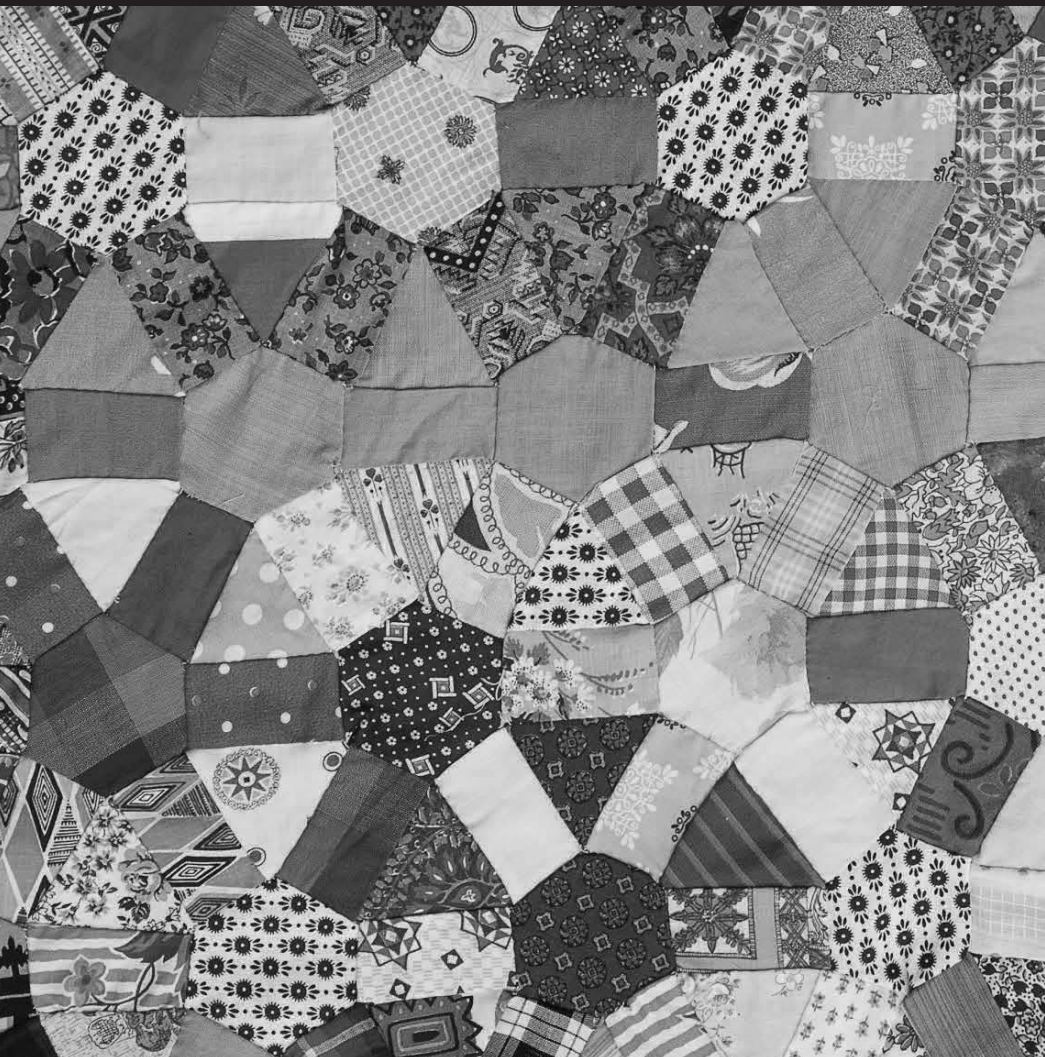




Writing in English: Step by Step

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Tenaya Press
Palo Alto, CA

For the dedicated and hardworking students at Sequoia Adult School

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About the cover

The quilt on the cover, which is from the collection of Mary Bender, was chosen because of its similarities to writing in English. While at first blush, the quilt appears somewhat haphazard, it in fact has a clear pattern with easily discernible interrelationships among its parts. My hope is that students whose writing once resembled a random ordering of words will, upon completing this book, understand that writing in English, like this quilt, possesses a discernible order and structure.

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To students

Writing in English is difficult. If English is your second language, it's even more difficult. This book tries to make writing as easy, painless, and fun as possible. I hope you enjoy it!

To teachers

I wrote this book for students whose written work looks like this:

It was a busy day at the store. She was a talk on the phone. She not want buy candy for child. He wasn't early his date, he buy eggs but his child she play. One cashier is confuse he need a break. The store full and just it have open two lines.

I think of students like this as trying to make coq au vin without knowing how to boil an egg.

I wrote *Writing in English: Step by Step* to teach students to write clear, coherent, grammatically correct paragraphs—a skill that is a prerequisite for writing the longer, more in-depth, and more creative pieces that will be required of them when they take more advanced ESL and English classes.

The audience for this book is ESL students at the low intermediate level as well as native English speakers who, for whatever reason, didn't master rudimentary writing skills. It assumes students have been exposed to basic English grammar, including knowledge of subject pronouns, possessive adjectives, preposition of time and place, and simple present and present continuous verbs.

This book's methodology is simple; each chapter includes short lessons in grammar, sentence structure, and mechanics that students work through in preparation for an end-of chapter writing assignment that, in most cases, is based on a personal experience. Ending each chapter with a writing assignment is a key component of this book. I know from direct experience that learning a foreign language is a seemingly endless process. By completing a writing assignment using newly-acquired knowledge, students are reminded that they are indeed progressing.

As teachers know only too well, students, particularly those who have limited experience writing in their native language, rarely grasp grammar points the first time around. I address this issue by reviewing basic grammar during the early chapters of the book, while also focusing on mechanics and sentence structure. The final chapters introduce what for many students are new grammar constructs including past tense verbs, future tense verbs, phrasal verbs, adverbs, conjunctions, and comparative adjectives.

Writing is a solitary activity. Yet students, regardless of what they're learning, thrive on interaction and engagement. Thus, while this book includes extensive writing exercises, it also provides a multitude of conversation activities. In some of these activities, students analyze text, comparing, for example, why one paragraph is clearer or more interesting than another. In other exercises, students engage in conversations in which they practice the same skills they're learning to apply to their written work.

How this book is organized

Each chapter in this book includes the following components:

Chapter opening: As a class, students read and answer questions about a paragraph similar to the paragraph they will write as their end-of-chapter assignment.

Chapter content: Each chapter includes several short lessons focusing on skills relating to mechanics, grammar, and sentence structure that students must use when they complete the end-of-chapter assignment.

Editing challenge: Students edit a paragraph using the writing and editing skills they've learned in the current and previous chapters.

Preparing to write: Students complete a pre-writing activity that facilitates their writing of the end-of-chapter assignment.

Writing assignment: Students write a grammatically correct paragraph on an assigned topic. I strongly encourage you to require students to save each of their writing assignments or to save students' assignments for them. That way, after completing the book, students can look back on their work and take pride in what they've accomplished.

Editing check list: Students verify the correctness of their paragraph before turning it in.

In writing this book, I tried to keep explanatory text to a minimum and focus on activities in which students learn by doing. These activities include:

Talk about it: Working with a partner, students converse using the grammar and/or sentence structures being taught.

Think about it: Working with a partner, students respond to short answer questions.

Write about it: Working with a partner, students provide written answers to questions.

Practice: Students work independently on written exercises.

Extending this book

To maximize the efficacy of this book you may want to incorporate the following additional activities.

Editing check-up: Start every class with an editing exercise. On the board, write sentences containing errors that are taken directly from students' writing assignments. Ask students to correct the errors and explain their corrections.

Peer editing: In addition to editing their own work, students edit the writing of their peers.

Partner swaps: Have students work with multiple partners for the *Talk about it* exercises. This cements the grammar point or sentence structure being introduced and also encourages students to interact with a variety of classmates.

Introduction

Reader's theatre: After they have completed an assignment, students read their paragraphs aloud to their peers. Then students question each other about the paragraph's content. Another approach is to hold a Writer's Theatre once every few weeks in which students read their favorite assignments to the class.

Acknowledgements

The first five chapters of this book were developed as a result of a grant awarded to Sequoia District Adult School by the Silicon Valley Community Foundation to develop a writing curriculum that would better prepare adult school students for community college classes. Without that grant, this book may never have become a reality. Several colleagues at Sequoia District Adult School gave me valuable feedback on these initial chapters. Thank to Jim Brock, Barb Hooper, Maria Kleczewska, Marian Miller, and Judy Romines for your help and support.

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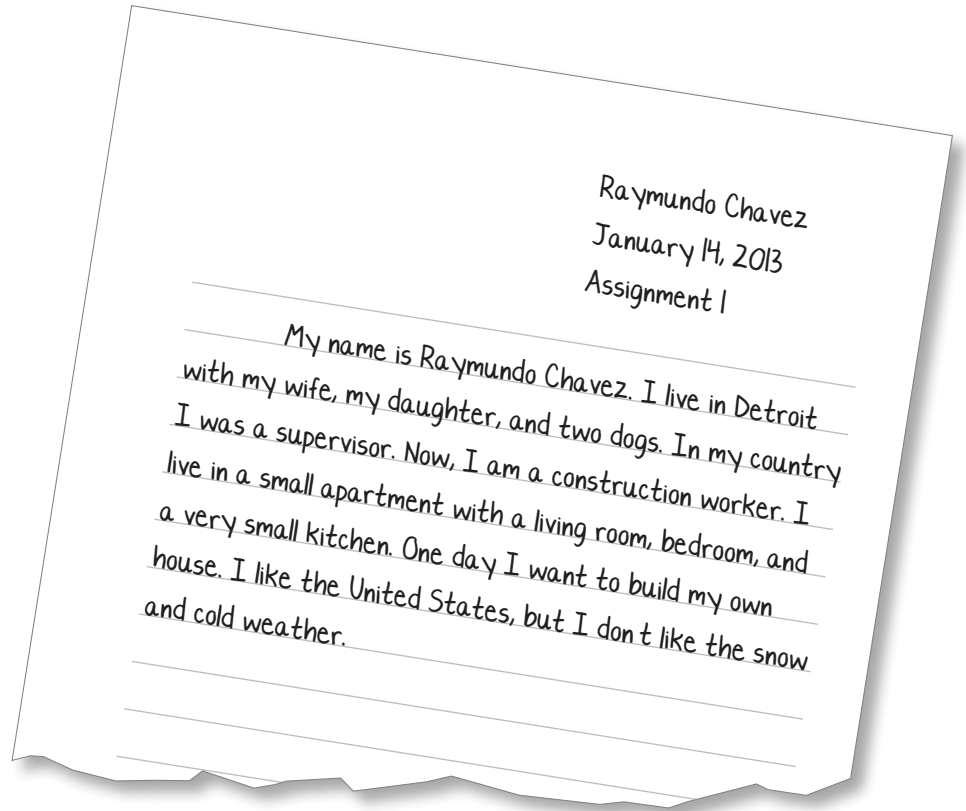
Pre-tests, post-tests, and input

Please contact me at ElizabethWeal@tenaya.com if you would like a copy of a pre- and post-test to gauge what students have learned as a result of working through this book. I also want to encourage you to email me with comments and suggestions. One of the joys of being both author and publisher is that I can easily modify content to reflect input from you and your students, so don't hold back!

Chapter 1

All About Me

In this chapter you'll write about yourself.



Answer each question with a complete sentence.

1. Where does Raymundo live? _____

2. What is Raymundo's job? _____

3. What is Raymundo's dream? _____

4. Does Raymundo like the cold weather? _____

Letters and words

The English alphabet has 26 *letters*.

Letters	
capital letters	A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
small letters	a b c d e f g h i j k l m n o p q r s t u v w x y z

You use letters to make *words*.

Words
boy sleep house tire Maria book beautiful communication

Sentences

You use *words* to make *sentences*. All sentences start with a capital letter. A *statement* is a sentence that ends in a period. For example,

My sister is at home now.

A *question* is a sentence that ends with a question mark. For example,

What is your address?

Think about it

Work with a partner. Take turns. Read the following sentences out loud. Then answer the questions on the next page.

Sentences
1. I am tired.
2. The museum opens at 10 a.m.
3. Are you tired today?
4. Celia has two jobs.
5. How many students are there in your class?
6. I need to wash my clothes, dry my clothes, and sweep the floor.
7. You need to work tomorrow because Angela is on vacation.
8. Does your boss speak English?

1. Which is the longest sentence? How many words does it have? _____

2. Which is the shortest sentence? How many words does it have? _____

3. Which sentences are questions? _____ How do you know? _____

Paragraphs

You use sentences to make *paragraphs*. A *paragraph* is a group of sentences about the same idea or *topic*.

Think about it

Work with a partner. Read the paragraph and answer the questions.

Ana Cerda is 31 years old. She is from Oaxaca, Mexico. She is married. Her husband's name is Sam. Ana has two children. Enrique is 6, and Andrew is 4. She lives in Denver, Colorado.

1. What is the topic of this paragraph? _____

2. How many sentences are in this paragraph? _____

Paragraphs and lists

A paragraph is not a list. This is a list.

My name is Victoria Alvarez.

I'm from Miami, Florida.

I'm 24 years old.

I'm a babysitter.

I want to be a teacher.

This is a paragraph.

My name is Victoria Alvarez. I'm from Miami, Florida. I'm 24 years old. I'm a babysitter. I want to be a teacher.

Chapter 1: All About Me

Practice 1.1: This is a list. Write it as a paragraph.

1. My name is James Phan.
2. I am from Vietnam.
3. I am 21 years old.
4. I live with two roommates.
5. I'm a construction worker.
6. I want to get my GED.

My name is James Phan.

Think about it

Work with a partner. Identify each item in the table below. Write *word*, *sentence* or *paragraph*.

	What is this?
1. mother	word
2. The sky is blue.	
3. You use grapes to make wine. Green grapes make white wine and purple grapes make red wine. Many different kinds of grapes grow in California.	
4. Who is the president of your country?	
5. The San Francisco Zoo is a very nice place to visit. There are many animals there including monkeys, elephants, lions, and tigers. The zoo is open seven days a week. Children under two are free.	
6. Hawaii	
7. At the grocery store, I need to buy milk, cheese, chicken, potatoes, eggs, bread, juice, cereal, and ice cream.	
8. Life in the United States is good, but it is difficult. I have two jobs. I go to school. I am very busy.	
9. What is your favorite color?	
10. All students need to arrive at school on time. If you can't attend, call the office. If you're late, enter class quietly.	

More about paragraphs

Read this paragraph.

The Golden Gate Bridge is very famous. It connects San Francisco and Marin County. The bridge opened in 1937. The bridge is orange so that ships can see it. About 100,000 vehicles cross the bridge every day.

Notice the following:

- All of the sentences are about the same topic, the Golden Gate Bridge.
- The second sentence continues on the first line. It does not start on a new line.
- There are five sentences in this paragraph.

Think about it

Work with a partner. Cross out the sentence that is not about the same topic as the other sentences. The first one is done for you.

Paragraph 1

My sister is a pediatrician. She takes care of children. She works in a large clinic. ~~My brother lives in Mexico City.~~ My sister works hard. She works long hours. She sometimes works seven days a week. Fortunately, she also earns a lot of money.

Paragraph 2

Los Angeles is very warm. The average temperature is 66 degrees during the day and 57 degrees at night. Los Angeles also is very dry. It only rains about 35 days each year. I like to swim. In Los Angeles the coldest month of the year is January. Of course, it never snows in Los Angeles.

Paragraph 3

I like to go to the Lincoln Park Zoo with my husband and my daughter. I like to see the lions, tigers, and giraffes. My daughter likes the monkeys best. My daughter likes to play soccer. My husband likes the elephants best. I want to go to the zoo next month to see the animals.

Paragraph 4

Many teachers in the United States give homework every night. Some parents think homework is a good idea. They think that students need to study at home. Other parents don't like homework. They say that children should study at school and relax at home. My daughter is in fifth grade.

Paragraph 5

The first days of college can be very difficult. College campuses often are large. Students sometimes get lost. College classes can be large too. Some students are afraid to speak to their teachers. But college gets easier. Belmont Community College is a great college. The secret is to ask your teachers questions. Your teachers want to help you.

Writing multiple paragraphs

There are two ways of showing paragraphs: *indented paragraphs* and *block paragraphs*. Look at the following examples.

Indented paragraphs

My Boyfriend, the Cook

My boyfriend Zach is a fantastic cook. He isn't a cook in a restaurant. He is a cook for his friends. He likes to cook breakfast, lunch, and dinner. When we have parties, Zach makes great food for everyone.

For breakfast, Zach makes delicious pancakes. His pancakes always have a special ingredient. He sometimes adds fruit like strawberries or peaches. He sometimes adds nuts or chocolate.

Zach loves salsa. But he never buys salsa. He always makes it. He often puts chiles in his salsa. It is very spicy.

I'm lucky to have a boyfriend who is a good cook. The problem is that I gained ten pounds.

Block paragraphs

My Boyfriend, the Cook

My boyfriend Zach is a fantastic cook. He isn't a cook in a restaurant. He is a cook for his friends. He likes to cook breakfast, lunch, and dinner. When we have parties, Zach makes great food for everyone.

For breakfast Zach makes delicious pancakes. His pancakes always have a special ingredient. He sometimes adds fruit like strawberries or peaches. He sometimes adds nuts or chocolate.

Zach loves salsa. But he never buys salsa. He always makes it. He often puts chiles in his salsa. It is very spicy.

I'm lucky to have a boyfriend who is a good cook. The problem is that I gained ten pounds.

Think about it

Work with a partner. Answer these questions about the story on the previous page.

1. Do indented paragraphs have a blank line after each paragraph? _____
2. Do block paragraphs have a blank line after each paragraph? _____
3. How many paragraphs are in the story *My Boyfriend, the Cook*? _____
4. How many sentences are in the first paragraph? _____
5. How many sentences are in the second paragraph? _____
6. How many sentences are in the third paragraph? _____
7. How many sentences are in the fourth paragraph? _____
8. What is the topic of the first paragraph? (Underline the best answer.)
 - a. The author's boyfriend is a good cook
 - b. The author likes to cook
 - c. The author has a nice boyfriend
9. What is the topic of the second paragraph? (Underline the best answer.)
 - a. Zach's pancakes
 - b. Zach's favorite things to cook
 - c. What Zach eats for breakfast
10. What is the topic of the third paragraph? (Underline the best answer.)
 - a. Spicy food
 - b. Zach's salsa
 - c. chocolate pancakes
11. What is the topic of the fourth paragraph? (Underline the best answer.)
 - a. The author likes to cook.
 - b. The author is overweight
 - c. The author is happy because her boyfriend is a good cook.
12. What is the topic of this story? (Underline the best answer.)
 - a. How to gain weight
 - b. Zach, a very good cook
 - c. How to make good pancakes
13. Look at a newspaper or book. Does it use indented paragraphs or block paragraphs?

Chapter 1: All About Me

Practice 1.2: Read each paragraph. Then underline the information in the box that is included in each paragraph. The first item is underlined for you.

Paragraph 1

I want to introduce myself. My name is Gerardo Gomez. I am from El Salvador. I am married. I have one daughter. Her name is Erika. I am a construction worker. I want to be a carpenter. I played soccer every Saturday in my country. Now I am too busy.

<u>name</u>	goal
marital status	where he lives
family	hobbies
native country	languages
current job	school/college
age	friends

Paragraph 2

I want to introduce myself. My name is Raymundo Garcia. I am 21 years old. I'm a student at Omaha City College. I want to be a nurse. I am single. I live with two friends in an apartment in Omaha.

name	goal
marital status	where he lives
family	hobbies
native country	languages
current job	school/college
age	friends

Paragraph 3

I want to introduce myself. My name is Anita Lopez. I live in Seattle with my daughter and my sister. I love to cook. In my country, I owned a restaurant. It was called Dos Tamales. One day I want to open a restaurant in the United States.

name	goal
marital status	where she lives
family	hobbies
native country	languages
current job	school/college
age	friends

Paragraph 4

I want to introduce myself. My name is May Trong. I live in San Francisco. I am single. I live with my sister. My parents live in Los Angeles. I love to draw and I like the museums in San Francisco. I am a graphic designer.

name	goal
marital status	where she lives
family	hobbies
native country	languages
current job	school/college
age	friends

Talk about it

Ask your partner the following questions:

1. What is your name?
2. What is your marital status?
3. How old are you?
4. What are your hobbies?
5. Where do you live?
6. What languages do you speak?

Writing Assignment 1: Preparing to write

Write 6 or more sentences about yourself. Use the paragraphs on the previous page as examples.

1. My name is _____
2. I am from _____
3. I speak _____
4. _____

5. _____

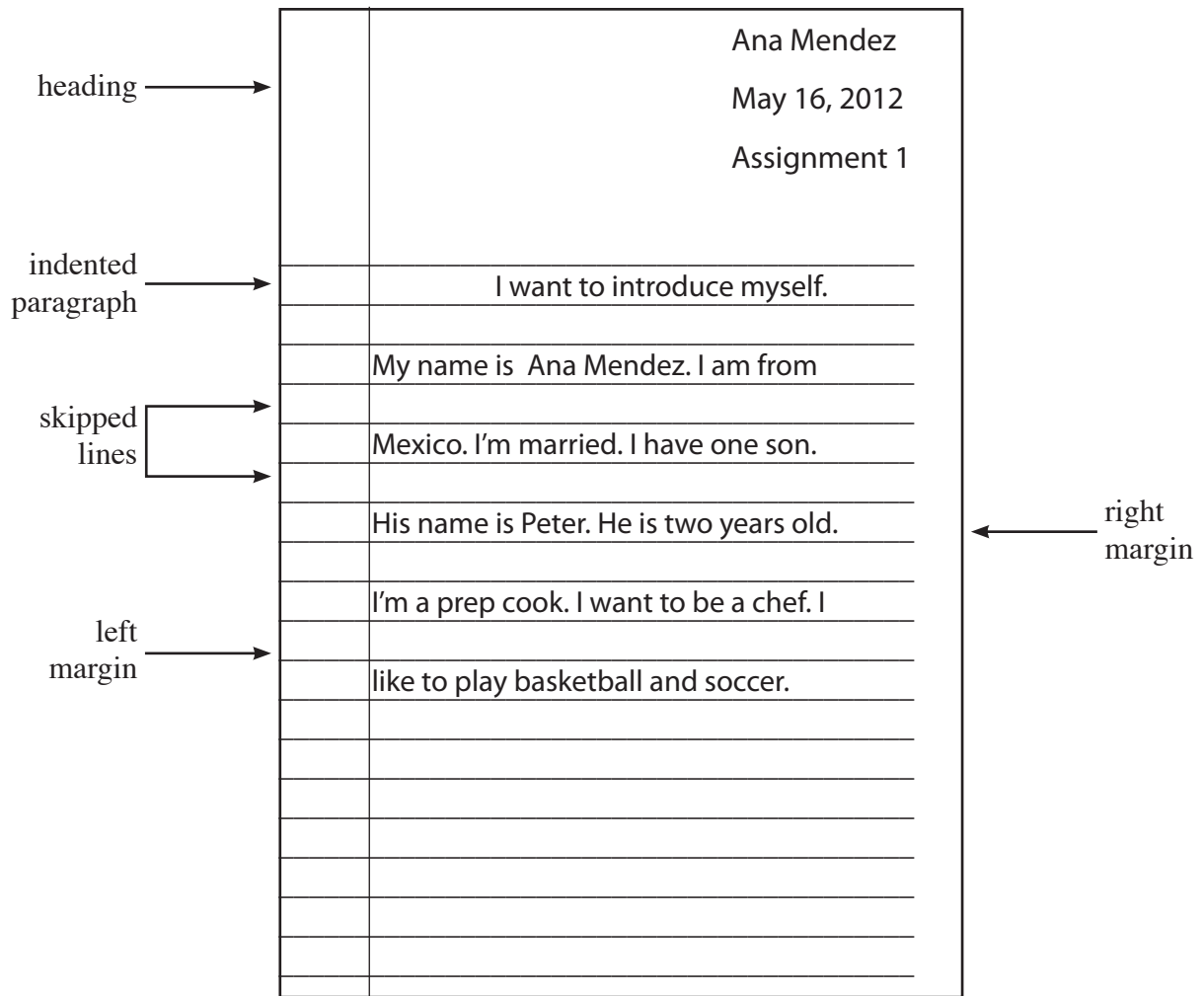
6. _____

7. _____

8. _____

Using correct format

When you write a paragraph, you use a special *format*. Here is the format you will use.



Notice the following:

- The heading goes in the upper right corner. It includes your name, the date, and the assignment number.
- There is a *left margin* and a *right margin*. Do not write in the margins.
- The first line of the first paragraph is *indented*. That means that you leave space before you start writing.
- The author *skipped lines*. That means there is a blank line after every line of writing.

Writing Assignment 1: *All About Me*

Write a paragraph about yourself. Use the format on the previous page. Follow these steps:

1. In the top right corner of your paper write:

Your first and last name

Today's date

Assignment 1

2. Indent.

3. Begin the paragraph like this:

I want to introduce myself.

4. Write your paragraph. You can copy the sentences about yourself that you wrote before.

Write at least 6 sentences.

5. Skip lines.

6. Start each sentence with a capital letter. End each sentence with a period.

7. Use the editing checklist below to check your paragraph. Circle **Yes** or **No** for each item.

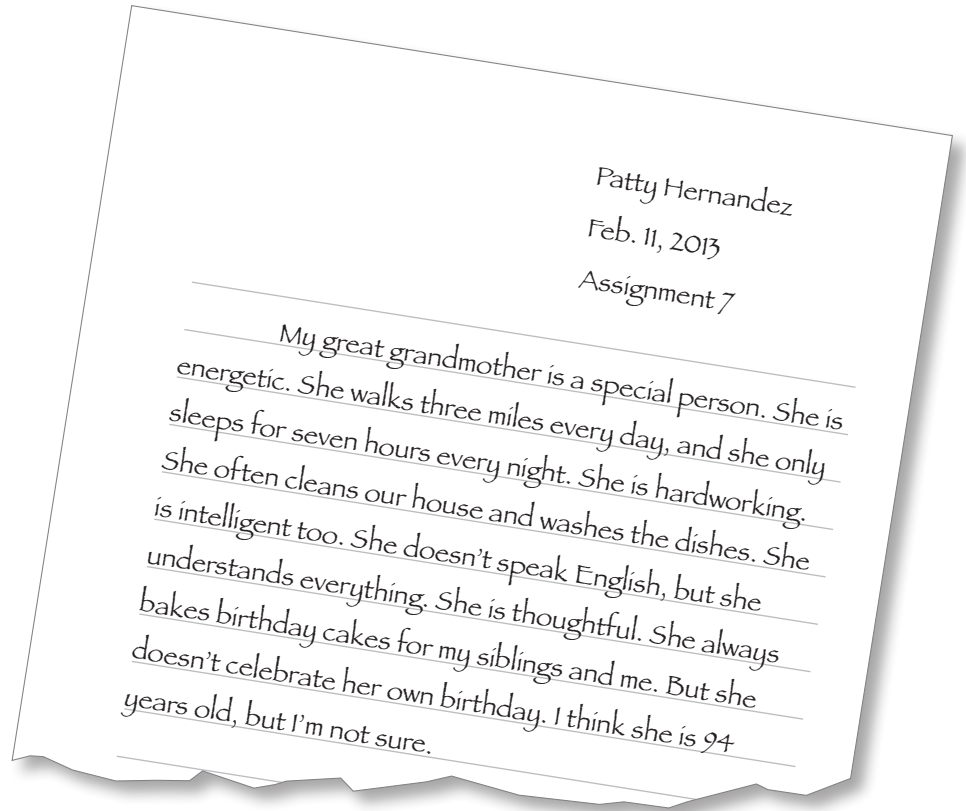
Writing Assignment 1: Editing Checklist

Editing Checklist		
Format		
1. My complete name, the date, and the assignment number are in the top right corner of the paper.	Yes	No
2. The first line is indented.	Yes	No
3. The sentences are in a paragraph. They are not in a list.	Yes	No
4. I skipped lines.	Yes	No
Content		
1. All of the sentences are about me.	Yes	No
2. My paragraph has at least 6 sentences.	Yes	No
Punctuation and capitalization		
1. I used capital letters correctly.	Yes	No
2. I ended each sentence with a period.	Yes	No

Chapter 7

A Special Person

In this chapter you'll write about a special person.



Answer each question with a complete sentence.

1. Who is this paragraph about? _____

2. How far does Patty's great grandmother walk each day? _____

3. Does Patty's great grandmother speak English? _____

4. How old is Patty's great grandmother? _____

Identifying adjectives

An *adjective* is a word that describes a noun or pronoun. Adjectives can describe what people look like. Examples are **tall**, **short**, **heavy**, and **thin**. Adjectives can describe how people feel. Examples are **happy** and **tired**. Adjectives can describe size and color. Examples are **big**, **small**, **red**, and **yellow**. Here are examples of adjectives used with the verb **to be**.

- My uncle is heavy.
- Ana’s eyes are blue.

Building your vocabulary: adjectives

Adjectives can describe a person’s appearance. Here are some examples. Words after the slash (/) symbol have the same meanings. For example, **heavy** and **overweight** mean the same thing.

_____ heavy/overweight	_____ beautiful/gorgeous	_____ dark
_____ thin/skinny/slim	_____ pretty	_____ fair
_____ tall	_____ handsome	_____ bald
_____ short	_____ ugly	_____ petite
_____ curly (hair)	_____ cute	_____ muscular
_____ wavy (hair)	_____ old	_____ well-dressed/fashionable
_____ straight (hair)	_____ middle-aged	_____ tattooed
_____ blue, green, black (eyes)	_____ young	_____ unkempt

Talk about it

- Read the adjectives in the box. Put a check next to each adjective you know.
- Learn the meanings of adjectives you don’t know. Ask your classmates or find the definition in a dictionary.

Write about it

Write three adjectives you just learned. Use each adjective in a sentence.

Adjective	Sentence with that adjective
1.	
2.	
3.	

Chapter 7: A Special Person

Adjectives describe a person's character. Here are some examples. Words after the / symbol have the same meanings.

<input type="checkbox"/> nice/kind	<input type="checkbox"/> friendly	<input type="checkbox"/> curious
<input type="checkbox"/> mean	<input type="checkbox"/> unfriendly	<input type="checkbox"/> helpful
<input type="checkbox"/> talkative	<input type="checkbox"/> nervous	<input type="checkbox"/> talented
<input type="checkbox"/> quiet/shy	<input type="checkbox"/> calm	<input type="checkbox"/> generous
<input type="checkbox"/> lazy	<input type="checkbox"/> active	<input type="checkbox"/> selfish
<input type="checkbox"/> hardworking/industrious	<input type="checkbox"/> studious	<input type="checkbox"/> compassionate
<input type="checkbox"/> serious	<input type="checkbox"/> intelligent/smart	<input type="checkbox"/> organized
<input type="checkbox"/> funny	<input type="checkbox"/> stupid/dumb	<input type="checkbox"/> disorganized
<input type="checkbox"/> mature	<input type="checkbox"/> silly	<input type="checkbox"/> thoughtful/considerate
<input type="checkbox"/> immature	<input type="checkbox"/> polite	<input type="checkbox"/> inconsiderate
<input type="checkbox"/> responsible	<input type="checkbox"/> disagreeable	<input type="checkbox"/> successful
<input type="checkbox"/> irresponsible	<input type="checkbox"/> agreeable	<input type="checkbox"/> aggressive

Talk about it

- Read the adjectives in the box. Put a check next to each adjective you know.
- Learn the meanings of adjectives you don't know. Ask your classmates or find the definition in a dictionary.

Write about it

Write 5 adjectives you just learned. Use each adjective in a sentence.

Adjective	Sentence with that adjective
1.	
2.	
3.	
4.	
5.	

Using more than one adjective in a sentence

You can use multiple adjectives in a sentence. It is fine to say,

My boyfriend is handsome. He is intelligent. He is studious.

But it is better to say,

My boyfriend is handsome, intelligent, and studious.

Talk about it

Tell your partner:

- Describe your best friend. Use at least four adjectives. Use one sentence.
- Describe your sister or mother. Use at least four adjectives. Use one sentence.
- Describe your brother or father. Use at least four adjectives. Use one sentence.
- Describe yourself. Use at least four adjectives. Use one sentence.
- Describe your partner. Use at least four adjectives. Use one sentence.

The position of adjectives

An adjective can follow the verb **to be**. For example

- Amanda is sick.

The adjective, **sick**, comes after the verb **is**.

You can also put the adjective *before* the noun it describes. Read this sentence.

- My beautiful girlfriend is my favorite person in the world.

Notice the following:

- The adjective **beautiful** comes before the noun **girlfriend**.
- The adjective **favorite** comes before the noun **person**.

Think about it

Work with a partner. Circle all of the adjectives in this paragraph. There are 12. (Note: Numbers are adjectives.) The first adjective is circled.

My brother is handsome. He has curly hair and dark eyes. He is tall and slender. He is also very muscular. He goes to the gym every day. He works at the gym too. He is a trainer. He is hardworking and successful. He has 15 clients. He is talkative and funny. His clients are happy when they exercise.

Practice 7.1

- Put 2 lines under the verb.
- Put 1 line under the subject.
- Circle each adjective. Some sentences have more than one adjective.

1. I need (new) shoes.
2. The blue pencil is on the floor.
3. Ben lives in a dangerous neighborhood.
4. My parents have a huge vegetable garden with tomatoes, squash, and basil.
5. My generous boss often gives me a big raise.
6. The weather is hot and sunny today.
7. Our inconsiderate neighbors often play loud music.
8. My studious cousin is at the library.
9. Hoover Park has a small lake, beautiful trees, and a large pool.
10. Laura lives in a big, old house.

Common mistakes with adjectives

Adjectives are never plural.

Incorrect	Correct
The books are news .	The books are <u>new</u> .

Adjectives go before the noun they describe.

Incorrect	Correct
My sister has hair short .	My sister has <u>short hair</u> .

Use **an** before an adjective that starts with a vowel.

Incorrect	Correct
You have a interesting job.	You have <u>an</u> interesting job.

Do not use **color** to describe colors.

Incorrect	Correct
I like your shoes color red .	I like your red shoes.

Think about it

Work with a partner. Cross out the incorrect sentence.

1a. My sister has a job new.	1a. My sister has a new job.
2a. I have a car old.	2b. I have an old car.
3a. My wonderful brother always makes delicious food for our family.	3b. My wonderful brother always makes food delicious for our family.
4a. My gray pants are dirty.	4b. My pants gray are dirty.
5a. Those are beautiful flowers.	5b. Those are beautifuls flowers.
6a. It is hot today.	6b. Is hot today.
7a. The students Chinese are from Beijing.	7b. The Chinese students are from Beijing.
8a. Alma has hair color black and eyes color blue.	8b. Alma has black hair and blue eyes.
9a. My cat has an easy life.	9b. My cat has a easy life.
10a. San Francisco is a exciting city.	10b. San Francisco is an exciting city.
11a. The students are talented.	11b. The students are talenteds.
12a. I have a wonderful boss.	12b. I have an wonderful boss.
13a. Be careful of the glass broken.	13b. Be careful of the broken glass.
14a. That restaurant Italian is delicious.	14b. That Italian restaurant is delicious.

Practice 7.2: Read each sentence.

- If the sentence is correct, put an X in the *Correct* box.
- If the sentence is not correct, put an X in the *Incorrect* box. Then correct the sentence.

	Correct	Incorrect
1. We have a ^{new cat} cat new.		X
2. Your gold earrings are beautiful.		
3. The students are lates.		
4. Lance always buys milk organic and fruit fresh.		
5. The new house is in a nice neighborhood.		
6. She has hair color brown.		
7. The weather today is sunny and warm.		
8. We have a interesting class with many students good.		
9. The pizzas are colds and the beer is warm.		
10. The paint red is on the table.		

Using *and* and *but* to connect sentences

You already know how to write *simple sentences*. Simple sentences have this form.

Subject	Verb	Rest of the sentence
Angelica	lives	in Houston.
Angelica	lives and works	in Houston.
Angelica and Ryan	live	in Houston.
Angelica and Ryan	live and work	in Houston.

A *compound sentence* joins two *clauses*. A *clause* has a subject and a verb. The clauses in a compound sentence are connected by a *conjunction*. Two common conjunctions are **and** and **but**.

Use **and** to connect two clauses that have similar ideas. A compound sentence with **and** has this form.

Subject	Verb	Rest of the sentence		Subject	Verb	Rest of the sentence
My mother	likes	to cook,	and	I	like	her food.

Use **but** to connect two clauses with ideas that are different or surprising. A compound sentence with **but** has this form.

Subject	Verb	Rest of the sentence		Subject	Verb	Rest of the sentence
My mother	likes	to cook,	but	I	don't like	her food.

Notice the following:

- A compound sentence has two *clauses* or parts. The two parts are joined by a conjunction such as **and** or **but**.
- Each clause is a complete sentence. It has a subject and a verb.
- In a compound sentence, use a comma immediately before the conjunctions **and** and **but**.

Think about it

Work with a partner. Read each compound sentence out loud.

- Put two lines under the verb in each clause.
 - Put one line under the subject in each clause.
 - Put a circle around the conjunction that joins the two clauses.
1. Jessica has two jobs, and she is also a student.
 2. My daughter lives in Redwood City, but she goes to school in San Mateo.
 3. My computer is new, but it is often broken.
 4. My daughter is five years old, and my son is six years old.
 5. I always remember my notebook, and I forget my pen.
 6. Victor is only five years old, but he can read.
 7. The students often arrive late, and they leave early.
 8. Arnold and Ng usually work late on Tuesdays, and Julie and I work late on Wednesdays.
 9. My sister and brother-in-law live in Colorado, and I visit them once a year.
 10. We elect a president and vice-president every four years, but I can't vote.
 11. Ana and Ricky are married, but they don't have children.
 12. My sister plays soccer every week, and her husband plays basketball three times a week.
 13. Before class Fred, Jack, and Alice clean the tables, and Shen and Marcos pass out the homework.
 14. Kai studies English, and I study Chinese.
 15. On Wednesdays I go to school at night, and my husband takes care of our children.

Think about it

Read the paragraph. There are 4 compound sentences in this paragraph. For each compound sentence, do the following:

- Put a circle around each conjunction (**and** or **but**) that joins two clauses.
- Underline each verb with two lines.
- Underline each subject with one line.

My son Ben is a very special child. He is very athletic. He is only two years old, but he can catch a ball. He rides a bicycle, and he never falls. He is also very smart. He writes his name and address, and he knows the alphabet. He is talkative and funny. He talks all the time, but I sometimes don't listen.

Practice 7.3: Combine the two sentences into one sentence. Use the conjunction in parentheses. Don't forget to put a comma *before* the conjunction.

1. (**but**) My niece is smart. She has problems in school. My niece is smart, but she has problems in school.

2. (**but**) My brother is handsome. He doesn't have a girlfriend. _____

3. (**and**) My mother likes to plant flowers. My father likes to plant vegetables. _____

4. (**but**) Miguel likes jazz. He doesn't like rock. _____

5. (**but**) Juana's job is boring. The pay is good. _____

6. (**and**) The train is expensive. The bus is very slow. _____

7. (**but**) Alice wants to drive to work. She doesn't have a car. _____

8. (**and**) Mario has a job. His wife takes care of their children. _____

Talk about it

Talk to your partner. Complete each sentence.

- 1. My class is interesting, but _____
- 2. I like my life, but _____
- 3. I want a new car, but _____
- 4. McDonalds is cheap, but _____

Including details in your paragraphs

Details make writing interesting. There are many ways to add details to your paragraphs. For example, after you use an adjective, you can give an example to show why the adjective is true.

Write about it

Work with a partner. Read the paragraphs and answer the questions.

Paragraph 1

My brother Juan is a wonderful person. He is generous. He is hardworking. He is very talented.

Paragraph 2

My brother Juan is a wonderful person. He is generous. He always buys food for our family. He is hardworking. He works six days a week and he takes classes at community college. He is very talented. He plays the guitar and sings. He sometimes plays the guitar at weddings and other celebrations.

- 1. Which paragraph is more interesting, Paragraph 1 or Paragraph 2? Why? _____

- 2. What is the proof that Juan is generous? _____

- 3. What is the proof that Juan is hardworking? _____

- 4. What is the proof that Juan is talented? _____

Think about it

Work with a partner. Write the number of the sentence in Column B that proves the adjective in column A.

Column A	Column B
1. <u> D </u> My wife is friendly.	A. He doesn't have a job, and he doesn't clean the house.
2. _____ My son is helpful.	B. She plays all day. She never wants to sleep.
3. _____ My husband is generous.	C. She usually studies for eight hours every day.
4. _____ Peter is lazy.	D. She likes to talk to people, and she has many friends.
5. _____ My baby is active.	E. She has two jobs, and she takes classes at the community college.
6. _____ My daughter is studious.	F. He cleans the house, does the dishes, and washes all the clothes.
7. _____ Griselda is hardworking.	G. He gives me nice gifts on my birthday, Christmas, and Valentine's Day.
8. _____ Edgar is handsome.	H. He is tall and muscular.

Practice 7.4: Write sentences about friends, relatives, or classmates.

- In the first sentence include an adjective that describes the person.
- In the second sentence give an example that proves the adjective is true.

Here is an example.

Sentence with adjective: My husband is very athletic.

Proof: He plays soccer, volleyball, and basketball.

1a. Sentence with adjective: _____

1b. Proof: _____

2a. Sentence with adjective: _____

2b. Proof: _____

3a. Sentence with adjective: _____

3b. Proof: _____

Editing challenge

Now you're ready to practice what you've learned.

- Correct the errors in this paragraph. Each error is underlined.
- Rewrite the paragraph.
- Answer the questions. Use a complete sentence.

My sister Irene is a person good. She is athletic. On weekends She run in the park_ and during the week she go to the gym. she is also compassionate. She have a heart big. Often she make food for people homeless. Irene she is hardworking, she is a waitress at a restaurant Mexican. The customers ___ impatient, but Irene is patient. She no angry.

My sister Irene is

1. Irene is athletic. How do you know? _____

2. Irene is hardworking. How do you know? _____

3. Write four adjectives that describe Irene. _____

4. There are two compound sentences in this paragraph. Write those sentences.

a. _____

b. _____

Preparing to write

You are going to write about a special person. It can be a friend, relative, classmate, or celebrity. Before you start, do the following:

1. Who are you going to write about? _____
2. Complete the table. Write three adjectives that describe the person. Write a sentence that proves that the adjective is true.

Adjective	Proof
a.	
b.	
c.	

3. Write three more adjectives to describe your special person. _____, _____, _____

Writing Assignment 7: A Special Person

Write a paragraph about a special person.

1. In the top right corner of your paper write the *heading*. The heading includes:
Your first and last name
Today's date
Assignment 7
2. Indent and write a topic sentence.
3. Skip lines.
4. Write between 6 and 9 sentences. Use the chart above to help you.
5. Use at least 5 adjectives. Give examples to prove at least 3 of these adjectives.
6. Include 1 compound sentence.
7. Use the editing checklist on the next page to check your work. Circle **Yes** or **No** for each item in the checklist.

Writing Assignment 7: Editing Checklist

Editing Checklist		
Format		
1. I have a correct heading.	Yes	No
2. The first line is indented.	Yes	No
3. I skipped lines.	Yes	No
Content		
1. The paragraph has a topic sentence.	Yes	Yes
2. My paragraph has between 6 and 9 sentences.	Yes	No
3. I used at least 5 adjectives. I have proof for 3 adjectives.	Yes	No
4. The paragraph has 1 compound sentence.	Yes	No
Capitalization and punctuation		
1. I used capital letters correctly.	Yes	No
2. I ended each sentence with a period.	Yes	No
Grammar		
1. All sentences have a subject and a verb.	Yes	No
2. I used adjectives correctly.	Yes	No
3. There are no run-on sentences.	Yes	No