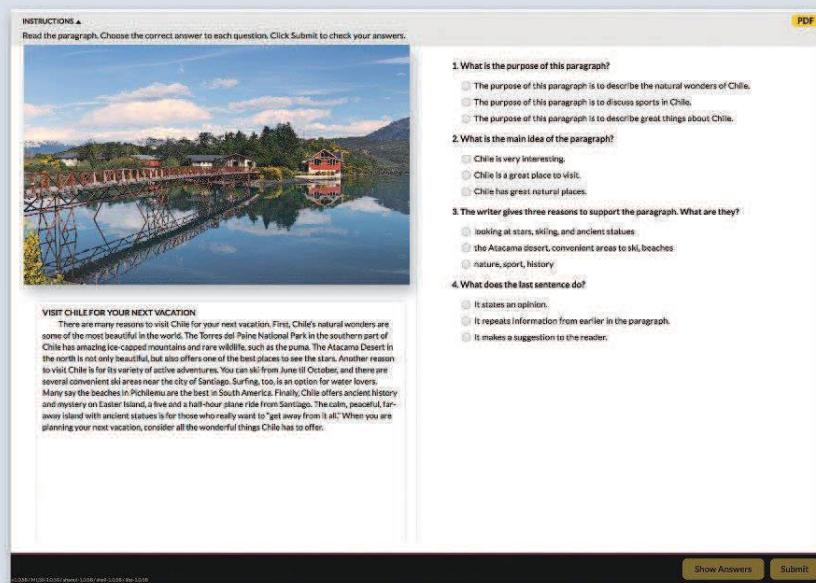


The screenshot shows a presentation slide titled "1 Paragraphs". It features a photograph of a cable car on Sugarloaf Mountain in Rio de Janeiro at sunset. Below the image are "OBJECTIVES" and "FREEWRITE" sections. The objectives listed are: "Study the four main features of a paragraph", "Use correct subject-verb agreement", "Use correct adjectives and adverbs", and "Use capitalization and end punctuation correctly". The freewrite section asks, "Look at the photo. What can you say about the geography of Brazil and the types of activities people might enjoy? Write ten to eight sentences." The bottom of the slide includes a toolbar with icons for navigation and a "NATIONAL GEOGRAPHIC LEARNING" logo.

The Classroom Presentation Tool brings the classroom to life by including all Student Book pages, answers, and games to practice vocabulary.

Assessment: **ExamView** allows instructors to create custom tests and quizzes in minutes. **ExamView and Ready to Go Tests** are available online at the teacher companion website for ease of use.

FOR STUDENTS



The screenshot shows a worksheet titled "VISIT CHILE FOR YOUR NEXT VACATION". It features a photograph of a wooden bridge over a lake. The text describes Chile's natural wonders, including the Atacama Desert, the Torres del Paine National Park, and Easter Island. It also mentions the sport of kitesurfing. A series of questions follows:

- What is the purpose of this paragraph?
 The purpose of this paragraph is to describe the natural wonders of Chile.
 The purpose of this paragraph is to discuss sports in Chile.
 The purpose of this paragraph is to describe great things about Chile.
- What is the main idea of the paragraph?
 Chile is very interesting.
 Chile is a great place to visit.
 Chile has great natural places.
- The writer gives three reasons to support the paragraph. What are they?
 looking at stars, skiing, and ancient statues
 the Atacama desert, convenient areas to ski, beaches
 nature, sport, history
- What does the last sentence do?
 It states an opinion.
 It repeats information from earlier in the paragraph.
 It makes a suggestion to the reader.

At the bottom, there are "Show Answers" and "Submit" buttons.

The Online Workbook provides additional practice in vocabulary, grammar, and writing.

ACKNOWLEDGEMENTS

The Authors and Publisher would like to acknowledge and thank the teachers around the world who participated in the development of the fifth edition of *Great Writing*.

Asia

Anthony Brian Gallagher, Meijo University, Nagoya
Atsuko Aoki, Aoyama Gakuin University, Tokyo
Atsushi Taguchi, Okayama University of Science, Imabari Campus, Ehime
Helen Hanae, Reitaku University, Kashiwa
Hiroko Shikano, Jichi Medical University, Gotemba
Hisashi Shigematsu, Toyo Gakuen University, Tokyo
Jeremiah L. Hall, Meijo University, Nagoya
Jian Liang Fu, Kwansei Gakuin University, Nishinomiya
Jim Hwang, Yonsei University, Asan
John C. Pulaski, Chuo University and Tokyo Woman's Christian University, Tokyo
Junyawan Suwannarat, Chiang Mai University, Chiang Mai
Katherine Bauer, Clark Memorial International High School, Chiba
Kazuyo Ishibashi, Aoyama Gakuin University, Tokyo
Lei Na, Jump A-Z, Nanjing
Lor Kiat Seng, Southern University College, Seremban
Mark McClure, Kansai Gaidai University, Osaka
Matthew Shapiro, Konan Boys High School, Ashiya
Nattalak Thirachotikun, Chiang Mai University, Chiang Rai
Nick Boyes, Meijo University, Nagoya

Nick Collier, Ritsumeikan

Uji Junior and Senior High School, Kobe
Olesya Shatunova, Kanagawa University, Yokohama
Pattanapichet Fasawang, Bangkok University International College, Bangkok
Paul Hansen, Hokkaido University, Sapporo
Paul Salisbury, Aichi University, Nagoya
Randall Cotten, Gifu City Women's College, Gifu
Sayaka Karlin, Toyo Gakuen University, Tokyo
Scott Gray, Clark Memorial International High School Umeda Campus, Osaka
Selina Richards, HELP University, Kuala Lumpur
Terrelle Bernard Griffin, No. 2 High School of East China Normal University International Division, Shanghai
William Pellowe, Kinki University, Fukuoka
Yoko Hirase, Hiroshima Kokusai Gakuin University, Hiroshima
Youngmi Lim, Shinshu University, Matsumoto
Zachary Fish, RDFZ Xishan School AP Center, Beijing

USA

Amanda Kmetz, BIR Training Center, Chicago, Illinois
Amy Friedman, The American Language Institute, San Diego, California
Amy Litman, College of Southern Nevada, Las Vegas, Nevada

Angela Lehman,

Virginia Commonwealth University, Richmond, Virginia
Aylin Bunk, Mount Hood Community College, Portland, Oregon
Barbara Silas, South Seattle College, Seattle, Washington
Bette Brickman, College of Southern Nevada, Las Vegas, Nevada
Breana Bayraktar, Northern Virginia Community College, Fairfax, Virginia
Carolyn Ho, Lone Star College-CyFair, Cypress, Texas
Celeste Flowers, University of Central Arkansas, Conway, Arkansas
Christina Abella, The College of Chicago, Chicago, Illinois
Christine Lines, College of Southern Nevada, Las Vegas, Nevada
Clare Roh, Howard Community College, Columbia, Maryland
DeLynn MacQueen, Columbus State Community College, Columbus, Ohio
Eleanor Molina, Northern Essex Community College, Lawrence, Massachusetts
Emily Brown, Hillsborough Community College, Florida
Emily Cakounes, North Shore Community College, Medford, Massachusetts
Erica Lederman, BIR Training Center, Chicago, Illinois
Erin Zoranski, Delaware Technical Community

College, Wilmington, Delaware

Eugene Polissky, University of Potomac, Washington, DC

Farideh Hezaveh, Northern Virginia Community College, Sterling, Virginia

Gretchen Hack, Community College of Denver, Denver, Colorado

Heather Snavely, California Baptist University, Riverside, California

Hilda Tamen, University of Texas Rio Grande Valley, Edinburg, Texas

Holly Milkowart, Johnson County Community College, Overland Park, Kansas

Jessica Weimer, Cascadia College, Bothell, Washington

Jill Pagels, Lonestar Community College, Houston, Texas

Jonathan Murphy, Virginia Commonwealth University, Richmond, Virginia

Joseph Starr, Houston Community College, Southwest, Houston, Texas

Judy Chmielecki, Northern Essex Community College, Lawrence, Massachusetts

Kate Baldridge-Hale, Valencia College, Orlando, Florida

Kathleen Biache, Miami Dade College, Miami, Florida

Katie Edwards, Howard Community College, Columbia, Maryland

Kenneth Umland, College of Southern Nevada, Las Vegas, Nevada

Kevin Bowles , Linfield College, McMinnville, Oregon	Matthew Wolpert , Virginia Commonwealth University, Richmond, Virginia	Paul Kern , Green River College, Auburn, Washington	Tom Sugawara , University of Washington, Seattle, Washington
Kim Hardiman , University of Central Florida, Orlando, Florida	Megan Nestor , Seattle Central College, Seattle, Washington	Rachel DeSanto , Hillsborough Community College, Tampa, Florida	Viviana Simon , Howard Community College, Columbia, Maryland
Kori Zunic , San Diego City College, San Diego, California	Meredith Kemper , University of Central Arkansas, Conway, Arkansas	Ramon Perez , Northern Virginia Community College, Dumfries, Virginia	William Albertson , Drexel University, Philadelphia, Pennsylvania
Kris Lowrey , Virginia Commonwealth University, Richmond, Virginia	Mike Sfiroopoulos , Palm Beach State College, Lake Worth, Florida	Rebecca McNerney , Virginia Commonwealth University, Richmond, Virginia	Yu Bai , Howard Community College, Laurel, Maryland
Kristin Homuth , Language Center International, Oak Park, Michigan	Milena Eneva , Chattahoochee Technical College, Atlanta, Georgia	Richard Roy , Middlesex County College, Edison, New Jersey	Middle East
Leon Palombo , Miami Dade College, North Campus, Miami Beach, Florida	Myra M. Medina , Miami Dade College, Miami, Florida	Sandra Navarro , Glendale Community College, Glendale, California	Deborah Abbott , Prince Muhammad Bin Fahd University, Al Khobar, Saudi Arabia
Lily Jaffie-Shupe , Virginia Polytechnic Institute, Blacksburg, Virginia	Naomi Klimowicz , Howard Community College, Columbia, Maryland	Shane Dick , College of Southern Nevada, Las Vegas, Nevada	Genie Elatili , Prince Muhammad Bin Fahd University, Al Khobar, Saudi Arabia
Lisse Hildebrandt , Virginia Commonwealth University, Richmond, Virginia	Nicholas C. Zefran , Northern Virginia Community College, Springfield, Virginia	Sheila Mayne , University of Pennsylvania, Philadelphia, Pennsylvania	Julie Riddlebarger , Khalifa University, United Arab Emirates
Luba Nesterova , Bilingual Education Institute, Houston, Texas	Nicole Ianieri , East Carolina University, Greenville, North Carolina	Stephen Johnson , Miami Dade College, Florida	Karla Moore , Virginia International Private School, Abu Dhabi, United Arab Emirates
Madhulika Tandon , Lone Star College, University Park, Houston, Texas	Patricia Nation , Miami Dade College, Miami, Florida	Sumeeta Patnaik , Marshall University, Huntington, West Virginia	Laila AlQadhi , Kuwait University, Kuwait
		Summer Webb , International English Center, Colorado	

FROM THE AUTHORS

Great Writing began in 1998 when three of us were teaching writing and frequently found ourselves complaining about the lack of materials for English language learners. A lot of books talked about writing but did not ask the students to write until the end of a chapter. In essence, the material seemed to be more of a lecture followed by “Now you write an essay.” Students were reading a lot but writing little. What was missing was useful sequenced instruction for developing ESL writers by getting them to write.

Each of us had folders with our own original tried-and-true activities, so we set out to combine our materials into a coherent book that would help teachers and students alike. The result was *Great Paragraphs* and *Great Essays*, the original books of the *Great Writing* series. Much to our surprise, the books were very successful. Teachers around the world reached out to us and offered encouragement and ideas. Through the past four editions we have listened to those ideas, improved upon the books, and added four more levels.

We are proud to present this 5th edition of the *Great Writing* series with the same tried-and-true focus on writing and grammar, but with an added emphasis on developing accurate sentences and expanding level-appropriate academic vocabulary.

We thank those who have been involved in the development of this series over the years. In particular for the 5th edition, we would like to thank Laura Le Dréan, Executive Editor; the developmental editors for this edition: Lisl Bove, Eve Yu, Yeny Kim, Jennifer Monaghan, and Tom Jefferies. We will be forever grateful to two people who shaped our original books: Susan Maguire and Kathy Sands-Boehmer. Without all of these professionals, our books would most definitely not be the great works they are right now.

As always, we look forward to hearing your feedback and ideas as you use these materials with your students.

Sincerely,

Keith Folse

April Muchmore-Vokoun

Elena Vestri

David Clabeaux

Tison Pugh

Foundations

GREAT WRITING

FIFTH EDITION
Keith S. Folse



1

Sentences



OBJECTIVES

- Recognize word order in a sentence
- Spell common words with the sound of **a** in *cat*
- Write about you and your family



The Scary Family band

FREEWRITE | Write five sentences about the family in the photo.

GRAMMAR FOR WRITING

What Is a Sentence?

A sentence is a group of words that

- has a complete idea
- has a **subject**—the person or thing that does or is something
- has a **verb**—the word that tells what the subject does or is

The subject is usually near the beginning of a sentence. The verb is usually in the middle of a sentence after the subject.

SENTENCE	SUBJECT	VERB
I understand Arabic and Spanish.	I	understand
My friend reads quickly.	My friend	reads
That cat is black.	That cat	is

All sentences begin with a **capital letter** (*M* not *m*). A statement ends with a **period** (.). A question ends with a **question mark** (?). Periods and question marks are types of **punctuation**.

My last name is Anderson. (statement)

What is your last name? (question)

Tristram Stuart is a National Geographic Explorer. He fights against food waste.



Common Mistakes

MISTAKE	PROBLEM	CORRECT
That cat is black and white	period missing	That cat is black and white.
that cat is black and white.	capital letter missing	That cat is black and white.
Is black and white.	subject missing	That cat is black and white.
That cat black and white.	verb missing	That cat is black and white.
Is black and white that cat.	word order	That cat is black and white.

ACTIVITY 1 | Identifying capital letters and final punctuation

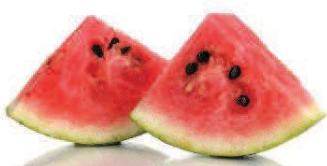
Read the sentences. Circle the capital letters. Underline the periods and question marks.

1. Bananas are yellow.
2. Apples are red, yellow, or green.
3. What color is a carrot?
4. Rice is white.
5. What color is cabbage?
6. An eggplant is purple.
7. Oranges are orange.
8. A watermelon is green and red.
9. A blackberry is black.
10. Can you give an example of a white fruit?
11. Broccoli is green.
12. What color are tomatoes?
13. A lime is green.
14. What color is a lemon?
15. What is your favorite fruit?
16. What is your favorite vegetable?

ACTIVITY 2 | Writing sentences

Match a sentence or question from Activity 1 with the correct picture.

1.

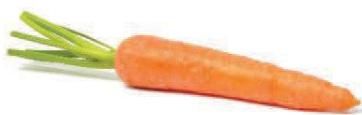


A watermelon is green and red.

2.



3.



4.



5.



6.



7.



8.



ACTIVITY 3 | Finding subjects and verbs

Read each sentence. Underline the subject and double underline the verb.

1. My last name has five letters.
2. My last name is Adams.
3. My first name is Ann.
4. My first name has three letters.
5. I come from Canada.
6. My family and I live in Vancouver.
7. I like watermelons, apples, bananas, and oranges.
8. A watermelon is green and red.
9. An eggplant is purple.
10. Lemons are yellow.
11. An orange is orange.
12. My favorite food is salad.

ACTIVITY 4 | Writing sentences about yourself

Complete the sentences with information about you.

1. My first name is _____.
2. My first name has _____ letters.
3. My last name is _____.
4. My last name has _____ letters.
5. I am _____ years old.
6. I am from _____.
7. My favorite food is _____.
8. My favorite color is _____.

ACTIVITY 5 | Scrambled sentences

Unscramble the words and phrases to write correct sentences. Begin the sentences with a capital letter. End the sentences with a period.

1. this animal / is / a bird

This animal is a bird.

2. a parrot / it / is

3. colors / has / this parrot / five

4. the head / red and white / is

5. beautiful / this bird / very / is

6. it / smart / very / is

7. can talk / this parrot

A flying parrot in Costa Rica



BUILDING BETTER VOCABULARY AND SPELLING

Words with the Sound of *a* in *Cat**

ACTIVITY 6 | Which words do you know?

Read the words with the sound of *a* in *cat*. Follow the directions.

1. Notice the spelling patterns.
2. Check (✓) the words you know.
3. Look up new words in a dictionary.
4. Write the meanings in your notebook.



cat

WORDS TO KNOW

GROUP 1:

Words spelled with **a**

add
 after
 am
 and
 animal
 answer
 apple AW
 ask
 at
 bad
 bag
 banana
 bank
 bath
 black

can
 cat
 class
 examples
 family
 fast
 flag
 glass
 hand
 happen
 happy
 has
 have
 January
 language
 last
 man

map
 math
 nap
 sad
 salad
 taxi
 thank
 that
 travel
 understand

GROUP 2:

Words spelled with **au**

aunt
 laugh

*List is from: Spelling Vocabulary List © 2013 Keith Folse

ACTIVITY 7 | Matching

Match each picture with a word from the Words to Know list.



1. _____



4. _____



2. _____



5. _____



3. _____

6. _____

ACTIVITY 8 | Spelling words with the sound of *a* in *cat*

Fill in the missing letters to spell words with the sound of *a* in *cat*. Then copy each word.

1. m ___ p _____ 6. h ___ ve _____

2. l ___ nguages _____ 7. ___ nd _____

3. ___ fter _____ 8. th ___ t _____

4. h ___ ppen _____ 9. ___ nimal _____

5. b ___ d _____ 10. fl ___ g _____

ACTIVITY 9 | Scrambled letters

Unscramble the letters to write words that have the sound of *a* in *cat*.

- | | | | |
|--------------------|-------|----------------|-------|
| 1. e h v a | _____ | 7. n k a t h | _____ |
| 2. a k s | _____ | 8. a p e n h p | _____ |
| 3. v e l r a t | _____ | 9. c k a b | _____ |
| 4. a n d h | _____ | 10. c k l a b | _____ |
| 5. g u a g e l a n | _____ | 11. p a m | _____ |
| 6. t a | _____ | 12. d n a | _____ |

01 ACTIVITY 10 | Spelling practice

Write the words that you hear. You will hear each word two times.

- | | | |
|----------|----------|-----------|
| 1. _____ | 5. _____ | 9. _____ |
| 2. _____ | 6. _____ | 10. _____ |
| 3. _____ | 7. _____ | 11. _____ |
| 4. _____ | 8. _____ | 12. _____ |

ACTIVITY 11 | Which spelling is correct?

Read each pair of words. Circle the word that is spelled correctly.

A	B	A	B
1. answr	answer	11. aple	apple
2. black	bleck	12. aed	add
3. klass	class	13. after	aftr
4. famili	family	14. animal	animil
5. fest	fast	15. examble	example
6. happen	heppen	16. hand	hend
7. saled	salad	17. hav	have
8. travl	travel	18. thank	thanke
9. aunt	aent	19. lagh	laugh
10. last	laest	20. ask	ausk

BUILDING BETTER SENTENCES WITH VOCABULARY

ACTIVITY 12 | Scrambled sentences

Unscramble the words and phrases to write correct sentences. Use correct capital letters and punctuation.

1. my name / alex / is

2. a student / i / am

3. i / English / study

4. is not / so good / my English

5. i like / my English class / very much

ACTIVITY 13 | Finding and correcting mistakes

Circle the mistake(s) in each sentence. The number in parentheses () is the number of mistakes in that sentence. Then write the sentences correctly.

1. Mi favorite food salad. (2)

My favorite food is salad.

2. I lik salad with tomatoes (2)

3. i also like tuna salad (2)

4. tuna salad is very good. (1)

5. tuna salad with Apples is good. (2)

6. I like salad a lot (1)

ACTIVITY 14 | Writing sentences with vocabulary in context

Complete each sentence with the correct word from the box. Then copy the sentence with correct capital letters and punctuation.

after	animal	bad	glass	language
and	ask	flag	have	map

1. my cat is black _____ and _____ white

My cat is black and white.

2. that _____ has a little apple juice in it

3. the students _____ books

4. my math class is _____ lunch

5. that is a _____ of the world

6. what _____ do you speak

7. the _____ of the United States is red, white, and blue

8. can I _____ a question

9. the opposite of *good* is _____

10. a lion is a wild _____

A female lion in Botswana



WRITING

ACTIVITY 15 | Completing a paragraph

Complete the paragraph with words from the box. Circle the letters that need to be capital letters. Add a period at the end of each sentence. Then copy the sentences on a separate piece of paper.

and	happy	I	two
child	have	name	years

My Information

¹ my _____ is anna sanders ² _____ have a big family
³ i have _____ brothers ⁴ i also _____ two sisters ⁵ i am the
oldest _____ ⁶ i am twenty-two _____ old ⁷ i love my brothers
_____ sisters a lot ⁸ we are a very _____ family

Three generations of a Bahraini family



ACTIVITY 16 | Guided writing

Write the paragraph from Activity 15 again, but make the changes listed below.

- Sentence 1: Change *Anna* to *David*.
Sentence 3: Change *two brothers* to *one brother*.
Sentence 4: Change *two* to *three*.
Sentence 5: Change *oldest* to *youngest*.
Sentence 6: Change *twenty-two* to *fifteen*.
Sentence 7: Change *brothers* to *brother*.
-
-
-
-
-
-
-
-
-
-
-
-

ACTIVITY 17 | Writing sentences

Write five to ten sentences on a separate piece of paper. Write about you and your family. For help, you can follow the examples in Activity 15 and Activity 16.



2 | The Simple Present of *Be*



OBJECTIVES

- Write sentences with the verb *be*
- Spell common words with the sound of **e** in *bed*
- Write about your classmates or friends



**Students work together
on a science class project
in Bahrain.**

FREEWRITE | Write about what makes a good classroom partner.

GRAMMAR FOR WRITING

The Verb *Be*: Affirmative

Be is a common verb in English. It has three forms in the simple present: *am*, *is*, and *are*.

SUBJECT	BE	OTHER INFORMATION
I	am	from Canada.
He She It	is	in the classroom.
You*		
We They	are	happy.

**You* can be singular (one person) or plural (more than one person).

We often use these contractions in speaking and in informal writing, such as in email. A contraction is two words combined with an apostrophe (''). Do not use contractions in formal writing.

I am—I'm	you are—you're
he is—he's	we are—we're
she is—she's	they are—they're
it is—it's	

ACTIVITY 1 | Identifying subjects and forms of the verb *be*

Circle the verb *be* in each sentence. Underline the subjects.

1. I am in an English class.
2. English is my second language.
3. I am from Mexico.
4. My class is big.
5. My classmates are from different countries.
6. We are the same age.
7. I am happy in the class.
8. This class is fun.
9. The teacher is very good.
10. It is my favorite class.

ACTIVITY 2 | Writing sentences with *be*

Write sentences to tell where these people are from. Follow the example.



Luisa—Italy



Wei—China



Marco—Brazil



Toshio—Japan



Atsuro—Japan



Valentina—Italy



Faisal—Saudi Arabia



Maria—Guatemala

1. (Luisa) Luisa is from Italy.

2. (Wei) _____

3. (Marco) _____

4. (Toshio) _____

5. (Toshio and Atsuro) _____

6. (Luisa and Valentina) _____

7. (Faisal) _____

8. (Maria) _____

The Verb *Be*: Negative

Add *not* after *am*, *is*, or *are* to make a negative.

SUBJECT	BE + NOT	OTHER INFORMATION
I	am not	a teacher.
He She It	is not	from Canada.
You We They	are not	busy.

The contraction for *is not* is *isn't*; the contraction for *are not* is *aren't*. Do not use these contractions in formal writing.

ACTIVITY 3 | Writing negative and affirmative sentences

These sentences are not true. Work with a partner. Correct each sentence with a negative and affirmative sentence. Follow the example.

1. Tokyo is in China.

a. Tokyo is not in China.

b. Tokyo is in Japan.

2. New York is a small city.

a. _____

b. _____

3. Sushi and maki are foods from Greece.

a. _____

b. _____

4. I am 5 years old.

a. _____

b. _____

5. Today is January 1.

a. _____

b. _____

6. A gold ring is a cheap gift.

a. _____

b. _____

Sentence Patterns with *Be*

Several types of information can follow the verb *be*.

SENTENCES WITH <i>BE</i>	PATTERNS WITH <i>BE</i>
I am a student .	<i>be</i> + noun
I am smart .	<i>be</i> + adjective
I am a smart student .	<i>be</i> + adjective + noun
You are in California .	<i>be</i> + place phrase
My meeting is at eleven o'clock .	<i>be</i> + time phrase

Common Mistakes

MISTAKE	PROBLEM	CORRECT
Mary a good person.	verb missing	Mary is a good person.
The boys is in the kitchen.	wrong form of <i>be</i>	The boys are in the kitchen.
That computer no is expensive.	wrong negative	That computer is not expensive.

ACTIVITY 4 | Scrambled sentences

Unscramble the words to write sentences. Use correct capital letters and punctuation. Then write what type of information follows the verb *be* in each sentence.

1. cook a mother my is good

My mother is a good cook.

adjective + noun

2. are from my cousins california

3. am swimmer i not excellent an

4. our next to india trip is month

5. the math the table books are on

6. michael on and rob are a boat

7. the questions are math easy

8. football are sports and tennis

BUILDING BETTER VOCABULARY AND SPELLING

Words with the Sound of e in *Bed**

ACTIVITY 5 | Which words do you know?

Read the words with the sound of *e* in *bed*. Follow the directions.

1. Notice the spelling patterns.
2. Check (✓) the words you know.
3. Look up new words in a dictionary.
4. Write the meanings in your notebook.



WORDS TO KNOW

GROUP 1:

Words spelled with e

- bed
- best
- check
- egg
- end
- enter
- every
- exercise
- get
- hello
- help
- left
- leg
- let
- men
- necessary

- never
- next
- pen
- pet
- red
- sell
- seven
- spell
- tell
- ten
- test
- text AW
- well
- went
- west
- when
- yellow
- yes

GROUP 2:

Words spelled with ea

- already
- bread
- breakfast
- dead
- head
- ready
- weather

GROUP 3:

Other spellings

- again
- any
- friend
- many
- said
- says

*List is from: Spelling Vocabulary List © 2013 Keith Folse

ACTIVITY 6 | Matching

Match each picture with a word from the Words to Know list.



1. _____



4. _____



2. _____



5. _____



3. _____



6. _____

ACTIVITY 7 | Spelling words with the sound of e in bed

Fill in the missing letters to spell words with the sound of *e* in *bed*. Then copy each word.

1. br _____ d _____

6. g _____ t _____

2. d _____ d _____

7. n _____ ver _____

3. t _____ st _____

8. wh _____ n _____

4. b _____ st _____

9. s _____ s _____

5. m _____ ny _____

10. r _____ dy _____

ACTIVITY 8 | Scrambled letters

Unscramble the letters to write words that have the sound of *e* in *bed*.

1. 11ew _____
2. rewath e _____
3. netx _____
4. frnd ei _____
5. welloy _____
6. elph _____
7. pells _____
8. letl _____
9. aaig n _____
10. emn _____
11. der _____
12. ntwe _____

02 ACTIVITY 9 | Spelling practice

Write the words that you hear. You will hear each word two times.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

ACTIVITY 10 | Which spelling is correct?

Read each pair of words. Circle the word that is spelled correctly.

A	B	A	B
1. wether	weather	11. seven	sevn
2. wint	went	12. alredy	already
3. bed	baid	13. any	eny
4. ready	raidy	14. bred	bread
5. sais	says	15. dead	ded
6. heallo	hello	16. weall	well
7. many	meny	17. tel	tell
8. agein	again	18. test	tst
9. breakfast	brekfast	19. spll	spell
10. friend	frend	20. eagg	egg

ACTIVITY 11 | Cumulative spelling review, Units 1–2

Circle the word in each set that is spelled correctly.

A	B	C	D
1. lenguage	language	langage	languege
2. naver	nevr	never	neaver
3. happen	hapen	happen	hapan
4. neaxt	nxt	naxt	next
5. rdey	redy	rady	ready
6. weathr	wether	weather	wather
7. heavy	hvvy	havy	hevy
8. meny	menie	many	mny
9. sayed	said	sead	sede
10. agan	egain	agean	again
11. friend	frnd	frend	freand
12. brekfast	briekfast	breakfast	brkfast
13. travl	traval	treval	travel
14. efter	eafter	after	aufter
15. inter	enter	entra	etrin
16. enswer	eanswer	aenswer	answer
17. laff	lauff	lagh	laugh
18. wint	went	wnt	weint



Waitresses share a laugh at the popular Friends café in Tongatapu, Tonga.

BUILDING BETTER SENTENCES WITH VOCABULARY

ACTIVITY 12 | Scrambled sentences

Unscramble the words to write sentences. Sometimes more than one answer is possible.
Use correct capital letters and punctuation.

1. not is a my math brother teacher

2. california from sofia not and emily are

3. my with james meeting is nine at o'clock

4. brazil not são paolo is the capital of

5. very city in large vancouver is a canada

6. vegetable a a tomato not is

7. the colors of yellow and red the chinese are flag

8. these not are very watches expensive

Vancouver is on the west coast of Canada.



ACTIVITY 13 | Finding and correcting mistakes

Circle the mistake(s) in each sentence. The number in parentheses () is the number of mistakes in that sentence. Then write the sentences correctly.

1. Ecuador are a beautiful country in South america. (2)

2. The name Ecuador is means *equator*. (1)

3. About 15 million people live in ecuador. (1)

4. Three big cities in Ecuador are guayquil, quito, and cuenca. (3)

5. many tourists come to Ecuador each year (2)

6. These tourists come to see the beautiful Mountains. (1)

7. These tourists also come to see the animals on the galapagos Islands. (1)



A Galapagos Land Iguana

ACTIVITY 14 | Writing sentences with vocabulary in context

Complete each sentence with the correct word from the box. Then copy the sentences with correct capital letters and punctuation.

best
bread

many
never

pet
ready

says
test

well
when

1. my _____ is a black and white cat

2. _____ is your birthday

3. _____ people live in China and India

4. Anna and Emily are my _____ friends

5. You can make a good sandwich with meat and _____

6. My brother and I _____ eat meat

7. Susan can speak English very _____

8. My best friend always _____ hello to everyone

9. Are you _____ to eat dinner now

10. We have a big spelling _____ tomorrow

WRITING

ACTIVITY 15 | Completing a paragraph

Complete the paragraph with words from the box. Circle the letters that need to be capital letters. Then copy the paragraph on a separate piece of paper.

a lot	country	is	photo
capital	from	Mi Sun	United

My Math Class

¹ this is a _____ of my math class.² kyoko _____ from japan. ³ ahmad and mohamad are from the _____ arab emirates. ⁴ the united arab emirates is a small _____ in the middle east. ⁵ _____ is from seoul. ⁶ seoul is the _____ of korea. ⁷ carlos is _____ costa rica. ⁸ i like the men and women in this class _____.

ACTIVITY 16 | Guided writing

Write the paragraph from Activity 15 again, but make the changes listed below.

Title: Change *Math* to *English*.

Sentence 1: Change *Math* to *English*.

Sentence 3: Change *Ahmad* and *Mohamad* to *Omar*. Use the correct form of *be*.
Change *the United Arab Emirates* to *Saudi Arabia*.

Sentence 4: Change *the United Arab Emirates* to *Saudi Arabia*. Change *small* to *large*.

Sentence 5: Change *Seoul* to *Busan*.

Sentence 6: Change *Seoul* to *Busan*. Add *not* in the correct place.

Sentence 7: Change *Carlos* to *Juan* and *Pedro*. Use the correct form of *be*.

ACTIVITY 17 | Writing sentences

Write five to ten sentences on a separate piece of paper. Write about your classmates or friends. Tell their names and the country or city where they are from. For help, you can follow the examples in Activity 15 and Activity 16.

3 | The Simple Present



OBJECTIVES

- Write sentences with the simple present
- Spell common words with the sound of *i* in *fish*
- Write about a daily routine



A waiter sets a table on a floating dining room at sunrise.

FREEWRITE | Write about the things you do every day.

GRAMMAR FOR WRITING



People use their cell phones for many things. This girl uses hers to take a picture.

The Simple Present Affirmative

The **simple present** form of verbs is used for actions that happen many times or are always true. In the simple present, most verbs have two forms: the **base form** (live, eat, work) and the **-s form** (lives, eats, works). These verbs are **regular**. For most regular verbs, add *s* to make the **-s** form.

SUBJECT	VERB FORM	EXAMPLES
I You We They	base form	come from Canada. make coffee in the morning. work a lot.
He She It	-s form	comes from Mexico. makes a lot of noise. works hard.

There are also many irregular verbs in English, such as *be*. Remember from Unit 1 that *be* has three forms in the simple present. Here is a list of common regular and irregular verbs.*

VERB	EXAMPLE
am (be)	I am from the United States.
are (be)	Your answers are excellent.
come	We never come home late.

find	Can you find my country on that map?
get	I get many emails every day.
give	The teacher gives a test to every student.
go	You go to school by car.
has	My name has ten letters.
have	We have many friends.
is	Everything is OK.
know	You know French and Spanish.
like	She likes coffee with milk and sugar.
look	Please look at question number ten.
make	I make coffee every morning.
say	Please say your name slowly.
see	I see you.
take	Please take a cookie.
think	I think the time is seven o'clock.
use	I use my cell phone many times every day.
work	He works at the bank.

*Based on the General Service List, Corpus of Contemporary American English, and other corpus sources

ACTIVITY 1 | Finding verbs in sentences

Circle the verb in each sentence. Underline the subjects.

1. I have busy Mondays.
2. My day begins very early.
3. I take a shower at 6 a.m.
4. I eat breakfast.
5. My friend arrives at 7 a.m.
6. She drives me to school.
7. We have our first class together.
8. I have five classes on Mondays.
9. I also have a language club meeting after school.
10. My mother drives me home at the end of the day.

ACTIVITY 2 | Using verbs in sentences

Complete each sentence with the correct verb from the box. Use the photos to help you. Then copy the sentences with correct capital letters and punctuation.

eat

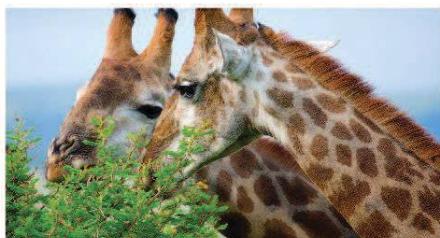
make

sit

fly

run

swim



1. giraffes _____ leaves



2. fish _____ in the ocean



3. horses _____ very fast



4. monkeys _____ in trees



5. birds _____ in the sky



6. bees _____ honey

Spelling the -s Form

The spelling of the *-s* form depends on the final letters of the verb.

For verbs that end in *ss, sh, ch, z, and x*, add *es*.

The mailman **passes** our house every day.

My neighbor **washes** her car on the weekends.

Our family always **watches** TV at night.

The teacher **quizzes** the students often.

The chef **mixes** the ingredients.

For verbs that end in a vowel + *y* (*play, say*), add *s*.

My brother **plays** baseball on the weekends.

The professor **says** many interesting things.

For verbs that end in a consonant + *y* (*cry, try*), change the *y* to *i* and add *es*.

The baby **cries** a lot.

The team always **tries** to win.

Common Mistakes

MISTAKE	PROBLEM	CORRECT
Ed and Linda in Texas.	verb missing	Ed and Linda live in Texas.
Ed work in a big office.	-s ending missing	Ed works in a big office.
Ed is wakes up at 6 a.m. every day.	extra verb	Ed wakes up at 6 a.m. every day.
Ed trys to sleep seven hours every night.	spelling of the verb	Ed tries to sleep seven hours every night.



ACTIVITY 3 | Spelling verbs that end in ss, sh, ch, z, and x

Write the correct form of the verb for each subject.

- | | | | | |
|------------------|-------|-------|---------|-------|
| 1. teach | you | _____ | she | _____ |
| 2. finish | he | _____ | we | _____ |
| 3. pass | I | _____ | the bus | _____ |
| 4. fix | she | _____ | you | _____ |
| 5. miss | you | _____ | she | _____ |
| 6. catch | he | _____ | we | _____ |
| 7. buzz | a bee | _____ | it | _____ |
| 8. push | you | _____ | he | _____ |

ACTIVITY 4 | Spelling verbs that end in y

Write the correct form of the verb for each subject.

- | | | | | |
|-----------------|-------------|-------|------------|-------|
| 1. study | we | _____ | she | _____ |
| 2. carry | she | _____ | you | _____ |
| 3. buy | they | _____ | the doctor | _____ |
| 4. stay | we | _____ | my uncle | _____ |
| 5. hurry | you | _____ | she | _____ |
| 6. try | a student | _____ | students | _____ |
| 7. fly | pilots | _____ | a pilot | _____ |
| 8. enjoy | every child | _____ | children | _____ |

Irregular Verbs in the Simple Present

Have, do, and go are **irregular verbs**. They have irregular -s forms.

SUBJECT	BASE FORM	SUBJECT	-S FORM
I	have	He	has
You	do	She	does
We	go	It	goes
They			

ACTIVITY 5 | Writing verbs in sentences

Complete the paragraph with the correct form of the verbs in parentheses.

1. Ahmed (have) _____ an interesting job. He drives a taxi.
2. He (do) _____ this in a big city.
3. He meets many different people and (go) _____ to many different places.
4. People often (have) _____ conversations with him.
5. He likes to hear about the places people (go) _____.
6. He also likes to hear about what other people (do) _____.



A taxi driver in Oman

ACTIVITY 6 | Writing sentences

Circle the verb in each sentence. Then copy the sentences. Use correct capital letters and punctuation.

1. i study english at smith college

I study English at Smith College.

2. i am in the beginning class
-

3. my class has 12 students
-

4. i am from saudi arabia
-

5. four students come from japan
-

6. they speak japanese
-

7. five students speak spanish
-

8. they come from mexico and peru
-

9. meilin is from china
-

10. she speaks chinese
-

11. one student comes from korea
-

12. his name is kwan
-

The Simple Present Negative

To make a negative statement in the simple present, use *do not* or *does not* before the base form of the verb.

SUBJECT	DO/DOES NOT	VERB (+ OTHER INFORMATION)
I You We They	do not	have a car. run.
He She It	does not	go to bed early.

The contraction for *do not* is *don't*. The contraction for *does not* is *doesn't*. Do not use these contractions in formal writing.

Common Mistakes

MISTAKE	PROBLEM	CORRECT
Ed and Linda no live in Korea.	wrong negative	Ed and Linda do not live in Korea.
Ed do not works in a big office.	-s ending with <i>do not</i>	Ed does not work in a big office.
Ed is not wake up at 7 a.m. every day.	wrong verb with <i>not</i>	Ed does not wake up at 7 a.m. every day.

ACTIVITY 7 | Writing negative sentences

The information about these countries is not correct. Write the sentences again with negative verbs. Use correct capital letters and punctuation.

1. people in brazil speak spanish

People in Brazil do not speak Spanish.

2. the flag of colombia has four colors

3. most people in canada work on sunday

4. the capital of japan is kyoto

5. most people in saudi arabia work on friday

BUILDING BETTER VOCABULARY AND SPELLING

Words with the Sound of *i* in *Fish**

ACTIVITY 8 | Which words do you know?

Read the words with the sound of *i* in *fish*. Follow the directions.

1. Notice the spelling patterns.
2. Check (✓) the words you know.
3. Look up new words in a dictionary.
4. Write the meanings in your notebook.



fish

WORDS TO KNOW

GROUP 1:

Words spelled with i

- big
- bridge
- chicken
- city
- delicious
- did
- different
- difficult
- dinner
- drink**
- fish
- give
- him
- his
- if

- in
- interesting
- is
- it
- kitchen
- list
- little
- live
- milk
- minute
- pink**
- ring
- sick
- sing
- sister
- sit
- six

- swim
- thing
- think**
- this
- which
- will
- win
- winter
- with

GROUP 2:

Other spellings

- been
- busy
- pretty
- women

*List is from: Spelling Vocabulary List © 2013 Keith Folse

**Note: The vowel sound in *ink* (e.g., in the words *drink*, *pink*, and *think*) may sound like the *e* in *he* or *eat* to some speakers.

ACTIVITY 9 | Matching

Match each picture with a word from the Words to Know list.



1. _____



4. _____



2. _____

5. _____



3. _____

6. _____

ACTIVITY 10 | Spelling words with the sound of *i* in *fish*

Fill in the missing letters to spell words with the sound of *i* in *fish*. Then copy each word.

1. g ____ ve _____

6. w ____ n _____

2. b ____ sy _____

7. w ____ nter _____

3. w ____ ll _____

8. spr ____ ng _____

4. l ____ st _____

9. ____ t _____

5. pr ____ tty _____

10. wh ____ ch _____

ACTIVITY 11 | Scrambled letters

Unscramble the letters to write words that have the sound of *i* in *fish*.

- | | | | |
|----------------|-------|------------------|-------|
| 1. s b y u | _____ | 7. i c h w h | _____ |
| 2. i k l m | _____ | 8. e i n r t w | _____ |
| 3. p t y r e t | _____ | 9. e t u i m n | _____ |
| 4. d d l e i m | _____ | 10. b d e g i r | _____ |
| 5. e g i v | _____ | 11. b e n e | _____ |
| 6. m n o e w | _____ | 12. e n k t i ch | _____ |

03 ACTIVITY 12 | Spelling practice

Write the words that you hear. You will hear each word two times.

- | | | |
|----------|----------|-----------|
| 1. _____ | 5. _____ | 9. _____ |
| 2. _____ | 6. _____ | 10. _____ |
| 3. _____ | 7. _____ | 11. _____ |
| 4. _____ | 8. _____ | 12. _____ |

ACTIVITY 13 | Which spelling is correct?

Read each pair of words. Circle the word that is spelled correctly.

A	B	A	B
1. chicken	checkin	11. sing	seng
2. did	ded	12. sitt	sit
3. pritty	pretty	13. thnk	think
4. ben	been	14. hes	his
5. giv	give	15. intrsting	interesting
6. if	ife	16. little	littl
7. list	liste	17. dennir	dinner
8. city	sity	18. swime	swim
9. big	bigg	19. bisy	busy
10. liv	live	20. women	womin

ACTIVITY 14 | Cumulative spelling review, Units 1–3

Circle the word in each set that is spelled correctly.

A	B	C	D
1. denner	dinnr	denner	dinner
2. limun	limon	lemon	lemin
3. esimple	simple	semble	semple
4. frind	frend	freind	friend
5. bein	been	bn	ben
6. everything	evrithing	everythng	evrithng
7. swem	eswem	eswim	swim
8. niver	nivr	never	nivr
9. happen	hapen	happen	happin
10. bisy	busy	buesy	bissy
11. neaxt	nixt	nxt	next
12. minute	menit	minit	menute
13. pik	pick	bik	bick
14. egain	agen	again	agin
15. ridy	redy	rady	ready
16. letle	littl	little	litl
17. winter	wnter	wintir	wentir
18. enstead	instead	ensted	insted
19. Jenuary	January	Jinuary	Jonuary
20. laugh	leagh	lagh	laf

Sisters pick carrots at a rooftop farm in Boston, Massachusetts.



BUILDING BETTER SENTENCES WITH VOCABULARY

ACTIVITY 15 | Scrambled sentences

Unscramble the words and phrases to write sentences. Use correct capital letters and punctuation.

1. jason thompson / job / a very important / has

2. he / the president / is / of a company

3. he / to his company / every day / goes

4. to the company / he / at seven / gets

5. leaves / at six / he

6. does not go / home early / he

7. talks / with many people / he

8. free time / he / a lot of / does not have

9. very good / he / is / at his job

ACTIVITY 16 | Finding and correcting mistakes

Circle the mistake(s) in each sentence. The number in parentheses () is the number of mistakes in that sentence. Then write the sentences correctly.

- 1.** I am from mexico. (1)

- 2.** My favorit holiday is New Year's. (1)

- 3.** We celebrate it at Midnight on December 31. (1)

- 4.** We are eat 12 grapes in one minute. (1)

- 5.** We eat one grape for each month of the year (1)

- 6.** We wishes for 12 good things for the new year. (1)

- 7.** My famili and I eat a really big dinner together. (1)

- 8.** Sometimes we eat Turkey. (1)

- 9.** Sometimes we eats a special Mexican food called *mole*. (1)

- 10.** My family and I not leave our house on this important day. (1)

ACTIVITY 17 | Writing sentences with vocabulary in context

Complete each sentence with the correct word from the box. Then copy the sentences with correct capital letters and punctuation.

big

give

pretty

which

winter

busy

list

spring

win

women

1. _____ car do you like

2. can you _____ me a different book

3. i hope we _____ the football game

4. all the plants are green in _____

5. the weather can be very cold in _____

6. here is a _____ of things we need from the store

7. the office is so _____ today

8. we will take a _____ exam tomorrow

9. those roses are really _____

10. my english class has eight men and ten _____ in it

WRITING

ACTIVITY 18 | Completing a paragraph

Complete the paragraph with words from the box. Circle the letters that need to be capital letters. Then copy the paragraph on a separate piece of paper.

after
are

class
do

Lincoln
lunch

math
sit

sleep
start

A Daily Routine

¹ laura and maria _____ students. ² they go to _____ high school. ³ they _____ school at 7:30 a.m. ⁴ they have math _____ first. ⁵ they enjoy _____ very much. ⁶ at 12:00 p.m., they eat _____. ⁷ they _____ with their friends in the cafeteria. ⁸ _____ school, they have soccer practice. ⁹ they _____ homework after dinner. ¹⁰ they go to _____ early because they are tired.

ACTIVITY 19 | Guided writing

Write the paragraph from Activity 18 again, but make the changes listed below.

- Sentence 1: Change *Laura and Maria* to *Maria*. Use the correct form of *be*. Change *students* to *a student*.
- Sentence 2: Change *they* to *she*. Use the *-s* form of the verb. Make this same change to sentences 3–10.
- Sentence 5: Use the negative form of *enjoy*.
- Sentence 7: Change *their* to *her*.
- Sentence 8: Change *soccer* to *tennis*.
- Sentence 10: Change *early* to *late*. Use the negative form of *be*.
-
-
-
-
-

ACTIVITY 20 | Writing sentences

Write five to ten sentences on a separate piece of paper. Write about the daily routine of someone you know. For help, you can follow the examples in Activity 18 and Activity 19.

4 | Nouns



OBJECTIVES

- Recognize and use nouns in a sentence
- Spell common words with the sound of *o* in *hot*
- Write about two cities



A general view of Dubai from the Burj Khalifa

FREEWRITE | Write about a city you know well.

GRAMMAR FOR WRITING

What Is a Noun?

A **noun** names a person, place, or thing.

PERSON	PLACE	THING
a boy	a city	a language
a girl	our country	a watch
my teacher	a hotel	a cat
Joe	Paris	a leg
Ellen	Mexico	Honda
Mrs. Lopez	Central Hotel	Earth

ACTIVITY 1 | Finding nouns in sentences

Circle the nouns in the sentences. The number in parentheses () is the number of nouns in that sentence.

1. What is your favorite food? (1)
2. This is an excellent question. (1)
3. My favorite food for breakfast is a sandwich with eggs. (4)
4. My favorite food for lunch is salad. (3)
5. My favorite food for dinner is chicken with lemons and red peppers. (5)
6. My favorite food for dessert is chocolate. (3)
7. Chocolate is the best food. (2)
8. I eat chocolate every day. (2)



Singular and Plural Nouns

The **singular** form (*girl*) is for one. The **plural** form (*girls*) is for two or more.

SINGULAR	PLURAL	SPELLING RULE
an animal	three animals	For most nouns, add s.
an address	two addresses	For nouns that end in <i>ch, sh, ss, o, x</i> , add es.
a baby	five babies	For nouns that end in consonant + <i>y</i> , change <i>y</i> to <i>i</i> and then add es.
a day	ten days	For nouns that end in vowel + <i>y, j</i> add <i>s</i> .
a knife	four knives	For nouns that end in <i>f</i> , change <i>f</i> to <i>v</i> and then add es.

Irregular nouns do not have an *s* ending. They have different plural forms. Here are some examples.

child—children

fish—fish

foot—feet

man—men

mouse—mice

person—people

tooth—teeth

woman—women

Count vs. Non-count Nouns

If a plural noun is formed with an *s*, it is countable. These nouns are called **count nouns**. Some nouns are not countable. They do not have a plural form. These nouns are **non-count nouns**.

COUNT NOUNS	NON-COUNT NOUNS
a test , two tests	Ø homework
a chair , three chairs	Ø furniture
a slice of bread, a few slices of bread	Ø bread

ACTIVITY 2 | Using nouns in sentences

Each sentence has two mistakes with a noun. Copy the sentences with the correct forms of the nouns. Use correct capital letters and punctuation.

1. two week have fourteen day

Two weeks have fourteen days.

2. some young child have problems with their tooth

3. we have one teachers for two hour every morning

4. some peoples prefer to do their homeworks late at night

5. how many day are there in a years

Proper Nouns

A **proper noun** is the name of a specific person, place, or thing. It always begins with a capital letter. If a proper noun consists of more than one word, often the first letter of each word is capitalized. Do not capitalize other letters in a proper noun.

NOUN	PROPER NOUN
a city	Cairo, Dubai, New York, Shanghai, Tokyo
names/titles	Dr. Hadad, Michelle Obama, Mr. Nelson, <i>Great Writing</i>
days	Monday, Tuesday, Friday, Saturday
languages	Arabic, Chinese, Japanese, Korean, Spanish

Common Mistakes

MISTAKE	PROBLEM	CORRECT
new york	capital letters missing at the beginning	New York
SEPTEMBER	all capital letters	September
furnitures	non-count nouns are never plural	furniture
many familys	wrong plural spelling	many families

ACTIVITY 3 | Categorizing proper nouns

Categorize the proper nouns. Write PN for *person*, PL for *place*, and T for *thing*.

- | | | | |
|---------------|-------|------------------|-------|
| 1. Arabic | _____ | 6. Toyota | _____ |
| 2. January | _____ | 7. Spain | _____ |
| 3. California | _____ | 8. Dr. Brown | _____ |
| 4. Ben | _____ | 9. Professor Lee | _____ |
| 5. Emma | _____ | 10. Bangkok | _____ |

ACTIVITY 4 | Using nouns in sentences

Complete each sentence with a proper noun from Activity 3.

1. _____ is the first month of the year.
2. _____ is a name for a boy.
3. _____ is a name for a girl.
4. _____ is a company that makes cars.
5. _____ is the language in Egypt and Morocco.

6. _____ is a state in the United States.
7. _____ is a country in Europe.
8. _____ is the capital of Thailand.
9. _____ is a name of a doctor.
10. _____ is a name of a teacher.

ACTIVITY 5 | Scrambled words

Unscramble the letters to write nouns. Read the hints in parentheses to help you. Use correct capital letters.

1. e e e m b d r c _____ (the last month of the year)
2. n v e e s _____ (the number after six)
3. 1 l o y e w _____ (a color)
4. r e p u _____ (a country in South America)
5. m a k r d e n _____ (a country in Europe)
6. w d s d a y e n e _____ (a day of the week)
7. e h l l o _____ (a greeting)
8. s e y _____ (the opposite of *no*)

ACTIVITY 6 | Writing sentences

Write six sentences using the information in Activity 5. Follow the example given and the sentences in Activity 4. Use correct capital letters and punctuation.

1. December is the last month of the year.
2. _____
3. _____
4. _____
5. _____
6. _____

BUILDING BETTER VOCABULARY AND SPELLING

Words with the Sound of o in *Hot**

ACTIVITY 7 | Which words do you know?

Read the words with the sound of *o* in *hot*. Follow the directions.

1. Notice the spelling patterns.
2. Check (✓) the words you know.
3. Look up new words in a dictionary.
4. Write the meanings in your notebook.



hot

WORDS TO KNOW

GROUP 1:

Words spelled with o

body

bother

bottle

bottom

box

clock

comma AW

common

cotton

doctor

drop

everybody

got

hot

impossible

job AW

lock

lot

not

October

possible

pot

rob

rock

shop

socks

somebody

stop

top

GROUP 2:

Other spelling

father

*List is from: Spelling Vocabulary List © 2013 Keith Folse

In October, the leaves change colors in many places in the United States.

ACTIVITY 8 | Matching

Match each picture with a word from the Words to Know list.



1. _____

4. _____



2. _____

5. _____



3. _____

6. _____

ACTIVITY 9 | Spelling words with the sound of *o* in *hot*

Fill in the missing letters to spell words with the sound of *o* in *hot*. Then copy each word.

1. j _ b _____

6. p _ t _____

2. imp _ ssible _____

7. l _ t _____

3. d _ ctor _____

8. c _ mmon _____

4. b _ x _____

9. h _ t _____

5. g _ t _____

10. n _ t _____

ACTIVITY 10 | Scrambled letters

Unscramble the letters to write words that have the sound of *o* in *hot*.

- | | | | |
|--------------------|-------|-----------------|-------|
| 1. a c o m m | _____ | 7. y d o b | _____ |
| 2. c k o s s | _____ | 8. b e l o t t | _____ |
| 3. c n m o o m | _____ | 9. b o r | _____ |
| 4. o c k r | _____ | 10. h e r f a t | _____ |
| 5. o m e b d s o y | _____ | 11. o c l k c | _____ |
| 6. s s o p e l i b | _____ | 12. o t t o m b | _____ |

04 ACTIVITY 11 | Spelling practice

Write the words that you hear. You will hear each word two times.

- | | | |
|----------|----------|-----------|
| 1. _____ | 5. _____ | 9. _____ |
| 2. _____ | 6. _____ | 10. _____ |
| 3. _____ | 7. _____ | 11. _____ |
| 4. _____ | 8. _____ | 12. _____ |

ACTIVITY 12 | Which spelling is correct?

Read each pair of words. Circle the word that is spelled correctly.

A	B	A	B
1. everybody	everybody	11. drop	drap
2. fother	father	12. got	gott
3. bottle	botle	13. lot	lat
4. not	nat	14. Octaber	October
5. imposible	impossible	15. possible	posible
6. bodi	body	16. shap	shop
7. bottom	botom	17. soks	socks
8. bax	box	18. sombody	somebody
9. clok	clock	19. common	comon
10. coton	cotton	20. hot	het

ACTIVITY 13 | Cumulative spelling review, Units 1–4

Circle the word in each set that is spelled correctly.

A	B	C	D
1. bax	box	becks	bocks
2. limun	limon	lemon	lemun
3. stop	stap	estop	estap
4. cammen	cammon	commen	common
5. frund	frind	frend	friend
6. rab	rob	rabb	robb
7. everything	evrithing	everythng	evrithng
8. sokz	soks	socks	saks
9. niver	nivor	never	nover
10. hoppan	hapan	happen	hoppen
11. drep	drop	drap	drahp
12. botm	batm	bottom	botom
13. minit	minute	menit	menute
14. klok	klock	clok	clock
15. agin	agen	again	agein
16. ready	ridy	redy	rady
17. letle	littl	little	lottle
18. buzy	busy	bisi	bizi
19. enstead	insted	instead	ensted
20. Oktobr	Oktober	October	Octobr

The famous clock tower in London, England, is known as Big Ben.



BUILDING BETTER SENTENCES WITH VOCABULARY

ACTIVITY 14 | Scrambled sentences

Unscramble the words and phrases to write sentences. Use correct capital letters and punctuation.

1. my name / amina / is

2. from senegal / i / am

3. in west africa / senegal / is / a country

4. a common name for girls / amina / is / in my country

5. in my country / can understand / many people / more than two languages

6. french and wolof / can speak / i

7. i / english / can also understand

Dakar is the capital of Senegal.



ACTIVITY 15 | Finding and correcting mistakes

Circle the mistake(s) in each sentence. The number in parentheses () is the number of mistakes in that sentence. Then write the sentences correctly.

1. January is the first Month. (1)

2. december Is the last Month. (3)

3. december has 31 Days. (2)

4. September has 30 day (2)

5. My Favorite months is November. (2)

ACTIVITY 16 | Writing sentences with vocabulary in context

Complete each sentence with the correct word from the box. Then copy the sentences with correct capital letters and punctuation.

box	doctor	impossible	lock	not
common	hot	job	lot	pot

1. the weather in miami in july is very _____

2. what is your _____ at the company

3. smith and jones are very _____ last names in england

4. this _____ of chocolates is from your friend

5. i do _____ like to be sick

6. there is a _____ of soup on the stove

7. you need to go to school for many years to be a _____

8. _____ the door when you leave the house

9. I get a _____ of emails every day

10. This video game is _____ to win

WRITING

ACTIVITY 17 | Completing a paragraph

Complete the paragraph with words from the box. Circle the letters that need to be capital letters. Then copy the paragraph on a separate piece of paper.

center
cities

country
is

not
Riyadh

Saudi
sea

Two Cities in Saudi Arabia

1 _____ arabia is a big country. 2 it _____ in the middle east. 3 jeddah and riyadh are two _____ in saudi arabia. 4 jeddah is on the red _____ . 5 it is an important city, but it is _____ the capital of saudi arabia. 6 _____ is the capital of saudi arabia. 7 it is in the _____ of the country. 8 saudi arabia is the _____ with the most land in the middle east.

Jeddah, Saudi Arabia,
is on the Red Sea.



ACTIVITY 18 | Guided writing

Write the paragraph from Activity 17 again, but make the changes listed below.

- Title: Change *Saudi Arabia* to *the United States*.
- Sentence 1: Change *Saudi Arabia* to *the United States*. Make this same change to sentences 3, 5, 6, and 8. Use a capital letter on *the* in sentences 1 and 8.
- Sentence 2: Change *the Middle East* to *North America*. Make this same change to sentence 8.
- Sentence 3: Change *Jeddah* to *Los Angeles* and *Riyadh* to *Washington, DC*.
- Sentence 4: Change *Jeddah* to *Los Angeles*. Change *Red Sea* to *Pacific Ocean*.
- Sentence 6: Change *Riyadh* to *Washington, DC*.
- Sentence 7: Change *center* to *east*.
- Sentence 8: Change *land* to *people*.

ACTIVITY 19 | Writing sentences

Write five to ten sentences on a separate piece of paper. Write about two cities in the same country. For help, you can follow the examples in Activity 17 and Activity 18.

5 | Pronouns



OBJECTIVES

- Use pronouns in a sentence
- Spell common words with the sound of *u* in *cup*
- Write about the job of someone you know

Chinese astronauts do survival training in the Badain Jaran Desert in northwest China's Gansu Province.



FREEWRITE | Write about an exciting job.

GRAMMAR FOR WRITING

What Is a Pronoun?

A **pronoun** is a word that takes the place of a noun. Two common types of pronouns are **subject pronouns** and **object pronouns**.

Subject pronouns come before the verb. Object pronouns usually come after the verb.

FORM	SUBJECT PRONOUNS	OBJECT PRONOUNS	EXAMPLES
Singular	I	me	I <u>see</u> the cat. The cat <u>sees</u> me.
	you*	you	You <u>like</u> cats. Cats <u>like</u> you.
	he	him	He <u>does not like</u> cats. Cats <u>do not like</u> him.
	she	her	She <u>hears</u> the cat. The cat <u>hears</u> her.
	it	it	It <u>sees</u> a dog. The dog <u>sees</u> it.
Plural	we	us	We <u>see</u> the animals. The animals <u>see</u> us.
	they	them	They <u>play</u> together every day. We <u>play</u> with them, too.

*You can be singular or plural.

Object pronouns can also come after a preposition.

The teacher looks at me.

The bus stops for them.

I talk to you every day.

Common Mistakes

MISTAKE	PROBLEM	CORRECT
Maria is my friend. He is nice.	subject pronoun gender	Maria is my friend. She is nice.
Where are my keys? I can't find it.	object pronoun form	Where are my keys? I can't find them .
My mother she is 42 years old.	noun + pronoun for the same person	My mother is 42 years old. Or: She is 42 years old.

Dogs play at the beach.



ACTIVITY 1 | Identifying pronouns

Circle the subject pronouns in the sentences. Underline any object pronouns.

1. My name is Robert. I am from Boston.
2. My sister calls me Bob. She likes Bob better than Robert.
3. She really likes the name Bob. I do not like it very much.
4. My sister is a teacher. She has 28 students now. She teaches math to them.
5. They like her. She is a very good teacher.

ACTIVITY 2 | Choosing pronouns

Choose the correct pronouns for each sentence.

1. (I / Me) live with Joe. (He / Him) is nice. It is easy to live with (he / him).
2. (I / Me) don't like tests. (They / Them) are very difficult for (I / me).
3. The blue whale is a big animal. (He / She / It) is the biggest animal on Earth.
4. Cell phones are very useful. (We / Us) can use (they / them) for many things. For example, (we / us) can call people, take pictures, and send messages with (they / them).
5. Most people in South America speak Spanish. People in Brazil do not speak Spanish. (They / Them) speak Portuguese. (He / She / It) is not the same as Spanish. (It / They) are different languages.

ACTIVITY 3 | Writing sentences with subject and object pronouns

Write the first sentence on the line. Then write another sentence that uses the words in parentheses and a pronoun. Follow the examples.

1. I like this shirt. (very nice)
I like this shirt. It is very nice.
2. We want to eat some carrots. (we like)
We want to eat some carrots. We like them.
3. Ellen and Ali work at the bank. (like their jobs)

4. You need to talk to Maria. (please call)

5. My car is in the shop. (needs a repair)

6. My glasses are missing. (are not on the table)

7. My friends like chocolate. (this chocolate cake is for)

8. I like ice cream. (is delicious)

9. That computer is expensive. (you do not need)

10. Lucas needs this check. (please take it to)

ACTIVITY 4 | Writing sentences

Divide the line of words into two sentences. Use correct capital letters and punctuation.
Underline the subject pronouns. Double underline any object pronouns.

1. jia is from china she speaks chinese

Jia is from China. She speaks Chinese.

2. the teacher wants to talk to julio and me he needs to talk to us soon

The teacher wants to talk to Julio and me. He needs to talk to us soon.

3. the woman bakes bread for the neighbors she loves to bake it for them

4. this math class has twenty students in it they are from five countries

5. my friends and i play soccer every saturday we are pretty good at it

6. two of the students come from japan they are brothers

7. emily and i study english at smith college we like it very much

8. carlos speaks spanish and english well they are easy for him

BUILDING BETTER VOCABULARY AND SPELLING

Words with the Sound of *u* in *Cup**

ACTIVITY 5 | Which words do you know?

Read the words with the sound of *u* in *cup*.

1. Notice the spelling patterns.
2. Check (✓) the words you know.
3. Look up new words in a dictionary.
4. Write the meanings in your notebook.



cup

WORDS TO KNOW

GROUP 1:

Words spelled with **u**

- bus
- cup
- cut
- fun
- funny
- husband
- July
- just
- lunch
- must
- number
- run
- summer
- sun
- Sunday
- under
- up

GROUP 2:

Words spelled with **o**

- brother
- come

- company
- computer **AW**
- Korea
- Monday
- money
- month
- mother
- none
- one
- other
- son
- today**
- together**

GROUP 3:

Words spelled with **a**

- about
- above
- America
- another
- Brazil
- Japan
- sofa

- was
- what

GROUP 4:

Words spelled with **ou**

- country
- cousin
- enough
- famous
- trouble
- young

GROUP 5:

io in **tion** or **sion**

- action
- discussion
- question

GROUP 6:

Other spellings

- because**
- before**
- does
- Peru

*List is from: Spelling Vocabulary List © 2013 Keith Folse

**Note: The *o* in *today* and *together*, the *au* in *because*, and the *e* in *before* sound like the *u* in *cup* in informal pronunciation.

ACTIVITY 6 | Matching

Match each picture with a word from the Words to Know list.



1. _____



4. _____



2. _____



5. _____



3. _____



6. _____

ACTIVITY 7 | Spelling words with the sound of *u* in *cup*

Fill in the missing letters to spell words with the sound of *u* in *cup*. Then copy the correct word.

1. fam _____ s _____

6. _____ bout _____

2. n _____ ne _____

7. l _____ nch _____

3. t _____ gether _____

8. _____ p _____

4. en _____ gh _____

9. j _____ st _____

5. tr _____ ble _____

10. M _____ nday _____

ACTIVITY 8 | Scrambled letters

Unscramble the letters to write words that have the sound of *u* in *cup*.

- | | |
|--------------------|----------------|
| 1. b n d a h u s | 7. c h l u n |
| 2. s o d e | 8. s m r m u e |
| 3. m o e c | 9. d u n r e |
| 4. b u n m r e | 10. t w a h |
| 5. t o i n s q u e | 11. l y J u |
| 6. u t s m | 12. y a d o t |

105 ACTIVITY 9 | Spelling practice

Write the words that you hear. You will hear each word two times.

- | | | |
|----------|----------|-----------|
| 1. _____ | 5. _____ | 9. _____ |
| 2. _____ | 6. _____ | 10. _____ |
| 3. _____ | 7. _____ | 11. _____ |
| 4. _____ | 8. _____ | 12. _____ |

ACTIVITY 10 | Which spelling is correct?

Read each pair of words. Circle the word that is spelled correctly.

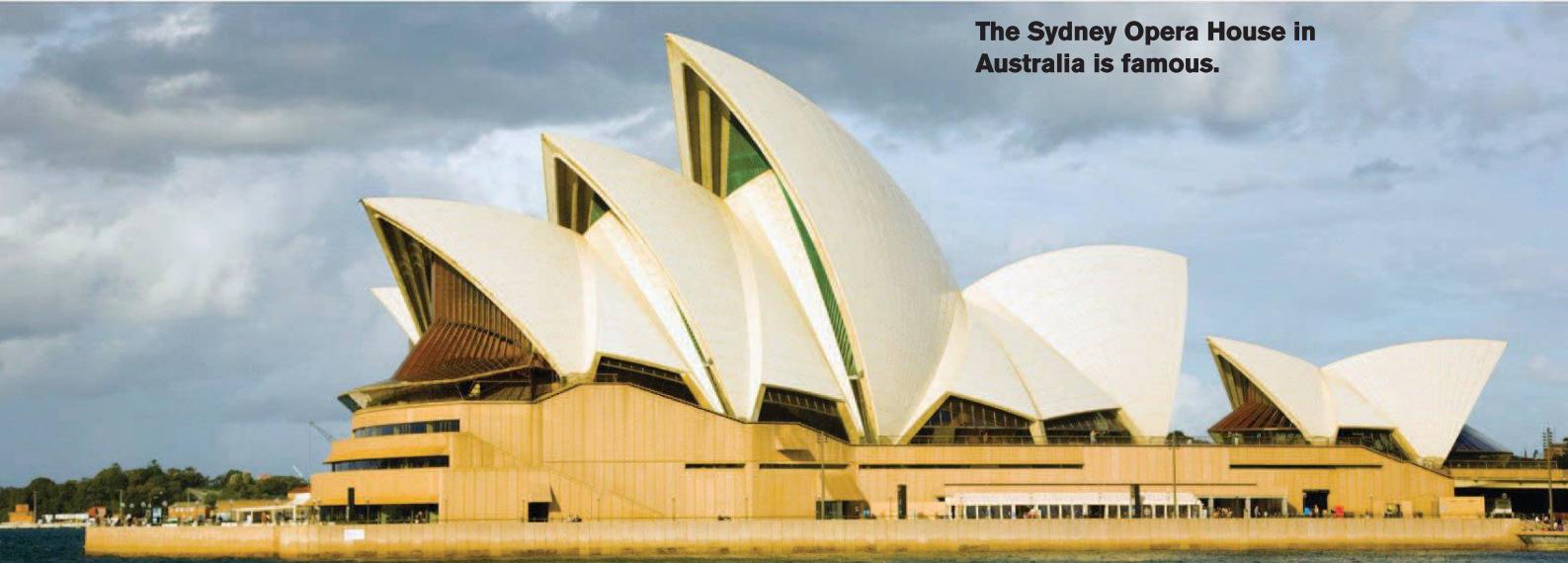
A	B	A	B
1. becos	because	11. nomber	number
2. befor	before	12. sumer	summer
3. blud	blood	13. Sunday	Sunday
4. information	enformation	14. onder	under
5. yong	young	15. mony	money
6. cosin	cousin	16. noone	none
7. contry	country	17. tday	today
8. funy	funny	18. together	togther
9. husband	husband	19. abave	above
10. lunch	lonch	20. another	onother

ACTIVITY 11 | Cumulative spelling review, Units 1–5

Circle the word in each set that is spelled correctly.

A	B	C	D
1. truble	trable	troble	trouble
2. famos	femous	famous	femous
3. possbli	possbli	passable	possible
4. under	onder	ander	undar
5. action	actien	actin	actiun
6. alredy	alrady	already	alridy
7. family	famely	famly	fomly
8. lenguaje	languaje	language	lenguage
9. summer	sumer	summer	samer
10. defficult	difficult	deficalt	difficalt
11. Ingles	Inglish	Englishe	English
12. everybody	everybady	evrybody	evrybady
13. very	bery	wery	bary
14. busines	bisiness	business	bisiness
15. come	com	cume	coume
16. cuestion	question	kwestion	cuoustion
17. beacos	becos	because	becuse
18. socs	socks	sockes	saucks
19. necesari	necessari	necessary	necessary
20. cntinue	continue	cuntinue	countinue

The Sydney Opera House in Australia is famous.



BUILDING BETTER SENTENCES WITH VOCABULARY

ACTIVITY 12 | Scrambled sentences

Unscramble the words to write sentences. Use correct capital letters and punctuation.

1. maria gonzalez doctor is a

2. is doctor a she family

3. people sees ages she all of

4. them helps with she their health problems

5. many her people visit

6. busy is very she

7. a not have break does she

8. likes her she job

ACTIVITY 13 | Finding and correcting mistakes

Circle the mistake(s) in each sentence. The number in parentheses () is the number of mistakes in that sentence. Then write the sentences correctly.

1. My grandmother and my grandfather are interesting peoples. (1)

2. My grandmother has 82 years old. (1)

3. Her is a wonderful cook. (1)

4. My grandfather 80 years old. (1)

5. He take care of the garden and pets. (1)

6. My grandparents live in california. (1)

7. Like their house very much. (1)

8. We visit they a lot. (1)

ACTIVITY 14 | Writing sentences with vocabulary in context

Complete each sentence with the correct word from the box. Then copy the sentences with correct capital letters and punctuation.

about	famous	lunch	money	trouble
enough	fun	Monday	together	up

1. push the _____ button in the elevator to go to the top floor

2. this book is _____ a young girl in japan

3. my family eats dinner _____ every night

4. _____ is the day after sunday

5. we usually eat a big salad for _____

6. switzerland is _____ for cold winter weather, watches, and chocolate

7. how much _____ do those shoes cost

8. this party is really _____

9. _____ is another way to say problem

10. do you have _____ food for my cousin and my husband

WRITING

ACTIVITY 15 | Completing a paragraph

Complete the paragraph with words from the box. Circle the letters that need to be capital letters. Then copy the paragraph on a separate piece of paper.

he	him	job	not	police
helps	it	likes	officer	works

My Cousin

¹ my cousin is a police _____. ² he _____ from 3:00 p.m. to 1:00 a.m. ³ People call _____ for help. ⁴ he _____ people all over the city. ⁵ _____ is very busy. ⁶ this _____ is very difficult. ⁷ _____ is sometimes dangerous. ⁸ my cousin does _____ mind. ⁹ he _____ his job. ¹⁰ he hopes to be a _____ officer for a long time.

ACTIVITY 16 | Guided writing

On a separate piece of paper, write the paragraph from Activity 15 again, but make the changes listed below.

Title: Change *Cousin* to *Cousins*.

Sentence 1: Change *cousin* to *cousins*. Use the correct form of the verb. Change *a police officer* to *police officers*.

Sentence 2: Use the correct plural pronoun. Use the correct form of the verb. Make these same changes to sentences 4, 5, 9, and 10.

Sentence 3: Use the correct plural pronoun.

Sentence 8: Use the correct plural noun. Use the correct form of the verb.

Sentence 9: Change *his* to *their*.

Sentence 10: Use the correct plural noun.

ACTIVITY 17 | Writing sentences or a paragraph

Write five to ten sentences on a separate piece of paper. Write about the job of someone you know. Use subject and object pronouns. For help, you can follow the examples in Activity 15 and Activity 16. For more information about writing a paragraph, see the *Writer's Handbook*.

6 | Adjectives



OBJECTIVES

- Use descriptive, possessive, and demonstrative adjectives
- Use nouns as adjectives
- Spell common words with the sound of *a* in *cake*
- Write about places around the world

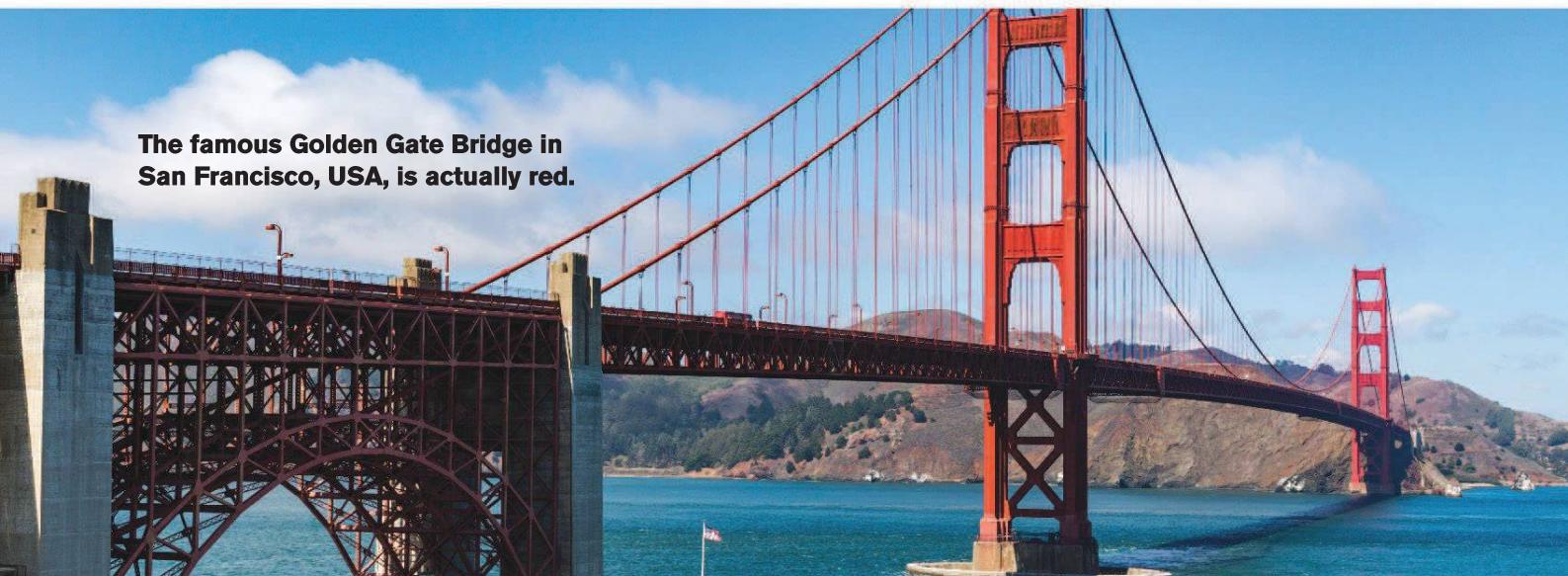


Mount Bromo is an active volcano in Java, Indonesia.

FREEWRITE | Write about a place you want to visit.

GRAMMAR FOR WRITING

The famous Golden Gate Bridge in San Francisco, USA, is actually red.



What Is an Adjective?

An **adjective** is a word that gives information about a person, a place, or a thing. There are different types of adjectives.

TYPE OF ADJECTIVE	EXAMPLES	SENTENCES
Descriptive adjectives	black, happy, bad, big, hot, difficult, pretty, empty, ready	Black clouds mean bad weather. Learning English is difficult .
Possessive adjectives	my, your, his, her, its, our, their	My car is next to your house.
Demonstrative adjectives	this, that, these, those	Those students need these pens.
Quantity adjectives	some, six, ten, many, three	Many students have three classes.
Nouns working as adjectives	all nouns	My math exam is difficult. Mr. Miller works in a pet store.
Articles*	a, an, the	A book is on the table.

*You will find more information about articles in Unit 8.

Descriptive Adjectives

Descriptive adjectives describe a noun. They come before a noun or after the verb *be*.

We have a **new** clock.

The clock is **new**.

There is no difference in the form of the adjective for a singular noun or a plural noun.

We have a **new** clock.

We have two **new** clocks.

Here is a list of common descriptive adjectives.*

ADJECTIVE	EXAMPLES
another	I have another exam tomorrow.
bad	The weather is very bad today.
big	They live in a big house.
different	Arabic and Korean are different languages.
early	I have an early class on Mondays and Wednesdays.
first	My first class begins at 8 a.m.
good	This pizza is very good .
great	Mona is a great friend.
high	People do not like high prices.
important	This information is important to me.
last	The last bus is at 9 p.m.
late	I am always late for class.
little	A kitten is a little cat.
long	The Golden Gate Bridge in San Francisco, USA, is long .
new	Do you have a new bed?
next	We are going there next Saturday.
old	My grandmother is very old .
right	What is the right answer to question 5?
same	You and I have the same birthday.
young	Michael is a nice young man.

*Based on the *General Service List*, *Corpus of Contemporary American English*, and other corpus sources

Common Endings for Descriptive Adjectives

Three very common endings for adjectives are *y*, *ful*, and *ous*.

ENDING	EXAMPLES
<i>y</i>	angry crazy easy funny healthy hungry rainy salty sleepy sunny busy dirty empty happy heavy lazy ready scary spicy thirsty
<i>ful</i>	beautiful careful colorful helpful useful wonderful
<i>ous</i>	dangerous delicious famous jealous nervous previous

Common Mistakes

MISTAKE	PROBLEM	CORRECT
I have a car red.	word order	I have a red car .
She has ten reds apples.	plural adjective	She has ten red apples .

ACTIVITY 1 | Identifying descriptive adjectives

Circle the descriptive adjectives in each sentence. The number in parentheses () is the number of descriptive adjectives in that sentence.

1. Your mother is angry about your dirty room. (2)
2. The young girl with a colorful sweater is very sleepy now. (3)
3. Our first names have the same spelling. (2)
4. This spicy pizza is delicious. (2)
5. I am sleepy and lazy today because the weather is rainy. (3)
6. High prices for food are bad for everyone. (2)
7. My old classroom is empty now. (2)
8. The new team from Spain is wonderful. (2)

Possessive Adjectives

Possessive adjectives tell you who owns something. These adjectives are: *my, your, his, her, its, our, and their*. They come in front of a noun.

SUBJECT PRONOUN	POSSESSIVE ADJECTIVE	EXAMPLE
I	my	I have a book. My <u>book</u> is interesting.
you	your	You have a car. Your <u>car</u> is white.
he	his	He has a watch. His <u>watch</u> is gold.
she	hers	She has a watch. Her <u>watch</u> is silver.
it/the watch	its	The watch is silver. Its <u>face</u> is white.
we	our	We have books. Our <u>books</u> are heavy.
they	their	They have watches. Their <u>watches</u> are expensive.

Just like descriptive adjectives, there is no difference in the form of the adjective for a singular noun or a plural noun (*my book, my books*).

Common Mistakes

MISTAKE	PROBLEM	CORRECT
Mary has his doctor appointment today.	wrong possessive adjective	Mary has her doctor appointment today.
They have theirs laptops.	plural spelling	They have their laptops.
I do not have me book.	form of adjective	I do not have my book.

ACTIVITY 2 | Using possessive adjectives in sentences

Complete the sentences with the correct possessive adjectives.

1. John is from the United States. _____ passport is dark blue.
2. Ahmed is from Saudi Arabia. _____ passport is green.
3. Elena is from Italy. _____ passport is red.
4. My good friend Mei is from China. _____ passport is green.
5. My classmate Gustavo is from Brazil. _____ passport is blue.
6. My sister and I are from Turkey. _____ passports are dark red.
7. Manuel and Gerardo are from Mexico. _____ passports are very dark green.
8. Mona is from the United Arab Emirates. _____ passport is dark blue.

ACTIVITY 3 | Writing sentences with adjectives

Write two new sentences with the descriptive adjectives in parentheses. Follow the example.

1. I have a book. (green)
 - a. I have a green book.
 - b. My book is green.
2. They speak English. (good)
 - a. _____
 - b. _____
3. You have a car. (fast)
 - a. _____
 - b. _____
4. She speaks Spanish. (good)
 - a. _____
 - b. _____

5. My father works in an office. (big)

a. _____

b. _____

6. My sister has a job. (new)

a. _____

b. _____

7. My father and my sister have pets. (interesting)

a. _____

b. _____

8. We live in a house. (small)

a. _____

b. _____

A house in Bali, Indonesia



ACTIVITY 4 | Using subject pronouns and possessive adjectives

Complete the sentences with the correct subjects or possessive adjectives. Use correct capital letters.

1. Susan likes rings. _____ has many pretty rings. _____ favorite ring is from Turkey.
2. Abdul is from Saudi Arabia. _____ passport is green. _____ speaks Arabic. _____ lives with _____ family in Jeddah.
3. Maria is from Peru. _____ speaks Spanish. _____ works at a big bank. _____ likes _____ job very much. _____ job is not difficult.
4. Maria and Pedro Martinez have two children. _____ children are in high school. _____ are excellent students. _____ son is in tenth grade. _____ name is José. _____ is very hard-working. _____ daughter is in ninth grade. _____ name is Tina. _____ is very smart. _____ is very good at math.



Demonstrative Adjectives

Demonstrative adjectives identify specific nouns. These adjectives are: *this*, *that*, *these*, and *those*. They come in front of a noun.

Unlike descriptive and possessive adjectives, demonstrative adjectives have a singular and plural form. Use *this* and *that* with singular nouns. Use *these* and *those* with plural nouns.

MEANING	SINGULAR	PLURAL
near the speaker	This passport is blue.	These passports are blue.
not near the speaker	That passport is red.	Those passports are red.

Common Mistakes

STUDENT MISTAKE	PROBLEM	CORRECT
These lesson is simple.	plural adjective for singular noun	This lesson is simple.
Are very good these books.	word order	These books are very good.

ACTIVITY 5 | Using *this*, *that*, *these*, and *those* in sentences

Underline the correct demonstrative adjective in each sentence.

1. I can't answer (this / these) exam questions.
2. (That / Those) glass is empty.
3. Who is (this / that) man over there?
4. (This / These) English students are from Colombia.
5. Can you help me with (this / these) question?
6. (This / These) map is the best for your class.
7. The teacher can explain (that / those) grammar lesson again.
8. (That / Those) eggs are for your breakfast tomorrow.

Nouns Working as Adjectives

Sometimes a noun can describe another noun. When this happens, the first noun works as an adjective to describe the second noun. Nouns working as adjectives cannot be plural.

EXAMPLE	MEANING
my Tuesday class	the class on Tuesday
a math test	a test about math
a shoe store	a store that sells shoes

ACTIVITY 6 | Using nouns as adjectives

Combine the sentences. Use a noun from the second sentence to describe a noun in the first sentence. Use correct word order and word form. Follow the example.

1. Please make a salad. The main ingredient should be potatoes.

Please make a potato salad.

2. My teacher can answer this question. The question is about math.
-

3. These forks are reusable. The forks are made of plastic.
-

4. I have an important afternoon appointment. The appointment is on Tuesday.
-

5. I need some shoes. The shoes are for tennis.
-

6. I walk to the station every morning. The station is for buses.
-

7. This is a book. The book is about history.
-

8. Let's meet at the shop. The shop sells coffee.
-

9. We have an exam tomorrow. The exam is for practice.
-

10. Please come to the meeting. The meeting is in the morning.
-

11. Their garden is big. The garden has vegetables.
-

12. Their garden is pretty. The garden has flowers.
-

BUILDING BETTER VOCABULARY AND SPELLING

Words with the Sound of *a* in *Cake**

ACTIVITY 7 | Which words do you know?

Read the words with the sound of *a* in *cake*. Follow the directions.

1. Notice the spelling patterns.
2. Check (✓) the words you know.
3. Look up new words in a dictionary.
4. Write the meanings in your notebook.



cake

WORDS TO KNOW

GROUP 1:

Words spelled with **a** + consonant + **final e**

- age
- ate
- change
- face
- game
- gave
- grade **AW**
- late
- made
- make
- name
- page
- place
- same
- state
- table
- take
- wake

GROUP 2:

Words spelled with **ai**

- afraid
- explain
- fail
- mail
- main
- paid
- rain
- train
- wait

GROUP 3:

Words spelled with **ay** (usually at the end of a word)

- always
- day
- holiday
- maybe
- pay
- play

GROUP 4:

Words spelled with **ea** (in the middle of a word)

- break
- great
- steak

GROUP 5:

Words spelled with **ei**

- eight
- neighbor

GROUP 6:

Other spellings

- paper
- they

*List is from: Spelling Vocabulary List © 2013 Keith Folse

ACTIVITY 8 | Matching

Match each picture with a word from the Words to Know list.



1. _____



4. _____



2. _____



5. _____



3. _____

6. _____

ACTIVITY 9 | Spelling words with the sound of *a* in *cake*

Fill in the missing letters to spell words with the sound of *a* in *cake*. Then copy each word.

1. m _____ be _____

6. _____ te _____

2. pl _____ ce _____

7. afr _____ d _____

3. tr _____ n _____

8. m _____ n _____

4. w _____ t _____

9. gr _____ t _____

5. m _____ de _____

10. _____ ge _____

ACTIVITY 10 | Scrambled letters

Unscramble the letters to write words that have the sound of *a* in *cake*.

- | | | | |
|--------------|-------|---------------|-------|
| 1. a k e t | _____ | 7. g r e d a | _____ |
| 2. m a s e | _____ | 8. s y a | _____ |
| 3. d t a y o | _____ | 9. m a e n | _____ |
| 4. e g h i t | _____ | 10. e h t y | _____ |
| 5. w a t i | _____ | 11. s t t e a | _____ |
| 6. d e a m | _____ | 12. y a w | _____ |

06 ACTIVITY 11 | Spelling practice

Write the words that you hear. You will hear each word two times.

- | | | |
|----------|----------|-----------|
| 1. _____ | 5. _____ | 9. _____ |
| 2. _____ | 6. _____ | 10. _____ |
| 3. _____ | 7. _____ | 11. _____ |
| 4. _____ | 8. _____ | 12. _____ |

ACTIVITY 12 | Which spelling is correct?

Read each pair of words. Circle the word that is spelled correctly.

A	B	A	B
1. fale	fail	11. same	siam
2. ate	et	12. gave	gaiv
3. pepar	paper	13. mal	mail
4. wate	wait	14. tren	train
5. take	taik	15. page	paig
6. ren	rain	16. age	aig
7. meybe	maybe	17. wake	waik
8. face	fes	18. late	lait
9. afraade	afraid	19. stait	state
10. break	brek	20. table	tayble

ACTIVITY 13 | Cumulative spelling review, Units 1–6

Circle the word in each set that is spelled correctly.

A	B	C	D
1. fes	face	fais	fac
2. trane	tran	train	tren
3. brakefast	brakefest	breakfast	breakfest
4. grade	gred	graid	gread
5. again	agaen	agin	agein
6. famaly	famely	famili	family
7. paid	pade	baid	ped
8. frech	freche	fresh	freshe
9. peper	paper	paiper	peiper
10. maike	mak	make	mek
11. minit	menit	minite	minute
12. afrad	afraid	afrade	afred
13. exemple	exampl	exempl	example
14. together	togthr	togather	togaither
15. lait	laite	laite	late
16. stait	stet	estaete	state
17. doble	duble	double	doubl
18. abble	ebble	aple	apple
19. imbossible	impossible	imposibl	empossible
20. moni	meney	money	mony

Children have breakfast in a barn in the Netherlands.



BUILDING BETTER SENTENCES WITH VOCABULARY

ACTIVITY 14 | Scrambled sentences

Unscramble the words to write sentences. Sometimes more than one answer is possible. Use correct capital letters and punctuation.

1. two yellow cats black on that are taxi

2. chicken sandwich is this delicious

3. two has big houses our family

4. my three difficult can big sister understand languages

5. like this jim lemon and his friends drink

6. languages people in many speak two morocco

7. your is difficult last name

8. has three his watch new hands

9. chinese and the red yellow flag is

10. for lettuce those please use fresh salads

ACTIVITY 15 | Finding and correcting mistakes

Circle the mistake(s) in each sentence. The number in parentheses () is the number of mistakes in that sentence. Then write the sentences correctly.

- 1.** The UAE mean the United Arab Emirates. (1)

-
- 2.** The UAE is a countrys on the arabian Gulf. (2)

-
- 3.** The UAE has seven emirate. (1)

-
- 4.** These emirates Abu Dhabi, Ajman, Dubai, Fujairah, Ras al-Khaimah, Sharjah, and Umm al-Quwain. (1)

-
- 5.** The capital are Abu Dhabi. (1)

-
- 6.** Two countries very near the UAE have Oman and Saudi Arabia. (1)

-
- 7.** The UAE flag have four color. (2)

-
- 8.** People from the UAE is Emiratis. (1)

A view of the Etihad Towers over the fountains of the Emirates Palace Hotel in Abu Dhabi



ACTIVITY 16 | Writing sentences with vocabulary in context

Complete each sentence with the correct word from the box. Then copy the sentences with the correct capital letters and punctuation.

afraid

eat

holiday

neighbor

train

cake

great

name

place

wait

1. london is an excellent _____ to visit

2. i have a _____ idea

3. olivia is a popular _____ in canada

4. thanksgiving is a _____ in the united states

5. i like to _____ a sandwich for lunch every day

6. we can go by bus or by _____

7. please _____ a minute

8. i am _____ of snakes

9. he wants chocolate _____ for dessert

10. my _____ has a big house

WRITING

ACTIVITY 17 | Completing a paragraph

Complete the paragraph with words from the box. Circle the letters that need to be capital letters. Then copy the paragraph on a separate piece of paper.

America	is	large	places	Sudan
country	Japan	many	Red	Turkey

A Geography Lesson

¹ in geography class, we learn about _____ places. ² tokyo is a large city in _____ . ³ osaka is a _____ city in japan. ⁴ costa rica is a country in central _____. ⁵ guatemala is a _____ in central america. ⁶ the _____ sea is between saudi arabia and egypt. ⁷ brazil _____ a country in south america. ⁸ _____ is a country in africa. ⁹ a part of _____ is in europe. ¹⁰ i like to learn about different _____ in geography class.

ACTIVITY 18 | Guided writing

On a separate piece of paper, write the paragraph from Activity 17 again, but make the changes listed below.

- Sentences 2 and 3: Combine these two sentences. Begin the new sentence with the subject *Tokyo and Osaka*. Use the correct form of the verb and noun.
Sentences 4 and 5: Combine these two sentences. Begin the new sentence with the subject *Costa Rica and Guatemala*. Use the correct form of the verb and noun.
Sentence 7: Add *big* in the correct place.
Sentence 8: Add *large* in the correct place.
Sentence 9: Add *small* in the correct place.

ACTIVITY 19 | Writing sentences or a paragraph

Write five to ten sentences on a separate piece of paper. Write about the location of six to eight places in the world. Use adjectives in your sentences. For help, you can follow the examples in Activity 17 and Activity 18. For information about writing a paragraph, see the *Writer's Handbook*.

7

The Conjunction *And*

**OBJECTIVES**

- Use *and* to connect two or more words in a sentence
- Spell common words with the sound of **e** in **eat**
- Write about your weekly schedule



A photograph showing a painting class in progress. In the foreground, a young woman with glasses and a dark apron is focused on her painting on an easel. Behind her, another person is also working on their painting. The background features a large window looking out onto a city skyline at night, with blue lights reflecting on the water. A color palette is visible on the left side of the frame.

Painting class at a café in
Shanghai, China

FREEWRITE | Write about an activity that you do regularly.

GRAMMAR FOR WRITING

The Conjunction *And*

A **conjunction** is a connecting word. The conjunction *and* connects a word or phrase from one sentence to a word or phrase with the same part of speech in another sentence. The second word or phrase must show an addition of similar information.

PARTS OF SPEECH	TWO SENTENCES	ONE SENTENCE WITH AND
Nouns as subjects	My sister plays soccer. I play soccer.	My sister and I play soccer.
Nouns as objects	Pinar speaks <u>Turkish</u> . Pinar speaks English.	Pinar speaks Turkish and English .
Verbs	A teacher <u>plans</u> lessons. A teacher <u>teaches</u> lessons. I <u>go</u> swimming on vacation. I <u>read</u> books on vacation.	A teacher plans and teaches lessons. I <u>go</u> swimming and <u>read</u> books on vacation.
Adjectives	The flag of Canada is <u>red</u> . The flag of Canada is <u>white</u> . We have <u>cold</u> weather in winter. We have <u>wet</u> weather in winter.	The flag of Canada is red and white . We have <u>cold</u> and <u>wet</u> weather in winter.

ACTIVITY 1 | Identifying what *and* connects

Circle *and* in each sentence. Underline the two words it connects. Then write what parts of speech it connects. Write N for *nouns*, V for *verbs*, or A for *adjectives*.

1. _____ My grandfather lives and works in London.
2. _____ My cousins live in Texas and New Mexico.
3. _____ My mother cooks simple and difficult Chinese dishes.
4. _____ My mother and father love each other very much.
5. _____ My sister is smart and hard-working.
6. _____ My older brother plays checkers and chess.
7. _____ My younger brother and his friends play video games every day.
8. _____ My aunt and I like to watch old movies.
9. _____ I also like to read and paint.
10. _____ Do you and your family do anything together on the weekends?

ACTIVITY 2 | Combining sentences with *and*

Combine the two sentences with *and*. You will need to change the form of some nouns and verbs.

1. I like apples. I like lemons.

I like apples and lemons.

2. It is a yellow snake. It is a red snake.
-

3. I am afraid of dogs. I am afraid of spiders.
-

4. Lunch in Central America usually has rice. Lunch in Central America usually has beans.
-

5. She has English class today. She has math class today.
-

6. *Make* is a verb. *Take* is a verb.
-

7. *Snake* has five letters. *Spain* has five letters.
-

8. We eat eggs in the morning. We drink coffee in the morning.
-

9. January has 31 days. October has 31 days.
-

Using *And* in a List

We also use the conjunction *and* to connect three or more words or phrases in a list. We use a comma (,) after each item except the last one. The word *and* comes before the last item in the list.

THREE SENTENCES	ONE SENTENCE WITH AND
The flag of Mexico is green. The flag of Mexico is white. The flag of Mexico is red.	The flag of Mexico is green, white, and red.
Thailand is in Asia. Vietnam is in Asia. Singapore is in Asia.	Thailand, Vietnam, and Singapore are in Asia.

Common Mistakes

MISTAKE	PROBLEM	CORRECT
Miami, and Orlando are in Florida.	comma with two words	Miami and Orlando are in Florida.
The salad has lettuce tomatoes olives and green onions.	commas missing in a list	The salad has lettuce, tomatoes, olives, and green onions.

ACTIVITY 3 | Combining the subjects of sentences

Combine the subjects of the sentences with *and* to make one sentence. You will need to change the form of some nouns and verbs.

1. France is in Europe. England is in Europe.
-

2. Basketball is a sport. Football is a sport.
-

3. Apples are delicious. Bananas are delicious.
-

4. *Go* is a simple verb. *Eat* is a simple verb. *Take* is a simple verb.
-

5. The word *homework* has eight letters. The word *possible* has eight letters.
-

6. Yellow is a pretty color. Green is a pretty color. Blue is a pretty color.
-

7. Isabella is a high school student. Sophia is a high school student.
-

8. Istanbul is a city in Turkey. Ankara is a city in Turkey. Izmir is a city in Turkey.
-

Istanbul, Turkey

ACTIVITY 4 | Combining the objects of sentences

Combine the objects of the sentences with *and* to make one sentence.

- 1.** Lee speaks Chinese. Lee speaks Korean. Lee speaks English.
-

- 2.** I eat scrambled eggs for breakfast. I eat toast for breakfast. I eat fruit for breakfast.
-

- 3.** My children play football. My children play video games.
-

- 4.** Susan has a cat. Susan has five goldfish. Susan has a parrot.
-

- 5.** My brother cooks pasta well. My brother cooks steak well.
-

- 6.** Joy likes math. Joy likes science. Joy likes English. Joy likes history.
-

ACTIVITY 5 | Combining the verbs of sentences

Combine the verbs of the sentences with *and* to make one sentence. You can leave out some words, but make sure all the original ideas are in your sentence.

- 1.** Frank lives in New York. Frank works in New York.
-

- 2.** Ducks swim. Ducks fly.
-

- 3.** Maria buys the food. Maria cooks the food.
-

- 4.** Erica listens to music on the train. Erica reads the newspaper on the train.
-

- 5.** I wake up before 7 a.m. I take a shower before 7 a.m. I get dressed before 7 a.m.
-
-

6. Students in this class read several books. Students in this class write two long reports.
Students in this class take three big exams.
-
-

7. The professor teaches. The professor has office hours. The professor reads student papers.
The professor gives grades.
-
-

8. Norah writes new English words in her notebook. Norah says them five times. Norah thinks of an example sentence for each one.
-
-
-

ACTIVITY 6 | Writing sentences with more than one adjective

Write a sentence about the colors of each flag. Use correct capital letters, commas, and periods. Follow the example.



United Arab Emirates



Brazil



Turkey



Peru



South Korea



Oman



Thailand



Colombia

1. The flag of the United Arab Emirates is red, green, white, and black.

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

ACTIVITY 7 | Editing

Add commas to these sentences where necessary. Then copy the sentences with correct capital letters, commas, and periods.

1. the main cities in canada are toronto montreal and vancouver

2. toronto vancouver and montreal have very busy airports

3. the two official languages in canada are english and french

4. many people live in ontario quebec british columbia and alberta

5. canada touches the atlantic ocean the pacific ocean and the arctic ocean

6. the flag of canada is red and white

7. four common names for girls in canada are emily emma olivia and sophia

8. four common names for boys in canada are liam ethan jackson and jacob

City of Toronto skyline



BUILDING BETTER VOCABULARY AND SPELLING

Words with the Sound of e in *Eat**

ACTIVITY 8 | Which words do you know?

Read the words with the sound of *e* in *eat*. Follow the directions.

1. Notice the spelling patterns.
2. Check (✓) the words you know.
3. Look up new words in a dictionary.
4. Write the meanings in your notebook.



WORDS TO KNOW

GROUP 1:

Words spelled with ea

- beach
- beans
- cheap
- clean
- dream
- easy
- eat
- hear
- leave
- mean
- meat
- near
- please
- read
- speak
- tea
- teach
- team AW
- year

GROUP 2:

Words spelled with ee

- between
- cheese
- coffee

feet

free

green

need

nineteen

sheep

sheet

sleep

sneeze AW

street

teeth

three

tree

week

story

university

GROUP 4:

Words spelled with ey

- key
- money

GROUP 5:

y in ly

- finally AW
- only
- probably
- really
- slowly

GROUP 6:

e in ese

- Chinese
- Japanese

GROUP 7:

Other spellings

- believe
- email
- people
- pizza
- receive

* List is from: Spelling Vocabulary List © 2013 Keith Fiske

ACTIVITY 9 | Matching

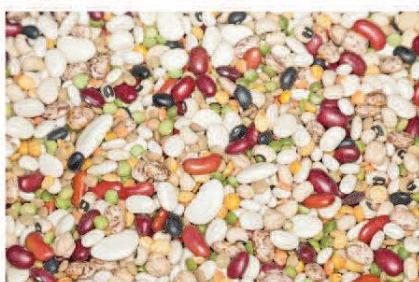
Match each picture with a word from the Words to Know list.



1. _____



4. _____



2. _____



5. _____



3. _____



6. _____

ACTIVITY 10 | Spelling words with the sound of e in eat

Fill in the missing letters to spell words with the sound of *e* in *eat*. Then copy each word.

1. p _____ ple _____

6. ninet _____ n _____

2. ninet _____

7. mon _____

3. p _____ zza _____

8. dr _____ m _____

4. y _____ r _____

9. b _____ ns _____

5. l _____ ve _____

10. m _____ n _____

ACTIVITY 11 | Scrambled letters

Unscramble the letters to write words that have the sound of *e* in *eat*.

- | | | | |
|------------------------|-------|-------------------|-------|
| 1. b b a y | _____ | 7. y t i c | _____ |
| 2. a r y s n s e c e | _____ | 8. c h e p a | _____ |
| 3. s i t y v e r u n i | _____ | 9. l a e r y l | _____ |
| 4. l o n y | _____ | 10. p a k e s | _____ |
| 5. c l a n e | _____ | 11. b e e l i v e | _____ |
| 6. r i e e e c v | _____ | 12. a c h e b | _____ |

107 ACTIVITY 12 | Spelling practice

Write the words that you hear. You will hear each word two times.

- | | | |
|----------|----------|-----------|
| 1. _____ | 5. _____ | 9. _____ |
| 2. _____ | 6. _____ | 10. _____ |
| 3. _____ | 7. _____ | 11. _____ |
| 4. _____ | 8. _____ | 12. _____ |

ACTIVITY 13 | Which spelling is correct?

Read each pair of words. Circle the word that is spelled correctly.

A	B	A	B
1. year	yeer	11. fri	free
2. drim	dream	12. coffea	coffee
3. sleap	sleep	13. company	compani
4. beans	beens	14. easy	eesy
5. finaly	finally	15. early	earli
6. eat	eet	16. grean	green
7. nineteen	ninteen	17. nead	need
8. leave	leeve	18. teach	teech
9. betwean	between	19. Chainese	Chinese
10. clean	cleen	20. recive	receive

ACTIVITY 14 | Cumulative spelling review, Units 1–7

Circle the word in each set that is spelled correctly.

A	B	C	D
1. clean	cleen	clene	clane
2. tebl	tabl	table	teble
3. nir	neer	nare	near
4. gread	grade	gred	graid
5. money	moni	monee	mney
6. famili	famli	fammily	family
7. peans	peens	beans	beens
8. chep	chepe	cheap	chape
9. esleep	eslip	sleap	sleep
10. easy	easi	eazy	isi
11. minit	minute	menit	minite
12. afreid	afred	afraid	afread
13. examble	exemplle	exambl	example
14. togeether	together	togather	togeather
15. cmpany	cmpani	company	compani
16. bottle	botle	bottel	bottil
17. esalat	salat	esalad	salad
18. trabel	travel	trubel	truvel
19. imposibl	empossible	impossible	impossible
20. taksi	teksi	taxy	taxi



BUILDING BETTER SENTENCES WITH VOCABULARY

ACTIVITY 15 | Scrambled sentences

Unscramble the words to write sentences. Use correct capital letters and punctuation.

1. goes number to flight 228 paris

2. starts this new york flight in

3. sunday friday flies and it thursday on monday

4. seven flight this takes about hours

5. dinner eat a passengers can snack breakfast and

6. goes 226 number to flight new york

7. for flight in three this london stops hours

8. flies flight saturday 226 on and number wednesday tuesday

ACTIVITY 16 | Finding and correcting mistakes

Circle the mistake(s) in each sentence. The number in parentheses () is the number of mistakes in that sentence. Then write the sentences correctly.

1. My best friends are Dave Jacob Daniel, and Joshua. (2)

2. Dave and I are in the sam class for English, history, and science. (1)

3. Dave and I have mathclass on monday and thursday. (3)

4. Jacob, Daniel, Joshua are no in our class. (2)

5. Dave and Jacob have fifteen year old. (2)

ACTIVITY 17 | Writing sentences with vocabulary in context

Complete each sentence with the correct word from the box. Then copy the sentences with the correct capital letters and punctuation.

country	leave	ninety	pizza	three
dream	mean	people	teach	year

1. miss jones and mr. mills _____ at washington high school

2. my grandfather is _____ years old

3. my brother is only _____ years old

4. how many _____ are in your family

5. i like _____ with a lot of cheese and vegetables

6. there are 365 days in one _____

7. what time does the bus _____

8. the words *begin* and *start* _____ the same thing

9. all students _____ of a life without tests

10. germany is a _____ in europe

WRITING

ACTIVITY 18 | Completing a paragraph

Complete the paragraph with words from the box. Circle the letters that need to be capital letters. Add commas in the correct places. Then copy the paragraph on a separate piece of paper.

and	have	not	same	Tuesdays
are	mornings	our	those	we

Our Busy Schedules

¹ my roommate and i do _____ have much free time. ² _____ schedules are really busy. ³ we have classes on mondays wednesdays _____ fridays. ⁴ we have soccer practice on _____ days, too. ⁵ we work on _____ and thursdays. ⁶ we work at the _____ job. ⁷ we have soccer games on saturday _____. ⁸ _____ do our homework shop for food and call our families on sundays. ⁹ we always _____ something to do. ¹⁰ we _____ not bored.

A woman does work on her laptop.



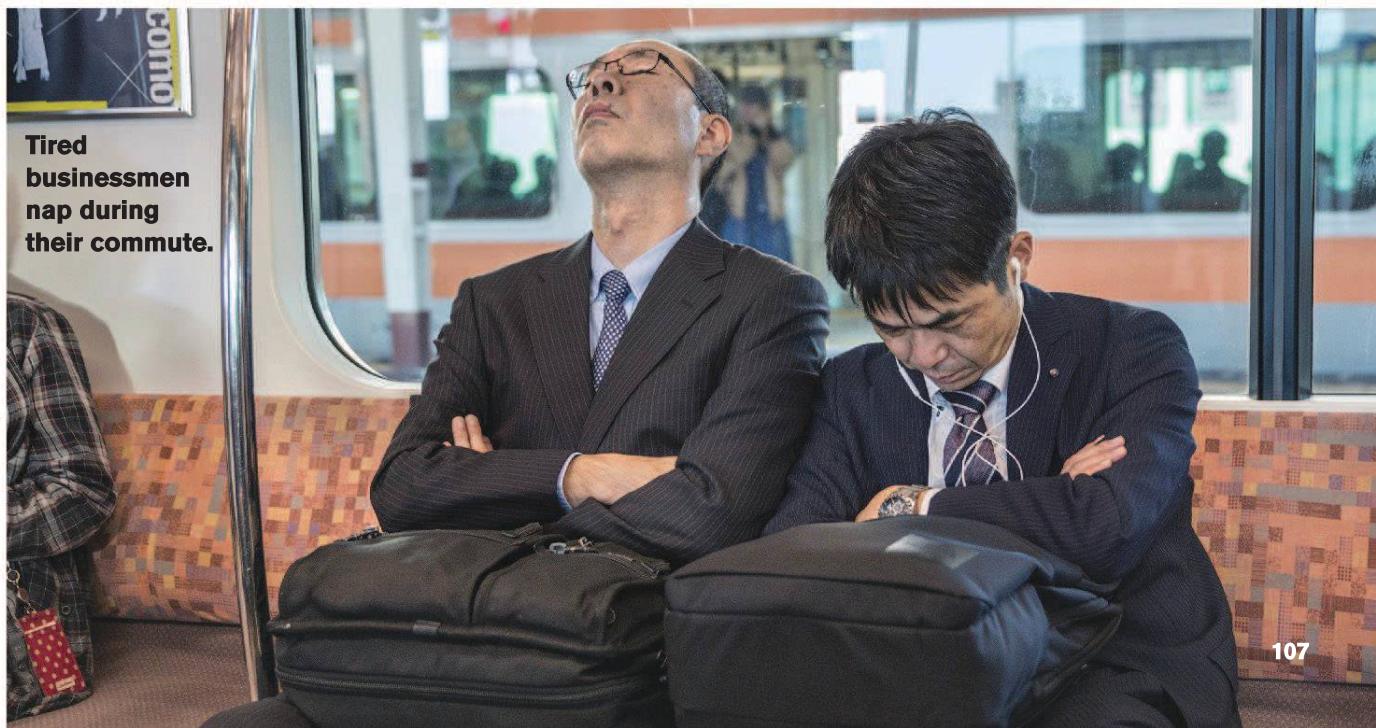
ACTIVITY 19 | Guided writing

Write the paragraph from Activity 18 again, but make the changes listed below.

- Title: Change *Our* to *Their*.
- Sentence 1: Change *I* to *his cousin*.
- Sentence 2: Use the correct possessive pronoun.
- Sentence 3: Use the correct subject pronoun here and in sentences 4–10.
- Sentence 5: Add *Saturdays* to the list of days they work.
- Sentence 6: Change *the same* to *different*. Use the plural form of *job*.
- Sentence 7: Change *mornings* to *nights*.

ACTIVITY 20 | Writing sentences or a paragraph

Write five to ten sentences on a separate piece of paper. Write about your weekly schedule. Use the conjunction *and* to connect nouns, verbs, and adjectives as necessary. For help, you can follow the examples in Activity 18 and Activity 19. For information about writing a paragraph, see the *Writer's Handbook*.



8 | Articles



OBJECTIVES

- Recognize and use articles
- Spell common words with the sound of *i* in *rice*
- Write about how to make a favorite food



**Two women make tamales,
a Mexican dish, at home.**

FREEWRITE | Write five sentences about your favorite food.

GRAMMAR FOR WRITING

What Is an Article?

The words *a*, *an*, and *the* are **articles**. We use them with nouns.

A zebra is an animal.

A sentence does not end with a comma.

Lee and I are in the same class.

What is the title of the book?

Some nouns do not need an article. We use the **zero article** (\emptyset) before these nouns.

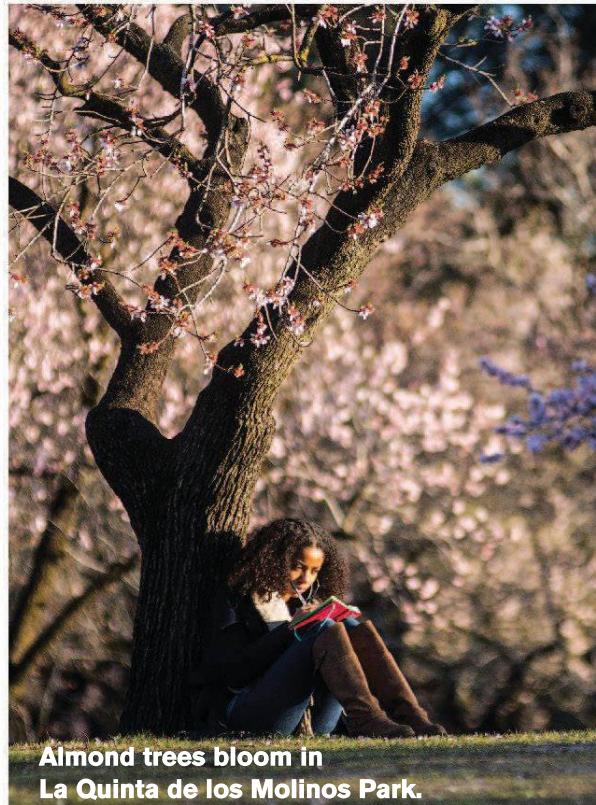
(\emptyset) Lions and (\emptyset) elephants are (\emptyset) animals.

I have (\emptyset) money in the bank.

ACTIVITY 1 | Identifying articles

Circle the nouns in each sentence. Underline the articles.

1. This is a photo of a park.
2. The park in the photo is near my house.
3. There are not many people in the park.
4. You can see trees in the park.
5. The flowers on the trees are very pretty.
6. There is a woman in the photo.
7. She has a book.
8. The woman likes to read in the park.
9. The name of this park is La Quinta de los Molinos Park.
10. There is a lake in the park.
11. We cannot see the lake in the photo.
12. I often sit by the lake and relax.



Almond trees bloom in
La Quinta de los Molinos Park.

Articles with Count and Non-Count Nouns

Remember, in English there are two kinds of nouns: count and non-count. Count nouns are countable. They have a singular form (*year*) and a plural form (*years*). Non-count nouns are not countable. They do not have a plural form (*money, homework*).

Singular count nouns cannot stand alone. An article (*a*, *an*, or *the*) or another word, such as a demonstrative adjective (*this*, *that*, *these*, *those*) or a possessive adjective (*my*, *your*, *his*, *her*, *its*, *our*, *their*), must come before a singular count noun (*a year*). An article must also come before an adjective + singular count noun (*a new year*).

Plural count nouns and non-count nouns can take the article *the*, but they do not need an article or another word before them. They never take the articles *a* or *an*.

COUNT NOUNS				
SINGULAR		PLURAL		
a zebra		(the) zebras	some zebras	a lot of zebras
one zebra		two zebras	many zebras	a few zebras
NON-COUNT NOUNS				
(the) money	some money	a lot of money	much money	little money

Common Mistakes

MISTAKE	PROBLEM	CORRECT
I have new car.	article missing	I have a new car.
The phone comes with a headphones.	article a with plural count noun	The phone comes with headphones.

ACTIVITY 2 | Identifying count and non-count nouns

Each sentence has one noun underlined. Write C for *count* or NC for *non-count*.

1. _____ You have a letter on the table.
2. _____ You have mail on the table.
3. _____ I have to do homework.
4. _____ I have to take a test.
5. _____ The book does not cost much money.
6. _____ The book costs only a few dollars.
7. _____ They have a new sofa.
8. _____ They have new furniture.
9. _____ Please give me advice.
10. _____ Please give me your opinion.
11. _____ There will be bad weather tomorrow.
12. _____ There will be a bad storm tomorrow.

Using *A* and *An*

The words *a* and *an* mean “one.” Use:

- *a* or *an* with singular count nouns when the meaning is general (not specific)
I want to see **a** movie this weekend.
 - *an* before words that begin with a vowel sound, such as *a, e, i, o, u*
an apple / **an** orange / **an** hour / **an** umbrella
 - *a* before words that begin with a consonant sound, such as *b, d, f, g, h*, etc.
a bridge / **a** dream / **a** house / **a** university

When *a* or *an* comes before an adjective + noun, the beginning sound of the adjective, not the noun, determines which adjective to use.

a new car / **an** old car / **a** beautiful dress / **an** ugly dress

Common Mistakes

MISTAKE	PROBLEM	CORRECT
Lima is the city in Peru.	wrong article for general meaning	Lima is a city in Peru.
A elephant is a big animal.	wrong article before word that begins with a vowel sound	An elephant is a big animal.
I teach at an university in London.	wrong article before word that begins with a consonant sound	I teach at a university* in London.

*Words that begin with the letters *u* and *b* can take *a* or *an* depending on their opening sound.

ACTIVITY 3 | Using a, an, or Ø

Write *a*, *an*, or *Ø* on the line to show what comes before the words.

- | | |
|------------------------|-------------------------|
| 1. _____ book | 9. _____ big animal |
| 2. _____ green book | 10. _____ big animals |
| 3. _____ English book | 11. _____ money |
| 4. _____ books | 12. _____ coin |
| 5. _____ green books | 13. _____ examples |
| 6. _____ English books | 14. _____ easy examples |
| 7. _____ animal | 15. _____ exam |
| 8. _____ animals | 16. _____ hard exam |

ACTIVITY 4 | Matching nouns to descriptions

Match each noun to its description.

- | | | | |
|-----------|---|------------|------------------------|
| 1. _____ | e | apple | a. animal with stripes |
| 2. _____ | | email | b. colorful bird |
| 3. _____ | | onion | c. vegetable |
| 4. _____ | | dictionary | d. electronic message |
| 5. _____ | | zebra | e. delicious fruit |
| 6. _____ | | nickel | f. pretty flower |
| 7. _____ | | rose | g. useful book |
| 8. _____ | | bee | h. coin |
| 9. _____ | | parrot | i. insect with wings |
| 10. _____ | | park | j. great place |

ACTIVITY 5 | Writing definition sentences

Write sentences with the nouns and descriptions from Activity 4. Use correct articles, capital letters, and punctuation. Follow the example.

1. An apple is a delicious fruit.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Using *The*

The can come before singular count nouns (*the cup*), plural count nouns (*the cups*), and non-count nouns (*the money*). Use *the* when:

- the noun is a specific person, place, or thing
Reiko, please put **the** teapot on **the** stove.
- you write about something for the second (and third, fourth, etc.) time
I have a pen and a pencil. **The** pen is red. **The** pencil is yellow.

Do not use *the* when you write about a general person, place, or thing.

EXAMPLES	EXPLANATION
I like <u>roses</u> . I like the <u>roses</u> in your garden.	Roses in the first sentence means all roses in general. <i>The roses</i> in the second sentence is specific.
My favorite color is <u>blue</u> . The <u>blue</u> in the French flag is different from the <u>blue</u> in the American flag.	<i>Blue</i> in the first sentence means blue in general. <i>The blue</i> in the second sentence is specific to a flag.
I speak <u>Portuguese</u> . The <u>Portuguese</u> in Brazil is different from the <u>Portuguese</u> in Portugal.	<i>Portuguese</i> in the first sentence means the language in general. <i>The Portuguese</i> in the second sentence is specific to a country.

Common Mistakes

MISTAKE	PROBLEM	CORRECT
My favorite sport is the football.	article with general words	My favorite sport is football.
Please park the car in driveway.	article missing with a specific noun	Please park the car in the driveway.

ACTIVITY 6 | Using *the*

Choose the correct word or phrase to complete each sentence.

1. I want to learn (English / **the English**) for two reasons.
2. (First / **The first**) reason is my family.
3. My children can already speak (English / **the English**) very well.
4. They use (language / **the language**) all day at school.
5. They also use it with (friends / **the friends**).
6. (Second / **The second**) reason is my job.
7. In my job, I work with (people / **the people**) every day.

8. Most of them speak only (English / the English).
9. I need to speak (language / the language) with these people.
10. These are (reasons / the reasons) I want to improve my English.

ACTIVITY 7 | Using *a*, *an*, *the*, or \emptyset

Fill in the blanks with *a*, *an*, *the*, or \emptyset .

1. I like _____ sandwiches.
2. I usually eat _____ sandwich for my lunch.
3. Many people eat _____ sandwiches for their lunch.
4. My favorite sandwich is _____ tomato sandwich with mustard.
5. It is easy to make _____ tomato sandwich.
6. You need _____ tomato, _____ bread, and mustard.
7. I put a little mustard on _____ bread.
8. I cut _____ tomato into _____ slices.
9. I put two or three of _____ tomato slices on _____ bread.
10. Now _____ sandwich is ready to eat.

Using *The* or \emptyset with Places

PLACE NAMES WITH <i>THE</i>		PLACE NAMES WITH \emptyset	
rivers	the Amazon River	lakes	(\emptyset) Lake Victoria
oceans/seas	the Pacific Ocean	countries*	(\emptyset) South Korea
areas	the coast	continents	(\emptyset) South America
deserts	the Sahara Desert	states	(\emptyset) California
groups of mountains	the Andes Mountains	one mountain	(\emptyset) Mount Everest
schools with <i>of</i>	the University of Texas	schools	(\emptyset) Iowa State University
hotels	the Highland Hotel	cities	(\emptyset) New York
museums	the Louvre		

*Most country names do not use *the*, but ones that sound plural do. These usually end in *s* or contain words such as *united kingdom*, or *republic*: **the** Kingdom of Saudi Arabia, **the** Netherlands, **the** Philippines, **the** Republic of South Korea, **the** United Arab Emirates, **the** United States.

ACTIVITY 8 | Using *the* for places

Write *the* or *Ø* on the lines before the nouns. Then check (✓) *True* or *False* for each sentence.
(Hint: Only six sentences have true information.)

		True	False
1.	_____ Washington, DC, is the capital of _____ United Kingdom.	<input type="checkbox"/>	<input type="checkbox"/>
2.	_____ Dubai is in _____ United Arab Emirates.	<input type="checkbox"/>	<input type="checkbox"/>
3.	_____ Mediterranean Sea is between _____ Africa and _____ Europe.	<input type="checkbox"/>	<input type="checkbox"/>
4.	_____ Nile River is in _____ Morocco.	<input type="checkbox"/>	<input type="checkbox"/>
5.	_____ Hanoi and _____ Ho Chi Minh City are in _____ Philippines.	<input type="checkbox"/>	<input type="checkbox"/>
6.	_____ Buenos Aires is the capital of _____ Argentina.	<input type="checkbox"/>	<input type="checkbox"/>
7.	_____ Busan and _____ Seoul are in _____ South Korea.	<input type="checkbox"/>	<input type="checkbox"/>
8.	_____ Andes Mountains are in _____ North America.	<input type="checkbox"/>	<input type="checkbox"/>
9.	_____ Berlin is the capital of _____ Turkey.	<input type="checkbox"/>	<input type="checkbox"/>
10.	_____ British Columbia is in _____ Canada.	<input type="checkbox"/>	<input type="checkbox"/>
11.	_____ Oman is a country in _____ Middle East.	<input type="checkbox"/>	<input type="checkbox"/>
12.	_____ Atacama Desert is in _____ Colombia and _____ Brazil.	<input type="checkbox"/>	<input type="checkbox"/>

The Atacama Desert in Chile



ACTIVITY 9 | Writing sentences

Six sentences from Activity 8 are false. Write the correct information for those six sentences here. Use correct capital letters, articles, and punctuation.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

ACTIVITY 10 | Writing sentences

Some of these sentences are missing articles. Rewrite these sentences with correct articles, capital letters, and punctuation.

1. my best friend is maria garcia

2. maria wants to teach spanish one day

3. she and i study spanish in same class

4. maria is from philippines

5. philippines is country in asia

6. it is in pacific ocean

7. it is near malaysia indonesia and vietnam

8. maria is great student

9. she is best student in our spanish class

10. she will be great spanish teacher in her school in philippines

BUILDING BETTER VOCABULARY AND SPELLING

Words with the Sound of *i* in *Rice**

ACTIVITY 11 | Which words do you know?

Read the words with the sound of *i* in *rice*. Follow the directions.

1. Notice the spelling patterns.
2. Check (✓) the words you know.
3. Look up new words in a dictionary.
4. Write the meanings in your notebook.



rice

WORDS TO KNOW

GROUP 1:

Words spelled with i + consonant + final e

- arrive
- bike
- decide
- drive
- fire
- ice
- inside
- knife
- life
- like
- mine
- nice
- nine
- price
- rice
- ride
- size
- smile
- time
- times
- white

GROUP 2:

Words that end with y

- by
- cry
- dry
- fly
- July
- my
- sky
- try
- why

GROUP 3: igh in ight

- fight
- flight
- light
- night
- right
- tonight

GROUP 4:

i in ind

- behind
- find
- kind

GROUP 5:

Words that end in ie

- die
- lie
- tie

GROUP 6:

Other spellings

- buy
- bye
- eye
- high
- I
- idea
- pilot
- quiet
- silent
- type

*List is from: Spelling Vocabulary List © 2013 Keith Folse

ACTIVITY 12 | Matching

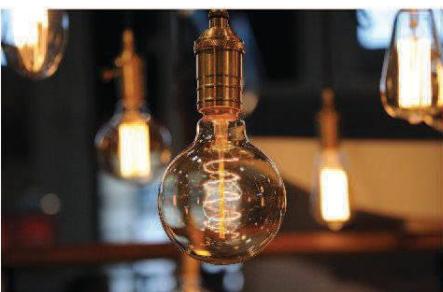
Match each picture with a word from the Words to Know list.



1. _____



4. _____



2. _____



5. _____



3. _____

6. _____

ACTIVITY 13 | Spelling words with the sound of *i* in *rice*

Fill in the missing letters to spell words with the sound of *i* in *rice*. Then copy each word.

1. l _____ ke _____

6. r _____ de _____

2. h _____

7. _____ dea _____

3. fl _____ t _____

8. b _____ y _____

4. dr _____

9. b _____

5. t _____ me _____

10. dr _____ ve _____

ACTIVITY 14 | Scrambled letters

Unscramble the letters to write words that have the sound of *i* in *rice*.

- | | | | |
|----------------|-------|-----------------|-------|
| 1. s t m e i | _____ | 7. s d e n i i | _____ |
| 2. m e i n | _____ | 8. k n i d | _____ |
| 3. t h i w e | _____ | 9. e i u q t | _____ |
| 4. r g h t i | _____ | 10. h h i g | _____ |
| 5. l u J y | _____ | 11. h n d b e i | _____ |
| 6. e n t l i s | _____ | 12. z s e i | _____ |

08 ACTIVITY 15 | Spelling practice

Write the words that you hear. You will hear each word two times.

- | | | |
|----------|----------|-----------|
| 1. _____ | 5. _____ | 9. _____ |
| 2. _____ | 6. _____ | 10. _____ |
| 3. _____ | 7. _____ | 11. _____ |
| 4. _____ | 8. _____ | 12. _____ |

ACTIVITY 16 | Which spelling is correct?

Read each pair of words. Circle the word that is spelled correctly.

A	B	A	B
1. bui	buy	11. nait	night
2. die	di	12. like	lik
3. behynd	behind	13. hiegh	high
4. lait	light	14. tims	times
5. wy	why	15. ais	ice
6. July	Juli	16. right	rigt
7. arriv	arrive	17. quiet	queit
8. rais	rice	18. wite	white
9. ey	eye	19. knife	knighfe
10. siz	size	20. slent	silent

ACTIVITY 17 | Cumulative spelling review, Units 1–8

Circle the word in each set that is spelled correctly.

A	B	C	D
1. wi	why	whi	wy
2. inside	insde	insaid	insighd
3. moni	muney	mney	money
4. usuali	usally	usully	usually
5. behnd	bihind	behind	bhind
6. nife	naif	knif	knife
7. grade	gred	grайд	gread
8. smail	esmile	esmail	smile
9. saied	sed	sayed	said
10. Juli	July	Julai	Jly
11. breakfast	breakfest	brekfast	brekfest
12. evrithing	everythng	everything	evrithng
13. tonight	tonit	tonyte	tnight
14. idea	idee	aidea	eyedee
15. again	agan	egain	agean
16. theye	theiy	they	thay
17. deside	desid	decide	decid
18. studi	study	estudi	estudy
19. soks	socks	saks	sawks
20. drible	drive	driv	drib

All smiles at the beach in
Abu Dhabi, UAE



BUILDING BETTER SENTENCES WITH VOCABULARY

ACTIVITY 18 | Scrambled sentences

Unscramble the words to write correct sentences. Use the correct capital letters and punctuation.

1. i make want to eggs scrambled

2. i eggs and a little need two milk

3. oil some pepper i also need some some salt and

4. mix the eggs and the i milk bowl in a

5. i add salt pepper and the the

6. everything one more i mix time

7. a i oil in put the pan

8. put i the the pan eggs in

9. i for a few cook minutes the eggs

10. my eat now i can breakfast delicious

Scrambled eggs are a typical breakfast food at a diner.

Rosebud
AMERICAN KITCHEN

ACTIVITY 19 | Finding and correcting mistakes

Circle the mistake(s) in each sentence. The number in parentheses () is the number of mistakes in that sentence. Then write the sentences correctly.

1. We have three book for our English class. (1)

2. We have writing book a reading book, and a grammar book. (2)

3. the reading book is many words difficult. (3)

4. The writing book, and the grammar book are no very easy. (2)

5. The reading book has an interesting stories from the Turkey, Japan, and Brazil. (2)

ACTIVITY 20 | Writing sentences with vocabulary in context

Complete each sentence with the correct word from the box. Then copy the sentences with the correct capital letters and punctuation.

buy	dry	flight	idea	time
by	find	high	ride	why

1. i cannot _____ my keys

2. when does the _____ for london leave

3. _____ did you quit your old job

4. my family and i stay in touch _____ email

5. we want to _____ a new car this year

6. we have an _____ for our class project

7. what _____ does the movie start

8. the opposite of *wet* is _____

9. do you _____ your bike to school every day

10. the price of a new car is _____

WRITING

ACTIVITY 21 | Completing a paragraph

Complete the paragraph with words from the box. Circle the letters that need to be capital letters. Then copy the paragraph on a separate piece of paper.

add	make	the egg	the tuna	tuna
egg	mix	the salt	the tuna salad	tuna salad

Making Tuna Salad

¹ my favorite thing to eat is _____. ² it is easy to _____.
tuna salad. ³ you need a can of _____, some mayonnaise, some mustard, a little
salt, and a little pepper. ⁴ you can also use some chopped onions and a chopped hard-boiled
_____. ⁵ put _____ in a bowl. ⁶ then _____ the
mayonnaise and the mustard to the tuna. ⁷ now add the onions and _____.
⁸ now add _____ and the pepper. ⁹ next, _____ everything
together. ¹⁰ _____ is now ready to eat.

ACTIVITY 22 | Guided writing

Write the paragraph from Activity 21 again, but make the changes listed below.

Title: Change *Tuna* to *Potato*.

Sentence 1: Change *tuna* to *potato*. Make this same change to sentences 2 and 10.

Sentence 3: Change *a can of tuna* to *some boiled potatoes*.

Sentence 5: Change *tuna* to *boiled potatoes*.

Sentence 6: Change *tuna* to *potatoes*.

Sentences 7 and 8: Combine these two sentences into one sentence.

ACTIVITY 23 | Writing sentences or a paragraph

Write five to ten sentences on a separate piece of paper. Write about how to make one of your favorite foods. Use articles correctly. For help, you can follow the examples in Activity 21 and Activity 22. For more information about writing a paragraph, see the *Writer's Handbook*.



9

Prepositions



OBJECTIVES

- Recognize prepositions
- Use prepositions of time and place in sentences
- Spell common words with the sound of **o** in *hello*
- Write about a popular city to visit



A tour boat passes the Amphawa Floating Market as it rides along the Mekong River in Samut Songkhram, Thailand.

FREEWRITE

| Write five sentences about popular places to visit in your country.

GRAMMAR FOR WRITING

What Is a Preposition?

A **preposition** is a word that shows the relationship between a noun and other words in the sentence. Here is a list of common prepositions.*

PREPOSITION	EXAMPLE
about	This story is about two people.
after	We study after school.
at	My sister works at Union Bank. She starts her job at 9 a.m.
before	I usually go to sleep before midnight.
between	The United States is between Canada and Mexico.
by	We live by the river.
down	She is walking down the steps.
for	This clock is a gift for you.
from	I am from San Francisco.
in	We live in China. I was born in September.
near	I live near Mount Fuji.
of	What is the name of your book?
on	The pencils are on the table. I work on Monday.
to	I go to the park once a week.
under	My shoes are under the sofa.
up	This bus goes up that mountain.
with	I go to the store with my mother.
without	My father likes coffee without sugar.

*Based on the *General Service List*, *Corpus of Contemporary American English*, and other corpus sources

A **prepositional phrase** is a group of words that:

- begins with a preposition (*at*, *on*, *in*, etc.)
- includes a noun or pronoun, called the object of the preposition

Prepositional phrases often answer these questions: *When?* *Where?* *How?*

I eat lunch after my class. (Answers the question *When?*)

Mount Fuji is in Japan. (Answers the question *Where?*)

He likes to work by himself. (Answers the question *How?*)



Mount Fuji is in Japan.

ACTIVITY 1 | Identifying prepositional phrases

Underline the prepositional phrases in each sentence. Circle the prepositions.

1. I am a high school student in Singapore.
2. I go to Mayflower Secondary School.
3. I am in my last year at this school.
4. I leave for school at 7 a.m.
5. My friends and I go to school by bus.
6. Our first class begins at 8 a.m.
7. Our last class ends at 3 p.m.
8. After school, I take a bus to my house.
9. I study between 4 p.m. and 7 p.m.
10. I eat dinner with my family at 7 p.m.

Prepositional Phrases of Time

Prepositional phrases of time answer the question *When?* They often begin with the prepositions *at*, *on*, or *in*.

TWO SHORT SENTENCES	USE	EXAMPLES
at	clock time	Class begins at 9 a.m. I eat lunch at noon .
on	days dates	The city collects trash on Mondays . School is closed on July 4th .
in	months years seasons longer periods of time	Spring begins in March . A new decade begins in 2020 . My family goes on vacation in the summer . Cellphones became popular in the 1990s .

ACTIVITY 2 | Completing prepositional phrases of time

Complete each prepositional phrase of time with *at*, *on*, or *in*.

1. _____ Monday
2. _____ 10:00 p.m.
3. _____ midnight
4. _____ 2012
5. _____ Friday
6. _____ January 1st
7. _____ January
8. _____ winter

ACTIVITY 3 | Scrambled sentences

Unscramble the words to write sentences. Use correct capital letters and punctuation.

1. at french a.m. 10 my begins class

2. at boston leaves the bus for 9 p.m.

3. july family a my trip in takes

4. sunday show is on favorite our TV

5. maria and norah i 1985 born were in

6. birthday is in my january

7. i go at sleep to midnight

8. tuesdays and have class english on mondays wednesdays we

ACTIVITY 4 | Writing sentences with prepositional phrases of time

Write a sentence with each prepositional phrase of time from Activity 2.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Prepositional Phrases of Place

A prepositional phrase of place answers the question *Where?* As with a prepositional phrase of time, a prepositional phrase of place often begins with the prepositions *at*, *on*, or *in*.

PREPOSITION	USE	EXAMPLES
at	specific places addresse	I am at school . I live at 100 Main Street .
on	streets	My house is on Main Street .
in	city state country area continent	I live in Orlando . Orlando is in Florida . Florida is in the United States . Orlando is in the South . The United States is in North America .

ACTIVITY 5 | Completing prepositional phrases of place

Complete each prepositional phrase of place with *at*, *on*, or *in*.

1. _____ Union Bank
2. _____ Pine Street
3. _____ 277 Pine Street
4. _____ Los Angeles
5. _____ California
6. _____ Canada
7. _____ Minnesota University
8. _____ the West

ACTIVITY 6 | Writing sentences with prepositional phrases of place

Use the two pieces of information to write a sentence. Use the correct form of the verb in parentheses, capital letters, and periods. Follow the example.

1. athens—greece (be)

Athens is in Greece.

2. greece—europe (be)

3. the U.S. president—pennsylvania avenue (live)

4. the Canadian president—sussex drive (live)

5. cashiers—grocery stores (work)

ACTIVITY 7 | Writing about locations

Use the prepositions in parentheses to write sentences that tell the locations of the businesses on the map. Follow the example.



1. Tim's Bookstore (on)

Tim's Bookstore is on Maple Street.

2. Pretty Flowers (at)
-

3. Salsa Mexican Restaurant and Antonio's Italian Restaurant (on)
-

4. Fun Toys (on)
-

5. First City Bank (at)
-

6. Shoes for Less (at)
-

7. Tim's Bookstore, Pretty Flowers, and First City Bank (on)
-

8. Old Time Bread (at)
-

Using Prepositional Phrases of Place and Time Together

When a sentence has both a prepositional phrase of place and a prepositional phrase of time, you usually put the prepositional phrase of place first. (One way to remember this is that *p* comes before *t* in the alphabet: *place* before *time*.)

PREPOSITIONAL PHRASES OF PLACE OR TIME	PREPOSITIONAL PHRASES OF PLACE AND TIME
I go to my office. (place) I go at 7 a.m. (time)	place time I go to my office at 7 a.m.
He studies at 8 o'clock. (time) He studies in the library. (place)	place time He studies in the library at 8 o'clock.

ACTIVITY 8 | Scrambled sentences

Unscramble the words to write sentences. Use correct capital letters and punctuation.

1. we to went in london 1999

2. supermarket saturday vegetables at mother on my buys the mornings

3. the the melissa library in at afternoon i and study

4. 1 students lunch in from eat noon to the cafeteria p.m.

5. want to i new study english in york in 2020

6. in we to move apartment november plan to another

Beginning a Sentence with a Prepositional Phrase

You can begin a sentence with a prepositional phrase. Use a comma after a prepositional phrase at the beginning of a sentence.

In Japan, people drive on the left side of the road.

People drive on the left side of the road **in Japan**.

In April, Japanese students start school.

Japanese students start school **in April**.

Common Mistakes

MISTAKE	PROBLEM	CORRECT
Miami and Orlando are on Florida.	wrong preposition	Miami and Orlando are in Florida.
I like to listen music in my car.	preposition missing	I like to listen to music in my car.
Ed goes on Tuesdays and Thursdays to his classes.	time before place	Ed goes to his classes on Tuesdays and Thursdays .
On the weekends I go to the beach.	comma missing after prepositional phrase that begins a sentence	On the weekends, I go to the beach.

ACTIVITY 9 | Starting sentences with prepositional phrases

Write each sentence again. Move the last prepositional phrase to the beginning of your new sentence. Use correct capital letters and commas.

1. My sister has English class on Mondays.

2. Lynn, Jane, and Karen usually take bus 28 on Tuesdays and Thursdays.

3. You can see a business map of downtown on page 128.

4. Adjectives often come before nouns in English.

5. Kevin and I have a very important meeting at 7:00 tonight.

6. You need a photo ID for many reasons.

Rio de Janeiro, Brazil



Preposition Combinations after Verbs and Adjectives

Sometimes a verb or an adjective requires a certain preposition after it.

Here is a list of common preposition combinations with verbs and adjectives.*

VERB + PREPOSITION	EXAMPLE
listen to	At night, I listen to music.
look at	My brother likes to look at maps.
look for	We will look for a new apartment.
wait for	I wait for the bus here.
ADJECTIVE + PREPOSITION	EXAMPLE
afraid of	They are afraid of snakes.
different from	Chinese is different from Japanese.
far from	Alaska is far from Brazil.
happy about	We are very happy about your new job.
interested in	Are you interested in sports?
married to	Lukas is married to Leila.
similar to	Romanian is similar to Italian.
worried about	Mr. Miller is worried about his money problems.

* Based on the *General Service List*, *Corpus of Contemporary American English*, and other corpus sources

ACTIVITY 10 | Using preposition combinations

Underline the correct preposition in each sentence.

1. John is married (at, for, from, to) Beth.
2. At my university, students spend a lot of time looking (about, at, for, in) a parking space.
3. We will wait (for, from, out, to) you right here. Please come back quickly.
4. Pink is similar (about, for, in, to) red.
5. Green is different (about, for, from, to) red.
6. I like to listen (for, in, on, to) music in my car.
7. We are very interested (at, of, in, on) European and South American soccer.
8. A museum is a good place to look (about, at, for, to) art.
9. My younger brother is afraid (about, for, from, of) the dark.
10. Many people are worried (about, at, from, to) the future.
11. The library is not far (at, for, from, to) here.
12. I am happy (about, for, from, in) my grades.

BUILDING BETTER VOCABULARY AND SPELLING

Words with the Sound of **o** in *Hello**

ACTIVITY 11 | Which words do you know?

Read the words with the sound of **o** in *hello*. Follow the directions.

1. Notice the spelling patterns.
2. Check (✓) the words you know.
3. Look up new words in a dictionary.
4. Write the meanings in your notebook.



hello

WORDS TO KNOW

GROUP 1:

Words spelled with **o**

- ago
- also
- both
- go
- hello
- hotel
- most
- nobody
- November
- ocean
- October
- only
- open
- so

GROUP 2:

Words spelled with **o** + consonant + final e

- alone
- close
- clothes
- home

- hope
- joke
- nose
- note
- phone
- smoke
- stove
- telephone

GROUP 3:

Words that end in **ow**

- below
- follow
- grow
- know
- low
- own
- show
- slow
- snow
- tomorrow
- window
- yellow

GROUP 4:

Words spelled with **oa**
(in the middle)

- boat
- coach
- coast
- coat
- goal **AW**
- road
- soap

GROUP 5:

o in **old**

- cold
- gold
- old
- told

GROUP 6:

Words spelled with **oe**

- goes
- toe

GROUP 7:

Other spellings

- although

*List is from: Spelling Vocabulary List © 2013 Keith Folse

ACTIVITY 12 | Matching

Match each picture with a word from the Words to Know list.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

ACTIVITY 13 | Spelling words with the sound of o in *hello*

Fill in the missing letters to spell words with the sound of *o* in *hello*. Then copy each word.

1. bel _____

6. _____ n _____

2. kn _____

7. Oct _____ ber _____

3. c _____ t _____

8. h _____ pe _____

4. g _____ s _____

9. al _____ ne _____

5. _____ ld _____

10. alth _____

ACTIVITY 14 | Scrambled letters

Unscramble the letters to write words that have the sound of *o* in *hello*.

- | | | | |
|----------------------|-------|--------------|-------|
| 1. p e n o | _____ | 7. e k o j | _____ |
| 2. p h n e o t e e l | _____ | 8. s l o c e | _____ |
| 3. l o n y | _____ | 9. c c o a h | _____ |
| 4. w o l s | _____ | 10. m t o s | _____ |
| 5. y e k b a o r d | _____ | 11. o s | _____ |
| 6. s o n e | _____ | 12. o g a | _____ |

09 ACTIVITY 15 | Spelling practice

Write the words that you hear. You will hear each word two times.

- | | | |
|----------|----------|-----------|
| 1. _____ | 5. _____ | 9. _____ |
| 2. _____ | 6. _____ | 10. _____ |
| 3. _____ | 7. _____ | 11. _____ |
| 4. _____ | 8. _____ | 12. _____ |

ACTIVITY 16 | Which spelling is correct?

Read each pair of words. Circle the word that is spelled correctly.

A	B	A	B
1. oshun	ocean	11. tomorrow	tomorow
2. ownly	only	12. gole	goal
3. below	beloe	13. coald	cold
4. folow	follow	14. alown	alone
5. know	knoe	15. clothes	closse
6. also	alsow	16. joke	joake
7. ago	agoa	17. smoughk	smoke
8. helo	hello	18. althow	although
9. own	oun	19. sough	so
10. slowe	slow	20. goes	gose

ACTIVITY 17 | Cumulative spelling review, Units 1–9

Circle the word in each set that is spelled correctly.

A	B	C	D
1. bothe	bouth	both	bouthe
2. moni	muney	mney	money
3. jome	ome	home	phome
4. usually	yusually	uselly	usually
5. soap	sope	oop	sowp
6. most	moast	mowst	moest
7. gaym	gaim	game	guame
8. althoh	althow	althoe	although
9. number	nimbr	nummber	nombour
10. oppen	open	oben	obben
11. buthir	boter	boather	bother
12. nobember	Nobember	november	November
13. belo	below	billew	beloe
14. tomorrow	tomorow	tommorow	tommorrow
15. trabel	truvel	travel	trubel
16. imbossible	impossible	imposibl	empossible
17. encide	inseed	incide	inside
18. goale	gole	gol	goal
19. necesary	necessary	nessesery	nessesary
20. kno	knoe	knou	know

Boys play video games before school in Lagos, Nigeria.



BUILDING BETTER SENTENCES WITH VOCABULARY

ACTIVITY 18 | Scrambled sentences

Unscramble the words and phrases to write sentences. Use correct capital letters and punctuation.

1. the schedules / are / long / for / these three flights

2. on / international airlines / are / flights / the

3. from new york / number / goes / 434 / flight / to london

4. and / arrives at 8 a.m. / it / leaves at 8 p.m.

5. goes / from new york / 221 / flight / to tokyo / number

6. leaves at 3:30 p.m. / it / the next day / arrives at 11:30 a.m. / one day / and

7. to lima / 395 / goes / from new york / flight / number

8. it / arrives at 8 p.m. / and / leaves at 9 a.m.

9. stops / hours / in / panama / two / this flight / for

ACTIVITY 19 | Finding and correcting mistakes

Circle the mistake(s) in each sentence. The number in parentheses () is the number of mistakes in that sentence. Then write the sentences correctly.

1. I am student at Washington High School. (1)

2. My class favorite is the geography. (2)

3. In the future I want to visit the pyramids near from Cairo in Egypt. (2)

4. I want to walk up a mountain at Chile. (1)

5. I want to see the buildings famous at Paris. (2)

6. After Paris I want to go Japan to ride on the fast trains there. (2)

ACTIVITY 20 | Writing sentences with vocabulary in context

Complete each sentence with the correct word from the box. Then copy the sentences with correct capital letters and punctuation.

alone	coast	goes	know	old
both	coat	hope	October	own

1. the month between september and november is _____

2. how _____ are your grandparents

3. we really _____ that it does not rain tomorrow

4. _____ el salvador and costa rica are in central america

5. air canada 227 _____ from toronto to atlanta

6. do you _____ the capitals of all the countries

7. everyone needs a heavy _____ in the middle of winter

8. how many pairs of shoes do you _____

9. kevin lives _____

10. countries such as bolivia sudan laos and mongolia do not have a _____

WRITING

ACTIVITY 21 | Completing a paragraph

Complete the paragraph with words from the box. Circle the letters that need to be capital letters. Add commas in the correct places. Then copy the paragraph on a separate piece of paper.

at	in	of	visit	warm
for	love	to	walk	with

A Tourist City

¹ millions of tourists go _____ paris every year. ² many tourists
_____ during the summer. ³ the temperature is _____ in
june july and august. ⁴ this makes it a perfect time _____ sightseeing.
⁵ the tourists come _____ a long list of things to do. ⁶ many people like to
take pictures _____ the eiffel tower. ⁷ they also like to tour the many old
buildings _____ the city. ⁸ some tourists visit the louvre museum to look
_____ the famous paintings there. ⁹ others like to _____
along the seine river. ¹⁰ tourists _____ paris.

The Seine River and Eiffel Tower
in Paris, France



ACTIVITY 22 | Guided writing

Write the paragraph from Activity 21 again, but make the changes listed below.

- Sentences 1 and 10: Change *Paris* to *Venice*.
Sentence 3: Change *warm* to *hot*.
Sentence 6: Change *Eiffel Tower* to *Rialto Bridge*.
Sentence 8: Change *the Louvre Museum* to *Murano Island*. Change *paintings* to *glass*.
Sentence 9: Change *Seine River* to *canals*.
-
-
-
-
-
-
-
-
-
-
-
-
-
-
-



ACTIVITY 23 | Writing sentences or a paragraph

Write eight to twelve sentences on a separate piece of paper. Write about another city that millions of tourists visit each year. When do they usually go there? What do they go there to see? Use prepositions of place and time. For help, you can follow the examples in Activity 21 and Activity 22. For more information about writing a paragraph, see the *Writer's Handbook*.

10

Simple and Compound Sentences

OBJECTIVES

- Recognize simple and compound sentences
- Write compound sentences
- Spell common words with the sound of *oo* in *school*
- Write about a hobby of a family member or friend



A man trims his Bonsai tree.

FREEWRITE | Write five sentences about a hobby you have.

GRAMMAR FOR WRITING

Simple and Compound Sentences

Simple Sentences

In Unit 1, you learned that a sentence is a group of words that has at least one subject, one verb, and a complete idea. A **simple sentence** has one subject-verb combination. It can have more than one noun as the subject and/or more than one verb.

SUBJECT	VERB + OTHER INFORMATION
Whales	are mammals.
Whales and elephants	are mammals.
Whales	are warm-blooded and feed their babies milk.
Whales and elephants	are warm-blooded and feed their babies milk.

Compound sentences

And, but, and so are **connectors**, also called coordinating conjunctions. They can connect two simple sentences to make a longer **compound sentence**. Use a comma before the connector in a compound sentence. Do not start a sentence with *and, but, or so*.

COMPOUND SENTENCES		
SIMPLE SENTENCE 1	CONNECTOR	SIMPLE SENTENCE 2
Whales are mammals	, and	snakes are reptiles.
Whales are mammals	, but	sharks are a type of fish.
Sharks are a type of fish	, so	they do not breathe air.

And, but, and so show the relationship between the two simple sentences in a compound sentence. Use

- *and* to add information
- *but* to add different or opposite information
- *so* to show a result



Common Mistakes

MISTAKE	PROBLEM	CORRECT
Five is an odd number but six is an even number.	comma missing	Five is an odd number, but six is an even number.
I like tea, so I drink coffee sometimes.	wrong connector	I like tea, but I drink coffee sometimes.
Costa Rica is in Central America. And Peru is in South America.	beginning a sentence with a connector	Costa Rica is in Central America, and Peru is in South America.

ACTIVITY 1 | Identifying simple and compound sentences

Write S for *simple sentence* or C for *compound sentence*.

1. _____ Belize and El Salvador are two small countries in Central America.
2. _____ Li and Wang are from Shanghai, but Mei and Sun are from Beijing.
3. _____ We have an early meeting at 8:45 this morning.
4. _____ São Paolo is the largest city in Brazil, but it is not the capital.
5. _____ Elena has a new car, and she likes it very much.
6. _____ Some people in Canada speak French and English.
7. _____ Preeda speaks Thai and English, so she knows two alphabets.
8. _____ A tomato is sweet, juicy, and delicious.

Using Commas with *And*

We use a comma with *and* in a compound sentence to connect two simple sentences. Remember from Unit 7 that we also use a comma with *and* to connect three or more items in a list.

^s ^v Peru ^s ^v is in South America, **and** it has many mountains. (compound sentence)

ⁿ ⁿ Peru, ⁿ Ecuador, **and** ⁿ Brazil are in South America. (list)

Also remember from Unit 7 that we do not use a comma when *and* connects two nouns, verbs, or adjectives in a simple sentence.

ⁿ ⁿ Peru **and** Ecuador are in South America.

^v Peru ^v is in South America **and** ^v has many high mountains.

ACTIVITY 2 | Using commas with *and*

Add commas to the sentences where necessary.

1. My name has five letters and your name also has five letters.
2. Our favorite teachers are Mr. Foley and Mr. Wilson.
3. Apple pie is very sweet and it is my favorite dessert.
4. China is a big country and it has many people.
5. China is a big country and has many people.
6. Becky and Sue are classmates and they live on the same street.
7. The colors of the American flag are red white and blue.
8. My first name has five letters and my last name also has five letters.
9. Ten people work in my office and we all take the same train to work.
10. I like basketball very much and play it almost every weekend.
11. I like basketball very much and I play it almost every weekend.
12. Our favorite food is fish and we eat it three times a week.

ACTIVITY 3 | Writing compound sentences with *and*

Combine the two simple sentences with *and* to make a compound sentence. Follow the example.

1. India is a large country. It has many people.
India is a large country, and it has many people.
2. You like milk in your coffee. I like my coffee black.

3. Minnesota is next to Canada. It has many lakes.

4. Karen is from the United States. She lives in Michigan.

5. Bob and Sue are married. They have three children.

6. Mexico borders the United States. The United States borders Canada.

7. I need to buy a new coat. This coat is on sale.

8. A giraffe has four long legs. It can run really fast.

ACTIVITY 4 | Writing compound sentences with *but*

Combine the two simple sentences with *but* to make a compound sentence. Follow the example.

1. English has 26 letters. Only 5 letters are vowels.

English has 26 letters, but only 5 letters are vowels.

2. I love cheese. My brother is allergic to cheese.
-

3. Marcos's family is from Mexico. He does not speak Spanish.
-

4. Shanghai is the largest city in China. Beijing is the capital.
-

5. July has 31 days. June has 30 days.
-

6. Wei is from China. He lives in the United States.
-

7. Bolivia does not have a seacoast. Chile has a very long one.
-

8. I have a desktop computer. I never use it.
-

ACTIVITY 5 | Writing compound sentences with *so*

Combine the two simple sentences with *so* to make a compound sentence. Follow the example.

1. Luke has a car. He does not take a bus to school.

Luke has a car, so he does not take a bus to school.

2. Each shirt is \$50. Two shirts are \$100.
-

3. It is rainy today. You need an umbrella.
-

4. My computer is broken. I cannot check my email.
-

5. The weather in Florida is very hot in July. That is not a good time to visit the state.
-

6. The weather in Toronto in January is cold. You need a heavy coat.
-

7. The word *on* has more than 20 meanings. It is difficult to learn well.

8. My sister runs five miles every day. She is in good shape.

ACTIVITY 6 | Unscrambling clauses to make compound sentences

Unscramble the clauses in A and B. Then combine them into a compound sentence with the connector provided. Use correct capital letters and punctuation. Follow the example.

1. A. cook a mother very my is good My mother is a very good cook.

B. make cannot pizza she She cannot make pizza.

but: My mother is a very good cook, but she cannot make pizza.

2. A. my are from cousins France _____

B. French speak they _____

so: _____

3. A. swim day my every friends _____

B. they good swimmers are very _____

so: _____

4. A. an country is India interesting _____

B. go month next plan there to we _____

and: _____

5. A. math books table are the on the _____

B. books are on the the science desk _____

and: _____

6. A. Michael on vacation and Rob are _____

B. is at nobody their house _____

so: _____

7. A. my easy math class is _____

B. are difficult my classes English and Arabic _____

but: _____

8. A. light breakfast my father eats a _____

B. lunch he salad for eats _____

and: _____

BUILDING BETTER VOCABULARY AND SPELLING

Words with the Sound of *oo* in *School**

ACTIVITY 7 | Which words do you know?

Read the words with the sound of *oo* in *school*. Follow the directions.

1. Notice the spelling patterns.
2. Check (✓) the words you know.
3. Look up new words in a dictionary.
4. Write the meanings in your notebook.



school

WORDS TO KNOW

GROUP 1:

Words spelled with **oo**

- choose
- cool
- food
- noon
- pool
- poor
- room
- school
- soon
- spoon
- too
- tooth
- zoo

GROUP 2:

Words spelled with **ue**

- blue
- true
- Tuesday

GROUP 3:

Words spelled with **u + consonant + final e**

- include
- June
- rule
- few**
- knew
- new
- news
- newspaper

GROUP 4:

Words spelled with **ew**

- group
- soup
- you

GROUP 6: Words spelled with **o** (at the end of the word)

- do
- to

- two

- who

GROUP 7:

Words spelled with **ui**

- fruit
- juice
- suitcase

GROUP 8: Words spelled with **u** and pronounced **yu**

- computer **AW**
- confused
- music
- use

GROUP 9:

Other spellings

- shoe
- student
- who's
- whose

*List is from: Spelling Vocabulary List © 2013 Keith Folse

The **ew is **few** is pronounced **yu**.

ACTIVITY 8 | Matching

Match each picture with a word from the Words to Know list.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

ACTIVITY 9 | Spelling words with the sound of oo in *school*

Fill in the missing letters to spell words with the sound of *oo* in *school*. Then copy each word.

1. wh _____

6. gr _____ p

2. r _____ le

7. incl _____ de

3. kn _____

8. T _____ sday

4. f _____

9. y _____

5. t _____

10. sh _____

ACTIVITY 10 | Scrambled letters

Unscramble the letters to write words that have the sound of *oo* in *school*.

- | | | | |
|--------------------|-------|------------------|-------|
| 1. o n o n | _____ | 7. c l i n u d e | _____ |
| 2. n w e k | _____ | 8. o h t o t | _____ |
| 3. c s a e s u i t | _____ | 9. o o s h c e | _____ |
| 4. f s d c o n u e | _____ | 10. o n o s | _____ |
| 5. o t | _____ | 11. o w t | _____ |
| 6. o o t | _____ | 12. t r u i f | _____ |

10 ACTIVITY 11 | Spelling practice

Write the words that you hear. You will hear each word two times.

- | | | |
|----------|----------|-----------|
| 1. _____ | 5. _____ | 9. _____ |
| 2. _____ | 6. _____ | 10. _____ |
| 3. _____ | 7. _____ | 11. _____ |
| 4. _____ | 8. _____ | 12. _____ |

ACTIVITY 12 | Which spelling is correct?

Read each pair of words. Circle the word that is spelled correctly.

A	B	A	B
1. Joon	June	11. choose	chuse
2. soap	soup	12. joos	juice
3. schul	school	13. spoon	spune
4. fruit	froot	14. tru	true
5. shoe	shu	15. nun	noon
6. blu	blue	16. inclood	include
7. Tuesday	Tusday	17. do	du
8. foud	food	18. you	yu
9. compoter	computer	19. roule	rule
10. noos	news	20. muisic	music

ACTIVITY 13 | Cumulative spelling review, Units 1–10

Circle the word in each set that is spelled correctly.

A

1. scholl
2. famos
3. stret
4. usually
5. spon
6. bole
7. shees
8. doctor
9. fainli
10. Chainese
11. pipel
12. Inglesh
13. languaje
14. classroom
15. frenly
16. trebel
17. practese
18. estudent
19. imformation
20. reali

B

- school
- famoso
- estret
- usally
- spoon
- bowl
- chees
- doctr
- finali
- Chinese
- people
- Anglesh
- language
- classroon
- frenli
- troble
- practes
- estuden
- imformetion
- realy

C

- schul
- femous
- street
- usully
- spune
- poul
- sheese
- dactor
- finally
- Chineese
- peeple
- English
- lenguaje
- clasroum
- frendly
- truble
- practice
- studen
- information
- really

D

- schule
- famous
- streat
- usualy
- spoun
- powl
- cheese
- docter
- fainally
- Chinees
- bebel
- Englis
- lenjuge
- classroum
- friendly
- trouble
- proctice
- student
- informetion
- realli



A man plays a piano in the street in Valencia, Spain.

BUILDING BETTER SENTENCES WITH VOCABULARY

ACTIVITY 14 | Scrambled sentences

Unscramble the words to write sentences. Use correct capital letters and punctuation.

1. family so the zoo we loves love animals my

2. the animals zoo has many different

3. some big animals are but small others are

4. elephants and are big animals giraffes camels

5. monkeys are animals small and penguins

6. my are favorite leopards animal at the zoo

7. beautiful leopards fast are can run and they

8. cheetahs similar leopards are to

9. and sister likes gazelles my pandas

10. gazelles from are and africa asia

11. from are pandas china

12. zoo my a lot likes the family and go we

ACTIVITY 15 | Finding and correcting mistakes

Circle the mistake(s) in each sentence. The number in parentheses () is the number of mistakes in that sentence. Then write the sentences correctly.

1. Children's Day is a holiday very special in Japan. (1)
-

2. People in Japan celebrate Children's Day on the fifth day of fifth month, the date is easy to remember. (2)
-

3. On this day, you sees many colorful cloth fish flying in the air. (1)
-

4. When the wind blow, the fish look like they are swimming in very fast river. (2)
-

5. Strong fish can reach their home and they can be happy, and successful. (2)
-

6. Japanese parents want their children to be strong like a fish. (1)
-

Little boys play under colorful cloth fish in Japan.



ACTIVITY 16 | Writing sentences with vocabulary in context

Complete each sentence with the correct word from the box. Then copy the sentences with the correct capital letters and punctuation.

blue	group	music	news	spoon
few	include	new	rule	true

1. my favorite color is _____

2. there is a large _____ of students at the museum today

3. i need a _____ to eat this soup

4. there are a _____ important things to do before you travel to another country

5. a bill in a restaurant does not usually _____ a tip

6. jonathan watches the _____ in the morning and at night

7. it can be hard for students to go to a _____ school

8. the opposite of *false* is _____

9. Maya likes rock but her parents prefer classical _____

10. there is a _____ inside the taj mahal about wearing cloth on your shoes

Visitors to the
Taj Mahal wear
cloth on their
shoes.



WRITING

ACTIVITY 17 | Completing a paragraph

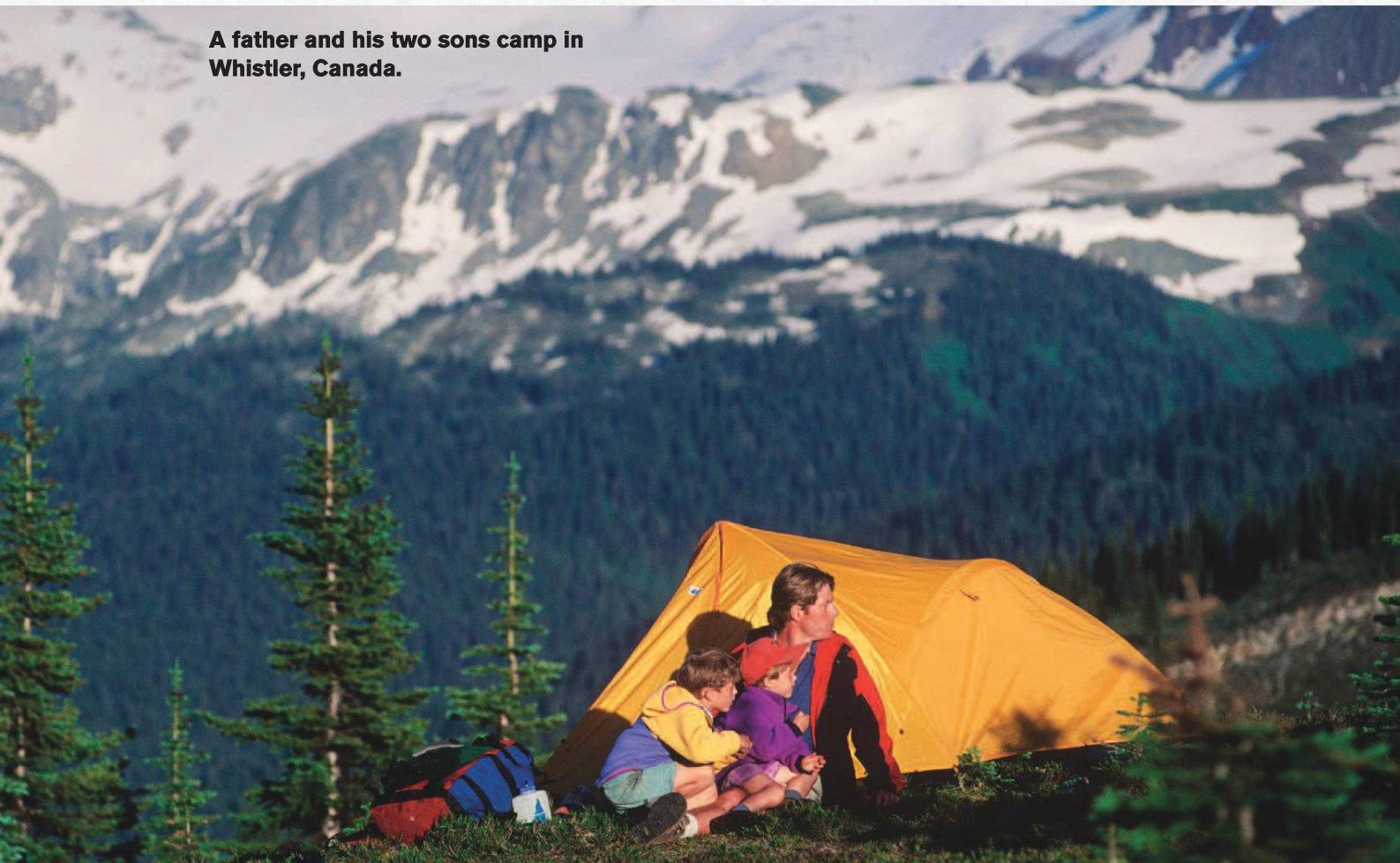
Complete the paragraph with words from the box. Circle the letters that need to be capital letters. Then copy the paragraph on a separate piece of paper.

a	day	night	their	two
big	few	on	too	with

My Brother's Hobby

¹ my brother has _____ fun hobby. ² he likes to go camping
_____ the weekends. ³ he goes with his _____ children. ⁴ they drive
to a park or a forest near _____ house. ⁵ they live close to a _____.
parks and forests. ⁶ they hike and fish all _____ ⁷ they look at the stars at
_____ ⁸ they tell ghost stories, _____. ⁹ they sleep together in a
tent. ¹⁰ my brother really likes to go camping _____ his children.

A father and his two sons camp in Whistler, Canada.



ACTIVITY 18 | Guided writing

Write the paragraph from Activity 17 again, but make the changes listed below.

- Title: Change *Brother's* to *Sister's*.
- Sentence 1: Change *brother* to *sister*. Make the same change in sentence 10.
- Sentence 2: Change *he* to *she* and *camping* to *skiing*.
- Sentence 3: Use the correct subject pronoun and possessive adjective.
- Sentence 4: Change *park or a forest* to *mountain*.
- Sentence 5: Change *parks and forests* to *mountains*.
- Sentence 6: Change *bike and fish* to *ski*.
- Sentences 7 and 8: Combine these sentences. Change *look at the stars* to *drink hot chocolate*.
Change *at night* to *in the afternoon*. Change *tell ghost stories* to *sit by a warm fire*.
- Sentence 9: Change *sleep together in a big tent* to *drive home at the end of the day*.
- Sentence 10: Change *camping* to *skiing*. Use the correct possessive adjective.
-
-
-
-
-
-
-
-
-
-
-
-
-
-

ACTIVITY 19 | Writing sentences or a paragraph

Write six to twelve sentences on a separate piece of paper. Write about a hobby that someone in your family has. Use at least one compound sentence with *and*, *but*, or *so*. For help, you can follow the examples in Activity 17 and Activity 18. For more information about writing a paragraph, see the *Writer's Handbook*.

11 | The Simple Past



OBJECTIVES

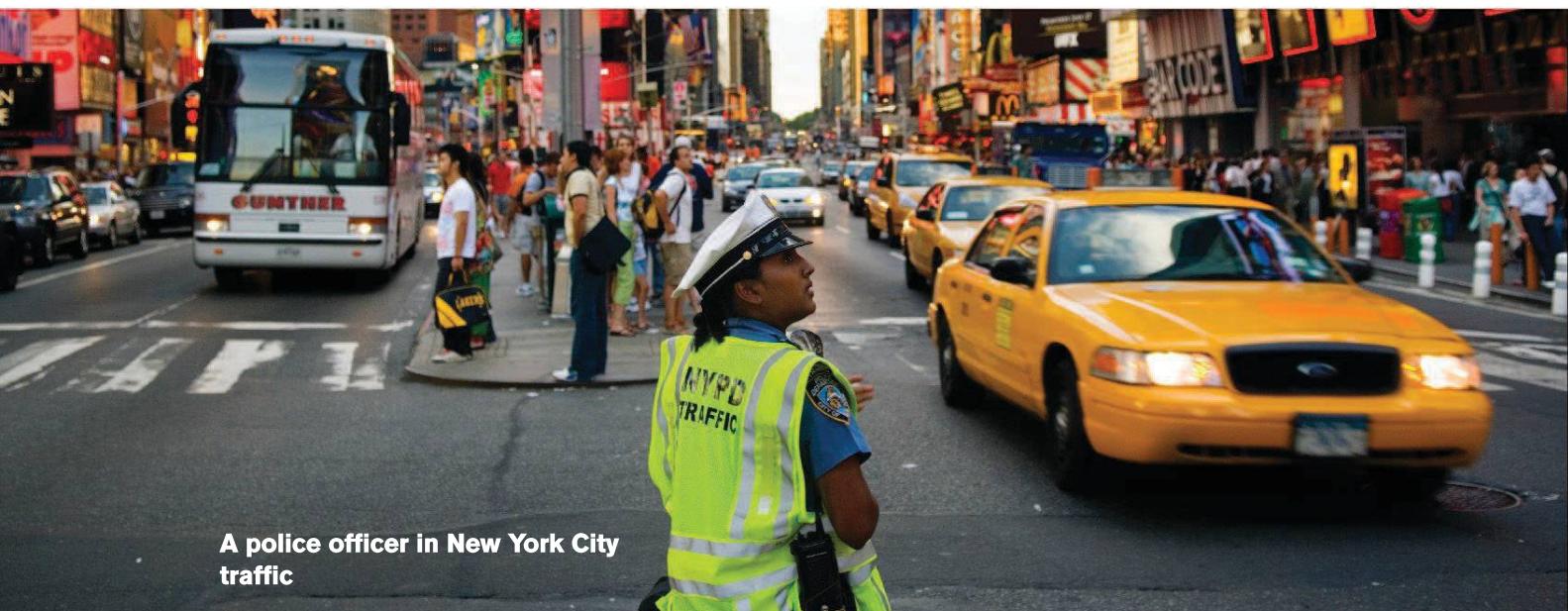
- Write sentences with the simple past
- Spell common words with the sound of **aw** in *straw*
- Write about an important personal event in the past



**Saudi students in a car safety course at
Effat University in Jeddah, Saudi Arabia**

FREEWRITE | Write about how the woman in the photo feels.

GRAMMAR FOR WRITING



The Simple Past Affirmative

We use the **simple past** form of verbs to write about the past. In the simple past, each verb has only one form. The same form of the verb is used for all subjects (*I, you, he, she, it, you, we, they, etc.*). Most verbs are regular verbs and end in *ed* (*need → needed*) or *d* (*live → lived*).

EXAMPLES	SPELLING RULES
I wanted to read that book.	For most verbs, add ed to make the simple past.
We lived in a small apartment before.	For verbs that end in e , add only d .
The boy tried to run faster.	For verbs that end in consonant + y , change the y to i and add ed .
The team played well in the last game.	For verbs that end in vowel + y , add ed .
The police officer stopped traffic to help us cross the street.	For one-syllable verbs that end in consonant + vowel + consonant, double the last letter before adding ed .

ACTIVITY 1 | Spelling regular simple past verbs

Write the simple past form of common verbs in English writing.*

1. want _____
2. ask _____
3. start _____
4. seem _____
5. use _____
6. play _____
7. look _____
8. appear _____
9. help _____
10. move _____

11. show _____
12. report _____
13. turn _____
14. die _____
15. work _____
16. include _____
17. receive _____
18. decide _____
19. try _____
20. call _____

21. happen _____
22. add _____
23. learn _____
24. continue _____
25. open _____
26. live _____
27. create _____
28. believe _____
29. suggest _____
30. like _____

*Source: *Corpus of Contemporary American English*

Past Time Phrases

Common time words and phrases with the simple past tense are:

- yesterday

We played soccer **yesterday**.

- last night, last week, last month, etc. (*last* + time word)

I finished my homework early **last night**.

- two hours ago, three days ago, four weeks ago, etc. (number + time word + *ago*)

She arrived here **two weeks ago**.

You can start a sentence with these time words and phrases. We often use a comma after a time word or phrase at the beginning of a sentence.

Yesterday, we played soccer.

Last night, I finished my homework early.

Two weeks ago, she arrived here.

Boys play soccer in Havana, Cuba.



ACTIVITY 2 | Writing sentences with regular simple past verbs

Use one word or phrase from each of the four groups to write sentences in the simple past. Use correct capital letters, spelling, and punctuation. Follow the example.

SUBJECT	VERB	OBJECT	TIME
he	watch	a football game	last night
we	play	a movie	yesterday
they	enjoy	a basketball game	three days ago

1. We watched a movie last night.

2. _____

3. _____

4. _____

5. _____

6. _____

ACTIVITY 3 | Who has the most sentences that are different?

Work with a partner. Compare your sentences from Activity 2. Each sentence that is different from your partner's receives one point. Then repeat this activity with another partner.

You: _____ / 5 points

Partner 1: _____ / 5 points

You: _____ / 5 points

Partner 2: _____ / 5 points

A youth league American football game



Irregular Simple Past Verbs

Many common verbs in English are irregular. Irregular verbs still have only one form in the simple past, except for *be*. *Be* has two forms in the simple past: *was* and *were*.

SUBJECT	BE + OTHER INFORMATION
I/He/She/It	was at school.
You/We/They	were happy.

Here are common irregular simple past verbs to know.*

BASE	PAST	BASE	PAST	BASE	PAST	BASE	PAST	BASE	PAST
be	was	do	did	have	had	lose	lost	sit	sat
be	were	feel	felt	hear	heard	make	made	stand	stood
become	became	find	found	hold	held	put	put	take	took
begin	began	get	got	keep	kept	run	ran	tell	told
bring	brought	give	gave	know	knew	say	said	think	thought
come	came	go	went	leave	left	see	saw	write	wrote

*Source: *Corpus of Contemporary American English*

Many verbs for daily activities are irregular: eat → ate, drink → drank, wake → woke.

Common Mistakes

MISTAKE	PROBLEM	CORRECT
We live in London in 2010.	past tense missing	We lived in London in 2010.
She goed to Brazil in 2005.	past tense form	She went to Brazil in 2005.
I was took Bus 87 yesterday.	extra verb	I took Bus 87 yesterday.

ACTIVITY 4 | Writing irregular simple past verbs

Write the simple past form of the irregular verbs.

1. be _____
10. think _____
20. write _____
2. have _____
11. know _____
21. hear _____
3. do _____
12. tell _____
22. sit _____
4. say _____
13. see _____
23. stand _____
5. come _____
14. find _____
24. put _____
6. get _____
15. begin _____
25. run _____
7. go _____
16. feel _____
26. keep _____
8. make _____
17. become _____
27. hold _____
9. take _____
18. give _____
28. bring _____
19. leave _____
29. lose _____

ACTIVITY 5 | Writing sentences with irregular simple past verbs

Answer each question with a complete sentence. Use correct spelling, capital letters, and punctuation. Follow the example. When you finish, compare your answers with a partner.

1. What time did you come to class today?

I came to class at 9 a.m. today.

2. What time did you get up this morning?
-

3. Where did you go to elementary school?
-

4. When were you born?
-

5. What did you eat for dinner last night?
-

6. When did you do your homework for this class?
-

7. What did you drink yesterday?
-

8. Where did you buy your shoes?
-

9. How many emails did you write last month?
-

ACTIVITY 6 | Correcting mistakes

Each sentence has a mistake with the simple past verb. Correct the mistakes. Then write each sentence again. Use correct capital letters and punctuation.

1. i get a cold two or three days ago

2. last night i feel a little sick

3. i was took aspirin and then i went to bed

4. i usually got up at 8 a.m. but i got up at 6:30 a.m today.

5. i were very sick so i went to see my doctor

6. he sayed i had a very high fever

7. he was told me to go home and rest

8. on the way home i sawed a drugstore

9. i was found some strong medicine there

10. at home i took the medicine and i felt better now

The Simple Past Negative

To make the negative simple past form of all verbs except *be*, add *did not* before the base form of the verb.

SUBJECT	DID NOT + BASE FORM	OTHER INFORMATION
I	did not like	the dessert at the restaurant
He/She/It	did not arrive	on time.
You/We/They	did not have	homework yesterday.

To make the negative simple form of the verb *be*, add the word *not* after *was* or *were*.

SUBJECT	BE + NOT	OTHER INFORMATION
I/He/She/It	was not	on time.
You/We/They	were not	on the soccer team.

The contraction for *did not* is *didn't*. The contraction for *was not* is *wasn't*, and the contraction for *were not* is *weren't*. Do not use these contractions in formal writing.

Common Mistakes

MISTAKE	PROBLEM	CORRECT
Andrea no lived in Korea in 2011.	incorrect negative form	Andrea did not live in Korea in 2011.
We do not arrived late.	incorrect negative form	We did not arrive late.
I did not took the bus yesterday.	form of main verb	I did not take the bus yesterday.
Norah was not wake up at 7 this morning.	helping verb	Norah did not wake up at 7 this morning.

ACTIVITY 7 | Scrambled sentences

Unscramble the words to write sentences. Use correct capital letters and punctuation.

1. vacation not was my fun florida to

2. flight my did leave not on time

3. connecting catch not flight i did my

4. suitcase arrive not my did florida in

5. reservation my have hotel not did the

6. i like the room they gave did me not

7. was good weather not the

8. did have not i fun

Storm clouds over an empty beach
on San Marco Island, Florida



BUILDING BETTER VOCABULARY AND SPELLING

Words with the Sound of *aw* in *Straw**

ACTIVITY 8 | Which words do you know?

Read the words with the sound of *aw* in *straw*. Follow the directions.

1. Notice the spelling patterns.
2. Check (✓) the words you know.
3. Look up new words in a dictionary.
4. Write the meanings in your notebook.



straw

WORDS TO KNOW

GROUP 1:

Words spelled with **aw**

awful

draw

drawer

law

raw

saw

straw

laundry

sauce

taught

GROUP 3:

a in **all**

all

ball

call

fall

mall **AW**

small

tall

wall

GROUP 4:

a in **al**

almost

also

always

salt

talk

walk

GROUP 5:

Words spelled with **ough**

bought

brought

cough

thought

GROUP 6:

o in **ong**

long

song

strong

wrong

*List is from: Spelling Vocabulary List ©2013 Keith Folse

ACTIVITY 9 | Matching

Match each picture with a word from the Words to Know list.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

ACTIVITY 10 | Spelling words with the sound of *aw* in *straw*

Fill in the missing letters to spell words with the sound of *aw* in *straw*. Then copy each word.

1. _____ gust _____

6. _____ ful _____

2. t _____ ll _____

7. d _____ ghter _____

3. r _____ _____

8. _____ lways _____

4. s _____ ce _____

9. th _____ ght _____

5. wr _____ ng _____

10. dr _____ er _____

ACTIVITY 11 | Scrambled letters

Unscramble the letters to write words that have the sound of *aw* in *straw*.

1. atmnuu _____
2. soal _____
3. esauc _____
4. stalom _____
5. wla _____
6. wrad _____
7. labl _____
8. glon _____
9. alif _____
10. ttaghau _____
11. rohtau _____
12. lacl _____

ACTIVITY 12 | Spelling practice

Write the words that you hear. You will hear each word two times.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

ACTIVITY 13 | Which spelling is correct?

Read each pair of words. Circle the word that is spelled correctly.

A	B	A	B
1. bot	bought	11. athor	author
2. fall	foll	12. almost	allmost
3. small	smal	13. straw	straugh
4. all	al	14. solt	salt
5. allso	also	15. daughter	doughter
6. wraung	wrong	16. strang	strong
7. sauce	sos	17. draw	drau
8. cose	cause	18. caught	cough
9. rau	raw	19. towl	tall
10. caught	cawght	20. wak	walk

ACTIVITY 14 | Cumulative spelling review, Units 1–11

Circle the word in each set that is spelled correctly.

A	B	C	D
1. caught	caught	caght	caughte
2. allmost	allmst	almust	almost
3. practese	practes	practice	proctice
4. doughter	doghter	dawter	daughter
5. schooll	school	shool	shooll
6. sonetimes	sonetines	sommetimes	sometimes
7. imbornt	important	imbortent	importent
8. laundy	loundy	laundry	loundry
9. study	stady	estudy	estady
10. future	fuetur	futur	futoore
11. cntinue	cantinue	continue	cintinue
12. smoke	smok	esmoke	esmok
13. jus	juis	juise	juice
14. cusent	cousin	cousine	cisin
15. amizeng	amizing	amazing	amazeng
16. pic	pick	bic	bick
17. aftar	eftar	after	aftair
18. proplem	proplem	problam	proplam
19. trable	travle	trouble	trouvlle
20. littil	littil	leetil	leetle
21. reeson	reasone	raison	reason
22. Wendsday	Wednesday	Windsday	Wednesday
23. famous	famos	femos	faimous
24. usully	usualli	usuali	usually
25. Chainese	Chinese	Chineese	Chinees

BUILDING BETTER SENTENCES WITH VOCABULARY

ACTIVITY 15 | Scrambled sentences

Unscramble the words to write sentences. Use correct capital letters and punctuation.

1. english at omar college studies community the

2. yesterday final class the was for test his

3. difficult was test very the

4. exam hours and was two the took long omar it

5. short have did questions not the any test

6. three the omar questions not to know did answers

7. his he score learned just

8. 81 a he score of got



A student studies during
an English class.

ACTIVITY 16 | Finding and correcting mistakes

Circle the mistake(s) in each sentence. The number in parentheses () is the number of mistakes in that sentence. Then write the sentences correctly.

1. My husband and I live in very small town in Texas. (1)

-
2. My mother come to visit us yesterday, so we go to the airport to pick her up. (2)

-
3. Unfortunately, his flight did not arrived on time. (2)

-
4. The weather was very bad, all the flights arrive late. (2)

-
5. My mother's flight was two hour late. (1)

-
6. My husband and I no wanted to go home, but we waited at the airport. (2)

-
7. We were got home in midnight. (2)

-
8. We was all very tired, we went to bed as soon as we got home. (2)

Thunderstorm over a small town in Texas



ACTIVITY 17 | Writing sentences with vocabulary in context

Complete each sentence with the correct word from the box. Then copy the sentences with the correct capital letters and punctuation.

always	awful	draw	sauce	thought
August	daughter	raw	tall	wrong

1. maria ate her pasta with tomato _____

2. ling had only one _____ answer on the test so her score was 95

3. My brother is very _____ but my sister and I are short

4. my sister _____ about the problem for a long time

5. we really like tennis so we _____ play tennis on mondays and thursdays

6. the month before september is _____

7. this food is _____ and I cannot finish it

8. my wife and I have three sons and one _____

9. it is very difficult to _____ people

10. sushi uses _____ fish

WRITING

ACTIVITY 18 | Completing a paragraph

Complete the paragraph with words from the box. Circle the letters that need to be capital letters. Then copy the paragraph on a separate piece of paper.

came
for

friends
knows

last
me

special
these

this
was

A Special Event

¹ _____ year, my birthday was very special. ² my friend nadia _____ to visit. ³ she cooked a delicious birthday dinner _____ me. ⁴ she _____ how to cook well. ⁵ a meal by nadia is always a _____ event. ⁶ _____ meal was extra special. ⁷ nadia surprised _____. ⁸ we went to school together and have the same _____. ⁹ she invited _____ friends to celebrate, too. ¹⁰ it _____ the best birthday ever.

ACTIVITY 19 | Guided writing

Write the paragraph from Activity 18 again, but make the changes listed below.

- Sentence 1: Change *birthday* to *graduation*.
- Sentence 2: Change *friend* to *Aunt*.
- Sentence 3: Change *birthday* to *graduation*. Add *and my family* to the end of the sentence.
- Sentences 5 and 6: Combine these sentences with *but*. Add *Aunt* in the correct place.
- Sentence 7: Change *me* to *us*. Add *Aunt* in the correct place.
- Sentence 8: Replace this sentence with *She baked a huge cake*.
- Sentence 9: Change *these* to *all my* and *celebrate* to *come over for cake*.
- Sentence 10: Change *birthday* to *graduation celebration*.

ACTIVITY 20 | Writing sentences or a paragraph

Write six to twelve sentences on a separate piece of paper. Write about an important personal event that happened in the past. Examples include a birthday, a graduation, getting your driver's license, or another very important event to you. Use simple past verbs. For help, you can follow the examples in Activity 18 and Activity 19. For more information about writing a paragraph, see the *Writer's Handbook*.



12 | Complex Sentences



OBJECTIVES

- Recognize dependent and independent clauses
- Write complex sentences
- Spell common words with the sound of *oo* in *wood*
- Write about your first job



A teenager at work at a movie theater in Canada.

FREEWRITE | Write about common jobs for young adults.

GRAMMAR FOR WRITING

Complex Sentences

In Unit 10, you learned how to write longer compound sentences by connecting two simple sentences with a connector called a coordinating conjunction (*and, but, so*). Complex sentences are another type of longer sentence.

A **complex sentence** consists of two clauses: an independent clause and a dependent clause. A **clause** is a group of words that includes a subject and a verb.

INDEPENDENT CLAUSE	DEPENDENT CLAUSE
S V Reem studied all weekend	S V because she had a test on Monday.

An **independent clause** can be a sentence by itself. A **dependent clause** cannot be a sentence; it needs the independent clause to make sense. A dependent clause by itself is called a fragment.

The words *because, after, before, when, and if* are common connectors used in complex sentences. They are called subordinating conjunctions. They go at the beginning of the dependent clause.

SENTENCE	INDEPENDENT CLAUSE	DEPENDENT CLAUSE
I failed the test because I did not study.	I failed the test	because I did not study
Joe watches TV after he finishes dinner.	Joe watches TV	after he finishes dinner
Many tourists change money before they travel to another country.	Many tourists change money	before they travel to another country
People should be careful when they use a knife.	People should be careful	when they use a knife
We walk to class if the weather is nice.	We walk to class	if the weather is nice

ACTIVITY 1 | Identifying independent and dependent clauses

Underline the dependent clause in each sentence. Circle the connectors.

1. I want to bake a cake for Lim because tomorrow is his birthday.
2. I want to make a chocolate cake because chocolate is his favorite kind of cake.
3. I need to go to the store before I can make Lim's cake.
4. I have to buy a lot of flour and sugar if I want to make a very big cake.

5. I can put frosting on the cake after it cools down.
6. Lim will be so happy when he sees his birthday cake.
7. My brother bought 26 candles for Lim's cake because Lim will be 26 years old.
8. My brother will put the candles on the cake when it is ready.
9. Lim's sister will sing "Happy Birthday" because she has a great voice.
10. Everyone will be happy if Lim is happy.

Word Order in Complex Sentences

The usual word order in a complex sentence is independent clause + dependent clause. The connectors *because*, *after*, *before*, *when*, and *if* always come at the beginning of a dependent clause.

INDEPENDENT CLAUSE	DEPENDENT CLAUSE
s v <u>John</u> is hungry now	con s v <u>because</u> <u>he</u> did not eat breakfast.

It is also possible to begin a sentence with a dependent clause. In this case, a comma must come after the dependent clause.

DEPENDENT CLAUSE	INDEPENDENT CLAUSE
con s v <u>Because</u> <u>John</u> did not eat breakfast,	s v <u>he</u> is hungry now.

In a sentence with a noun and a pronoun, you usually use a noun in the first part of the sentence and a pronoun in the second part of the sentence. It does not matter which clause comes first.

John is hungry now because **he** did not eat breakfast.

Because **John** did not eat breakfast, **he** is hungry now.

Common Mistakes

MISTAKE	PROBLEM	CORRECT
Because the weather is cold.	sentence fragment	Because the weather is cold, you need a sweater. OR You need a sweater because the weather is cold.
You need a sweater, because the weather is cold.	comma before a dependent clause	You need a sweater because the weather is cold.
Because the weather is cold you need a sweater.	comma missing	Because the weather is cold, you need a sweater.

ACTIVITY 2 | Using commas in complex sentences

Rewrite the sentences from Activity 1 on a separate piece of paper. Start with the dependent clauses.

Using *Because* for Reason

Use the connector *because* in a dependent clause to give a reason. A dependent clause that starts with *because* is called a **reason clause**. You can use the present, the past, or the future form of verbs in a reason clause.

INDEPENDENT CLAUSE	REASON CLAUSE	TIME
I study every night	because I want to get good grades.	present
I failed the math test	because I did not understand the lesson.	past
I will study tonight	because we are going to have a test tomorrow.	future

Remember to use a comma after a reason clause at the beginning of a sentence.

Because the car was expensive, Pablo did not buy it.

Pablo did not buy the car **because it was expensive**.

ACTIVITY 3 | Using commas in reason clauses

Each pair of sentences has the same meaning. Add commas where necessary.

1. a. You should wear a hat because it is sunny today.
b. Because it is sunny today you should wear a hat.
2. a. Chinese is difficult for me because my language uses a different alphabet.
b. Because my language uses a different alphabet Chinese is difficult for me.
3. a. It took me two weeks to read that book because it has 300 pages.
b. Because that book has 300 pages it took me two weeks to read it.
4. a. Because Marie is from France she speaks French.
b. Marie speaks French because she is from France.
5. a. Because it was so cold outside Ryan closed the window in his bedroom.
b. Ryan closed the window in his bedroom because it was so cold outside.
6. a. We plan to live in Japan for one month because we want to learn Japanese.
b. Because we want to learn Japanese we plan to live in Japan for one month.
7. a. Some people cannot eat cheese because they cannot have any milk products.
b. Because some people cannot have any milk products they cannot eat cheese.
8. a. Giraffes are my favorite animal because they are very interesting.
b. Because giraffes are very interesting they are my favorite animal.

ACTIVITY 4 | Writing complex sentences with reason clauses

Combine the two simple sentences with *because* to make two complex sentences. Use pronouns to avoid repeating a noun. Be careful with punctuation. Follow the examples.

1. My sister will study tonight. She has a test tomorrow.

My sister will study tonight because she has a test tomorrow.

Because my sister has a test tomorrow, she will study tonight.

2. You need an umbrella. It is raining now.

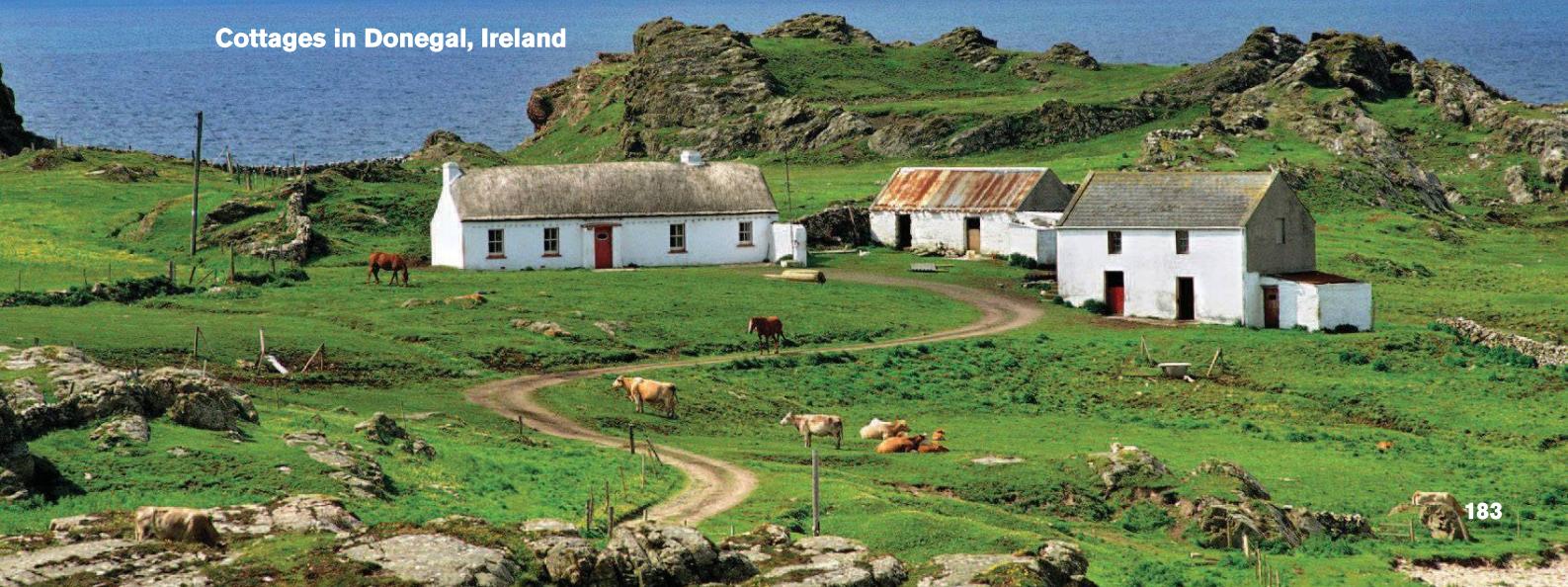
3. The class understood the professor easily. She spoke clearly.

4. I am going to take my car to the repair shop. It is making a noise.

5. Many Irish families moved to America in the 1800s. Life in Ireland was difficult.

6. The word *get* is difficult to use correctly. The word *get* has many different meanings.

Cottages in Donegal, Ireland



Using After, Before, and When for Time

The connectors *after*, *before*, and *when* are used to show the time relationship between the dependent clause and the independent clause in a complex sentence. A dependent clause that starts with one of these words is called a **time clause**.

INDEPENDENT CLAUSE	TIME CLAUSE	TIME RELATIONSHIP
Leila drove to work	after* she had coffee.	<i>after</i> + first action
Josh called his friend	before* he left.	<i>before</i> + second action
My sister took a nap	when she got home.	<i>when</i> + first action

*Remember that *after* and *before* can also be prepositions. See Unit 9.

Remember to use a comma after a time clause at the beginning of a sentence.

Before Omar went to the airport, he packed his suitcase.
Omar packed his suitcase **before he went to the airport.**

ACTIVITY 5 | Using commas in time clauses

Each pair of sentences has the same meaning. Add commas where necessary.

1. a. Most children learn the names of the colors before they go to school.
b. Before most children go to school they learn the names of the colors.
2. a. Jason went to work after he finished his breakfast.
b. After Jason finished his breakfast he went to work.
3. a. When my father drives to work he listens to news on the radio.
b. My father listens to news on the radio when he drives to work.
4. a. I added two cups of sugar after I added one cup of flour.
b. After I added one cup of flour I added two cups of sugar.
5. a. When Jeff turned on the computer nothing happened.
b. Nothing happened when Jeff turned on the computer.
6. a. My friends pushed my car when I could not start it.
b. When I could not start my car my friends pushed it.
7. a. I wrote ten emails before I left the office.
b. Before I left the office I wrote ten emails.
8. a. When we flew to Alaska the airline gave us lunch and a snack.
b. The airline gave us lunch and a snack when we flew to Alaska.



An airplane flies over Alaska.

ACTIVITY 6 | Writing complex sentences with time clauses

Combine the two simple sentences to make two complex sentences. Use the connector in parentheses. Use pronouns to avoid repeating a noun. Be careful with punctuation.

1. (when) I heard your good news. I was so happy.

I was so happy when I heard your good news.

When I heard your good news, I was so happy.

2. (before) You should read the bill carefully. You pay the bill.

3. (before) We went to bed. We watched that long movie.

4. (after) I ate lunch. I washed my dish and put it in the cabinet.

5. (before) Natalia went to England. Natalia did not speak any English.

6. (when) My sister decided to buy those shoes. My sister saw the low price.

Using *If* for Condition

Use the connector *if* in a dependent clause to show a condition. A dependent clause that starts with *if* is called an *if clause*.

INDEPENDENT CLAUSE	/IF CLAUSE
You cannot check your email in this room	if the Internet does not work here.
You need six eggs	if you want to make a cake for ten people.
The passengers will miss their second flight	if their first flight arrives late.

Remember to use a comma after an *if clause* at the beginning of a sentence.

If we have extra time, we want to play basketball.

We want to play basketball **if we have extra time**.

ACTIVITY 7 | Using commas in *if* clauses

Each pair of sentences has the same meaning. Add commas where necessary.

1. a. If you eat more vegetables and less red meat you may be healthier.
b. You may be healthier if you eat more vegetables and less red meat.
2. a. The answer is 116 if you multiply the two numbers.
b. If you multiply the two numbers the answer is 116.
3. a. If a hurricane comes near our area you should leave.
b. You should leave if a hurricane comes near our area.
4. a. Linda cannot eat this soup if there is meat in it.
b. If there is meat in this soup Linda cannot eat it.
5. a. If you have any problems you should call me immediately.
b. You should call me immediately if you have any problems.
6. a. If the weather is cold tomorrow everyone will need a heavy sweater.
b. Everyone will need a heavy sweater if the weather is cold tomorrow.

ACTIVITY 8 | Writing complex sentences with *if* clauses

Read the two simple sentences and decide which contains a condition. Then combine the two sentences with *if* to make two complex sentences. Use pronouns to avoid repeating a noun. Be careful with punctuation.

1. My sister studies with her friends. She has an important test.

My sister studies with her friends if she has an important test.

If my sister has an important test, she studies with her friends.

2. You read this book. You will laugh a lot.

3. The lake will freeze tonight. The weather is really cold.

Frozen Lake Piz Umbrail in Italy



- 4.** You need to buy a new computer. Your computer is broken.

- 5.** Sarah travels to China in November. The ticket will be expensive.

- 6.** I do not know the meaning of a word. I look up the meaning in a dictionary.

ACTIVITY 9 | Writing Complex Sentences

Add information to each dependent clause to make complete complex sentences.

- 1.** Because I need to learn English to get a better job

Because I need to learn English to get a better job, I selected this school.

OR I selected this school because I need to learn English to get a better job.

- 2.** When my family takes a trip

- 3.** Before everyone entered the office

- 4.** If you work very hard this year

- 5.** After you add the onions and the other vegetables to the pan

- 6.** Because we do not have an Internet connection

- 7.** When the weather in our area is very hot

- 8.** Because my new phone takes beautiful photos

BUILDING BETTER VOCABULARY AND SPELLING

Words with the Sound of **oo** in *Wood**

ACTIVITY 10 | Which words do you know?

Read the words with the sound of *u* in *wood*. Follow the directions.

1. Notice the spelling patterns.
2. Check (✓) the words you know.
3. Look up new words in a dictionary.
4. Write the meanings in your notebook.



wood

WORDS TO KNOW

GROUP 1:

Words spelled with **oo**

- book
- cook
- cookie
- foot
- good
- look
- stood
- took

- wood
- wool
- understood

GROUP 2:

Words spelled with **u**

- bull
- bush
- full
- pull
- push

- put
- sugar

GROUP 3:

Words spelled with **ou**

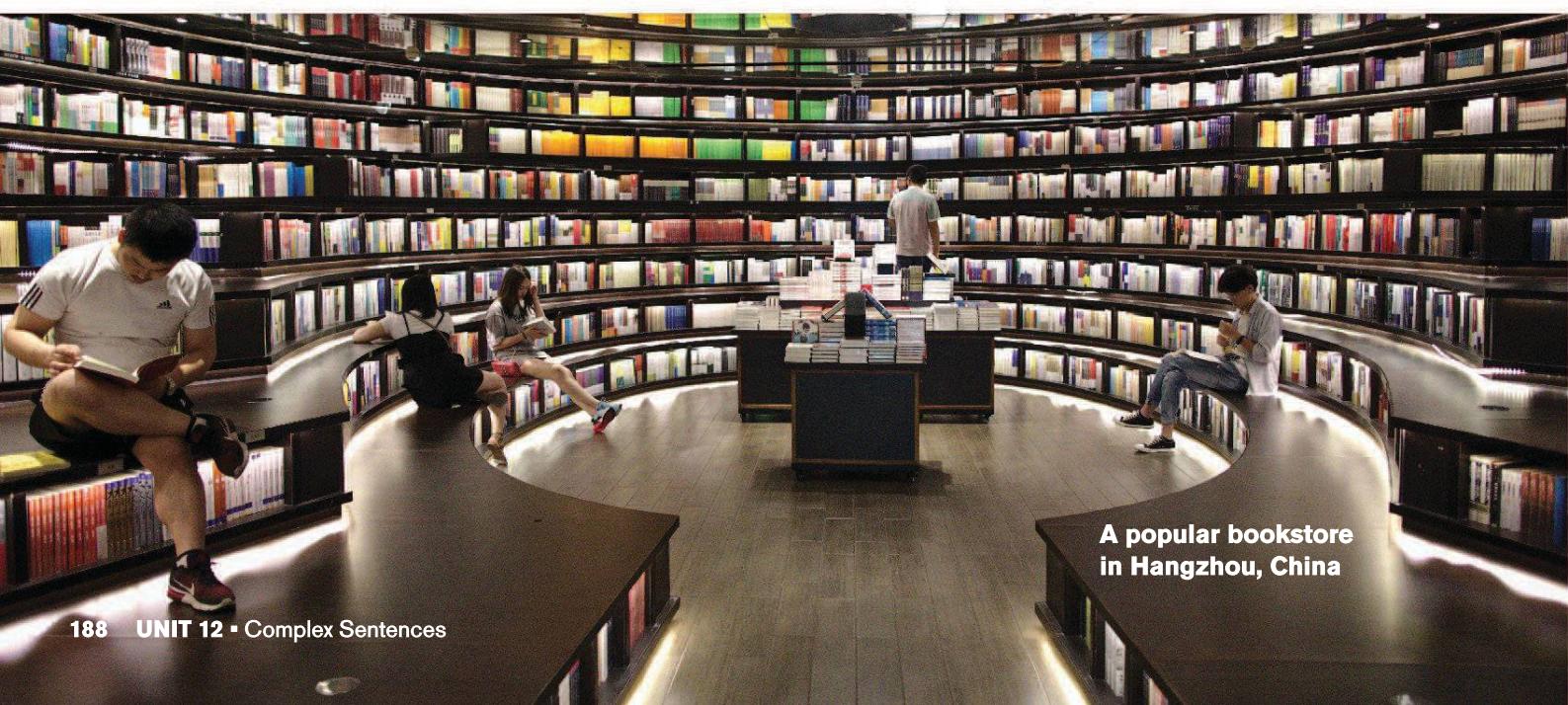
- could
- should
- would

GROUP 4:

Other spelling

- woman

*List is from: Spelling Vocabulary List © 2013 Keith Folse



A popular bookstore
in Hangzhou, China

ACTIVITY 11 | Matching

Match each picture with a word from the Words to Know list.



1. _____



4. _____



2. _____



5. _____



3. _____

6. _____

ACTIVITY 12 | Spelling words with the sound of *oo* in *wood*

Fill in the missing letters to spell words with the sound of *oo* in *wood*. Then copy each word.

1. b _____ k _____

6. p _____ ll _____

2. s _____ gar _____

7. underst _____ d _____

3. f _____ ll _____

8. g _____ d _____

4. l _____ k _____

9. f _____ t _____

5. w _____ l _____

10. p _____ t _____

ACTIVITY 13 | Scrambled letters

Unscramble the letters to write words that have the sound of *oo* in *wood*.

- | | | | |
|----------------|-------|---------------|-------|
| 1. o o k c | _____ | 7. u o c l d | _____ |
| 2. s h u p | _____ | 8. d o w o | _____ |
| 3. o u s h l d | _____ | 9. o w m a n | _____ |
| 4. sh u b | _____ | 10. b o k o | _____ |
| 5. i e c o o k | _____ | 11. k o t o | _____ |
| 6. t o d o s | _____ | 12. w u o l d | _____ |

ACTIVITY 14 | Spelling practice

Write the words that you hear. You will hear each word two times.

- | | | |
|----------|----------|-----------|
| 1. _____ | 5. _____ | 9. _____ |
| 2. _____ | 6. _____ | 10. _____ |
| 3. _____ | 7. _____ | 11. _____ |
| 4. _____ | 8. _____ | 12. _____ |

ACTIVITY 15 | Which spelling is correct?

Read each pair of words. Circle the word that is spelled correctly.

A	B	A	B
1. book	buk	11. full	ful
2. coukie	cookie	12. should	shuld
3. bull	boul	13. good	gud
4. cuod	could	14. look	lok
5. wuman	woman	15. stod	stood
6. couk	cook	16. wod	wood
7. pute	put	17. boll	bull
8. tuk	took	18. wuld	would
9. pul	pull	19. sagur	sugar
10. fut	foot	20. wool	wol

ACTIVITY 16 | Cumulative spelling review, Units 1–12

Circle the word in each set that is spelled correctly.

A	B	C	D
1. bax	box	boox	boux
2. lenguaje	lenguaje	languaje	language
3. meny	meany	many	mny
4. sead	sed	sayed	said
5. funny	funni	funie	funy
6. laymun	laimun	lemon	lemun
7. estop	stob	stop	stap
8. auful	auwful	aweful	awful
9. plis	pliss	plese	please
10. suger	sugar	shugar	shuger
11. everything	evrithing	everythng	evrithng
12. wumun	wumen	womun	women
13. never	neaver	niver	neiver
14. happen	hoppen	hepen	hapan
15. could	culd	coold	cuold
16. famos	famoso	femous	famous
17. practike	practis	practice	proctice
18. estudent	estuden	studen	student
19. bicos	bicause	becos	because
20. tuk	tok	toake	took



BUILDING BETTER SENTENCES WITH VOCABULARY

ACTIVITY 17 | Scrambled sentences

Unscramble the words and phrases to write sentences. If there is a comma, it must stay with its word as shown. Do not add any commas. Use correct capital letters and punctuation.

1. food / is / my / favorite / pizza

2. because / it / pizza / a lot of / has / i / like / cheese

3. went / a pizza yesterday, so / a pizza restaurant / wanted / I / to / I

4. was / name / the / pizza country / the / restaurant / of

5. went / this restaurant / because / to / a friend / told me / about it / i

6. walked / I / had / about / the place / when / inside, I / a good feeling

7. the restaurant / looked / menu / was / long / nice, and / the pizza

8. the menu, I / order / after / I / read / decided to / the chicken pizza

9. choice / happy / my / when / i / tried / my pizza, i was / with

10. this restaurant / pizza, I recommend / want / to / if / you / eat / a really delicious

ACTIVITY 18 | Finding and correcting mistakes

Circle the mistake(s) in each sentence. The number in parentheses () is the number of mistakes in that sentence. Then write the sentences correctly.

1. One of my favorite things to eat is the cheese, and there are hundreds of different types of cheese. (1)
-

2. When I was in the Saudi Arabia, ate labneh almost every day. (2)
-

3. I like this creamy cheese, because it is has a good flavor and is low in calories (3)
-

4. When were my family and I in Argentina, we ordered provoleta for dinner twice a week. (1)
-

5. Argentineans grill this thick cheese, and they use a fork and a knife to cut them just like a steak. (1)
-

6. I like to eat all kinds of cheese, but labneh from Saudi Arabia and provoleta from Argentina are my two favorites types of cheese. (1)
-
-

Traditional Middle Eastern Labneh



ACTIVITY 19 | Writing sentences with vocabulary in context

Complete each sentence with the correct word from the box. Then copy the sentences with correct capital letters and punctuation.

book	full	pull	should	understood
foot	look	put	sugar	wool

1. the plural of _____ is feet

2. after you wash the dishes you need to _____ them away

3. my friend likes a little _____ in her coffee

4. our new boss is _____ of new ideas for the company

5. remember to return the _____ to the library

6. you have to _____ the door really hard to close it

7. when the weather is cold many people wear a heavy _____ sweater

8. you _____ do the homework for every class

9. maria thomas and amina _____ everything on the test yesterday so their scores were very high

10. zebras _____ like horses with stripes

WRITING

ACTIVITY 20 | Completing a paragraph

Complete the paragraph with words from the box. Circle the letters that need to be capital letters. Add commas in the correct places. Then copy the paragraph on a separate piece of paper.

about	country	finished	forget	job	was
become	family	for	it	received	when

My First Job as a Teacher

¹ this story is about my first _____ as a teacher. ² in may 2009 i _____ college. ³ i got a degree in education and i wanted to _____ a teacher. ⁴ i really wanted to teach in another _____. ⁵ i looked on the internet for information _____ a job in brazil. ⁶ _____ i found a really good job posting i wrote an email to the school. ⁷ soon i _____ a job offer from the school. ⁸ after i got that letter i asked my _____ for advice. ⁹ my parents liked the job so i accepted _____. ¹⁰ i taught english in brazil _____ three years. ¹¹ i will never _____ my teaching experience in brazil. ¹² it _____ the beginning of my career as a teacher.

ACTIVITY 21 | Guided writing

On a separate piece of paper, write the paragraph from Activity 20 again, but make the changes listed below.

- Title: Change *Teacher* to *Chef*.
Sentence 1: Change *teacher* to *chef*.
Sentence 3: Change *education* to *culinary arts* and teacher to *chef*.
Sentences 4 and 5: Combine these sentences with *so*. Change *teach* to *cook* and *Brazil* to *France*.
Sentences 6 and 7: Change *school* to *restaurant*.
Sentence 10: Change *taught English in Brazil* to *cooked in France*.
Sentences 11 and 12: Combine these sentences with *because*. Change *teaching* to *cooking*, *Brazil* to *France*, and *teacher* to *chef*.

ACTIVITY 22 | Writing sentences or a paragraph

Write six to twelve sentences on a separate piece of paper. Write about your first job. Use at least two complex sentences with a reason clause, time clause, or *if* clause. For help, you can follow the examples in Activity 20 and Activity 21. For more information about writing a paragraph, see the *Writer's Handbook*.

13 Adverbs



OBJECTIVES

- Write sentences with adverbs
- Spell common words with the sound of **ow** in *flower*
- Write about one of your neighbors

**Neighbors talk on
their balconies in
Havana, Cuba.**



FREEWRITE | Write about things you talk about with your neighbors.

GRAMMAR FOR WRITING

What Is an Adverb?

An **adverb** is a word that adds more information to a sentence. It can describe a verb, an adjective, or another adverb. An adverb can be a single word or a prepositional phrase.

I **quickly** answered the difficult question.

I **very quickly** answered the difficult question.

I very quickly answered the **most** difficult question.

I very quickly answered the most difficult question **in math class**.

There are five main kinds of adverbs: adverbs of place, time, manner, frequency, and degree.

time degree frequency place manner

At **5 a.m.**, my **very** big cat **usually** jumps **on my bed**, and I **quickly** open my eyes.

Each kind of adverb adds different information to a sentence:

- Adverbs of place answer the question *Where?* (*here, there, in this room*)
- Adverbs of time answer the question *When?* (*now, then, in the morning*)
- Adverbs of manner answer the question *How?* (*quickly, well, carefully*)
- Adverbs of frequency answer the question *How often?* (*always, often, never*)
- Adverbs of degree answer the question *How much?* (*very, so, extremely*)

ACTIVITY 1 | Identifying adverbs

Find and circle these adverbs in the sentences. The number in parentheses is the number of adverbs in the sentence.

after breakfast	at work	in my car	loudly	to my office
after the news	between two other cars	in our next check	never	usually
already	carefully	in the meeting	on time	very
at 5 a.m.	early	incredibly	quickly	well
at 7 a.m.	extremely	last month	really	yesterday
at our company	in a hurry	late	there	

1. We had a **very** special meeting at our company yesterday, so I got up early. (4)
2. At 5 a.m., my alarm clock rang loudly, and I quickly opened my eyes. (3)
3. I usually take my time eating breakfast, but I ate it in a hurry. (2)
4. After breakfast, I got in my car and drove to my office. (3)
5. I arrived at work at 7 a.m. and carefully parked my car between two other cars. (4)
6. All of the other office workers were already there. (2)

7. My coworkers are never late, so we were able to begin the meeting on time. (3)
 8. In the meeting, our boss told us some incredibly good news. (2)
 9. We will receive a special bonus in our next check for working well last month. (3)
 10. After the news, everyone was extremely happy and really talkative. (3)

Adverbs of Place and Time

Adverbs of place answer the question *Where?*

My new apartment is **here**, but my old apartment was **near the lake**.

Adverbs of time answer the question *When?*

Joe and I watched a movie **last night**. It ended **at 10 p.m.**

The most common location for an adverb of place or time is near the end of a sentence.

place time
Queen Elizabeth II was born in London. She was born in 1926.

If a sentence has both an adverb of place and an adverb of time, the adverb of place usually comes before the adverb of time. (As you learned with prepositional phrases of place and time in Unit 9, one way to remember this is that *p* comes before *t* in the alphabet: *place* before *time*.)

place time
Queen Elizabeth II was born in London in 1926.

You can also begin a sentence with an adverb of place or time. You usually need a comma after these adverbs to separate them from the subject of the sentence. One-word adverbs, such as *here* and *yesterday*, are exceptions. You do not need to use a comma after them when they begin a sentence.

In France, people put sugar on their popcorn.

Here you can see a map of China.

In 1926, Queen Elizabeth II was born in London.

Yesterday we went to the bank and the post office.

ACTIVITY 2 | Writing sentences with adverbs of place and time

Unscramble the words and phrases to write a sentence with an adverb of place and an adverb of time. Then rewrite the sentence with the last adverb at the beginning. Use correct capital letters and punctuation.

1. classrooms / my brother and sister / at 8 a.m. / are / their / in

My brother and sister are in their classrooms at 8 a.m.

At 8 a.m. my brother and sister are in their classrooms.

2. in 2011 / were / in madrid / we

3. to the united states / jose / came / five years / martinez / ago

4. a new pair of / at the mall / jonathan / yesterday / shoes / bought

5. are / at / going to eat / lucas / and / lunch / a steak restaurant / tomorrow / i

6. on / play / with maria / saturday mornings / i / tennis / the park / at

Adverbs of Manner

Adverbs of manner answer the question *How?*

You should fry the meat **quickly** to keep the flavor.

Most adverbs of manner consist of an adjective + *ly*.

ADJECTIVE	ADVERB	ADJECTIVE	ADVERB
careful	carefully	quick	quickly
clear	clearly	quiet	quietly
current	currently	slow	slowly
easy	easily	sudden	suddenly

Some exceptions are *well* (adjective form is *good*), *fast* (adjective form is *fast*), and *hard* (adjective form is *hard*).

The most common location for an adverb of manner is near the end of a sentence. If there is an object, the adverb goes after the object.

Our teacher spoke **clearly**.

He explained all of the new vocabulary **carefully**.

ACTIVITY 3 | Writing sentences with adjectives and adverbs

Complete the sentences with the correct forms of the word in parentheses.

1. (quick) Maria is a great student. She always has a _____ answer. Maria answers _____.
2. (slow) Paul is a _____ writer. He likes to take his time. Paul writes _____.
3. (good) Mrs. Smith is a _____ teacher. The students like her class a lot. She explains things _____.
4. (easy) I studied a lot for today's test. It was an _____ test for me. I answered everything _____.
5. (careful) Please read the questions _____. You need to understand the questions before you answer them. You need to be a _____ reader.

Adverbs of Frequency

Adverbs of frequency answer the question *How often?*

Kevin and I **never** eat lunch at noon. Our lunch is **always** at 11:30 a.m.

Common adverbs of frequency include:

always	usually	often	sometimes	seldom	rarely	never
100%	→ 0%					

The most common locations for an adverb of frequency are after the verb *be* and before other verbs.

I am **always** late to meetings.

I **always** arrive late to meetings.

When a verb has two parts, the frequency word goes in the middle.

I can **usually** eat a whole pizza.

People should **always** lock their doors.

The word *sometimes* can occur at the beginning, middle, or end of a sentence.

Sometimes John and I watch TV at night.

John and I **sometimes** watch TV at night.

John and I watch TV at night **sometimes**.

ACTIVITY 4 | Writing sentences with adverbs of frequency

Answer each question with a complete sentence. Use an adverb of frequency.

1. What is something that you always do on Mondays?

I always wake up early on Mondays.

2. What do you usually eat for breakfast?
-

3. What is something that you never eat for breakfast?
-

4. What is something that you seldom do during the week?
-

5. What is something that your mother sometimes does on the weekends?
-

ACTIVITY 5 | Interviewing a classmate

Use the five questions from Activity 4 to interview another student. Write your classmate's answers on a separate piece of paper. Use adverbs of frequency and correct capital letters and punctuation.

Adverbs of Degree

Adverbs of degree answer the question *How much?*

The bus station was **very** crowded. It was **extremely** hot.

Here are some common adverbs of degree.

completely	incredibly	so	very
extremely	really	too	

The adverb of degree *too* has a negative meaning. It is not used with positive words.

- ✓ The soup was **too salty**. (negative meaning)
✗ The soup was **too delicious**.

Adverbs of degree can come before an adjective or an adverb.

The test was **extremely difficult**.
She sings **very well**.

Common Mistakes

MISTAKE	PROBLEM	CORRECT
In the early summer of 2010 my father got a new job in London.	comma missing after adverb of time that begins a sentence	In the early summer of 2010, my father got a new job in London.
She speaks well English and French.	adverb of manner placed before the object	She speaks English and French well .
I do always my homework.	adverb of frequency placed after a verb other than <i>be</i>	I always do my homework.
This cheese is too delicious.	use of <i>too</i> with a positive word	This cheese is delicious.

ACTIVITY 6 | Writing sentences with adverbs of degree

Write each group of words as two sentences. Use the adverb of degree in parentheses in the correct place. Use correct capital letters and punctuation.

1. (very) i like bananas they are healthy

I like bananas. They are **very** healthy.

2. (so) i like this chocolate cake a lot it is good

3. (very) the math test was difficult matt did not pass it

4. (too) jenna wants to play tennis today but it is hot maybe she will play tomorrow

5. (very) the problems with our car are serious we need to buy a new one

6. (extremely) everyone should exercise it is an important thing to do

**Family riding bicycles
together in a park**



BUILDING BETTER VOCABULARY AND SPELLING

Words with the Sound of *ow* in *Flower**

ACTIVITY 7 | Which words do you know?

Read the words with the sound of *ow* in *flower*. Follow the directions.

1. Notice the spelling patterns.
2. Check (✓) the words you know.
3. Look up new words in a dictionary.
4. Write the meanings in your notebook.



flower

WORDS TO KNOW

GROUP 1:

Words spelled with **ou**

about

around

cloud

count

flour

found

ground

hour

house

loud

mountain

mouse

mouth

our

out

pound

round

shout

sound

sour

south

vowel **AW**

cow

crowded

down

flower

how

now

power

shower

towel

town

GROUP 2:

Words spelled with **ow**

allow

bow

brown

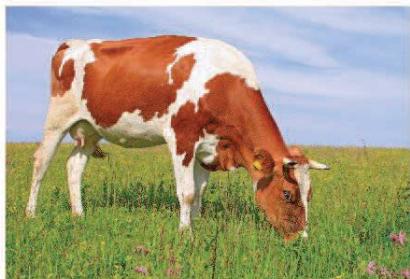
*List is from: Spelling Vocabulary List © 2013 Keith Folsom

Two brown bears walk across a frozen lake in winter.



ACTIVITY 8 | Matching

Match each picture with a word from the Words to Know list.



1. _____



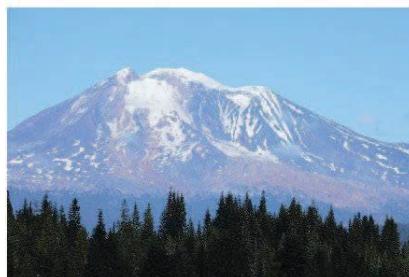
4. _____



2. _____



5. _____



3. _____

6. _____

ACTIVITY 9 | Spelling words with the sound of *ow* in *flower*

Fill in the missing letters to spell words with the sound of *ow* in *flower*. Then copy each word.

1. t _____ n _____

6. s _____ th _____

2. ar _____ nd _____

7. ab _____ t _____

3. n _____

8. l _____ d _____

4. r _____ nd _____

9. _____ t _____

5. all _____

10. c _____

ACTIVITY 10 | Scrambled letters

Unscramble the letters to write words that have the sound of *ow* in *flower*.

- | | | | |
|----------------|-------|-----------------|-------|
| 1. r o u s | _____ | 7. d o u l | _____ |
| 2. e s o u h | _____ | 8. f o u r l | _____ |
| 3. f r o w l e | _____ | 9. m u s e o | _____ |
| 4. s n d o u | _____ | 10. l o t w e | _____ |
| 5. o u p n d | _____ | 11. o w n | _____ |
| 6. w o n d | _____ | 12. g o u n d r | _____ |

13 ACTIVITY 11 | Spelling practice

Write the words that you hear. You will hear each word two times.

- | | | |
|----------|----------|-----------|
| 1. _____ | 5. _____ | 9. _____ |
| 2. _____ | 6. _____ | 10. _____ |
| 3. _____ | 7. _____ | 11. _____ |
| 4. _____ | 8. _____ | 12. _____ |

ACTIVITY 12 | Which spelling is correct?

Read each pair of words. Circle the word that is spelled correctly.

A	B	A	B
1. house	howse	11. sour	sowr
2. pound	pownd	12. allou	allow
3. our	owr	13. found	fownd
4. doun	down	14. south	sowth
5. mouth	mowth	15. pouer	power
6. mouse	mowse	16. touel	towel
7. cou	cow	17. hou	how
8. about	abowt	18. shout	showt
9. shour	shower	19. crouded	crowded
10. hour	howr	20. cloud	clowd

ACTIVITY 13 | Cumulative spelling review, Units 1–13

Circle the word in each set that is spelled correctly.

A	B	C	D
1. flowr	floore	flouwer	flower
2. famows	famosu	famous	feimos
3. kitchn	kitchin	kitchen	ketchen
4. posible	bosibul	possible	bossible
5. countain	counten	contain	conten
6. shold	should	shuld	showld
7. femli	femili	famly	family
8. papper	pepper	peapper	pipper
9. minits	minutes	menutes	menits
10. studente	estudent	student	stdent
11. money	mony	mouney	moni
12. haous	hows	house	hause
13. taol	taowel	touwel	towel
14. bcause	bcose	becose	because
15. clothes	clotese	clouthes	clouethes
16. finaly	finally	finali	finalli
17. soas	saus	sauce	sose
18. reason	renson	raisone	rason
19. arounde	arownde	arownd	around
20. evribody	evribady	everybady	everybody

A field of flowers in Tuscany, Italy



BUILDING BETTER SENTENCES WITH VOCABULARY

ACTIVITY 14 | Scrambled sentences

Unscramble the words and phrases to write correct sentences. If there is a comma, it must stay with its word as shown. Do not add any commas. Use correct capital letters and punctuation.

1. a / hokkaido / is / in / island / northern japan / large

2. capital / of hokkaido / is / sapporo / the

3. because / people / visit / see / the snow and ice / they / want to / hokkaido / in the winter

4. because / hokkaido / has / very long winters / so far north, / is / it

5. is / around -8 degrees / celsius / in january, / the temperature

6. snow festival / every / there is / a / february

7. sculptures / with / the snow and ice / build / huge / people

8. the / sapporo / is / very / snow festival / popular

Dinosaurs carved in snow at
the Sapporo Snow Festival



ACTIVITY 15 | Finding and correcting mistakes

Circle the mistake(s) in each sentence. The number in parentheses () is the number of mistakes in that sentence. Then write the sentences correctly.

1. Fatima is from Saudi Arabia, and she speaks English very good. (1)

2. She takes three years of English in high school, and now she takes English classes at very good university. (2)

3. Lucas and Thomas is from the Netherlands, and we speak English well. (2)

4. Students in the Netherlands study English for very long time, so many of them speak English extremely well. (1)

5. Kyoko is from Japan, and she is wants to improve his English conversation ability. (2)

6. Students in Japan did not have many chances to use their English but many schools want to change this situation. (2)



ACTIVITY 16 | Writing sentences with vocabulary in context

Complete each sentence with the correct word from the box. Then copy the sentences with correct capital letters and punctuation.

about
allow

around
hour

loud
out

round
sound

south
town

1. mexico is located _____ of the united states

2. when my car makes a strange _____ i take it to a mechanic

3. there are 60 minutes in an _____

4. that movie is _____ two people from korea

5. i live in new york city but i was born in a small _____

6. my little brother loves to run _____ the tree in our backyard

7. when i was younger my parents did not _____ me to watch scary movies

8. susan does not like that music because it is so _____

9. the opposite of *in* is _____

10. oranges balls and coins are examples of _____ things

WRITING

ACTIVITY 17 | Completing a paragraph

Complete the paragraph with words from the box. Circle the letters that need to be capital letters. Add commas in the correct places. Then copy the paragraph on a separate piece of paper.

also	an	his	to	twice
always	because	slowly	too	years

My Neighbor

¹i have _____ elderly neighbor. ² _____ name is mr. taylor. ³ he is 80 _____ old but he drives his car every day. ⁴ he drives _____ the coffee shop every morning. ⁵ he _____ goes there. ⁶ he usually drives to the supermarket _____ a week. ⁷ he _____ drives to the post office twice a week. ⁸ he is old so he drives very _____. ⁹ _____ he is a slow driver he has a line of cars behind him. ¹⁰ i do not like to drive on the road with mr. taylor because he drives _____ slowly.

ACTIVITY 18 | Guided writing

On a separate piece of paper, write the paragraph from Activity 17 again, but make the changes listed below.

- | | |
|--------------------|---|
| Sentence 1: | Change <i>elderly</i> to <i>teenage</i> . Use the correct article. |
| Sentence 2: | Change <i>Mr. Taylor</i> to <i>Tom</i> . |
| Sentence 3: | Change <i>80</i> to <i>18</i> . Change <i>but</i> to <i>and</i> . |
| Sentences 6 and 7: | Combine these sentences with <i>and</i> . Change <i>supermarket</i> to <i>gym</i> and <i>post office</i> to <i>mall</i> . |
| Sentence 8: | Change <i>old</i> to <i>young</i> and <i>slowly</i> to <i>fast</i> . |
| Sentence 9: | Change <i>slow</i> to <i>fast</i> and <i>has a line of cars behind him</i> to <i>passes many cars</i> . |
| Sentence 10: | Change <i>Mr. Taylor</i> to <i>Tom</i> and <i>slowly</i> to <i>fast</i> . |

ACTIVITY 19 | Writing sentences or a paragraph

Write eight to twelve sentences on a separate piece of paper. Write about one of your neighbors. Use a variety of adverbs. For help, you can follow the examples in Activity 17 and Activity 18. For more information about writing a paragraph, see the *Writer's Handbook*.

14 | The Present Progressive



OBJECTIVES

- Write sentences with the present progressive
- Spell common words with the sound of *oy* as in boy
- Write about chores you are doing



Laundry hangs on a clothesline in Greenland.

FREEWRITE | Write about the chores you do at home.

GRAMMAR FOR WRITING

The Present Progressive

We use the **present progressive** to write about an action that is happening now.

We **are watching** TV now.

Michael usually drives to school, but he **is riding** his bike today.

I **am working** this week.

It rained a lot last night, but the sun **is shining** this morning.

To form the present progressive, use a form of *be* with a verb + *ing*.

SUBJECT	BE	VERB + ING	OTHER INFORMATION
I	am		
He She It	is	working eating taking planning	right now. dinner now. a walk this evening. our trip today.
You We They	are		

To form a negative, use *not* after *be*.

SUBJECT	BE + NOT	VERB + ING	OTHER INFORMATION
I	am not		
He She It	is not	working eating taking planning	right now. dinner now. a walk this evening. our trip today.
You We They	are not		

See Unit 2 for contractions with *be*. Remember, do not use these contractions in formal writing.

We do not usually use the present progressive with verbs that show no action. **Non-action verbs** include *be*, *like*, *need*, and *feel*. With non-action verbs, use the simple present to write about the present moment.

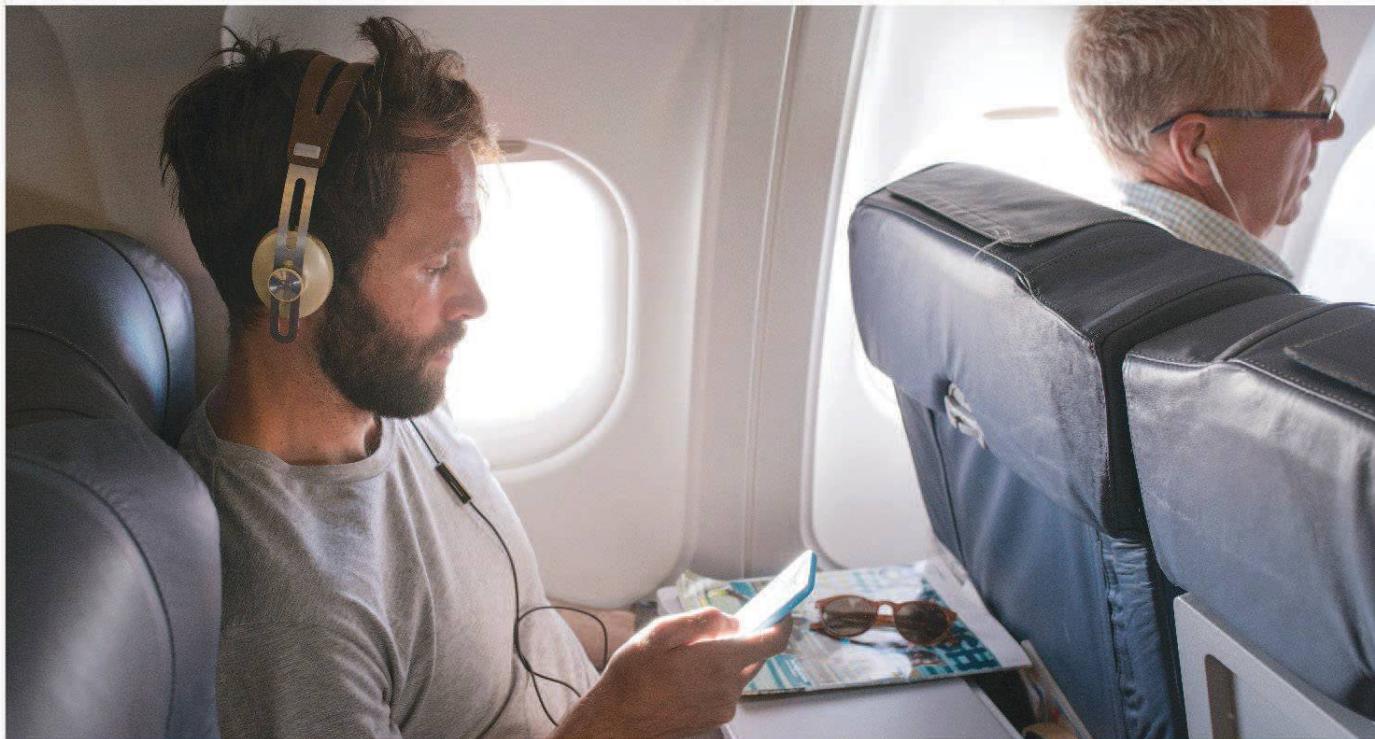
- ✓ The woman **feels** tired because she was on her feet all day.
- ✗ The woman **is feeling** tired now because she was on her feet all day.



ACTIVITY 1 | Identifying the present progressive

Read the information about a man on an airplane. Underline the eight examples of present progressive. Then in the chart below write the subject, form of *be* (*not*), and the verb + *ing* used in each one.

Jacob is a passenger on Flight 873. He is flying to California. He is going there because his company is doing business there. Right now, Jacob is not talking to anyone. He is not eating anything. He is not drinking anything. Jacob is looking at his phone. He is listening to his favorite music. He is a very happy passenger right now.

**SUBJECT****FORM OF BE (NOT)****VERB + ING**

1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____

Spelling the *-ing* Form

To write the *-ing* form for most action verbs, add *ing* to the end of the verb.

We are **working** on our final projects this week.
No one is **eating** in the cafeteria right now.

For verbs that end in *e* like *take*, drop the *e* and add *ing*.

Many people are **taking** the train today because of the snow.
I am **baking** a cake for my friend's birthday.

For verbs that end in *ie* like *tie*, change the *ie* to *y* and add *ing*.

The children are **tying** their shoes.
Those plants are **dying**.

For one-syllable verbs that end in consonant + vowel + consonant (CVC) like *plan*, double the last letter before adding *ing*.

We are **planning** our class project.
The janitor is **mopping** the floor.

ACTIVITY 2 | Spelling the *-ing* form

Write the *-ing* form of common verbs in English.

- | | | | |
|----------|-------|-----------|-------|
| 1. go | _____ | 14. watch | _____ |
| 2. try | _____ | 15. give | _____ |
| 3. look | _____ | 16. sit | _____ |
| 4. make | _____ | 17. wait | _____ |
| 5. get | _____ | 18. live | _____ |
| 6. use | _____ | 19. see | _____ |
| 7. say | _____ | 20. leave | _____ |
| 8. come | _____ | 21. stand | _____ |
| 9. work | _____ | 22. hold | _____ |
| 10. talk | _____ | 23. tell | _____ |
| 11. take | _____ | 24. ask | _____ |
| 12. run | _____ | 25. think | _____ |
| 13. play | _____ | 26. move | _____ |

27. decide _____

29. put _____

28. try _____

30. follow _____

Present Time Phrases

We often use the present progressive with these time words and phrases/adverbs of time: *now*, *right now*, *today*, *this morning*, *this afternoon*, *this evening* (*this* + time word).

The class is reading a novel **now**.

I am sending a text message **right now**.

The train is running on time **today**.

The soccer team is practicing **this afternoon**.

Remember, we often use a comma after a time word or phrase/adverb of time at the beginning of a sentence. Sometimes we do not use one after one-word adverbs, such as *now* and *today*.

This morning, I am going to the dentist.

Now the temperature is starting to drop.

Common Mistakes

MISTAKE	PROBLEM	CORRECT
Jessica is eating lunch at 12:30 every day.	wrong form for actions that happen all the time	Jessica eats lunch at 12:30 every day.
Jessica eats lunch right now.	wrong form for an action happening at the moment	Jessica is eating lunch right now.
Now we planning our vacation.	verb <i>be</i> missing	Now we are planning our vacation.
Ali and I are cook spaghetti now.	<i>ing</i> verb ending missing	Ali and I are cooking spaghetti now.
I am writeing an email now.	verb not spelled correctly	I am writing an email now.
The tourists are needing directions now.	present progressive with non-action verb	The tourists need directions now.



Two women look at a city map.

ACTIVITY 3 | Writing sentences with the present progressive

Use one word from each of the three groups to write sentences in the present progressive. Use correct capital letters, spelling, and punctuation.

SUBJECT	ACTION	TIME
she	live in Canada	now
I	try to find a new job	right now
they	sit on a bench	at this moment

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

ACTIVITY 4 | Who has the most sentences that are different?

Work with a partner. Compare your sentences from Activity 3. Each different sentence receives one point. Then repeat this activity with another partner.

You: _____ / 5 points Partner 1: _____ / 5 points

You: _____ / 5 points Partner 2: _____ / 5 points

ACTIVITY 5 | Correcting mistakes with the present progressive

Correct the mistake with the present progressive in each sentence and write the sentences again. Use correct capital letters and punctuation.

1. the johnson family taking a trip today

2. they are go to california

3. mr. johnson is driveing

4. the children listen to the radio

5. they are enjoy this trip very much

BUILDING BETTER VOCABULARY AND SPELLING

Words with the Sound of oy in Boy*

ACTIVITY 6 | Which words do you know?

Read the words with the sound of *oy* in *boy*. Follow the directions.

1. Notice the spelling patterns.
2. Check (✓) the words you know.
3. Look up new words in a dictionary.
4. Write the meanings in your notebook.



boy

WORDS TO KNOW

GROUP 1:

Words spelled with oy

boy

destroy

employee

employer

enjoy

joy

toy

GROUP 2:

Words spelled with oi

boil

choice

coin

join

noise

oil

point

poison

voice

*List is from: Spelling Vocabulary List © 2013 Keith Folse

A man demonstrates a flying toy in London, England.



ACTIVITY 7 | Matching

Match each picture with a word from the Words to Know list.



1. _____



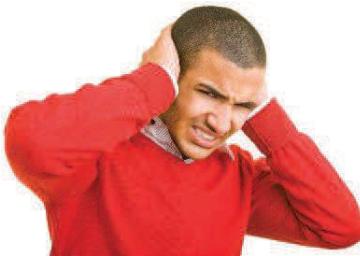
4. _____



2. _____



5. _____



3. _____

6. _____

ACTIVITY 8 | Spelling words with the sound of oy in boy

Fill in the missing letters to spell words with the sound of *oy* in *boy*. Then copy each word.

1. enj _____ 6. ch _____ ce _____

2. p _____ nt _____ 7. v _____ ce _____

3. empl _____ er _____ 8. b _____ l _____

4. destr _____ _____ 9. c _____ n _____

5. _____ l _____ 10. empl _____ ee _____

ACTIVITY 9 | Scrambled letters

Unscramble the letters to write words that have the sound of *oy* in *boy*.

- | | | | |
|-------------|-------|------------|-------|
| 1. chceoi | _____ | 7. biol | _____ |
| 2. ecoiv | _____ | 8. nioj | _____ |
| 3. jyo | _____ | 9. detrsoy | _____ |
| 4. loi | _____ | 10. jyoen | _____ |
| 5. eeeomply | _____ | 11. sopian | _____ |
| 6. esion | _____ | 12. toinp | _____ |

14 ACTIVITY 10 | Spelling practice

Write the words that you hear. You will hear each word two times.

- | | | |
|----------|----------|-----------|
| 1. _____ | 5. _____ | 9. _____ |
| 2. _____ | 6. _____ | 10. _____ |
| 3. _____ | 7. _____ | 11. _____ |
| 4. _____ | 8. _____ | 12. _____ |

ACTIVITY 11 | Which spelling is correct?

Read each pair of words. Circle the word that is spelled correctly.

A	B	A	B
1. boyl	boil	9. choyce	choice
2. boy	boi	10. voyce	voice
3. oyl	oil	11. joy	joi
4. destroy	destroii	12. enjoy	enjoi
5. poyson	poison	13. coyn	coin
6. poynt	point	14. noyce	noise
7. employeee	emploiee	15. employer	emploier
8. joyn	join	16. toi	toy

ACTIVITY 12 | Cumulative spelling review, Units 1–14

Circle the word in each set that is spelled correctly.

A	B	C	D
1. shoice	choice	choise	echoise
2. nex	naxt	next	nax
3. gools	goals	gouls	goels
4. suger	asugar	esugar	sugar
5. bcause	bcose	becose	because
6. reason	reeson	raison	rason
7. with	weth	whit	whith
8. piple	beeble	people	peopl
9. tomorrow	tomorow	tamorrow	temorow
10. famil	familia	famili	family
11. dstroy	destroie	distroy	destroy
12. spind	spnd	spend	espend
13. enclude	include	includ	enclud
14. shwer	eshower	showr	shower
15. doctere	doctor	dokter	ductor
16. righ	rait	right	raight
17. noyce	niose	noise	nois
18. allways	alwes	allwes	always
19. doughter	duter	doter	daughter
20. hungry	hungrey	hungri	humgrey

BUILDING BETTER SENTENCES WITH VOCABULARY

ACTIVITY 13 | Scrambled sentences

Unscramble the words to write correct sentences. Use correct capital letters and punctuation.

1. at the supermarket now lucas is shopping right

2. many things he buying is

3. dinner for cousin's planning a lucas is his big birthday

4. delicious dinner for tonight's getting some big food he is

5. right waiting in now is lucas line

6. but the hard little cashier she is a is working very slow

7. lucas is watch his he is thinking about the because looking at time

8. great cousin to his a have lucas wants dinner with

ACTIVITY 14 | Finding and correcting mistakes

Circle the mistake(s) in each sentence. The number in parentheses () is the number of mistakes in that sentence. Then write the sentences correctly.

1. Much people are visit the zoo today. (2)

2. Two giraffes eating leaf from the tall trees. (2)

3. An elephant is drink some water. (1)

4. Right now, some children are laugh at the monkeys funny. (2)

5. One child pointing to the sky because an airplane is fly overhead. (2)

6. Everyone has a good time at the zoo today. (1)

ACTIVITY 15 | Writing sentences with vocabulary in context

Complete each sentence with the correct word from the box. Then copy the sentences with the correct capital letters and punctuation.

boil	coin	employer	join	points
choice	destroy	enjoy	oil	voice

1. a penny is a _____ worth \$0.01

2. my company is a really big _____ in our town

3. a strong storm can _____ houses and buildings

4. it takes about four or five minutes to _____ an egg

5. the arrow _____ to the location of the exit

6. for the main course of your dinner you have a _____ of chicken fish or beef

7. most people do not _____ movies with sad endings

8. people want to listen to her songs because she has an incredible _____

9. i really want to _____ the basketball team

10. many people like _____ and vinegar on their salads

WRITING

ACTIVITY 16 | Completing a paragraph

Complete the paragraph with words from the box. Circle the letters that need to be capital letters. Add commas in the correct places. Then copy the paragraph on a separate piece of paper.

all	has	it	so	they
and	in	quickly	the	toys

Chores

¹ mr. and mrs. hill and their four children live _____ a very big house.
² their house _____ five bedrooms two bathrooms a kitchen a dining room a huge living room and a garage. ³ _____ do a big cleaning every fall. ⁴ mr. hill cleans _____ yard. ⁵ he rakes the leaves _____ he puts them in trash bags. ⁶ mrs. hill cleans all the outdoor furniture and their son puts _____ in the basement. ⁷ the oldest daughter mops _____ the floors in the house and the middle daughter washes all the windows. ⁸ their youngest daughter puts away all the summer _____. ⁹ it is difficult to clean this big house _____ everyone helps. ¹⁰ because everyone does their job well the hill family cleans their house _____.

ACTIVITY 17 | Guided writing

On a separate piece of paper, write the sentences from Activity 16 again, but make the changes listed below.

Sentence 3: Change *every fall* to *today*.

Sentences 3–10: Change all the action verbs in the paragraph to the present progressive.

ACTIVITY 18 | Writing sentences or a paragraph

Write eight to twelve sentences on a separate piece of paper. Imagine you are doing chores right now. Describe what you are doing. Use the present progressive. For help, you can follow the examples in Activity 16 and Activity 17. For more information about writing a paragraph, see the *Writer's Handbook*.

WRITER'S HANDBOOK

The English Alphabet	227
Language Terms	227
Capitalization and Punctuation	229
Verb Forms	230
Spelling	231
Irregular Simple Past Verbs	232
Articles	233
Nouns and Pronouns	234
Prepositions	236
Connectors	237
Keeping a Vocabulary Journal	238
The Parts of a Paragraph	239
Peer Editing Form	241

THE ENGLISH ALPHABET

A a	B b	C c	D d	E e	F f	G g	H h	I i	J j
K k	L l	M m	N n	O o	P p	Q q	R r	S s	T t
U u	V v	W w	X x	Y y	Z z				

The letters *A, E, I, O, U*, and sometimes *Y* are vowels. All the other letters are consonants.

LANGUAGE TERMS

Adjective An adjective describes a noun.

Lexi is a very **smart** girl.

Adverb An adverb describes a verb, an adjective, or another adverb.

The secretary types **quickly**. She types **very quickly**.

Article Articles are used with nouns. The definite article is *the*. The indefinite articles are *a* and *an*.

The teacher gave **an** assignment to **the** students.

Clause A clause is a group of words that has a subject-verb combination. Sentences can have one or more clauses.

s v
Roger attends the College of New Jersey.
clause

s v s v
Chris needs to study because he wants to pass the class.
clause 1 clause 2

Complex Sentence A complex sentence consists of an independent clause and a dependent clause. Dependent clauses include time clauses, *if* clauses, and reasons clauses.

We will go to lunch as soon as class is over.
independent clause dependent clause

If you miss the test, you cannot take it again.
dependent clause independent clause

Chris studies hard because he wants to do well.
independent clause dependent clause

Compound Sentence	A compound sentence consists of two simple sentences that are joined by a comma and a connector such as <i>and</i> , <i>but</i> , or <i>so</i> .
	<u>I love to study English, but my sister prefers math.</u> simple sentence 1 simple sentence 2
Dependent Clause	A dependent clause is a group of words with a subject-verb combination that cannot be a sentence by itself. It starts with a connector such as <i>before</i> , <i>after</i> , <i>if</i> , or <i>because</i> .
	I am taking a lot of science classes because I want to go to medical school.
Independent Clause	An independent clause is a group of words with a subject-verb combination that can be a sentence by itself.
	I am taking a lot of science classes because I want to go to medical school.
Noun	A noun is a person, place, thing, or idea.
	The students are reading poems about friendship and love .
Object	An object is a word that comes after a transitive verb or a preposition. It is often a noun, noun phrase, pronoun, or gerund.
	Jim bought a new car. I left my jacket in the house.
Phrase	A phrase is a group of words that go together, such as a noun phrase or prepositional phrase.
	Kimchi is a traditional Korean dish . Jane forgot her phone on the bus .
Preposition	A preposition is a word that shows location, time, or direction. Prepositions are often one word (<i>at</i> , <i>on</i> , <i>in</i>), but they can also consist of two words (<i>in between</i>) or three words (<i>on top of</i>).
	The university is in the center of the city.
Pronoun	A pronoun can replace a noun in a sentence.
	n subj pronoun Whales are mammals. They breathe air.
	n obj pronoun Some whales are endangered. We need to protect them .
Subject	The subject of a sentence tells who or what a sentence is about. It is often a noun, noun phrase, pronoun, or gerund.
	My teacher gave us a homework assignment. It was difficult.

CAPITALIZATION AND PUNCTUATION

Capitalization

RULE	EXAMPLE
Capitalize the first word in a sentence.	The weather today is good.
Capitalize the pronoun I.	Maria and I live in New York.
Capitalize people's formal and professional titles.	Dr. Johnson works with Mrs. Smith.
Capitalize proper names (specific people and places).	Tim visited Fifth Avenue in New York.
Capitalize the names of languages and nationalities.	Many Swiss can speak German, French, and Italian.
Capitalize the first word and important words in titles (Prepositions, conjunctions, and articles are not important words in a title.)	<i>The Social Network</i> <i>Beauty and the Beast</i>

Do not use capital letters in the middle of a word.

- ✗ AraBic
- ✓ Arabic

Do not use all capital letters.

- ✗ JOE IS FROM BRAZIL
- ✓ Joe is from Brazil.

Punctuation

RULE	EXAMPLE
Put a period at the end of a statement.	The weather today is good.
Put a question mark at the end of a question.	What is the capital of South Korea?
Use periods with abbreviations.	The U.S. flag has fifty stars and thirteen stripes.
Put a comma after each item in a list of three or more.	My favorite colors are blue, green, and red.
Do not put a comma when the list has only two items.	My favorite colors are blue and red.
Put a comma before and, but, or so in a compound sentence.	My job is sometimes difficult, but I like it a lot.
Put a comma after a dependent clause when it comes before the main clause in a complex sentence.	Because it is raining, Alex needs his umbrella. After class, we have basketball practice. If you have a question, raise your hand.
Do not use a comma with in a complex sentence when the dependent clause follows the independent clause.	Alex needs his umbrella because it is raining. We have basketball practice after class. Raise your hand if you have a question.
Use a comma after time words and phrases at the beginning of a sentence.	At the end of the story, the man and woman get married.

VERB FORMS

VERB FORM AND USE	AFFIRMATIVE	NEGATIVE
Simple Present <ul style="list-style-type: none"> ▪ regular activities or habits ▪ facts or things that are generally true ▪ a process (how to make or do something) 	I/you/we/they work he/she/it works <i>Be:</i> I am you/we/they are he/she/it is	I/you/we/they do not work he/she/it does not work <i>Be:</i> I am not you/we/they are not he/she/it is not
Simple Past <ul style="list-style-type: none"> ▪ recent or historical events ▪ a narrative or story ▪ events in a person's life ▪ results of an experiment 	I/you/we/they worked he/she/it worked <i>Be:</i> I was you/we/they were he/she/it was	I/you/we/they did not work he/she/it did not work <i>Be:</i> I was not you/we/they were not he/she/it was not
Present Progressive <ul style="list-style-type: none"> ▪ actions that are currently in progress ▪ future actions if a future time expression is used or understood 	I am working you/we/they are working he/she/it is working	I am not working you/we/they are not working he/she/it is not working
Future with <i>be going to</i> <ul style="list-style-type: none"> ▪ future plans that are already made ▪ predictions that are based on a present action 	I am going to go you/we/they are going to go he/she/it is going to go	I am not going to go you/we/they are not going to go he/she/it is not going to go
Future with <i>will</i> <ul style="list-style-type: none"> ▪ future plans/decisions made in the moment ▪ strong predictions ▪ promises and offers to help 	I/you/we/they will go he/she/it will go	I/you/we/they will not go he/she/it will not go
Present Perfect <ul style="list-style-type: none"> ▪ actions that began in the past and continue until the present ▪ actions that happened at an indefinite time in the past 	I/you/we/they have worked he/she/it has worked	I/you/we/they have not worked he/she/it has not worked

SPELLING

-S Form Verbs and Plural Nouns

- Add *s* to most verbs to make the third person singular, *-s* form, and to most nouns to make them plural.

work—works teacher—teachers apple—apples

- If a verb or noun ends in *ss*, *sh*, *ch*, *x*, or *x*, add *es*.

miss—misses brush—brushes watch—watches buzz—buzzes box—boxes

- If a verb or noun ends in a consonant + *y*, change the *y* to *i* and add *es*.

party—parties lady—ladies library—libraries

- If a verb or noun ends in a vowel + *y*, do not change the *y*. Just add *s*.

enjoy—enjoys day—days toy—toys

Regular Simple Past Verbs

- Add *ed* to the base form of most verbs.

start—started finish—finished wash—washed

- Add only *d* when the base form ends in *e*.

live—lived care—cared die—died

- If a verb ends in a consonant + *y*, change the *y* to *i* and add *ed*.

dry—dried carry—carried study—studied

- If a verb ends in a vowel + *y*, do not change the *y*. Just add *ed*.

play—played stay—stayed destroy—destroyed

- If a verb has one syllable and ends in consonant + vowel + consonant (CVC), double the final consonant and add *ed*.

stop—stopped rob—robbed

- If a verb ends in a *w* or *x*, do not double the final consonant. Just add *ed*.

sew—sewed mix—mixed

- If a verb that ends in CVC has two syllables and the second syllable is stressed, double the final consonant and add *ed*.

admit—admitted occur—occurred permit—permitted

- If a verb that ends in CVC has two syllables and the first syllable is stressed, do not double the final consonant. Just add *ed*.

happen—happened listen—listened open—opened

IRREGULAR SIMPLE PAST VERBS

Here are some common irregular verbs in English.

BASE FORM	PAST	BASE FORM	PAST	BASE FORM	PAST
be	was/were	find	found	see	saw
become	became	flee	fled	sell	sold
begin	began	forget	forgot	send	sent
bite	bit	get	got	set	set
bleed	bled	give	gave	sing	sang
blow	blew	grow	grew	sink	sank
break	broke	have	had	sit	sat
bring	brought	hear	heard	sleep	slept
build	built	hide	hid	speak	spoke
buy	bought	hit	hit	spend	spent
catch	caught	hold	held	stand	stood
choose	chose	hurt	hurt	steal	stole
come	came	keep	kept	swim	swam
cost	cost	know	knew	take	took
cut	cut	leave	left	teach	taught
do	did	let	let	tell	told
draw	drew	lose	lost	think	thought
drink	drank	make	made	throw	threw
drive	drove	pay	paid	understand	understood
eat	ate	put	put	wear	wore
fall	fell	read	read	win	won
feel	felt	run	ran	write	wrote
fight	fought	say	said		

ARTICLES

A and An

Use *a* or *an* before a singular count noun when its meaning is general. Use *a* before a word that starts with a consonant sound. Use *an* before a word that starts with a vowel sound.

Words that begin with the letters *h* and *u* can take *a* or *an* depending on their opening sound.

- When the *h* is pronounced, use *a*.

a horse / **a** hat / **a** hot day / **a** huge dog

- When the *h* is silent, use *an*.

an hour / **an** honor / **an** honorable man / **an** herbal tea

- When the *u* sounds like *you*, use *a* (because the first sound in the word is a vowel sound).

a university / **a** uniform / **a** useful invention / **a** unique idea

- When the *u* sounds like *uh*, use *an*.

an umpire / **an** umbrella / **an** ugly shirt / **an** uncomfortable chair

The

Use *the*:

- before a singular or plural count noun or a non-count noun when its meaning is specific

I need to ask my parents to borrow **the** car today.

- the second (and third, fourth, etc.) time you write about something

I bought a new coat yesterday. **The** coat is blue and gray.

- when the noun you are referring to is unique—there is only one

The Sun and **the** Earth are both in **the** Milky Way Galaxy.

The Eiffel Tower is a beautiful monument.

- with specific time periods

You must be very quiet for **the** next hour.

The 1920s was a time of great change in the United States.

- when other words in your sentence make the noun specific

The cat in the picture is very pretty.

- with geographic locations that end in the plural s (such as a group of islands), or that include the words *united*, *union*, *kingdom*, or *republic*

We are going to **the Bahamas** for our vacation.

Who is the president of **the United States**?

- with most buildings, bodies of water (except lakes), mountain chains, and deserts

The White House is in Washington, DC.

The Amazon is a very long river in South America.

Do not use *the*:

- with the names of cities, states, countries, continents, and lakes (except as mentioned above)

Sylvie is from Venezuela. She lives near Lake Maracaibo.

Lake Baikal is a large freshwater lake in Russia.

- when you talk about something in general

Water freezes at 0 degrees Celsius.

Jason is going to make a table with wood.

NOUNS AND PRONOUNS

Common Non-count Nouns

Count nouns can be counted. They have a singular form (*phone, person*) and a plural form (*phones, people*). Non-count nouns are not countable. They have only one form (*money, information*).

Here are some common non-count nouns.

COMMON NON-COUNT NOUNS	
Food items	butter, sugar, salt, pepper, soup, rice, fish, meat, flour, bread
Liquids	milk, coffee, water, juice, cream
Academic subjects	English, math, science, music, biology
Abstract ideas	love, honesty, poverty, crime, advice, luck, pain, hate, beauty, humor
Others	homework, information, money, furniture, traffic

Possessive Pronouns

A possessive pronoun takes the place of a possessive adjective + noun. Possessive adjectives + nouns and possessive pronouns can be in the subject or object position.

POSSESSIVE ADJECTIVE + NOUN	POSSESSIVE PRONOUN
The pencil on the table is my pencil .	The pencil on the table is mine .
Because I left my book at home, I need to share your book with you.	Because I left my book at home, I need to share yours with you.
My ring is silver, but his ring is gold.	My ring is silver, but his is gold.
Carol has my cell phone, and I have her cell phone .	Carol has my cell phone, and I have hers .
Your room is on the first floor, and our room is on the fifth floor.	Your room is on the first floor, and ours is on the fifth floor.
Our class had a special party, but your class did not.	Our class had a special party, but yours did not.
Jenny likes her class, and Karl and Jim like their class , too.	Jenny likes her class, and Karl and Jim like theirs , too.

Quantifiers

Quantifiers give more information about the number, or quantity, of a noun. They usually go in front of a noun.

QUANTIFIER	EXAMPLE
With Count Nouns	
one, two, three (all numbers)	
a few	
few	
many	
another	
several	
a pair of	
a couple of	Several students went to the school office. Many people wanted to leave the city. Ellie put a few coins in the parking meter.
With Non-count Nouns	
a little	
little	
much	
With Count or Non-count Nouns	
some	Mrs. Jones has a lot of friends.
any	They got into a lot of trouble.
a lot of	I do not have any plans for this weekend. Adam does not have any money.

PREPOSITIONS

At, On, and In

Prepositions indicate time, location, and direction. Prepositions are always the first word in a prepositional phrase, which is a preposition + noun.

Three common prepositions in English are *at*, *on*, and *in*.

Using At

Location: Use *at* for specific locations.

Angela works **at** the First National Bank.

I always do my homework **at** my desk.

Joel met Jillian **at** the corner of Polk Street and Florida Avenue.

Time: Use *at* for specific times.

My grammar class meets **at** 9:00 a.m. every day.

The lunch meeting begins **at** noon.

Cate does not like to walk alone **at** night.

Direction: Use *at* for motion toward a goal.

My brother threw a ball **at** me.

The robber pointed his gun **at** the policewoman.

Using On

Location: Use *on* when there is contact between two objects.

The picture is **on** the wall.

He put his books **on** the kitchen table.

Erin lives **on** Bayshore Boulevard.

Time: Use *on* with specific days or dates.

Our soccer game is **on** Saturday.

Your dentist appointment is **on** October 14.

I was born **on** June 22, 1998.

Using In

Location: Use *in* when something is inside another thing.

The books are **in** the big box.

I left my jacket **in** your car.

Barbara lives **in** Istanbul.

Time: Use *in* for a specific period of time, a specific year, or a future time.

I am going to graduate from college **in** three years.

My best friend got married **in** 2016.

Mr. Johnson always drinks four cups of coffee **in** the morning.

Other Prepositions

Here are more common prepositions and prepositional phrases of location. In the chart on the next page, the preposition or prepositional phrase shows the location of the ball in relation to the box.

PREPOSITION	EXAMPLE
under	Pedro keeps his shoes under his bed.
above/over	Sheila held the umbrella over her head.
between	The milk is between the eggs and the butter.
in front of	Mark was standing in front of the restaurant.
in back of/behind	My shirt fell behind my dresser.
across...from	There is a supermarket across the street from my house.
next to/beside	The mailman left the package next to the door.

CONNECTORS

Connectors in Compound Sentences

Connectors in compound sentences are called coordinating conjunctions. They are used to connect two independent clauses. A comma usually appears before a connector that separates two independent clauses in a compound sentence.

COORDINATING CONJUNCTION	PURPOSE	EXAMPLE
and	to add information	Miki works full time, and she is a student.
but	to show contrast	The exam was hard, but everyone passed.
so	to show a result	It was raining, so we decided to stay home last night.
or	to give a choice	We can cook, or we can order pizza.
yet*	to show contrast/concession	There was a hurricane warning, yet many people went to the beach.
nor**	to add negative information	Roberto does not like opera, nor does he enjoy hip-hop.
for†	to show reason	He ate a sandwich, for he was hungry.

*Yet is similar to *but*; however, it usually shows a stronger or unexpected contrast. It is also less common than *but*.

**Question word order is used in the clause that follows *nor*.

†The conjunction *for* is not commonly used except in literary writing.

Many writers remember these connectors in compound sentences (or coordinating conjunctions) with the acronym *FANBOYS*: *F* = *for*, *A* = *and*, *N* = *nor*, *B* = *but*, *O* = *or*, *Y* = *yet*, and *S* = *so*.

Connectors in Complex Sentences

Connectors in complex sentences are called subordinating conjunctions. They are used to connect a dependent clause and an independent clause. Use a comma after a dependent clause when it is at the beginning of a sentence.

SUBORDINATING CONJUNCTION	PURPOSE	EXAMPLE
because since as	to show reason/cause	He ate a sandwich because/since/as he was hungry.
although even though though while	to show contrast	Although/Even though/Though the exam was difficult, everyone passed. Deborah is a dentist while John is a doctor.
after as as soon as before until while when	to show a time relationship	After we ate dinner, we went to a movie. As I was leaving the office, it started to rain. As soon as class ended, Mia ran out the door. We ate dinner before we went to a movie. I will not call you until I finish studying. While the pasta is cooking, I will cut the vegetables. When Jennifer gets home, she is going to eat dinner.
if even if	to show condition	If it rains tomorrow, we will stay home. We are going to go to the park even if it rains tomorrow.

KEEPING A VOCABULARY JOURNAL

Vocabulary is very important to learning English. The best way for you to really improve your vocabulary is to do more than study from your teacher or this book. You should also keep a vocabulary journal.

A vocabulary journal is a notebook in which you write down all the new words and phrases that you do not know but you think are important. When you find a new word, write it in your notebook. However, writing words in the notebook is not enough. You also need to review the words many times.

The most important thing about learning vocabulary is the number of times you think about the word, listen to it, read it, speak it, or write it. You can practice any way you want.

There are many ways to organize a vocabulary journal, and you should choose a way that you like. It is important to remember this is your journal, and it should be useful for you. Here is one way to keep a vocabulary journal. You write four pieces of information about each new word.

1. Write the English word first.
2. Write a translation in your first language.
3. Write a simple definition or synonym in English.
4. Write a phrase or sentence with the word. Use a blank (____) instead of writing the word.

With these four kinds of information, you can practice the new vocabulary four ways.

Leave a lot of white space between the words and the information you write. Each page of your notebook should have only five to eight words. As you learn new information about the word, you can write that information in the white space.

Here are two examples:

From a Spanish speaker's vocabulary journal:

dozen

12 things

docena

a _____ eggs

From an Arabic speaker's vocabulary journal:

hot

not cold

حرار

The sun is very _____.

THE PARTS OF A PARAGRAPH

What Is a Paragraph?

A **paragraph** is a group of sentences about one specific topic. A paragraph usually has three to ten sentences and the first line is indented (moved in).

Notice how these sentences about someone's family can also be written as a paragraph.

SENTENCES	PARAGRAPH
<p>My roommate and I do not have much free time. Our schedules are really busy. We have classes on Mondays, Wednesdays, and Fridays. We have soccer practice on those days, too. We work on Tuesdays and Thursdays. We work at the same job. We have soccer games on Saturday mornings. We do our homework, shop for food, and call our families on Sundays. We always have something to do. We are not bored.</p>	<p>indented first line</p> <p>↓ My roommate and I do not have much free time. Our schedules are really busy. We have classes on Mondays, Wednesdays, and Fridays. We have soccer practice on those days, too. We work on Tuesdays and Thursdays. We work at the same job. We have soccer games on Saturday mornings. We do our homework, shop for food, and call our families on Sundays. We always have something to do. We are not bored.</p>

Parts of a Paragraph

A paragraph has three main parts: a topic sentence, a body, and a concluding sentence. See the example below that shows these parts.

The Topic Sentence

Every good paragraph has a **topic sentence**. The topic sentence:

- tells the main idea of the whole paragraph;
- is usually the first sentence in the paragraph;
- should not be too specific or too general.

If a paragraph does not have a topic sentence, the reader may not know what the paragraph is about. Make sure every paragraph has a topic sentence.

The Body

Every good paragraph must have sentences that support the topic sentence. These supporting sentences are called the **body** of a paragraph. The supporting sentences:

- give more information, such as details or examples, about the topic sentence;
- must be related to the topic sentence.

A good body can make your paragraph stronger.

The Concluding Sentence

In addition to a topic sentence and body, every good paragraph has a **concluding sentence**. This sentence ends the paragraph with a final thought. The concluding sentence:

- can give a summary of the information in the paragraph;
- can give information that is similar to the information in the topic sentence;
- can give a suggestion, an opinion, or a prediction.

Our Busy Schedules

Topic sentence

My roommate and I do not have much free time. Our schedules are really busy. We have

classes on Mondays, Wednesdays, and Fridays. We have soccer practice on those days, too.

Body

We work on Tuesdays and Thursdays. We work at the same job. We have soccer games on Saturday mornings. We do our homework, shop for food, and call our families on Sundays.

We always have something to do. We are not bored.

Concluding sentence—opinion

PEER EDITING FORM

Your name: _____

Your partner's name: _____

Date: _____

1. Number the sentences on your partner's paper. How many did he or she write? _____

2. Does every sentence begin with a capital letter? Yes No

3. Does every sentence end with a period? Yes No

4. Does every sentence have a subject? Yes No

5. Does every sentence have a verb? Yes No

If not, which sentences need a verb? Write the numbers here: _____

6. Does every sentence have correct word order? Yes No

If not, which sentences have incorrect word order? Write the numbers here: _____

7. What is something your partner did well in his or her sentences?

8. Are there any other mistakes? If so, write any mistakes and corrections here.

MISTAKE	CORRECTION
1	
2	
3	
4	
5	

INDEX

A

A and *an*, 112
A, an, the, and Ø, 115
Adjectives, 74–91
combinations of prepositions after, 135
common mistakes, 77, 78, 82
defined, 76
descriptive, 76–77
demonstrative, 82
finding and correcting mistakes, 89
possessive, 78
using nouns as, 82–83
writing sentences with, 79–80, 98–99
Adverbs, 196–211
common mistakes, 203
defined, 198
finding and correcting mistakes, 209
identifying, 198–199
of degree, 202, 203
of frequency, 201–202
of manner, 200
of place and time, 199
writing sentences with, 199–203
Articles, 108–125
common mistakes, 111, 112, 114
correcting sentences missing, 117
defined, 110
finding and correcting mistakes, 123
identifying, 110
using *a* and *an*, 112
using *a, an, the*, and Ø, 115
using *the*, 114–116
with count and non-count nouns, 110–111
writing sentences with, 117

B

Be
see Simple present of *be*
Building Better Vocabulary and Spelling, 9, 22, 40, 54, 67, 84, 100, 118, 136, 151, 169, 188, 204, 219
Building Better Sentences with Vocabulary, 12, 26, 44, 58, 71, 88, 104, 122, 140, 155, 173, 192, 208, 222

C

Capital letters
common mistakes, 5, 52
defined, 4
finding and correcting mistakes, 12, 27
identifying, 5
in scrambled sentences, 5, 21, 26
Clauses
dependent and independent, 180–182, 184
identifying dependent and independent, 180–181
with *if*, 186–187
reason, 182–183
time, 184
unscrambling to make sentences, 150
Common mistakes, 5, 21, 35, 39, 52, 64, 77, 78, 82, 96, 111, 112, 114, 134, 147, 165, 167, 181, 203, 217

Completing a paragraph, 14, 29, 47, 60, 73, 91, 106, 124, 142, 158, 176, 194, 210, 224
Complex sentences, 178–195
clauses in, 180–182, 184
commas in, 182
commas in *if* clauses, 186
commas in time clauses, 184
common mistakes, 181
defined, 180
finding and correcting mistakes, 193
identifying dependent and independent clauses, 180–181
reason clauses, 182
using *after*, *before*, and *when* for time, 184
using *because* for reason, 182
using *if* for condition, 185
word order in, 181
writing, 187
writing with reason clauses, 183
writing with *if* clauses, 186–187
writing with time clauses, 185

Compound sentences
common mistakes, 147
defined, 146
identifying, 147
using commas with *and*, 147–148
writing with *and*, 148
writing with *but*, 149
writing with *so*, 149–150

Conjunction *and*, 92–107
combining objects of sentences with, 97
combining sentences with, 95
combining subjects of sentences with, 96
combining verbs of sentences with, 97–98
common mistakes, 96
defined, 94
finding and correcting mistakes, 104
function of, 94
using in a list, 95
using in sentences with more than one adjective, 98–99

Count and non-count nouns
articles with, 110–111
count vs. non-count, 51
identifying, 111

Cumulative spelling review, 25, 43, 57, 70, 87, 103, 121, 139, 154, 191, 207, 222

D

Definition sentences, 113
Demonstrative adjectives, 82
common mistakes, 82
defined, 82
this, that, these, and those, 82
see also Adjectives
Descriptive adjectives, 76–78
common endings for, 77
common mistakes, 77
defined, 76
identifying, 78
see also Adjectives

E

Editing, 99

F

Finding and correcting mistakes, 12, 27, 45, 59–60, 71–72, 89, 104, 123, 140–141, 156, 174, 193, 209, 223
Finding subjects and verbs, 7
Finding nouns in sentences, 50
Finding verbs in sentences, 33
Freewrite, 3, 17, 31, 49, 63, 75, 93, 109, 127, 145, 161, 179, 209, 213

G

Grammar, for writing
adverbs of degree, 202–203
adverbs of frequency, 201
adverbs of manner, 200
adverbs of place and time, 199
articles with count and non-count nouns, 110–111
beginning a sentence with a prepositional phrase, 133–143
complex sentences, 180
conjunction *and*, 94
descriptive adjectives, 76–77
demonstrative adjectives, 82
irregular simple past verbs, 165
irregular verbs in the simple present, 37
nouns working as adjectives, 82–83
past time phrases, 163
possessive adjectives, 78–79
preposition combinations after verbs and adjectives, 135
prepositional phrases of place, 131
prepositional phrases of time, 129
present progressive, 214
present time phrases, 217
proper nouns, 52
sentence patterns with *be*, 20
simple and compound sentences, 146
simple past affirmative, 162
simple past negative, 167
simple present affirmative, 32–33
simple present negative, 39
singular and plural nouns, 51
spelling the *-ing* form, 216
spelling the *-s* form, 35–36
using *a* and *an*, 112
using *after*, *before*, and *when* for time, 184
using *and* in a list, 95–96
using *because* for reason, 182
using commas with *and*, 147
using *if* for condition, 185
using prepositional phrases of place and time together, 133
using *the*, 114
using *the* or Ø with places, 115
verb *be*: affirmative, 18–19
verb *be*: negative, 19–20
what is an adjective?, 76
what is an adverb?, 198
what is an article?, 110
what is a noun?, 50
what is a preposition?, 128

what is a pronoun?, 64
what is a sentence?, 4
word order in complex sentences, 181
Guided writing, 15, 29, 47, 61, 72, 91, 107, 124, 143, 159, 176, 195, 211, 225

I
-ing form, 216–217
Irregular verbs
simple past, 165
simple present, 37
writing, 165
writing sentences with, 166

L
Locations
writing about, 132

M
Matching pictures with words with
a in *cake*, 84
a in *cat*, 10
aw in *straw*, 170
e in *bed*, 23
e in *eat*, 101
i in *fish*, 41
i in *rice*, 118
o in *hello*, 137
o in *hot*, 55
oo in *school*, 152
oo in *wood*, 189
ow in *flower*, 205
oy in *boy*, 220
u in *cup*, 68

N
Negative and affirmative sentences, 20
common mistakes, 21
Nouns, 48–61
articles used with, 110–111
as adjectives, 82–83
categorizing proper nouns, 52
common mistakes, 52
count vs. non-count, 51
defined, 50
finding in sentences, 50
finding and correcting mistakes, 59
identifying count and non-count nouns, 111
matching to descriptions, 113
proper, 52
scrambled words, 53
singular and plural, 51
using in sentences, 51, 52–53
using *the* with places, 115–116
with writing in sentences, 53
Nouns working as adjectives, 82–83
see also Adjectives

O
Object pronouns
writing sentences with, 65–66
see also Pronouns

P
Paragraphs
completing, 14, 29, 47, 60, 73, 91, 106, 124, 142, 158, 176, 194, 210, 224
writing, 72, 125, 143, 159

Period, 5
Places
using *the* with, 115–116
Possessive adjectives, 78–79
common mistakes, 78
defined, 78
using in sentences, 79, 81
writing sentences with, 79–80
see also Adjectives
Prepositional phrases
beginning a sentence with, 133
common mistakes, 134
completing of place, 131
completing of time, 129
defined, 128
identifying, 129
of place, 131–133
of time, 129–130, 132
using prepositional phrases of place and time together, 133
writing, 130, 131
Prepositions, 126–143
beginning sentences with prepositional phrases, 133–134
combinations after verbs and adjectives, 135
common mistakes, 134
completing prepositional phrases of time, 129
defined, 128
finding and correcting mistakes, 140–141
identifying prepositional phrases, 129
prepositional phrases of place, 131–133
prepositional phrases of time, 129–130, 132
using prepositional phrases of place and time together, 133
writing prepositional phrases of time, 130
writing sentences with, 130, 131
Present progressive, 211–225
common mistakes, 217
correcting mistakes with, 218
defined, 214
finding and correcting mistakes, 223
identifying, 215
present time phrases, 217
spelling -ing form, 216–217
writing sentences with, 218
Pronouns, 62–73
choosing, 65
common mistakes, 64
defined, 64
finding and correcting mistakes, 71–72
identifying, 65
object, 64
subject, 64
writing in sentences, 66
Proper nouns
categorizing, 52
common mistakes, 52
see also Nouns
Punctuation
common mistakes, 5, 21
final, 5
identifying, 5
finding and correcting mistakes, 12, 27
in scrambled sentences, 5, 21, 26
period, 4
question mark, 4

Q
Question mark, 4

R
Reason clauses, 183

S
-s form
common mistakes, 35, 39
Scrambled letters of words with the sound of
a in *cake*, 86
a in *cat*, 11
aw in *straw*, 171
e in *bed*, 24
e in *eat*, 102
i in *fish*, 42
i in *rice*, 120
o in *hello*, 138
o in *hot*, 56
oo in *school*, 153
oo in *wood*, 190
ow in *flower*, 206
oy in *boy*, 221
u in *cup*, 69
Scrambled sentences, 8, 11, 21, 26, 44, 58, 71, 88, 104, 122, 130, 133, 140, 155, 168, 173, 192, 208, 222
Scrambled words, 53
Sentence patterns with *be*, 20
Sentences, 1–15
common mistakes, 5, 21
compound, 146
defined, 4
definition sentences, 113
finding and correcting mistakes in, 12, 27, 45, 59–60, 71–72, 89
missing articles, 117
negative and affirmative, 20
patterns in, 20
scrambled, 8, 11, 21, 26, 44, 58, 71, 88, 104, 122, 130, 133, 140
simple, 146–147
using *this*, *that*, *these*, and *those*, 82
writing, 6, 15, 29, 38, 53, 47, 53, 61
writing about self, 7
writing verbs in, 37
writing with multiple adjectives, 98
writing with subject and object
pronouns, 65–66
writing with vocabulary in context, 13, 28, 46, 59, 72, 90, 105, 123–124, 141, 157, 175, 194, 224
Simple past, 160–177
affirmative, 162
common mistakes, 165, 167
correcting mistakes, 166–167
finding and correcting mistakes, 174
irregular verbs, 165
negative, 167
past time phrases, 163
spelling regular verbs, 162–163
Simple present, 30–47
affirmative, 32–33
common mistakes, 35, 39
finding verbs in sentences, 33
irregular verbs in, 37
negative, 39
simple present negative, 39
spelling the -s form, 35
using verbs in sentences, 34

writing irregular verbs, 165
writing sentences with regular verbs,
164
writing sentences with irregular verbs,
166
Simple present of *be*, 16–29
defined, 18
common mistakes, 21
scrambles sentences, 21
sentence patterns with *be*, 20
verb *be*: affirmative, 18–20
verb *be*: negative, 19–20
writing negative and affirmative
sentences, 20
Simple sentences, 146–147
Simple and compound sentences,
144–159
common mistakes, 147
finding and correcting mistakes, 156
identifying, 147
unscrambling clauses to make sentences,
150
using commas with *and*, 147–148
writing sentences with *and*, 148
writing sentences with *but*, 149
writing sentences with *so*, 149–150
Singular and plural nouns
see Nouns
Spelling
common mistakes, 5, 21, 35, 39
cumulative spelling review, 25, 43, 57,
70, 87, 103, 121, 139, 154, 172, 191,
207, 222
identifying mistakes in, 12
-ing form, 216–217
regular verbs, 162–163
sound of *a* in *cake*, 84–86
sound of *a* in *cat*, 9–10
sound of *aw* in *straw*, 169–171
sound of *e* in *bed*, 22–23
sound of *e* in *eat*, 101
sound of *i* in *fish*, 40–42
sound of *i* in *rice*, 119–120
sound of *o* in *hello*, 137–138
sound of *o* in *hot*, 54–55
sound of *oo* in *school*, 151–153
sound of *oo* in *wood*, 189–190
sound of *ow* in *flower*, 205–206
sound of *oy* in *boy*, 220–221
sound of -s form, 35
sound of *u* in *cup*, 68–69
verbs that end in *ss*, *sh*, *ch*, *x*, and *s*, 36
verbs that end in *y*, 36
which spelling is correct?, 11, 24, 42, 56,
69, 86, 102, 120, 138, 153, 171, 190,
206, 221
which words do you know?, 9, 22, 40,
54, 67, 84, 100, 118, 136, 151, 169,
188, 204, 219
Spelling practice, 11, 24, 42, 56, 69, 86,
102, 120, 138, 153, 171, 190, 206, 221
Subject pronouns
using in sentences, 81
writing sentences with, 65–66
see also Pronouns
Subjects, 4
identifying, 7

T

The, 114–116
This, that, these, and those, 82

U
Using nouns in sentences, 51, 52–53
Using verbs in sentences, 34

V
Verbs, 4
be: affirmative, 18–19
be: negative, 19–20
combinations of prepositions after, 135
common mistakes, 5, 21, 35, 39
ending in *ss*, *sh*, *ch*, *x*, and *s*, 36
ending in *y*, 36
finding and correcting mistakes, 12, 27
finding in sentences, 33
identifying, 7, 33
irregular simple past, 165
irregular simple present, 37
using in sentences, 34
writing sentences with regular, 164
writing sentences with irregular, 166

Verb tenses
simple past, 160–177
simple present, affirmative, 32–33
simple present of *be*, 16–29

Vocabulary
in context when writing sentences, 13,
28, 46, 59, 72
see also Building Better Vocabulary and
Spelling

W
Which spelling is correct?, 11, 24, 42, 56,
69, 86, 102, 120, 138, 153, 171, 190,
206, 221
Which words do you know?, 9, 22, 40,
54, 67, 84, 100, 118, 136, 151, 169, 188,
204, 219
Words to know, 9–10, 22, 40–42, 54–55,
67–69, 84, 100–101, 118–120, 151–153,
170–171, 189–190, 204–206, 219–221
Writing
about self, 7
complex sentences, 187
completing a paragraph, 14, 29, 47, 60,
73, 91, 106, 124, 142, 158, 176, 194,
210, 224
compound sentences with *and*, 148
compound sentences with *but*, 149
compound sentences with *so*, 149–150
definition sentences, 113
freewrite, 3, 17, 31, 49, 63, 75, 93, 109,
127, 145, 161, 179, 197, 213
guided, 15, 29, 47, 61, 72, 91, 107, 124,
143, 159, 176, 195, 211, 225
if clauses, 186–187
irregular verbs, 165
negative and affirmative sentences, 20
reason clauses, 183
sentences with articles, 117
sentences with adjectives, 79–81, 98–99
sentences with adverbs, 199–203
sentences with *be*, 19
sentences with nouns, 53
sentences with irregular verbs, 166
sentences with prepositional phrases of
place, 131
sentences with prepositional phrases of
time, 130
sentences with present progressive, 218
sentences with pronouns, 66
sentences with regular verbs, 164

sentences with subject and object
pronouns, 65–66
sentences with verbs, 37
sentences with vocabulary in context, 13,
28, 46, 59, 72, 90, 105, 123–124, 141,
157, 175, 194, 210, 224
time clauses, 185

Writing paragraphs, 73, 91, 107, 125, 177,
195, 211, 225

Writing sentences, 6, 15, 29, 38, 47, 53,
61, 66, 73, 79–81, 91, 107, 117, 143,
159, 177, 195, 211, 225

sentences with prepositional phrases of time, 130
sentences with present progressive, 218
sentences with pronouns, 66
sentences with regular verbs, 164
sentences with subject and object
pronouns, 65–66
sentences with verbs, 37
sentences with vocabulary in context, 13,
28, 46, 59, 72, 90, 105, 123–124, 141,
157, 175, 194, 210, 224
time clauses, 185

Writing paragraphs, 73, 91, 107, 125, 177,
195, 211, 225