



High Beginning ESL Writing

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Unit 1: Introducing Yourself

These pictures show Ramida, a student from Thailand. Use the following words to talk about what you see in the pictures:

student

restaurant

volleyball

accounting

Whatcom Community College (WCC)

work

study



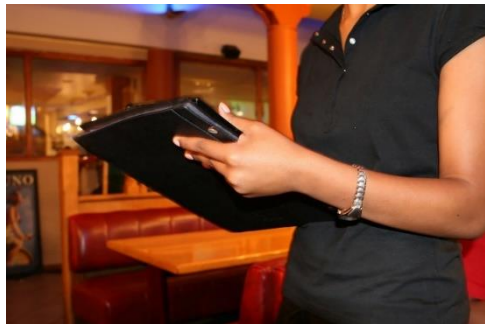
(Image 1)



(Image 2)

1. _____

2. _____



(Image 3)



(Image 4)

3. _____

4. _____



(Image 5)

5. _____

Practice 1A: Read this paragraph.

Ramida Saeli is a student. Her friends call her "Raime." She is from Thailand. She studies English at Whatcom Community College. Her college is in Bellingham, WA. Raime is not married. She is 24 years old. On weekends, she works at a restaurant. Ramida likes to play volleyball. She wants to study accounting.

After you read, write a sentence from the paragraph under each picture, or in your notebook. You do not need to use every sentence from the paragraph.

How many names do you have?

What is the difference?

first name	full name	family name	middle name	nickname
	(American English: last name)			

Practice 1B: Finish the sentences about Ramida. Use a word from this box. 

- "Ramida" is her _____.
- "Ramida Saeli" is her _____.
- "Saeli" is her _____. In the U.S., this is usually called her _____.
- "Raime" is her _____.

Practice 1C: Complete the sentences about yourself. Share them with a partner or the class. We will ask, "What is your name?"

- My full name is _____.
- My family name is _____.
- My first name is _____.
- Please call me _____.

Look at the underlined words:

What is your name?

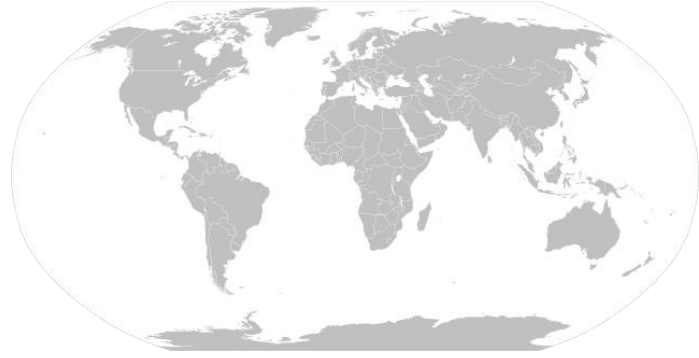
Where are you from?

Are your classmates friendly?

I am from Mexico.

Spanish is my first language.

We are students in ELL 37/47.



Study the chart with pronouns and the “be” verbs.

(Image 6)

I am	we are
you are	you are (plural)
he is she is it is	they are

Practice 1D: Write the correct form of “be” in the sentences.

- I _____ a new student.
- Where _____ he from?
- The teacher _____ at home.
- Writing in English _____ not easy.
- You _____ very kind.
- My first language _____ Arabic.
- We _____ interested in these books.
- My classmates _____ from different countries.
- They _____ happy today.



(Image 7)

A **sentence** must begin with a capital letter and end with a period. See Appendix B for practice with capital letters and handwriting.

Sentence: She lives with two roommates.



NOT a sentence: she lives with two roommates



(Images 8 and 9)

Practice 1E: Add a capital letter and a period to make each a sentence.

1. our class starts at 11:00
2. he is from Brazil
3. my first language is French
4. they want to study business
5. we live in Canton
6. the school is near my house
7. you are an interesting person

A **sentence** must have a subject and a verb.

The **subject** and **verb** answer the question:

Who does **What** ?

Subjects come before verbs. The subject is usually a *noun* or *noun phrase*. A noun is a person, place or thing. It answers the question of **who** does the action.

Verbs are action words, or they are words of being like *am*, *is*, or *are*. Examples of verbs are *do*, *reads*, *make*, *works*, *study*, *need*, *like*, *is*, and *speak*. In English, verbs usually come after the subject. It answers the question "**What** did the subject **do**?"

In most sentences, the normal S + V word order is used.

S = Subject

V = Verb

S V
Ahmed lives in an apartment.

S V
He works at the airport.

S V
Ahmed and his friends play soccer every Sunday

Who does what in these sentences? ↑



(Image 10)

Practice 1F: Draw two lines under the verb in the sentence. Write V above it. Draw one line under the subject in each sentence. Write S above it.

S V

1. Josh plays video games with his brother.
2. We drink a lot of coffee at my house.

- 3. Nadya is a teacher at Huron High School.
- 4. He studies at the library.
- 5. Asmaa is 32 years old.
- 6. Kimiko and Sujin drive to school together.
- 7. In the evening, I work at a grocery store.

(8-10 are questions. In English, most questions have V + S word order.)

V S

- 8. Where are you from?
- 9. Is the bus late?
- 10. When is the next quiz?



(Image 11)

Practice 1G: Use the words to write sentences. Change the order of the words in the correct way. Remember that sentences MUST:

- start with a capital letter.
- end with a period. (Questions end with a question mark → ?)
- have S + V word order.

Example:

1. is / My school / in Bellingham. My school is in Bellingham.

2. Vietnamese / Her first language / is

3. from China / are / They

4. your name / What / is

5. want / to study / I / nursing

6. to watch action movies / like / We

Practice 1H: Find the mistakes. Fix them.

1. My school in Michigan.
2. Our class is not too big
3. my teacher is kind and patient.
4. I'm a student I study two days a week, Heather is my teacher.
5. Her first language Somali.

We use sentences to make **paragraphs**. A paragraph is a group of sentences about one person or thing. A paragraph can be three to six sentences. Some paragraphs are 10 to 12 sentences.

A paragraph looks like this:

My name is Nadyezhda Kirova. My friends call me "Nadya." I am a student. I study English at Whatcom Community College. I am married. I have two children. I live in Lynden, Washington. I work part-time at Starbucks on Carpenter Road. I like to play tennis with my husband. I want to study early childhood education.

The first sentence is **indented**. There is a space as big as one finger before the first sentence starts.



My name is Nadyezhda Kirova. My friends call me "Nadya." I am a student. I study English at Whatcom Community College. I am married. I have two children. I live in Lynden, Washington. I work part-time at Starbucks on Carpenter Road. I like to play tennis with my husband. I want to study early childhood education.

(Image 12)

When you write with a computer, use the **Tab** key to indent the first line of your paragraph.



(Image 13)

A paragraph is not just a list of sentences. The second sentence starts right after the first sentence. Each sentence keeps going, right after the one before. The sentences are separated by periods.

To review, here are two things to remember about what a paragraph *looks like*:

1- The first sentence is _____ . This means that there is a space before the first sentences starts.

2- The second sentence comes right after the first sentence, not on the next line. Each sentence ends with a _____ .

Practice 1I. This is NOT a paragraph. What are three problems with the format of this paragraph?

My name is Nadyezhda Kirova, my friends call me "Nadya."

I am a student, I study English at Whatcom Community College.

I am married, I have two children.

I live in Lynden, Washington.

I work part-time at Starbucks on Carpenter Road.

I like to play tennis with my husband.

I want to study early childhood education.

Problem 1:

Problem 2:

Problem 3:

When you introduce yourself, you will want to say some general, true things about your life.

Discuss these questions with a partner or the class:

What do you do?

(This question is asking about your job or profession. If you stay at home with your family right now, you can say, "I am a stay-at-home mom / dad." You can say, "I am a student." You can say, "I work at home.")

Where do you live?

What do you like to do for fun?

What do you do on weekends?

What do you do in the evenings?

What do you want to study?

What are some other interesting facts about you?

The answers to these questions need *simple present verbs*. Look at the answers given.

Circle the verbs.

What do you do? I do nails. (I am a manicurist.)

Where do you live? I live in Ferndale.

What do you like to do for fun? I like to cook.

What do you do on weekends? I go to the park with my family.

What do you do in the evenings? I read books.

What do you want to study? I want to study computer science.

The verbs that you circled are *simple present verbs*. Simple present verbs say general, true things. Think of “simple” as ONE WORD after the subject. Simple present is NOT:

I am study English at WCC. X (incorrect)

I studying English at WCC. X (incorrect)

I study English at WCC. ← CORRECT!



(Image 14)

Study the chart with pronouns and simple present verbs. We will study more simple present verbs in Unit 2.

I live	we live
you live	you live (plural)
he lives she lives it lives	they live

Practice 1J: Write the missing words that you hear.

I would like to introduce myself. My name _____ Wang Peng, but please call me Peter. I _____ from China. I am not married. I _____ with my cousin in Ferndale. I _____ English at WCC on Monday to Thursday. I work part-time at Dunham's Sports. In _____ evening, I like _____ play computer games. On weekends, I _____ movies and sleep a lot. I _____ to study engineering. English _____ very important for my life.

UNIT 1 WRITING ASSIGNMENT**Paragraph to Introduce Myself**

Write a paragraph about yourself. Before you write, think about facts that you want to write about. Check some of these:

- | | |
|--|-----------------------------|
| _____ my name | _____ married / not married |
| _____ my nickname | _____ my classes at school |
| _____ my family name | _____ my job |
| _____ my country | _____ where I live |
| _____ the languages I speak | _____ what I like to do |
| _____ my age | _____ what I want to do |
| _____ (other interesting facts about me) | |

Start your paragraph like this:

I would like to introduce myself.

OR

My name is XXXX XXXXXXXX .

Write 8-12 sentences about yourself. Use any sentence structures from Unit 1 to help you. Change the information so that it is true about you.

It should look like this:

Name

Xxxxxxx xxxxxxx xxxX Xxxx Xxxxxxxxx. X xxxx xxxxx xxxxxx xxxxx. Xxxxxx xxxx
xxxxxx xxxxx Xxxxx Xxxxxxxx. Xxxxx xxxx xxxxxxx XXX xxxx xxxxx xxxxxxx. Xxxx xxxx
xxxx Xxxxx. Xxxxxxx xxxx xxxxxx xxxxx Xxxxx Xxxxxxxx. Xxxxxxx xxxx xxxxxx xxxxx Xxxxx
Xxxxxxxx. Xxxxxxx xxxx xxxxxx xxxxx Xxxxx Xxxxxxxx. Xxxxxxx xxxx xxxxxx xxxxx Xxxxx
Xxxxxxxx. Xxxxxxx xxxx xxxx xxxxxxx. Xxxxxxx xxxx xxxxxx xxxxx Xxxxx Xxxxxxxx.
Xxxxxxx xxxx xxxxxx xxxxx Xxxxx Xxxxxxxx.

Your teacher will tell you how to hand in your assignment and give you any other details or requirements.

Attributions

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Image 2

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Image 14

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Unit 2: My Home and Family

Discuss these questions with a partner or in a small group.

1. Where do you live?
2. Who do you live with?
3. Do you live in a house, condominium, or apartment? Do you like it? Why or why not?
4. (fill in the blanks) There are _____ members in my family: my mom , _____, _____

(You can talk about your sisters and brothers, or about your husband/wife and children.)

These pictures show Alexei, a student from Kazakhstan. Use the following words to talk about what you see in the picture:

sisters
members
family
mother

father
apartment
younger

researcher
medical lab

Image 2



Image 1

1. _____



2. _____



Image 3

3. _____

Practice 2C: Find a picture of your family. If you can't find a picture of your family, draw a quick one here:



Work with a partner or your class. Point to each of the pictures. Say, "This is my _____ . Her / his name is _____."

Example:



"That's me!"

Image 4

"This is my husband. His name is Marcus. This is my older son. His name is Kyle. This is my younger son. His name is Josh."

When we talk about *habits or routines*, we use simple present verbs. We studied some of these in Unit 1. When the subject is *he, she, or it*, the simple present verb has an -s on the end.

I work

She _____

I live

Alexei _____ with his family.

There are some spelling rules about adding -s. What do you notice about the spelling of these verbs? What is the rule?

I study

He studies

Rule: change *y* to before adding *es*. Don't change it if the verb ends in a vowel and *y*.

Example: *study* ends in a consonant *d* and *y*, so change the *y* to *i* and add *es*: *studies*,

but *play* ends in a vowel *a* and *y*, so do not change the *y*--just add *s*.

I play

Galya plays

I fix

Hyun fixes

Rule: add when the verb ends in *s, z, sh, ch, or x*

I miss

She misses

Here are some irregular spellings of the –s in simple present verbs.

I go
It goes

I have
He has

Practice 2D: Write sentences. Use the given words. You may need to add other words or change the simple present verb. Don't forget to add a period. Start the sentence with a capital letter. Change the *be* to *is*, *am*, or *are*. Watch your spelling!

Example: Raime / live / alone. Raime lives alone.

1. Kai / like / to read

2. we / eat / dinner / in the kitchen

3. Mr. Kozyrov / work / in a medical lab

4. Yanli / study / English / every evening

5. she / go / downtown on Saturdays

6. my sisters / be / older than me

7. I / be / married

8. there / be / garden / next to / the house



Image 5

Practice 2E: Fix the problems with the verbs.

Nikki work at Woods Coffee. She live in Bellingham. She is study at Whatcom Community College. She go to college Tuesday and Thursday. The name of her teacher Leo.



Image 6

Practice 2F: Write 5 or more sentences about your sister, brother, or cousin. Start with I have a _____. (brother, sister, cousin) The next sentences should be about their:

- name
- their family
- their family members' names
- their hobby

Write it in a *paragraph format*. Your teacher may ask you to write it on a separate piece of paper.

Example:

I have a sister. Her name is Liz. She is married, and she has a son and a daughter. Her husband is a doctor. His name is Peter. My nephew is 15, and his name is Sam. My niece is 13, and her name is Beth. My sister, Liz, likes to make things. Her hobby is sewing, and a few years ago she made a beautiful dress for me!

New vocabulary from this paragraph:

nephew niece hobby

What's wrong with the spelling?

dauter husband

What is your profession? In other words, what do you do? We discussed this in Unit 1. To write about your family, you might need more words for professions/jobs.

Practice 2G: What do people in each of these professions do? Work with a partner. Use simple present verbs. Write a compound sentence with *and* for each picture.



Image 7

Example: artist / paint pictures

He is an artist, and he paints pictures.



Image 8

2. airplane mechanic / fix engines



Image 9

3. architect / design buildings



Image 10

4. teacher / teach in an elementary school

Practice 2H: With a small group or as a class, write some more professions.

Which professions make a lot of money?

Which professions are dangerous?

Which professions are the most interesting?

Which professions seem boring to you?

Practice 2I: Think of more professions with a small group or as a class. What are all of the professions you know that start with these letters?

S	P
M	C

To explain that something exists in a group or a space, we use the grammar of *There is* or *There are*. We use *There is* + [singular noun]. We use *There are* + [plural noun].

Examples: There are 16 students in my ELL 37 / 47 class.

Image 12

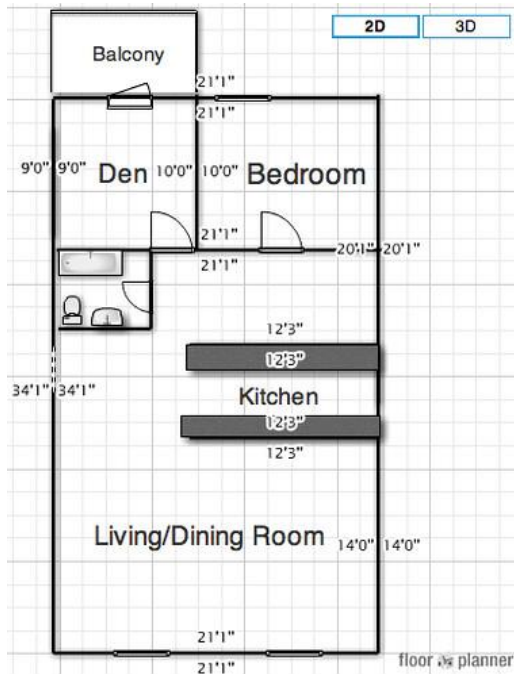


Image 11

There are three members in this family. How many members are there in this family?



How many members are there in this extended family?



In this apartment, there is one bedroom.

There is one bathroom.

There is a balcony.

What other rooms are there in this apartment?

Image 13

This is a studio apartment:



Image 14

In a studio apartment, everything is in one room. It is small, but it can be comfortable. In this studio, there are many things.

Before we write about it, let's look at some *prepositions* that can show where things are.

Example: There are many pictures *on* the wall.

Prepositions are words like *in*, *on*, *at*, *by*, *under*, and *above* that show location. Here are some rules about prepositions.

Prepositions of Place

- IN
 - Large geographical areas with borders: countries, cities, states
 - I live *in* Ferndale.
 - I live *in* Washington.
 - Buildings and rooms that surround something on all sides; containers
 - Laura is *in* the bedroom.
 - The bread is *in* the oven.
- ON
 - Surfaces that are not enclosed.
 - There is a notebook *on* my table.
 - There is a picture *on* the wall.
 - Roads or streets that can be thought of as a line.
 - I live *on* Westerly Road.
 - She lives *on* the south coast of England.
- AT
 - Specific locations and events
 - I live *at* 22 Main Street.
 - Kelly is *at* the bank.
 - I met him *at* Jim’s party.
 - Destinations
 - We arrived *at* the house.
 - I have to pick him up *at* the airport.



Image 15

Practice 2J: In this space or on a separate piece of paper, write some things that you see in the studio apartment, Image 14. Use “There is” or “There are.” Write at least 6 sentences.

Example: There is a computer on a desk.

Practice 2K: Fill in the prepositions.

I live ____ Ferndale, Washington. There are three members _____ my family, and we live _____ an apartment. Our apartment is _____ a quiet street. Our home is peaceful, but I still like to study _____ the library. After I study, I meet my friend _____ a coffee shop in Bellingham.

When we write in English, we can use some words like *and* and *but* to connect ideas and make longer sentences, called *compound sentences*. Writers need to follow grammar rules to use these words.

And and *but* are often used to connect two complete sentences. To review, English sentences have

S + V

What are the S and V? Let's explain each again:

S=

V=

And connects two sentences when the second sentence adds similar information to the first.

I work part-time. I am a part-time student. → *I work part-time, and I am a part-time student.*

Connect these sentences with "and":

Mei is married. She has two children.

Hadi has four brothers and two sisters. They all live in Washington.

But connects two sentences that are contrasting or surprising.

Contrast: Hawaii is warm. Alaska is cold.

Hawaii is warm, but Alaska is cold.

Surprise: I hate cold weather. I am moving to Alaska.

I hate cold weather, but I am moving to Alaska.

Connect these sentences with "but":

The house is beautiful. It's too expensive.

Bo likes his job. He wants to quit.

Practice 2L: Dictation. Listen to your teacher. Write the sentences that you hear.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Now rewrite sentences 1 through 5 in *paragraph format*.

UNIT 2 WRITING ASSIGNMENT

Paragraph about My Home and My Family

Write a paragraph about your home and your family. Before you write, think about facts that you want to write about. Check some of these:

- _____ how many members are in your family
- _____ where you live (city, street, part of town)
- _____ apartment, house, or condo?
- _____ interesting facts about your home
- _____ professions of people in your family
- _____ ages
- _____ hobbies of your family members

Your paragraph should have 8 to 12 sentences. Indent and double-space your paragraph. Here is an example:

There are four members in my family, and we live in a small house on Ontario Street in Bellingham. Our house has three bedrooms, a living room, a bathroom, a kitchen, and a laundry room. It also has an attic and a garage. There are bushes and flowers in the front yard and lovely shade trees in the back yard. I have two children. My son's name is Austin. He is fourteen years old, and he goes to high school. My daughter's name is Emily. She is twelve years old, and she goes to middle school. I work part time as an ESL instructor at WCC. My husband is a business manager at a senior living place, and he also referees basketball as a hobby. Our home is small, but we have a happy life.

Before you hand in your assignment, you will do a peer review. (See Appendix D.) It is always good to read someone else's paragraph! They will also find your paragraph interesting. Here is what it does:

- Helps you get to know each other better.
- Shows that you are not alone when you are writing. Writing is about real communication!
- Shows you that every writer has strengths and challenges.

Your teacher will tell you how to hand in your assignment and give you any other details or requirements.

In English, there are three spellings for the word pronounced "there" = /ðer/. This can be a little confusing. What's the difference?

there = e _____

their = p _____ p _____

they're = p _____ or t _____ (plural / contraction of they are)

Examples:

There is a bird in the tree.

There are three birds in the tree. (existence)

My sisters live in Chicago. They are (they're) teachers. (people or things)

Their house is big. (possessive pronoun)



Image 16

Practice 2M: Write the missing word. The choices are *they*, *their*, *they're*, and *there*.

1. _____ are at the mall.
2. _____ are a lot of people at the mall.
3. _____ dog ran away.
4. _____ are four people in my family.
5. _____ is a stop sign at the corner.
6. _____ have a big car.
7. _____ scores on the test were very good.
8. _____ cooked themselves dinner.
9. _____ dinner tasted delicious.
10. _____ are flowers in back of my house.
11. Look at _____ new house.
12. _____ are 22 students in our class.
13. The computer is over _____ by the door.
14. _____ car was stolen last week.
15. My friends help me a lot. I'm happy that _____ so nice.
16. _____ parents are spending a week in Florida.
17. Do you know Sam and Donna? _____ getting married next week.
18. _____ is a big dog outside my house.
19. Bob and Sue are watching TV. _____ favorite program is on.
20. Where are my shoes?
_____ over _____.
21. Where are your friends? _____ waiting for me at the car.
22. I'm hungry, but _____ is no food in the house.

Attributions

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Image 16

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Unit 3: Routines

Which of these are part of your daily routine?

Do you do them in the morning, in the afternoon, in the evening, or at night?

- take a shower
- drink coffee
- eat (breakfast / lunch / dinner)
- cook (breakfast / lunch / dinner)
- talk to ()
- study
- go shopping
- take my children to (school/)
- go to bed

- take a bath
- drink tea
- drive to / go to (work/school) / take the bus to
- go home
- check my messages
- work
- help my children
- put my children to bed
- wake up

Is there anything else that you do every day?
What is your favorite day of the week? Why?

These pictures show Genet Abebe's routine on Thursdays. Genet is an immigrant from Ethiopia.



Image 1

1. _____



Image 2

2. _____



Image 3

3. _____



Image 4

4. _____



Image 5



Image 6

5. _____

6. _____

Practice 3A: Read this paragraph.

Genet's favorite day of the week is Thursday because she doesn't work on Thursdays. In the morning, Genet wakes up at around 8:00. She drinks coffee and eats some hot cereal for breakfast. At 9:15, she takes the bus to Whatcom Community College. Genet has English class from 10 to 12. She eats lunch with friends in the cafeteria. They study and talk, and Genet enjoys hanging out with her classmates. In the afternoon, she often takes a walk with a friend in the park. Walking relaxes and energizes Genet. She cooks a healthy dinner on Thursday evenings, and she takes a hot shower before she goes to bed. For Genet, Thursdays are relaxing and fun because she doesn't have to work.

After you read, write a sentence from the paragraph under each picture, or in your notebook. You do not need to use every sentence from the paragraph.

In Unit 2, we looked at prepositions of *place*, like *in*, *on*, and *at*. In the paragraph about Genet's routine on Thursdays, some prepositions are used for *time expressions*. Notice the **bold** expressions:

Genet's favorite day of the week is Thursday because she doesn't work **on Thursdays**. **In the morning**, Genet wakes up **at around 8:00**.

Here are some rules about prepositions:

Prepositions of Time

A. IN

1. Months, years, seasons
 - a. It sometimes snows *in* April.
 - b. April is *in* the spring.
2. Periods of time during the day
 - a. I wake up early *in* the morning.
 - b. I work *in* the evening.

B. ON

3. Days of the week, weekend
 - a. I work *on* Mondays and Wednesdays.
 - b. I don't have to work *on* the weekend.
4. Specific dates
 - a. The baby was born *on* October 4.

C. AT

5. Specific times of the day
 - a. I get home *at* 10:00 *at* night.

D. FROM...TO

1. Starting at one time and ending at another.
 - a. The store is open *from* 9 AM *to* 8 PM.
 - b. Summer lasts *from* June *to* September.



Image 7

Practice 3B: Fill in the prepositions of time.

1. I eat breakfast _____ 7:30 AM.
2. I eat lunch _____ noon. I take a nap _____ the afternoon.
3. I study English _____ 6:00 PM _____ 10:00 PM.
4. I like to take classes _____ the evening, but I don't want to be awake _____ night.

My sister is different.

1. She does homework _____ 6:00 AM _____ 10:00 AM.
2. She eats lunch with me _____ 12:00 PM.
3. She has a class _____ 2:00 _____ 4:00PM.
4. After dinner, she watches TV. She watches a lot of TV _____ the evening.
5. She goes to sleep _____ midnight.



Image 8

Practice 3C. Answer the questions. Write in complete sentences. Start with a capital letter and end with a period.

1. What time do you wake up? What time do you go to work?

2. What time do you eat dinner?

3. What time do you do your homework?

4. What time do you go to bed?

Share your answers with a partner. Then write a short paragraph about your partner. Use simple present verbs. The first sentence should start with your partner's name. The next sentences should use *he* or *she* as subjects.

Example:

Maha wakes up at 7:00. She goes to work from 8:30 AM to 5:00 PM. She eats dinner at 6:00 PM. She does her homework in the evening. She goes to bed at 11:30 PM.

Practice 3D: The following paragraph is missing prepositions of place and time. Write the prepositions in the blanks.

My favorite place to shop is Ikea _____
Canton. First, I drop my kids off _____ the
children's area. It's fun and free. Then I go
_____ the second floor and look _____ all of
the unique living rooms and bedrooms. After that,
I pick up my kids and we eat _____ the café. _____ the morning, we enjoy



Image 9

breakfast and fresh cinnamon rolls. _____ the afternoon, we have a cheap and tasty lunch. I love the European dishes at Ikea, like red cabbage, Swedish meatballs, and torte with fresh fruit. Finally, my kids and I choose a few small household items _____ the first floor. We usually spend less than \$25 dollars _____ Ikea. We leave the store with a great feeling because this fun experience didn't cost us very much.

Practice 3E: Discuss these questions as a class, in a small group, or with a partner.

1. Do you like to shop?
2. How is shopping in the U.S. different from shopping in your country?
3. What is your favorite place to shop here?
4. How often do you go shopping? When do you go?
5. What is the difference between these places to shop?

a mall a superstore a grocery store / supermarket

a strip mall or shopping center a department store a mom-and-pop store

Ask your teacher if you are not sure.

Which of these places do you most often shop at?

6. Look at the list of items to buy. Which of these do you buy often? Do you buy any of them online?

groceries
clothes
jewelry
home decor

books
toys
gifts
linens

kitchen/dining items
music
sporting goods
arts and crafts

Practice 3F: Vocabulary building. For each of the categories of items below, write three, four, or more specific examples. Work with a group or partner.

Example: See "linens" box.

groceries	clothes
jewelry	kitchen/dining items
home decor	linens <i>sheets</i> <i>pillow cases</i> <i>towels</i>

Here are some more words to help you discuss your favorite places to shop:

prices	everything I need	beautiful
cheap	unique / special	colorful
high /the best quality	relaxing	interesting
displays	helpful staff	convenient
selection	big	good service
fast lines	friendly	clean
close to my house	good location	the latest designs/ models

Good writers use “signal words” to move through a paragraph. For example, if we write about three reasons that we like a store, we can use words like “First,” “Second,” and “Finally” before each reason. The words “First,” “After that,” and “Finally” can be used to show that we do things in time order, too. These words do not go in the middle of a sentence. They start a sentence. They have a comma → , after them.

Examples:

My favorite place to shop is Fred Meyer. First, Fred Meyer is very convenient, second I really like the fruits and vegetables at Fred Meyer. X (incorrect)

My favorite place to shop is Fred Meyer. First, Fred Meyer is very convenient. I can get everything in one store. Second, I really like the fresh fruits and vegetables at Fred Meyer. ← CORRECT

Practice 3G: Read the sentences. Then number them from 1 to 7.

_____ After that, she looks for new books to read.

_____ Finally, Rika sits at a table in the café in the library, drinks coffee, and enjoys her new book. She loves visiting the library!

_____ Rika enjoys going to the library on Saturday afternoons.

_____ First, she sits and studies at her favorite table by the window and finishes her homework.

_____ She learns new words, completes her workbook, and writes in her journal.

_____ Next, she goes to the front desk and checks out her book.

_____ Her reading skills are getting better, so she chooses a new novel or biography every week or so.



Image 10

Write the sentences about Rika and the library. Write them in order. Write them in a paragraph format. Your teacher may ask you to write this on a separate piece of paper.

Practice 3H: Punctuation review. Remember that *and*, *but*, and *so* come in the middle of the sentence. If you are connecting two complete sentences, use a comma.

******Try not to start a sentence with *and*, *but*, and *so*.**

Add punctuation where necessary.

1. This market sells fresh fruit and vegetables and they also have frozen food.
2. I chose this market because it is close to my house and the quality is the best. It is very clean and the employees are so helpful to me.
3. I love this store because it has everything I need. And it has items on sale all the time. I like to shop there but I often buy too many things.
4. There is soft music and colorful displays so I usually spend a long time and relax while I shop.
5. I like to go shopping at Macy's because they have the latest fashions, I go there when there is a big sale. I spend a lot of time there so I usually leave my baby at home with my husband, this is a special treat. But I only do it two or three times a year.

Notice how we talk about shopping:

I go shopping on Fridays. ← CORRECT

I go to shop on Fridays. X (incorrect)

I go to shopping on Fridays. X (incorrect)

UNIT 3 WRITING ASSIGNMENT**Paragraph about One Day of your Week – OR – Your Favorite Place to Shop**

Write *one paragraph* about your experience shopping, or about one day of your week. Your paragraph should have 8 to 12 sentences. Indent and double-space your paragraph.

Choose one of these questions to answer:

1. What is your favorite place to shop? Why? Give three reasons why you like to shop there.
2. People usually don't work on Saturdays. What do you usually do on Saturdays? (If you have another day off, write about that one.)
3. Write about another day of the week. Maybe choose your busiest day or your most enjoyable day of the week. Use simple present verbs.

Good writers plan their writing before they start. Here is an example of a plan for this paragraph:

Farmer's market, Saturday, Bellingham:

- Be outside with my family
- Fresh vegetables, fruit, baked goods, free samples
- See friends, listen to music

Here is an example:

My favorite place to shop is the farmer's market in Bellingham. There is a farmer's market downtown every Saturday from 9 AM to 2 PM. My family and I can walk to this farmer's market, so we can enjoy the sunshine and fresh air every Saturday morning. At the market, farmers sell their produce that is in season. In the fall, they sell fresh squash, tomatoes, apples, and greens. I like to buy homemade cookies and bread from one elderly lady there. Sometimes we can taste free samples of ice cream or other sweets. The farmer's market downtown has live music every Saturday. Other people in our neighborhood gather there, so we see a lot of friends with their kids, too. I love Saturdays in the summer and fall because I can go to the farmer's market, my favorite place to shop.

Before you hand in your assignment, you will do a peer review. (See Appendix D.)

Your teacher will tell you how to hand in your assignment and give you any other details or requirements.

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Unit 4: Special Days

Discuss these questions with a partner or in a small group.

1. What are the most important holidays in your country?
2. What is your favorite holiday? Why?
3. What do people in the United States do on these holidays?

Thanksgiving

Halloween

Christmas

Independence Day
(The Fourth of July)

4. What do you usually do on your birthday?

These pictures show Amir Khaled on his favorite American holiday, Thanksgiving. Amir is from Jordan.

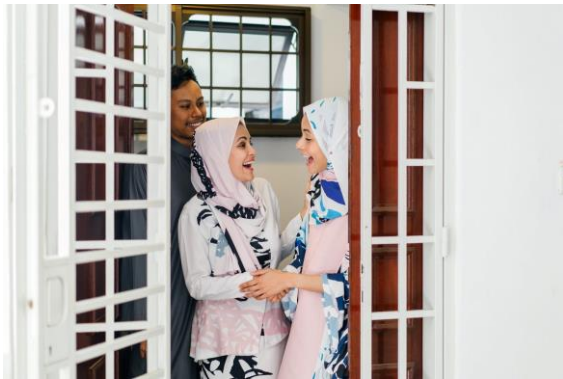


Image 1

1. _____



Image 2

2. _____



Image 3

3. _____



Image 4

4. _____



Image 5

5. _____



Image 6

6. _____

Practice 4A: Read this paragraph.

Amir really likes to celebrate Thanksgiving in America. Thanksgiving is always on the fourth Thursday in November. There are no English classes on Thanksgiving, and Amir doesn't have to work. Amir's family is in Jordan, so he always celebrates Thanksgiving with friends. His friend Maha always welcomes many international students to her apartment. Amir and his friends sit around a table for a long time. They eat, drink, and talk about things that they are thankful for. After the meal, they are always very full. Then Amir usually watches sports on TV. Later, everyone is ready for dessert, and they eat pumpkin or apple pie. Amir often plays games or talks with his friends until late in the evening. It is always dark when he drives home. Although Amir cannot celebrate Thanksgiving with his family, it is still his favorite American holiday.

After you read, write a sentence from the paragraph under each picture, or in your notebook. You do not need to use every sentence from the paragraph.

Practice 4B: This is a list of holiday traditions. Do you do any of these on holidays? Which holidays? Explain to your class or a partner. You do not need to write anything.

exchange gifts	prepare special food
give money to children	go to a special place
wear special clothes	(church, mosque, temple, cemetery)
sing special songs	
watch a parade	stay up late at night
decorate the house	get together with relatives
get together with friends	watch a special show on TV
write notes or cards	have a picnic
(other traditions) _____	

An *adverb of frequency* is a word that answers the question “How often...?” Here are some examples of adverbs of frequency:

always usually often	100% of the time ↓
sometimes*	50% of the time ↓
seldom rarely never	0% of the time

Here are some sentences about Amir with *adverbs of frequency*:

Amir always celebrates Thanksgiving with friends.

Amir often plays games or talks with his friends until late in the evening.

Amir usually watches sports on TV.

Notice that the adverb of frequency comes *before* a simple present verb.

*The adverb *sometimes* is more flexible. It can come at the beginning or end of a sentence, too.

Amir sometimes plays soccer on Thanksgiving.

Amir plays soccer on Thanksgiving sometimes.

Sometimes Amir plays soccer on Thanksgiving.

With the verb *am*, *is*, or *are*, the adverb of frequency comes after the verb:

Thanksgiving is always on the fourth Thursday of November.
After the meal, they are always very full.

Practice 4C: Put the adverb of frequency into the sentence. Write the sentence again.

Example:

(usually) I go to a restaurant on my birthday. I usually go to a restaurant on my birthday.

1. (often) Children receive gifts and money on Eid al-Fitr.

2. (usually) Women get chocolate and flowers on Valentine's Day.

3. (sometimes) It snows on Thanksgiving in Washington.

4. (usually) Easter is in April, but sometimes it is in March.

5. (seldom) Terry celebrates New Year's Eve with his family.

6. (always) We have a big party during Spring Festival.

7. (never) There is school on Independence Day.



Image 7

Practice 4D: Use words from Practice 4B. Write sentences about one or more holidays that you know. Use an adverb of frequency in each sentence. Use simple present verbs. Share your sentences with the partner, a small group, or the class.

You may write about important holidays in your country, or you can write about American holidays.

Example:

We always exchange gifts on Christmas Day.

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

Practice 4E: Think about restaurants. Discuss these questions with a partner, in a small group, or as a class. You do not need to write anything.

1. How often do you go out to eat at a restaurant?
2. Which restaurants do you go to with your family or friends?
3. In your experience, which restaurants have good food but are not too expensive?
4. What are the most expensive restaurants in the area where you live?
5. Where do you go when you have something very special to celebrate (a birthday, anniversary, Valentine's Day, and so on)?
6. Do you like to try food from different countries? What kinds of food have you tried since you came here? What kinds do you like the best (besides from your country)?

Here are some words to help you talk about restaurants:

service	quiet / fun atmosphere decor /
appetizers	decorations
menu	servers / waitresses / waiters
cheap	fast / busy / crowded
expensive	outdoor seating
prices	bright / dim lighting
special	

Here are some words to help you talk about food:

delicious / tasty / yummy	side dish
(big) portions	appetizer
the main dish (or entrée)	dessert
drinks / beverages	crisp / cold
presentation (how it looks)	spicy / sweet / rich / unique
coffee / tea / water	hot / fresh
bread / rolls / chips / rice / pasta	

Write down a few examples of your favorites:

main dishes	appetizers
side dishes	desserts

Practice 4F: Read the paragraph about Maria's favorite restaurant. It contains many mistakes! Here are the kinds of mistakes:

verbs: 2 missing subject: 1 spelling/grammar: 14 capital letters: 2

sentence needing a full stop (*period* not *comma*): 1

TOTAL MISTAKES: 20

Maria's favorite restrant is Haab's. She eat there every Sunday for lanch. The food is a little bit espensive but very delishus. There are many tables and booths, and is a bar with old-fashioned lamps and mirrors. She uslly go there whit her perents. the order steak, chickn, and salats. The servis is fast, the waitresses are friendly. While they eat, they talk and laugh abt many tings. They look at decorations on the walls for fall, winter, or spring. Maria's dad alwy leave a nice tip. Maria loves to go to Haab's every Sunday.

Choose two sentences from this paragraph. Then write them again with no mistakes!

1. _____

2. _____

At the beginning of this unit, you answered the question, "What is your favorite holiday? *Why?*" In writing, we can answer using a complete sentence and the word *because*.

My favorite holiday is Independence Day because I love fireworks.

The word *because* usually goes in the middle of a sentence. There is NO comma before *because*. It is used to answer the question "Why?"

Here are some more sentences with *because*:

I love Pita Pita. Because their falafel is amazing. X (incorrect)

We like to eat at Sadoko, because their sushi is fresh and not too expensive.

X (incorrect)

Children love this holiday because they get money.

← CORRECT

Practice 4G: Write one sentence. Put the sentences together correctly using *because*.

Example: I don't like parades. They are usually hot and crowded.

I don't like parades because they are usually hot and crowded.

1. I love this restaurant. It has beautiful decor.

2. My kids love Mexicana. It has the best tacos.

3. Yuri likes Halloween. His friends always have fun costume parties.

4. We give red envelopes. The color red means good luck.



Image 8

5. Sunghyun loves Mike's Pizza. They bake pizzas in a stone oven.

Practice 4H: Dictation. Listen to your teacher. Write the sentences that you hear.

1. _____

2. _____

3. _____

4. _____

5. _____

Now rewrite sentences 1 through 5 in *paragraph format*.

UNIT 4 WRITING ASSIGNMENT

Paragraph about a Holiday – OR – Paragraph about My Favorite Restaurant

TASK 1: A Holiday

Write *one paragraph* about a holiday that you know well. Your paragraph should have 8-12 sentences. Indent and double-space your paragraph.

1. What is the holiday?
2. Why do you celebrate it?
3. When is the holiday?
4. Who do you usually celebrate that holiday with?
5. What do you do on that holiday?
6. What do you like about that holiday?
7. Is this a one-day holiday? What do you do all day on that day?
Is this a long holiday? What do you do each day?
8. What are some of the traditions and symbols of that holiday? What do they mean?

See the example from Practice 4A about Amir.

Before you hand in your assignment, you will do a peer review. (See Appendix D.)

Your teacher will tell you how to hand in your assignment and give you any other details or requirements.

TASK 2: My Favorite Restaurant

Write *one paragraph* about your favorite restaurant. Your paragraph should have 8 to 12 sentences. Indent and double-space your paragraph.

Use these questions to write about the restaurant.

1. What is the name of the restaurant? Your first sentence should be:

“My favorite restaurant is _____.”

2. What kind of restaurant is it? What kind of food do they serve?

3. When do you go there? Who goes with you?

4. What does the inside of the restaurant look like?

5. What do you order? What do the other people who are with you order?

6. How is the service? What do you do while you wait?

7. How does the food taste?

8. Do you listen to music or watch something while you eat?

9. How do you feel there?

Here is an example:

My family's favorite restaurant is Aubree's Pizza. Aubree's is a bar and restaurant, and they have a good kids menu. Their pizza is delicious, and their prices are good. There are many TVs that show sports at Aubree's. Also, there are a lot of cozy tables and windows for watching trains go by. It is fun for my kids to watch the trains because the tracks are very close to Aubree's. We always order pizza and salad. My kids love Aubree's pizza, and they like the friendly young servers. While we wait for our food, we talk and watch sports on TV. The service is usually fast. We listen to pop music from the 70s and 80s while we eat. My whole family feels good after an evening at Aubree's Pizza.

Before you hand in your assignment, you will do a peer review. (See Appendix D.)

Your teacher will tell you how to hand in your assignment and give you any other details or requirements.

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Unit 5: An E-mail to a Friend

Practice 5A: Write for 10 minutes about these questions. Write here, or use a separate piece of paper.

What is happening in your country right now? How is the weather? What are your relatives doing? What is in the news?

When we write about what is happening right now, we use the *present progressive* verb tense. This verb tense is made with:

am / is / are + [VERB]ing

Notice the present progressive verbs in these sentences:

It is raining right now.

I am taking two classes this semester.

We are reading about Native Americans in my English class.

The present progressive verb tense is different from the *simple present* tense. Remember that we use the simple present tense to describe habits or frequent activities. What's the difference in meaning?

I drink tea every day.

I am drinking tea right now.

Practice 5B: Underline the present progressive verbs. Remember that each present progressive verb has two words.

Example:

People are celebrating Independence Day in my country right now.

1. It is raining a lot these days because it is the rainy season.
2. My father is working a lot.
3. My sister is studying for her exams.
4. People are talking about the election.

Image 1



Practice 5C: Fix the mistakes in the present progressive and simple present verbs.

1. My sister doing very well right now.
2. I am study hard. I miss you a lot, and I thinking about you often.
3. Most of the time, my mom is relax and cooking.
4. It is rain a lot these days.

Practice 5D: Read the following e-mail. Then answer the questions.

To: sinmei@gmail.com
Cc:
Subject: Missing you
Hi, Sinmei! <u>How are you?</u> I miss you so much. It has been four months since I left China. We have been very busy getting used to our new life in Washington. I'm sorry that I didn't write to you sooner. How are your kids? Is your husband still working for Mitsubishi? We are fine. Chaoyung likes his work at the Hyundai Kia headquarters. I am meeting a lot of people in my neighborhood. Right now, the boys are playing soccer with some new friends in the front yard. I am also studying English at Whatcom Community College. We are learning a lot about American culture. Everything is different. How is your mother? Do your kids like their teachers this year? Please say hello to your family for me. I miss you every day. I especially miss our chats over tea every afternoon. What are you doing these days? I hope that you reply soon. Take care, Xiaoyung

1. What words are in the **subject line** of this e-mail?

NOTE: Never leave the subject line blank in a friendly or formal e-mail.

2. The e-mail begins "Hi, Sinmei!" Check out some of these other ways to begin an e-mail. Are they formal or informal?

NOTE: Use formal e-mail writing for people you don't know well or people who have authority. For example, use formal e-mail writing with teachers, bosses, or school principals, or in customer service situations. Use informal e-mail writing with close friends, relatives, classmates, and colleagues you know well.

Hi, Sinmei! formal / informal

Dear Chad, formal / informal

Hello, Gina, formal / informal

Hey, Rika! formal / informal

Dear Mr. Patterson, formal / informal

To Whom It May Concern: formal / informal

3. How does the e-mail end? What are the last two lines, or **closing**?

Here are some other ways to end an e-mail. Which one is the most formal? Circle it. 

Your friend,
Kareem

Talk to you soon,
Tina

Best,
Helen

Love,
Chris

Sincerely,
Ingrid Swenson

To learn more about formal e-mail writing, see Appendix C.

Practice 5E: In the e-mail in Practice 5D, there are six questions. Underline the questions and write them down here:

Example: 1. How are you?

2. _____

3. _____

4. _____

5. _____

6. _____

In English, questions have the verb before the subject. Notice the *be* verbs in the following questions and sentences:

Question: How ^V is ^S your mother?

Sentence: ^S My mother ^V is fine.

Question: Where is your school?

Sentence: My school is downtown.

Simple present questions use the word *do* or *does* as helping verbs. The word order is still Verb first, then Subject.

Question: Do you like your classes?

Sentence: Yes, I like my classes.

Question:
Does your apartment have a balcony?

Sentence: Yes, my
apartment has a balcony.

Question: Where do you shop for clothes?

Sentence: I shop for clothes
at Target.



Image 2

Present progressive questions put the *is* or *are* before the subject. The *-ing* part of the verb comes after the subject.

Question: Are you feeling well?

Sentence: Yes, I am feeling just fine.

Question: How is Jacque doing?

Sentence: He is doing well in school, but he
hates his job.

Practice 5F: Write questions for the sentences. Write sentences for the questions.

Example:

Question: Does she like her teacher?

Sentence: Yes, she likes her teacher.

1.

Question: How _____?

Sentence: The weather is hot and dry.

2.

Question: What is your sister doing right now?

Sentence: _____.

3.

Question: _____?

Sentence: Yes, he likes his job.

4:

Question: Do you have a washing machine in your home?

Sentence: _____.

5:

Question: Where _____?

Sentence: We play ping pong in Farmington.



Image 3

It is becoming common to use some symbols and short forms in friendly e-mails. Usually a computer or cell phone automatically changes the type of symbol to a face, or emoji. However, sometimes you will see symbols created from punctuation on the keyboard. Here are three of the most common “emoticons:”

:) = happy face, usually 😊. This is a sign of happiness. It shows that a person is not serious or formal with you. They are being friendly and cheerful.

:(= sad face, usually ☹️. The person is sad or frustrated about a situation. They may regret that they have to tell you something.

;) = winking, 😏. The person is joking with you about what they just wrote. They may be telling you that you both have “inside information” or an inside joke, like “Right?”

Informal, friendly e-mails might also contain “text language.” These are short ways to say some common phrases. Here are some common ones:

LOL = “laughing out loud” = the person is laughing as they write

B/C = because

ASAP = as soon as possible

FAQ = frequently asked questions

DIY = do it yourself = used for people who make things themselves instead of buying something already made

TGIF = Thank God / goodness it’s Friday = common in the work and school environment

Do you know some more text language? Are such expressions common in your language, too?

We should stay away from using text language in formal e-mails. Is it okay to use some emojis in a formal e-mail? Why or why not? How about using these in an essay for school?

Practice 5G: In the blanks under each arrow that points to an emoticon or text language, write what you think it means.

Dear Quang,
 It's so good to hear from you! I would be happy to help you start making your own videos for your Facebook page. This web page might help you out. It has some FAQs for small business owners:

www.getstartedwithvideos.com

I tried it out but accidentally deleted my best video!! :(

You can also pay someone to make videos for you, but that gets very expensive. I prefer the DIY approach.

I hope this helps!
 Nadim

UNIT 5 WRITING ASSIGNMENT

E-mail to a Friend or Relative

This friendly e-mail will have THREE short paragraphs.
 It should follow the informal e-mail format from this unit.

Write an e-mail address in the To: line. It can be a real or imaginary e-mail address.

Write something short in the subject line.

- Start with a greeting. This does not count as a paragraph. It is on one line.
- In the FIRST paragraph, write about where you are writing. Answer these questions:
 - Where are you sitting?
 - Who is there?
 - What are they doing?
 - How is the weather?
- In the SECOND paragraph, write about your daily life right now. Answer these questions:
 - How are you?
 - What are you doing these days?
 - Write about your work and school.
 - Write about your family and/or friends.
- In the THIRD paragraph, ask about the person you are writing to. Think of a few questions that show you know the person well.
- End with one of the closings from **Practice 5D**, question #3. Your name should be the bottom line.

Sample letter:

To: ninamichaelevna@yahoo.ru

CC:

Subject: fall news

Dear Nina,

It is 2:00 in the afternoon, and I am sitting at home by the window. It is a grey, cloudy day. The wind is blowing, and the leaves are falling from the trees. Jake is working on his art today. The boys are playing with their trains. I am thinking about you and your apartment in Vladimir. Is it already cold in Russia? How are you?

We are fine. I am working hard at school. I like my classmates a lot, and we are studying hard together. We have a lot of fun at school. Henry is enjoying kindergarten. He is very smart, and he is making friends with the boys and girls. Louis is growing very fast. He tries to be just like his big brother. He goes with me to the preschool at the college two days per week. Jake is doing well, too. He is working hard on his music because he is making a new CD. He is a great father and husband.

I hope that you are fine. How are Igor and his family? Does Olya still remember me? Please say hello to them for me. I miss you and think of you often. Please reply soon.

Love,
Nadya

NOTE: The paragraphs do not need to be indented. Skip a line between paragraphs. The e-mail does not need to be double-spaced.

Before you hand in your assignment, you will do a peer review. (See Appendix D.)

Your teacher will tell you how to hand in your assignment and give you any other details or requirements.

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Unit 6: Remembering a Trip

Discuss these questions with a partner or in a small group.

1. Do you like to travel? Do you prefer to visit big cities or natural places (beaches, mountains)?
2. Imagine you are going to Chicago or New York. Do you prefer to travel by car, by plane, or by train?
3. Where did you go on your last trip? What did you do? Was it a good trip? Why or why not?
4. What was the best vacation you have ever had? Where did you go? What did you do?
5. What was the **worst** vacation you have ever had? Where did you go? Why was it bad?

These pictures show Sung Hyun Kim. He went on vacation to New York City last year. Sung Hyun Kim is from South Korea.



Image 1

1. _____



Image 2

2. _____



Image 3

3. _____



Image 4

4. _____



Image 5



Image 6

5. _____

6. _____

Practice 6A: Read this paragraph.

Last summer, Sung Hyun took a trip to New York City. He wanted to visit his friend Terence. Sung Hyun flew to LaGuardia Airport on a Friday. The airport was very busy. After Terence picked up Sung Hyun, they went to a coffee shop to catch up. The next day, Terence had to work. Sung Hyun walked around Manhattan and took many pictures. He was amazed by the Empire State Building. After Terence finished working, they took a ferry to the Statue of Liberty. They climbed the stairs to the top of the base and looked at the New York skyline. After Sung Hyun bought some souvenirs, they returned to Terence's apartment. They were very tired. The next day was Sunday. Before Sung Hyun's flight home, they had a picnic in Central Park with some of Terence's friends. It was a great trip, and Sung Hyun hopes to go back to New York many more times in the future.

After you read, write a sentence from the paragraph under each picture, or in your notebook. You do not need to use every sentence from the paragraph.

The paragraph in **Pratice 6A** all happens in the past. The paragraph uses almost all *simple past* verbs.

In English, regular simple past verbs are made with *-ed*.

Practice 6B: Look at the paragraph in Practice 6A again. Write down all of the verbs that end with *-ed*. There are six.

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

Here are some other verbs that take *-ed* in the simple past:

- talked
- liked
- enjoyed
- remembered
- watched
- thanked

Many verbs in English do not take *-ed* in the simple past. Irregular past tense verbs are very common in English. Here are some that you may already know:

Simple Present		Simple Past
I go	→	I went
I have	→	I had
I take	→	I took

Practice 6C: For each of the past forms below, write the present form. These verbs are from the paragraph in Practice 6A.

- 1. took take
- 2. flew _____
- 3. was _____
- 4. went _____
- 5. had to _____
- 6. bought _____
- 7. were _____
- 8. had _____

Simple Present		Simple Past
I eat	→	I ate
I drink	→	I drank
I see	→	I saw
I ride	→	I rode
I sleep	→	I slept
I get	→	I got
I make	→	I made
I leave	→	I left
I can	→	I could
I drive	→	I drove
I feel	→	I felt
I swim	→	I swam



Image 7

Practice 6D: Practice using the simple past. Answer the questions. Be ready to share them with your classmates.

Example:

What did you eat yesterday all day? Write sentences.

Yesterday for breakfast, I ate cereal with soymilk and a grapefruit. I drank coffee. For lunch, I had a turkey sandwich, some crackers, an apple, and a few cookies. For dinner, I ate pork chops and asparagus with olive oil. I had brown rice. For a snack, I had a few cheese crackers.

1. What did you eat yesterday, all day? Write several sentences.

2. What did you do last weekend? Write several sentences.

3. What did you do today before class? Write a few sentences.

In Unit 2, we learned about connecting words that need a comma before them, like *and* and *but*. We also learned about the connecting word *because* in Unit 4. There is no comma before *because* in a longer sentence.

When we make a longer sentence about two events, we can also use time words like *after*, *before*, and *while* as connecting words. If the group of words with *after*, *before*, or *while* comes at the beginning of the sentence, there must be a comma before the main S + V.

Similar to *because*, when *after*, *before*, or *while* are in the middle of the sentence, there is NO COMMA.

Examples:

We ate lunch after we went to the art museum. (1st: art museum; 2nd: lunch)

After we went to the art museum, we ate lunch. (1st: art museum; 2nd: lunch)

Before I got on the plane, I bought several souvenirs.

I bought several souvenirs before I got on the plane.

While we were watching the movie, we drank soda.

We drank soda while we were watching the movie.

Practice 6E: Add or change punctuation in these sentences.

1. Kimi went to Colorado, because her friend invited her.
2. After, I arrived at the hotel. I took a shower.
3. While we were eating dinner we talked and laughed.
4. Denise finished her book. Before she reached her destination.
5. We listened to music, while we were waiting.



Image 8

Practice 6F: Complete the sentences with your own words.

1. _____ before I went to bed last night.

Now write the whole sentence again:

2. _____ because I needed to tell her something.
Now write the whole sentence again

3. _____ after I came home from school.
Now write the whole sentence again:

4. While I was on vacation, I _____ and
_____.
Now write the whole sentence again:

Practice 6G: Read the sentences from student paragraphs. If the sentence is correct, write a "C" in the space. If it is incorrect, write an "I" in the space. If it is incorrect, try to fix the mistakes.

- _____ 1. The next day, I go to the Museum of Modern Art.
- _____ 2. My parents, brothers, and I took a trip to Boston in August, 2015.
- _____ 3. It was a long trip we were so tired but the vacation was good.
- _____ 4. We stayed only three days because I had to get back to school.
- _____ 5. Next day we back to home Washington.
- _____ 6. There were a lot of delicious food, snacks and fruit.
- _____ 7. We came back to Washington took us four hours to drive back.
- _____ 8. When I arrived in Seattle, my brother pick me up at the airport.

Here are some words that might help you write about a trip you remember:

flew

took a train / a bus / the subway

drove

picked me up

went out to eat at a restaurant

went sightseeing

took pictures

lay by the pool

went hiking / fishing / swimming / camping

visited a museum / aquarium / zoo / national park

said goodbye

showed me around

got a Lyft / an Uber

waited in line

enjoyed the nightlife

went shopping

went to the theatre

walked around

went to the beach

laid in the sun

took a nap



Image 9

UNIT 6 WRITING ASSIGNMENT

Paragraph about a Good Trip

Write a paragraph about a trip that you took that you remember well. Your paragraph should have 8 to 12 sentences. Indent and double-space your paragraph.

Before you start writing, think about these questions. Imagine the trip and how you felt about it. Write a few words next to each question.

1. Where did you go on your trip? When did you go? Why did you go there? How did you go? How long did the trip take?
2. Write about your arrival.
3. What did you do after you arrived?
4. Write about your return home.
5. Write your feelings about the trip.

Here is an example:

My husband, baby boy, and I took a trip to Germany in August, 2015. We went there to celebrate the golden wedding anniversary of my host parents. We flew from Detroit to Berlin via Amsterdam. The trip took one whole night. When we arrived in Berlin, my host sister's husband picked us up at the airport. He was nervous because he didn't speak English very well, so I translated for my husband. We were very happy to be there. We stayed with my host sister in Berlin for one day. We went sightseeing even though we were

tired. We saw the Brandenburg Gate, the Berlin Cathedral, and the Reichstag building. Then my host father picked us up and took us to the village. It was so fun to see my old friends and host family members. I played the old pipe organ in the village church. I showed my husband my old school. The anniversary party for my host family was especially wonderful. We stayed only five days because I had to get back to my job. We left the house in the village at 4 AM and had an easy but tiring flight home. I will never forget that amazing trip.

Before you hand in your assignment, you will do a peer review. (See Appendix D.)

Your teacher will tell you how to hand in your assignment and give you any other details or requirements.

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[“man, pedestrian, person, people, road, street, city, new york, times square, manhattan, new york city, crowd, photo, tourist, travel, asian, portrait, young, phone, usa, holiday, traveler, dude, tourism, lifestyle, leisure, parade, festival, happy, infrastructure, selfportrait, selfie, picture, new, demonstration, protest, casual, adult”](#) is licensed via [PxHere](#) under [CC0](#).

Image 4

[“architecture, skyline, building, city, skyscraper, urban, new york, manhattan, new york city, cityscape, downtown, tower, nyc, america, landmark, facade, historic, empire state building, tower block, flatiron, buildings, ny, famous, metropolis, fifth avenue, urban area, 5th avenue, human settlement, metropolitan area”](#) is licensed via [PxHere](#) under [CC0](#).

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Appendix A: Book Report Writing

Good readers make good writers! To improve your writing during this course, it is recommended that you read about two short books a week. Always keep reading! It is the best thing you can do for your English.

To make yourself read better and faster, do not look up words in the dictionary. Don't worry about understanding every word on the page. You just want to understand the story. Choose books that are fun for you to read. If you don't like a story, stop reading it and take another one.

For each story you read, write a **short** book report. For each report, write:

Title

2 sentences that answer this: What is this story about? Who are the main characters?

1 sentence that answers this: Did you like the story? Why or why not?

Write the report like a paragraph, not a list.

Practice A1: Read the story called "The Pot that Died." Then answer the questions that follow. You do not have to write in complete sentences. Be prepared to discuss the story with a partner, a small group, or the class.



Image 1

Nasreddin Hodja borrowed a large cooking pot from a neighbor for a few days. Before he returned the pot, he put a smaller pot inside.

Seeing the small pot the neighbor enquired, "What is that?" Hodja replied, "Oh, your pot gave birth."

The neighbor was confused but he accepted the two pots.

Some days later, Hodja borrowed the large cooking pot again, but he never returned it. When the neighbor asked for his pot, Hodja exclaimed, "I am very sad to tell you that your pot died recently!"

"Don't be foolish, Hodja," said the neighbor. "Cooking pots don't die."

"Are you sure?" asked Hodja. "It didn't surprise you to hear that your pot had given birth."

1. Guess the meaning: what does "give birth" mean?
2. What did the neighbor do with the extra, small pot?
3. How did Hodja trick the neighbor?
4. What lesson do you think this story is telling us?

Other tips for writing book reports:

When you write about a fiction story, use *simple present verbs* to talk about the main ideas and characters. This is called the narrative present.

When you write about a true story that happened in the past, use *simple past verbs*

Practice A2: Here is an example of a short book report for this story. Read the report. Answer the questions that follow.

Title: The Pot that Died

This book is about Nasreddin Hodja and his neighbor. Hodja borrows a pot from his neighbor, he returns it with another pot. The next time the Hodja borrowed the pot, he didn't return it at all. I liked this story because it teaches a lesson. it teaches you not to trust people who make up stories. They might bring you something good, but they can also bring you something bad.

How many sentences are in in this book report? _____

Did the writer say whether they liked the story or not? Yes No

Do you see any grammar mistakes in this book report? Check for:

Full Stops Verbs Capital letters

Practice A3: Choose another book and write a book report. When you come to class, you will be asked to share your book report with a partner. You will do a peer review of their book report as well.

Writer's Name: _____

How many sentences are in in this book report? _____

Did the writer say whether they liked the story or not? Yes No

If "Yes," did they give reasons? Yes No

Do you see any grammar mistakes in this book report? Check for:

Full Stops Verbs Capital letters

Attributions

In Practice A1, the story [“Your Pot Has Died – Tales of Nasreddin Hodja”](#) is licensed via the University of Victoria English Language Centre under [CC BY-NC-SA 4.0](#).

Image 1

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Appendix B: Sending a Formal E-mail Request

Writing is an important tool for communicating as a student, employee, or customer. If you have a problem, complaint, or request, you should write a good formal e-mail to the person with the power to do something about it.

We write formal e-mails to a professor, teacher, principal, manager, supervisor, or service desk. You may be friendly with the person that you are writing to, but you should also be:

- clear and direct
- brief (Write only a short e-mail)
- correct: no spelling mistakes, your best grammar
- polite, not pushy
- thankful

Practice B1: Read the example of a formal e-mail. Then answer the questions. Be prepared to discuss them with a partner, small group, or the class.

To: manderson@wccnet.edu
Cc:
Subject: absent on Tuesday
Dear Ms. Anderson, I want to let you know that I will be absent on Tuesday. My daughter has a dentist appointment, and I can't change it. I am sorry that I will miss class. Could I send you my homework early via e-mail? I will also miss the vocabulary quiz that day. May I please take it later? Thank you very much for your help. Have a nice weekend, Gloria

1. What words are in the **subject line** of this e-mail?

NOTE: Never leave the subject line blank in a friendly or formal e-mail.

2. The e-mail begins "Dear Ms. Anderson,"

Is "Anderson" the person's first or last name?

Why does the writer use "Ms." instead of "Mrs." or "Miss"?

3. What questions does the writer ask? Copy them here.

_____ ?

_____ ?

Are these questions polite? How do you know?

4. Does the writer thank the reader? Yes No

5. How does the e-mail end? What are the last two lines, or **closing**?

It is also common to close formal e-mails like this:

Sincerely,
Gloria Woo

Best,
Gloria

Best regards,
Gloria

Practice B2: Write an e-mail in the space below. Choose one of the situations. Make up an e-mail address and person to send it to. Your teacher may ask you to write a real e-mail, or write it on a separate piece of paper.

Choose ONE:

- Write to your teacher. Tell him/her that you are sick and can't do your homework on time
- Write to your boss. Tell him/her that you have to leave work early on Wednesday. Give your boss an excuse.
- Write to the customer service representative at an airline. Tell him/her that you had to pay extra fees on your ticket that were not correct. Ask for money back or some future flying credit.

Appendix C: Peer Reviews

Peer Review: Unit 2: My Home and Family

Writer's Name _____

Your Name: _____

1. Read the paragraph.

2. Answer these questions:

Format

Circle one:

Did the writer indent the first line? Yes No

Did the writer double-space the paragraph? Yes No

Capital letters

Are the names of people and places (towns, streets, etc.) written with capital letters?

Yes No

(If "No," mark capital letters with "cap" in red.)

Is there a capital letter at the beginning of every sentence?

Yes No

(If "No," mark capital letters with "cap" in red.)

Are there any extra capital letters? Ask the writer why they used them.

Verbs

Does every sentence have a subject and a verb? Yes No

(If "No," put a red "V" where you think the verb should go.)

Are simple present verbs correctly formed? Yes No

(I live, she lives, we live, etc.)

(If "No," put a red "V" where you think the verb mistake is.)

Full stops

Is there a full stop (period) at the end of every sentence? Yes No

(If "No," put a red "FS" where you think there should be a period.)

3. Write one thing that you liked about this paragraph.

4. Write one question you have for the writer.

_____ ?

Peer Review: Unit 3: One Day of the Week or My Day Off

Writer's Name _____

Your Name: _____

1. Read the paragraph.

2. Answer these questions:

What was this paragraph about?

It was about _____

3. Write one thing that you liked about this paragraph.

4. Write one question you have for the writer.

_____ ?

5. Mark any mistake that you noticed about the following areas with a red pencil:

Full Stops (FS) Capital letters (cap) Verbs (V) Paragraph format

If you are not sure something is a mistake, ask!

Peer Review: Composition 4: A Favorite Holiday or Birthday Traditions

Writer's Name _____

Your Name: _____

1. Read the paragraph.

2. Answer these questions:

What does this person do on this favorite holiday or on birthdays?

3. Does the writer use simple present verbs? Write some verbs from the paragraph here. If you are not sure, ask!

4. Write one question you have for the writer.

_____ ?

5. Mark any mistake that you noticed about the following areas with a red pencil:
Full Stops (FS) Capital letters (cap) Verbs (V) Paragraph format
If you are not sure something is a mistake, ask!

Peer Review: Composition 5: E-mail to a Friend

Writer's Name _____ Your Name: _____

1. Read the letter.

2. **E-mail format:** Did the writer begin

Dear _____, Yes No

Did the writer end with

Your son, Your daughter, Love, Your friend,
and their name? Yes No

3. How many paragraphs are in the e-mail? _____

4. What did you learn about the writer's life in this e-mail? Write one thing:

I learned that he/she

5. Mark any mistake that you noticed about the following areas with a red pencil:
Full Stops (FS) Capital letters (cap) Verbs (V) Paragraph format
If you are not sure something is a mistake, ask!

Peer Review: Composition 6: Remembering a Trip

Writer's Name _____ Your Name: _____

1. Read the paragraph. Where did the writer go on vacation? They went to _____.

When did they travel? _____

Who did they go with? _____

2. Did the writer use verbs in the simple past (-ed or 2nd form)?

Write some of the simple past verbs from their paragraph on these lines:

3. How many sentences are in this paragraph? _____

4. Would you like to go to this place, too? Yes No
Why or why not?

5. Mark any mistake that you noticed about the following areas with a red pencil:
Full Stops (FS) Capital letters (cap) Verbs (V) Paragraph format
If you are not sure something is a mistake, ask!

Units 3, 4, 5, or 6 Self-Check: Edit Your Own Paragraph

Name: _____

Answer these questions about your paragraph.

1. Do you have a topic sentence? _____ Yes _____ No

If yes, then underline your topic sentence.

What is your paragraph about?

2. How many sentences are in your paragraph? _____

Check to see if every sentence begins with a capital letter and ends with a period. Make changes with a red pen.

3. Did you indent the paragraph? _____ Yes _____ No

If "No", then put an arrow → at the beginning of your paragraph.

4. Write a title at the top of the page. Follow the rules for titles from *Low Intermediate Writing OER*.

5. Read your paragraph out loud. Try to find two or three more mistakes and correct them.
Ask your teacher if you are not sure.