# Noncredit ESL Level Three Writing Guide

Basic Skills Grant Noncredit to Credit ESL Matriculation Fall-Spring 2009-2010

Note to User: This manual is a work in progress. Please submit your feedback for improvements and corrects on hard copy or via email to <a href="mailto:amecom@glendale.edu">amecom@glendale.edu</a> Thank you!

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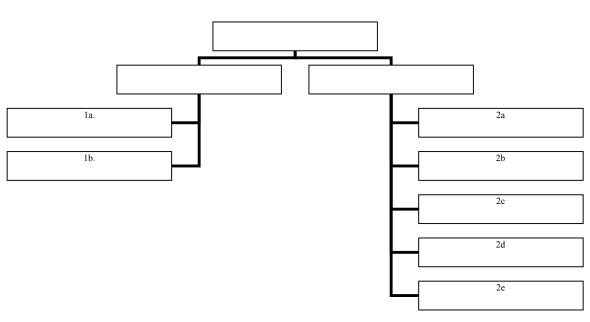
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# BE VERB CHART

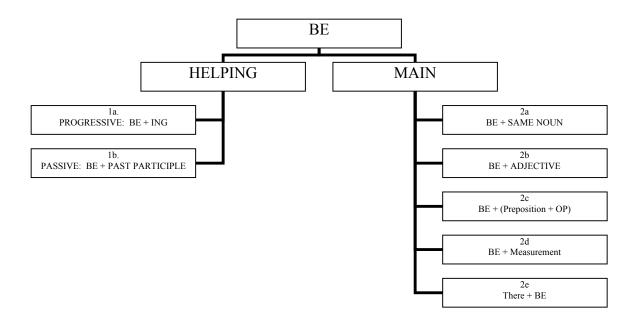


1a.	
1b.	
20	
2b.	
2c.	
20	

3. BE Verb is not necessary: (example sentences below)

Look for sentences with BE verbs outside of the classroom. Look on street signs, advertisements, your shampoo bottle, your cereal box, or listen for them on TV or radio or in passing conversations. They are all around you.

1a.	_
2a	
2b.	
2c.	
3	_
_	_
-	_
_	_



- Athletes are participating in the Olympics this week. Awards are given for  $1^{st}$ ,  $2^{nd}$ , and  $3^{rd}$  places. 1a.
- 1b.
- These athletes are skating partners. 2a.
- 2b. He is very strong.
- They are in Vancouver. 2c.
- She is 95 lbs. 2d.
- There are people from all over the world at the competition. 2e.
- 3. Thousands of athletes participate in the Olympics. Do they come from all over the world?

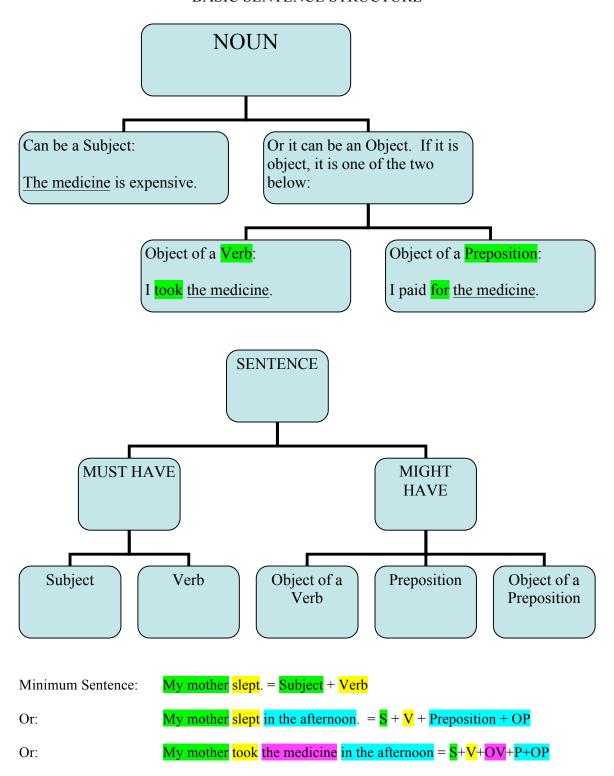
# BE PRACTICE

Write "main verb", "helping verb", or "not necessary" next to each sentence verb.	e with a BE				
1. It is hot in September.					
2. Glendale College is starting a new semester					
3. Many new ESL students are arriving in California.					
4. Level 3 is in SF118					
5. The morning class is popular					
6. Many students are come to class early					
7. There are 40 chairs in the class.					
8. I am go to break at 10:15 am.					
Write your own sentences for each rule below:					
9. be + same noun					
10. be + adjective					
11. be + (p + op)					
12. be + measurement					
13. There + be					
14 be as a helning verb					

# BE QUIZ

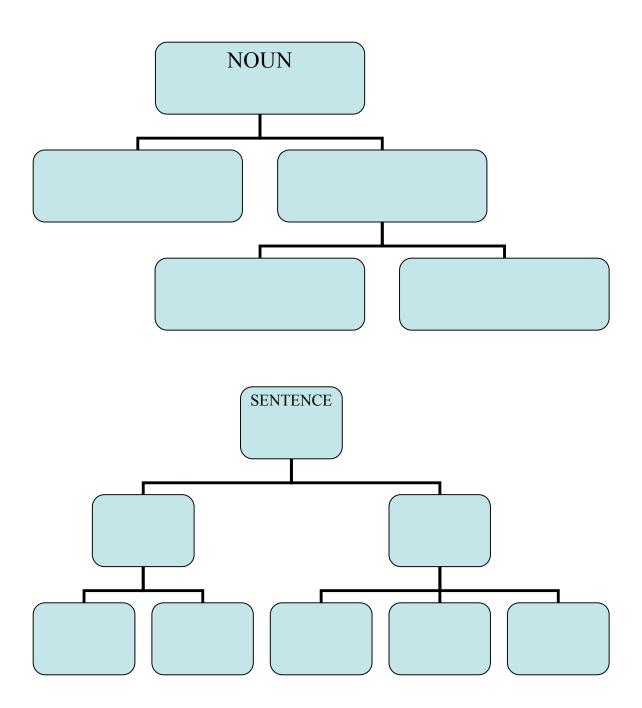
I. W	/rit	e "main verb" or "helping verb" next to each sentence with a BE verb.
	1.	The parking is bad at the college.
	2.	Students are having trouble parking this week.
	3.	The ESL books are sold in the library.
	4.	Level 3 is very full.
	5.	Some waitlist students are very upset
	6.	Many students are on the waitlist.
II. V	Wri	te the letter of the rule next to the sentences:
		a. same noun b. adjective c. $P + OP$ d. measurement e. There
	7.	I am 5 feet and 4 inches tall
	8.	There are more than 40 people in the class
	9.	I am not from California.
	10.	I am American
	11.	I am a teacher
III.	Wı	ite your own sentences for each rule below:
	12.	be + same noun
	13.	be + adjective
	14.	be + (p + op)
	15.	be + measurement
	16.	be as a helping verb
	17.	There + be

#### BASIC SENTENCE STRUCTURE



You can add adjectives to describe the nouns, or adverbs to describe the adjectives:

My sick mother reluctantly took the expensive medicine.



Minimum Sentence: My mother slept. = Subject + Verb

Or: My mother slept in the afternoon. = S + V + Preposition + OP

Or: My mother took the medicine in the afternoon = S+V+OV+P+OP

You can add <u>adjectives</u> to describe the nouns, or <u>adverbs</u> to describe the adjectives:

My sick mother <u>reluctantly</u> took the <u>expensive</u> medicine.

# "THE HAMMOCK" Edgar Killingworth Johnson

Write the letter next to the sentence to show the position of the underlined word.

<ul><li>a. Subject</li><li>b. Verb</li></ul>	<ul><li>c. Object of Verb</li><li>d. Preposition</li></ul>	e. O	bject of Prepo	osition	
<ul> <li>She is thinking a</li> <li>She put her hat o</li> <li>Her basket of flo</li> </ul>		hat.	ee		
Combine the words to m	ake a correct sent	ence.			
6. on - my dog - the couch	n - with me - sleeps				
7. the beach - the summer	– go - to - in - I				
8. with – I - in - swim - m	y children - the wa	ter			
9. invite - my house - I –	to – for - my friend	ls - dinner			
10. the morning - I - brea	kfast – for – cook -	- my family - i	n		
Answer these questions.					
11. Where do you relax?	S	V	]	P OP	
12. What do you think abo		P	OP	and	OP
13. What do you wear?	S	V	(	OV	
Make two more sentence	es on your own:				
14	-				
15					

#### SIMPLE SENTENCES

Identify the parts of the sentence. If they are not complete, correct them. Identify the verbs as transitive (with OVs) or intransitive (without OVs).

- Ex. Life in the U.S. is very busy.
- 1. In the U.S., both parents often work outside the home.
- 2. Nobody home during the day.
- 3. The children often go to daycare.
- 4. The men help their wives the kitchen.
- 5. Help their husbands with the bills.
- 6. One person's job doesn't pay all the bills.
- 7. The evenings are very busy.
- 8. The mother and father both very tired.
- 9. The kids have homework.
- 10. Want their parents' attention and time.

# PARAGRAPHS: Punctuation and Capitalization

1. Pu	t periods and capital letters where necessary. Add a title for the paragraph.			
	In the U.S., both parents often work outside the home nobody is home			
during	the day the children often go to daycare the men help their wives in the			
kitche	n the wives help their husbands with the bills one person's job doesn't pay			
all the	bills the evenings are very busy the mother and father are both very tired			
the kids have homework they want their parents' attention and time life at home is				
not as	simple as it used to be			
2. Ne	ext, copy the paragraph on a piece of loose leaf paper.			
Re	member to:			
	Position your paper with the margin at the top and the holes on the left.			
	Put your name on the first line at the top right corner.			
	Skip a line and put a title in the center. Capitalize each important word in the title, and do not make a sentence.			
	Underline the title.			
	Skip a line, indent, and begin copying the paragraph.  Leave some space for the right margin.			

# ASSIGNMENT #1

# DISCUSSION QUESTIONS

1.	I am from
2.	I live with
3.	I live (where)
4.	usually cleans my home.
5.	I help with housework. (how often)
6.	helps me.
7.	does the laundry.
8.	cooks.
9.	cleans the floors and windows.
9.	Do men in your culture help with the housework? Why/why not?
10.	Do men in your family help with the housework? Why/why not?
11.	I am about the housework situation in my home. (adjective)

- 1. Where are you from?
- 2. In your country, who usually does the housework?
- 3. Why does your country follow this custom?
- 4. Do you agree with this custom? Why or why not?
- 5. Where do you live now?
- 6. Who do you live with?
- 7. Who usually does the housework now?
- 8. Does anyone ever help?
- 9. How do you feel about the housework situation in your home?
- 10. What kind of housework do the men do?
- 11. What kind of housework do the women do?
- 12. What kind of housework do the children do?
- 13. What kind of housework do you like?
- 14. What kind of housework do you hate?
- 15. Who works in your family? What do they do?
- 16. Who goes to school in your family? What and where do they study?

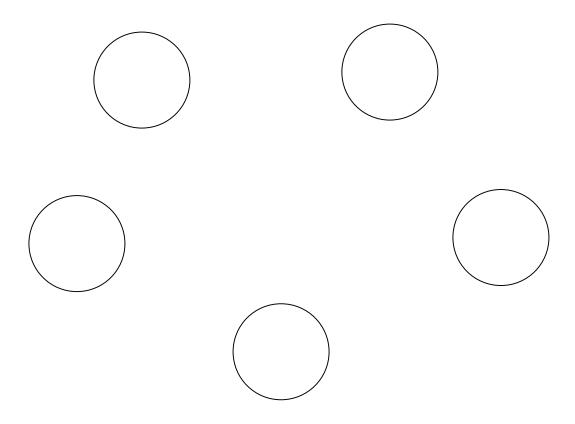
# PREWRITING (refer to model paragraphs p. 40)

Write some questions to ask your classmates about their family routines:

1. WHO GO YOU HYC WILL	1.	live w	ith?
------------------------	----	--------	------

2.			
Δ Δ		 	
т 5		 	
6 6			
o 7			
8.			
9			
, 10			

Next, write your family members' names in the circles. On each line, write the responsibilities for that person. Use the base forms of verbs. Do not write sentences. (Instructor: Draw lines like spokes from each circle)



Students will be able to use correct English to describe routines, habits and facts. Students will use BE and DO/DOES correctly. Students will write correct simple sentences.

1. Describe the routines and habits of the people in your family. Talk about school, work, and housework.

#### Your paragraph must have the following features:

#### Grammar

- 1. Correct use of simple present tense for BE and OTHER verbs and frequency words and expressions.
- 2. Correct sentence structure (S + V) or (S + V + OV) and sometimes (P + OP).

## Paragraph

- 3. Correct use of paper with holes on the left side and writing inside the margins.
- 4. Indent the first line.
- 5. Put a title (Not a sentence)

#### Content

- 6. Address the topic.
- 7. Answer all the questions.

	Your Name:		
1.	I answer the ques	stion that the as	ssignment asks.
	YES	NO	I DON'T KNOW
2.	I use BE and sim	ple present ver	bs correctly.
	YES	NO	I DON'T KNOW
3.	I put the adverbs	of frequency a	and frequency expressions in the right place.
	YES	NO	I DON'T KNOW
4.	I put a subject an	d a verb in eve	ery sentence
	YES	NO	I DON'T KNOW
5.	I put a period at t	he end of ever	y sentence.
	YES	NO	I DON'T KNOW
6.	I put a capital lett	ter for the first	word of every sentence and for proper nouns.
	YES	NO	I DON'T KNOW
7.	I put the holes of	the paper on t	he left and the margin on the top.
	YES	NO	I DON'T KNOW
8.	I indented the first	st sentence.	
	YES	NO	I DON'T KNOW
9.	I have a title that that is underlined		ce, that has capitals letters for the main words, and
	YES	NO	I DON'T KNOW

Partne	er/Teacher's Name:		
1	I answer the question	n that the assign	nmant asks
1.	i answer the question	ii uiat uie assigi	illient asks.
	YES	NO	I DON'T KNOW
2.	You use BE and sim	ple present ver	bs correctly.
	YES	NO	I DON'T KNOW
3.	You put the adverbs	of frequency a	nd frequency expressions in the right place.
	YES	NO	I DON'T KNOW
4.	You put a subject an	nd a verb in ever	ry sentence
	YES	NO	I DON'T KNOW
5.	You put a period at	the end of every	y sentence.
	YES	NO	I DON'T KNOW
6.	You put a capital let	ter for the first	word of every sentence and for proper nouns.
	YES	NO	I DON'T KNOW
7.	You put the holes of	the paper on the	ne left and the margin on the top.
	YES	NO	I DON'T KNOW
8.	You indented the fir	st sentence.	
	YES	NO	I DON'T KNOW
9.	You have a title that and that is underline		ce, that has capitals letters for the main words,
	YES	NO	I DON'T KNOW

Editing Symbols:
SVO= sentence Working at the factory my husband.
SP= spelling Glendele
PT= punctuation My sister has two daughters they live with her.
PL= plural I traveled for ten day. Woman work in the home.
P = preposition I am afraid about spiders.
CAP= capital  I speak spanish.
VF= verb form He is go to the market.
VT= incorrect tense Last week I am absent.
WC= word choice I agree with his imagination.
WO= word order Usually I eat salads.
Vt = transitive verb <i>My son takes at school.</i>
Vint = intransitive verb
Use the symbols above to identify the mistakes below:
My husband and I are both studing English
2. We are live in Glendale
3. My husband helps me the housework.
4. My husband, I and my son and daughter.
5. everyday I go to college with my children
6. My mother decorated the house. (habit)
7. I go to the gym then I go to school
8. My husband has two job

PREPOSITIONS	SUBORDINATING CONJUNCTIONS	COORDINATING CONJUNCTIONS	TRANSITION WORDS
RULE:	RULE:	RULE:	RULE:
EX:	EX:	EX:	EX:

See appendix for completed chart (p. 45)

#### **CLAUSES AND SENTENCES**

Identify the subordinating conjunction (S.C.) and subject (S) and verb (V) of every sentence and clause below. Label each one as a SENTENCE or a CLAUSE.

- Ex. I am writing a paragraph about my goal  $\underline{sentence}$ S V
- Ex. When I reach my goal  $\underline{clause}$  S.C. S V
- 1. My goal is to start taking credit classes in Fall 2011
- 2. Because I want to work as an accountant as soon as possible
- 3. I have to take several steps in order to reach my goal
- 4. First, I have to learn about the requirements for entering the GCC credit program
- 5. If I don't have my residency
- 6. I will have to pay very high tuition
- 7. I need to know what documents are necessary to show that I am a resident
- 8. Second, I need to speak to an academic counselor
- 9. As soon as I get the name and number of a counselor
- 10. I will make an appointment
- 11. I will be sure to know exactly which classes to take
- 12. If I get the advice of a counselor
- 13. Last, I would like to meet an accounting teacher or some accounting students
- 14. If I get permission
- 15. Maybe I can visit an accounting class to see what it is like
- 16. I can talk to some of the students and look at the book
- 17. I will make a plan to follow these steps so that I have a clear and direct pathway to getting my degree in accounting
- 18. I will ask my noncredit ESL teacher
- 19. If I need any advice along the way

Next, copy the paragraph on a piece of loose leaf paper.

#### Remember to:

	Position your paper with the margin at the top and the holes on the left.
	Put your name on the first line at the top right corner.
	Skip a line and put a title in the center.
	Capitalize each important word in the title, and do not make a sentence.
	Underline the title.
	Skip a line, indent, and begin copying the paragraph.
	Leave some space for the right margin.
	Do not write the clauses alone. They must connect to a sentence.
П	Remember the capital, period, and commas.

#### DO NOT LOOK BELOW UNTIL YOU ARE FINISHED!

#### My Future in Accounting

My goal is to start taking credit classes in Fall 2011 because I want to work as an accountant as soon as possible. I have to take several steps in order to reach my goal. First, I have to learn about the requirements for entering the GCC credit program. If I don't have my residency, I will have to pay very high tuition. I need to know what documents are necessary to show that I am a resident. Second, I need to speak to an academic counselor. As soon as I get the name and number of a counselor, I will make an appointment. I will be sure to know exactly which classes to take if I get the advice of a counselor. Last, I would like to meet an accounting teacher or some accounting students. If I get permission, maybe I can visit an accounting class to see what it is like. I can talk to some of the students and look at the book. I will make a plan to follow these steps so that I have a clear and direct pathway to getting my degree in accounting. I will ask my noncredit ESL teacher if I need any advice along the way.

- 1. What is the topic sentence?
- 2. How many supporting details are there?
- 3. Circle the transition words. What is the comma rule for transition words?
- 4. What is the concluding sentence?

DO ASSIGNMENT #2

# PREWRITING #2 (use welcome packets)

NAM	ME:	
IY GOAL:What are yo	DATE:	
What are yo	ou going to do?	
□ Academic	□ Professional	□ Personal
ast Step		
ourth Step		
hind Ston		
hird Step		
econd Step		
•		
rst Step		
ODAY:	DATE	):
What are	e you doing?	

#### Making an Listing Paragraph Outline

Circle the goal for each list, and number the steps in the correct order.

- 1. Join a club, talk to strangers, make friends, take a fun class
- 2. Do things on your own, take a conversation class, talk to strangers, be more confident
- 3. Make an appointment with an academic counselor, enter the credit program, talk to credit students, visit a credit class
- 4. Take a computer class at Garfield, get a job, visit the Career Center, make an appointment with a job counselor

Now write out your goal and the steps. Use your Arrow Paper if necessary:

NOW V	viite (	out your goar and the steps. Ose your Arrow Paper it necessary.	
I.	My	Goal:	
	A. I	First Step:	
	B. \$	Second Step:	
	C. 7	Third Step:	
	D. (	(Last Step):	
specif Listen	ic, and to yo	outline with another student. Do you have a goal that is general? d does it lead to the goal?  our teacher as she dictates the model paragraph (appendix). Transfer into an outline below:	
I.	Goal	ıl:	
		a. First Step:	
	t	b. Second Step:	
	C	c. Third Step:	
	Ċ	d. (Last Step):	

#### QUESTION:

What is your primary goal? What steps do you need to take to reach your goal?

Students will be able to use correct English to describe routines, habits and facts; new, temporary, and "in the moment" situations; and predictions, future facts, and plans.

Students will write correct simple and complex sentences.

Students will write a listing paragraph.

Students will identify a goal and make a plan to reach it.

#### Your paragraph must have the following features:

#### Content:

- 1. The paragraph completely answers the question that the assignment asks.
- 2. The paragraph matches your outline.

## Paragraph:

- 1. A topic sentence that states your goal
- 2. Supporting detail that lists each step to reach your goal.
- 3. A transition connector for each step (with a comma)
- 4. A concluding sentence that closes your paragraph

#### Sentences:

- 1. Subject and Verb for every sentence
- 2. Subordinate Conjunction and S + V for every clause
- 3. Period at the end of every sentence
- 4. Capital letters after every period
- 5. Commas for complex sentences

#### Grammar

- 1. Correct use of simple present, present progressive, and future tense
- 2. Correct use of action and non-action verbs

#### Format:

- 1. Correct use of paper with holes on the left side and writing inside the margins
- 2. Indent the first line
- 3. Correct title (Not a sentence, main words capitalized, underlined)

Your	Name:		
1.	I answer the questi	on that the assig	gnment asks.
	YES	NO	I DON'T KNOW
2.	I put the holes of the	ne paper on the	left and the margin on the top.
	YES	NO	I DON'T KNOW
3.	I indented the first	sentence.	
	YES	NO	I DON'T KNOW
4.	I have a title that is underlined.	s not a sentence	, that has capitals letters for the main words, and that is
	YES	NO	I DON'T KNOW
5.	I use present progr	essive, simple p	present, and future verbs correctly.
	YES	NO	I DON'T KNOW
6.	I put a subject and	a verb in every	sentence
	YES	NO	I DON'T KNOW
7.	I put a period at the	e end of every s	entence.
	YES	NO	I DON'T KNOW
8.	I put a capital lette	r for the first wo	ord of every sentence and for proper nouns.
	YES	NO	I DON'T KNOW
9.	I use clauses correc	ctly.	
	YES	NO	I DON'T KNOW
10	). I use transition wo	rds correctly.	
	YES	NO	I DON'T KNOW
11	. I use commas corre	ectly.	
	YES	NO	I DON'T KNOW

Parti	ner/Teacher's Nam	ne:	
1.	I answer the questi	on that the assig	gnment asks.
	YES	NO	I DON'T KNOW
2.	I put the holes of the	ne paper on the	left and the margin on the top.
	YES	NO	I DON'T KNOW
3.	I indented the first	sentence.	
	YES	NO	I DON'T KNOW
4.	I have a title that is underlined.	s not a sentence,	, that has capitals letters for the main words, and that is
	YES	NO	I DON'T KNOW
5.	I use present progre	essive, simple p	present, and future verbs correctly.
	YES	NO	I DON'T KNOW
6.	I put a subject and	a verb in every	sentence
	YES	NO	I DON'T KNOW
7.	I put a period at the	e end of every s	entence.
	YES	NO	I DON'T KNOW
8.	I put a capital letter	r for the first wo	ord of every sentence and for proper nouns.
	YES	NO	I DON'T KNOW
9.	I use clauses correc	etly.	
	YES	NO	I DON'T KNOW
10	). I use transition wor	rds correctly.	
	YES	NO	I DON'T KNOW
11	1. I use commas corre	ectly.	
	YES	NO	I DON'T KNOW

# Writing a Narrative Paragraph

Would you like to be able to tell a story in correct English? How could telling a story in English help you? Think of reasons why you might need to tell a story in correct English.

To get an academic degree:
<ul> <li>to describe a historical event</li> <li>to describe the history of the earth</li> <li>to explain your educational history to an academic counselor</li> <li>to write a biography</li> </ul>
To get a job:
<ul> <li>to explain your work experience in a letter, interview, or to a job counselor</li> <li>to describe an event or a problem at work</li> </ul>
To be comfortable in American society:
<ul> <li>to participate in conversations about children, marriage, life history and experiences</li> <li>to describe a problem or complain (landlord, store manager, billing departments, etc)</li> <li>to describe your health history to a doctor</li> <li>to report a crime</li> </ul>
To teach:
<ul> <li>to tell a fable or life experience to a child</li> <li>to tell an American to appreciate or realize something about your country (leadership, politics, history, culture, genocide, life experience)</li> </ul>

Why are you telling your story	?	
What is the TOPIC:		
BEGINNING	MIDDLE	END
What will be your topic senten	ce?	
What will be your concluding	sentence?	

#### QUESTION:

Do you have a story to tell? What is your story?

Students will be able to use correct English to describe past events.

Students will write correct simple and complex sentences.

Students will write a narrative paragraph with a beginning, middle, and end.

#### Your paragraph must have the following features:

#### Content:

1. The paragraph tells a story with a beginning, middle, and end.

#### Paragraph:

- 2. A topic sentence that states your topic
- 3. Supporting details that list the beginning, middle, and the end
- 4. A concluding sentence that restates the topic and closes your paragraph

#### Sentences:

- 6. Subject and Verb for every sentence
- 7. Subordinate Conjunction and S + V for every clause
- 8. Correct use of reduced clauses
- 9. Period at the end of every sentence
- 10. Capital letters after every period
- 11. Commas for complex sentences

#### Grammar

- 12. Correct use of simple past and past progressive
- 13. Correct use of time words

#### Format:

- 14. Correct use of paper with holes on the left side and writing inside the margins
- 15 Indent the first line
- 16. Correct title (Not a sentence, main words capitalized, underlined)

STUDENT:		TEACHER:		
The paragraph tells a story:		The paragraph tells a story:		
	Topic sentence Beginning Middle End Conclusion sentence		Topic sentence Beginning Middle End Conclusion sentence	
The paragrap correctly:	h uses past tense verbs	The paragraph correctly:	h uses past tense verbs	
	Correct Verb Tense (simple vs. progressive) Correct Verb Form (was go → went)		Correct Verb Tense (simple vs. progressive) Correct Verb Form (was go → went)	
The paragrap	h has correct time words.	The paragraph	h has correct time words.	
	Prepositions Subordinate Conjunctions		Prepositions Subordinate Conjunctions	
The paragrap structure:	h has correct sentence	The paragraph structure:	h has correct sentence	
	Simple sentences Complex sentences		Simple sentences Complex sentences	
The paragraph has correct punctuation and capitalization:		The paragraph and capitaliza	h has correct punctuation tion:	
	Commas Periods Capitals		Commas Periods Capitals	
The paper is	used correctly:	The paper is t	used correctly:	
	Holes on the left side Margin at the top Indent the first line		Holes on the left side Margin at the top Indept the first line	

# COORDINATING CONJUNCTIONS connect TWO EQUAL PARTS.



# LIST OF COORDINATING CONJUNCTIONS AND THEIR MEANINGS:

AND	To add something	OR	To show a choice
NOR	To add something in a negative sentence	FOR*	To state the reason
BUT/YET	To contrast something	SO*	To state the result

<sup>\*</sup> connect sentences only

I like <b>coffee</b> and <b>milk</b> . OV OV	The coffee is in the pot $\underline{\text{but}}$ not on the table. P + OP $P + OP$	
Is the milk <b>hot</b> or <b>cold</b> ? ADJ ADJ	I'd like to stay, <u>yet</u> I have to go. SENTENCE SENTENCE	
I like <b>to travel</b> <u>but</u> not <b>to drive</b> .  INF  INF	Some roads are closed, <u>for</u> the rain is heavy SENTENCE SENTENCE (reason	
I don't have <b>the time</b> <u>nor</u> <b>the ener</b> OV OV	<u>.</u>	
QUESTIONS:		
1. Can you state the rule for when to use a comma?		
2. Can you guess which coordinating conjunction is rarely used in everyday English?		
3. Which two coordinating conjun	ctions connect sentences only?	

PRACTICE: Choose the coordinating conjunction. Add a comma if necessary. Underline and identify the two equal parts.

Ex. The guests ate cake and drank wine at the wedding. $Vt$
The traffic was very bad ,so some people were late to the wedding.  Sentence Sentence(result)
1. The groom wore a suit that was black white.
2. They didn't pay a lot for the wedding it was beautiful.
3. You can have champagne juice.
4. Music dancing are part of the festivities.
5. The honeymoon will be in Las Vegas in Miami.
6. They will not return tomorrow the next day.
7. Her mother gave them a hug her father kissed them good-bye.
8. She decided to change her dress wear the same shoes.
9. They can leave now stay for a few more hours.
10. They were deeply in love they had known each other since childhood
11. They had known each other since childhood they were deeply in love
12. They didn't know anything about their future they were optimistic.
13. They may decide to return to school to start a family.
14. They want to work hard still have fun.
15. Being young happy is a true blessing in life.
16. They didn't have a lot of money experience.
17. Would they move to the U.S stay in their country?
18 They decided to move to the U.S. they applied for their documents

## PREWRITING BRAINSTORM #4

Changes:	Before moving to California:	Since moving to California:
	California:	<u>California:</u>
Family/Friends		
Health		
Level of Happiness		
Money		
Job/School		
Food		
Home		
Time		
W. d		
Weather		
Other		
Outer		

Instructor: Have students discuss in groups, one group for each topic. Have one traveler per group circulate and exchange information until all boxes are full. Works well with playing cards (Kings discuss health, etc, and those with spades will travel)

# PREWRITING OUTLINE #4

Life Changes		
Cl		
Change #1		
Your Country:	California:	
Change #2		
Change #2		
Your Country:	California:	
GI III		
Change #3		
Your Country:	California:	

#### QUESTION:

Describe two or three ways in which your life has changed since you moved to California. Write one paragraph for each change.

Students will be able to use correct English to describe past, present, and combination past/present events.

Students will write correct simple, complex sentences, and compound sentences. Students will write a multi-paragraph essay.

#### Your paragraph must have the following features:

#### Content:

- 1. Choose two or three changes in your life.
- 2. Describe your life before moving to California.
- 3. Describe your life since moving to California

## Paragraph:

- 4. Write one paragraph for each change.
- 5. Each paragraph needs a topic sentence, supporting details, and a concluding sentence.

#### Sentences:

- 6. Correct simple sentences
- 7. Correct complex sentences
- 8. Correct compound sentences
- 9. Correct use of subordinate and coordinate conjunctions
- 10. Correct use of transition words

#### Punctuation:

11. Correct use of periods, commas, and capital letters.

#### Grammar

- 12. Correct use of present tense and past tense.
- 13. Correct use of present perfect and present perfect progressive

# WRITING ASSIGNMENT #5 Timed In-Class Prompt

ESL LEVEL 3

You will have 60 minutes to write one or more paragraphs to answer the following question. Remember to write a topic sentence, supporting detail, and a concluding sentence for each paragraph. When you are finished, reread it and double check your punctuation, capitalization, and grammar.

HAVE FUN!

### QUESTION:

Describe **one or two** of your special skills or abilities. In other words, what are you good at doing? How did you learn this skill or ability? How is this skill or ability useful to others? How do you plan to use this skill or ability in your future?

#### BASIC PARAGRAPH:

In the U.S., both parents often work outside the home. Nobody is home during the day. The children often go to daycare. The men help their wives in the kitchen. The wives help their husbands with the bills one person's job doesn't pay all the bills. The evenings are very busy. The mother and father are both very tired. The kids have homework they want their parents' attention and time. Life at home is not as simple as it used to be.

## My Family

My family has a lot of responsibilities. My husband and I both work. He manages a hospital cafeteria, and I teach ESL at GCC. We also take care of the children and the house. We both go shopping. My husband doesn't wash the clothes, but he folds them for me. I usually vacuum and mop. We both wash dishes. My kids don't have many jobs. They go to school and do their homework. My older son takes out the trash. My younger son feeds the cat and the dog. We are very busy but also very happy.

LISTING PARAGRAPH MODEL:

#### My Goal

I have many goals in my life, but my primary goal is to feel comfortable in American society. There are several steps for me to take in order to reach my goal. First, I need to continue taking ESL classes. I will not forget to use my new English when I am outside of class. Every day, I will think about and use my new English when I look, listen, and speak in society. Second, I will challenge myself to take risks by connecting with other people. For example, if I see someone while I am shopping, I will ask a question or say something friendly. I will become less and less nervous if I do this five times a week. Last, I am going to look on line or in newspapers for interesting activities where I can meet new people. For example, I can go to Barnes and Noble with my children and listen to someone read books at story time. I will bring my kids, my grandkids, or my friend's kids. I can learn from listening to the children's books, but I can also begin speaking English with other parents. I have to remember that it is more important to be friendly and happy than to have perfect English. The most exciting thing about my goal is that I can start taking steps today.

#### Content:

1. The paragraph completely answers the question that the assignment asks.

#### Paragraph:

- 2. A topic sentence that states your goal
- 3. Supporting detail that lists each step to reach your goal.
- 4. A transition connector for each step (with a comma)
- 5. A concluding sentence that closes your paragraph

#### Sentences:

- 6. Subject and Verb for every sentence
- 7. Subordinate Conjunction and S + V for every clause
- 8. Period at the end of every sentence
- 9. Capital letters after every period
- 10. Commas for complex sentences

#### Grammar

- 11. Correct use of simple present, present progressive, and future tense
- 12. Correct use of action and non-action verbs

#### Format:

- 13. Correct use of paper with holes on the left side and writing inside the margins
- 14. Indent the first line
- 15. Correct title (Not a sentence, main words capitalized, underlined)

#### My Father's Last Visit

An unusual and unexpected thing happened to me just after my father died. My father was sick for a period of six months. He got sick in August 2003, and I went to visit him in Louisiana in March 2004. When I returned to California, I knew that I would never see him again. Each day I called home and spoke with my mother and sister to see how my father was doing, and each time they told me he was getting worse. One afternoon, the telephone rang while I was sitting in my bedroom. It was my sister, and she told me through her tears that our father had just died a few minutes ago. I hung up the phone, lay down on the bed and stared at the ceiling. I couldn't believe that it was true. Suddenly, I noticed the sound of singing. I couldn't understand who or what it was. Then, I realized that it was my uncle's voice, but my uncle lived in Kentucky! I stood up and began walking down the hall. The singing got louder and louder, and I saw my son was sitting on the floor watching my wedding video from 1994, and my uncle was singing the wedding music. I looked at the TV, and I saw my father in his suit walking up to meet me at the beginning of the aisle. It was my wedding day 10 years ago, and I watched myself walking down the aisle with him to be married. I couldn't believe what I was seeing. I asked my son what he was doing, and he simply said, at the age of 6, "I'm watching your wedding video." I am not sure, but sometimes it seems strange that this coincidence would happen at the time of my father's death. Sometimes I wonder if it wasn't his last visit to me.

#### An Embarrassing Experience

A very embarrassing thing happened to me at dinner about ten years ago. A friend invited my husband and me to dinner, and we decided to go. I was driving while my husband was looking at the map. There were going to be some people at the dinner that we didn't know. We were driving around the block while looking for a parking space. Suddenly, a car sped up behind me, and the driver started honking impatiently. When I stopped at a stop sign, my husband jumped out of the car. He started to yell and swear at the driver, and I became embarrassed. Finally, he got back in the car, and we found parking. When we entered the restaurant, we saw our friend. He was sitting at a big table with about eight people. When we sat down, I was tired and ready to eat. Our friend introduced us to the people who were sitting across from us. The woman asked me if I had a black Honda with Texas plates. As soon as she asked me this question, my face turned red because I realized who she was. She was the impatient driver who had sped up behind us and honked at us! I was so embarrassed!! It was very difficult for me to enjoy my dinner and relax while she sat across from me. From then on, I am always very careful about being rude to drivers when I am at work or in my neighborhood. I don't ever want to have that embarrassing experience again.

#### NARRATIVE PARAGRAPH MODELS:

#### Stolen Checks

Once, I was a victim of a crime. It happened in 1998 when I was living in Hollywood. My bank called me to tell me that there was a man who was trying to cash a check for \$500 from my account. I knew there was a problem because I had never written a check for \$500. I could hear the man in the background over the phone. He was telling the banker that he had done some yard work for me. However, I didn't even have a yard. I told the banker that it was a lie and to call the police. As soon as she hesitated, the man grabbed his license and ran out the door. I was upset that the banker hadn't acted faster. While we were on the phone, I asked her how she knew to call me. She told me that the bank records showed that the man had successfully cashed another check for \$800 the day before. I couldn't believe it. I had to speak with the fraud representative at the bank. After I explained the situation, they put the \$800 back in my account. After that, I bought a new secure mailbox. I couldn't believe that I was a victim of a crime, and I couldn't believe that they never tried to catch the criminal.

## Moving to California

My life changed in so many ways	I came to California.
Before moving here, I was living in Texas and Lou	
traffic and roads are very different. In Louisiana,	
familiar to me. I'd never had an accident, and I'd	always known my way
around. People didn't drive crazily, and I always to	felt safe. However, since
to California, I've learned to drive muc	ch more carefully. When I
first moved here, I got in several minor car acciden	nts. I was so embarrassed
and afraid Also, I'd never driven on so	o many hills. But I've
learned how to drive hills now. I have also figured	
and parts of Los Angeles, I have become less	s dependent on a map.
, the weather is not the same in C	California as it is in my
home state. In Louisiana, we used to rain	and storms year round.
When it was summer, the nights were hot. I'd nev	er worn a jacket on a
summer night until I moved to California. Now, I	always have my jacket.
In the summertime here, I always miss the rain. A	t first, I missed it very
much, and I became homesick in late summer. But	
the dry seasons here. I have also gotten used to the	
go back home, I have a lot of trouble with the cold	l weather because the
California weather has spoiled me a lot!	
The biggest change since moving to Californ	
with family. Before I here, I had always	
grandparents or see my parents and siblings any tin	
lots of school friends that I'd known since I was in	
realized how lucky I was until I moved here to this	
friend or family member. I didn't know how to m	
people seemed very different. They talk a	
things that people at home used to talk about. I fel	
even though my husband was here. He knew a lot	
but to me they were not really my friends. This al	•
children because I any family to he	lp me.
However, now that I have lived here	
California is my home, and the differences no long	
to the traffic, the weather, and my neighborhood a	
for people who are very new to California because	e I know that it is hard
a move, especially to a new country.	

No time to address writing because of the grammar? Dictate this:

## How to Write a Paragraph

We have been learning how to write paragraphs in our class, and I have become good at it. There are very important steps to writing a good paragraph. First, you need to have a good topic. If you can't think of a good idea for a topic, you should think about why you are writing the paragraph. For example, if you'd like to get a job one day, why don't you write about your job skills? Then, you need to write a topic sentence. After you have written your topic sentence, you **must** write information about that topic with details and examples. When you finish explaining completely, then you need to write a concluding sentence to close your paragraph. Next, you need to reread your paragraph to check for sentence mistakes. We have learned about simple, complex, and compound sentences, and each kind of sentence has different punctuation rules. Therefore, you **should** be very careful to check your periods, commas, and capitalization. Before you give your paragraph to the teacher, you **must** also check your grammar. You need to check to see if you used the right verb tenses and if you used gerunds and infinitives correctly. Finally, don't forget to check the spelling! Writing a paragraph is difficult for all people, but you will get used to it if you keep practicing. Being able to write in good English will give you more power in life because many people can't do it.

Code the paragraph above in the following ways:

Blue: transition words

Green: coordinating conjunctions Yellow: subordinate conjunctions

**Underline**: clauses

Pink: gerunds and infinitives

**Bold:** modals

Name:			
Please check the boxes as you finish.			
	I have written my paragraph. I have checked my paragraph. I have given the teacher my paragraph. The teacher has checked my paragraph. I have corrected my paragraph. I have shown the teacher my corrections. I am ready to tell my story.		
Name:			
Please	check the boxes as you finish.		
	I have written my paragraph. I have checked my paragraph. I have given the teacher my paragraph. The teacher has checked my paragraph. I have corrected my paragraph. I have shown the teacher my corrections. I am ready to tell my story.		
Name:			
Please	check the boxes as you finish.		
	I have written my paragraph. I have checked my paragraph. I have given the teacher my paragraph. The teacher has checked my paragraph. I have corrected my paragraph. I have shown the teacher my corrections. I am ready to tell my story.		

# In-Class Noncredit Level 3 Pre-Diagnostic Writing

I am giving you this writing assignment so that I can learn about your English language needs. We will continue writing during the semester, and you will write a final writing assignment at the end of the semester. It will be interesting to compare your first writing with your last writing so that we can see your improvement.

Topic:		
Describe your favorite place and what you like to do there.		
<u>Directions:</u>		
You have thirty minutes to write your paragraph. Use this time to write your paragraph once. Do not plan to rewrite. Write on the lined paper only. You may use your dictionary. You must write in blue or black pen.		
Student Name:		
Student ID Number:		
Instructor Name:		
Today's Date:		

PREPOSITION	SUBORDINATE	COORDINATE	TRANSITION
	CONJUNCTION	CONJUNCTION	WORDS

## In-Class Noncredit Level 3 Post Diagnostic Writing

Topic:		
Describe a favorite gift that you have received and explain why it is important to you.		
<u>Directions:</u>		
You have thirty minutes to write your paragraph. Use this time to write your paragraph once. Do not plan to rewrite. Write on the lined paper only. You may use your dictionary. You must write in blue or black pen.		
Student Name:		
Student ID Number:		
Instructor Name:		
Today's Date:		

PREPOSITIONS	SUBORDINATE CONJUNCTIONS	COORDINATE CONJUNCTIONS	TRANSITION WORDS
RULE:	RULE:	RULE:	RULE:
P + OP =	SC + S + V = clause	Connects 2 equal	Use as the first
Preposition+ Noun	Clause, Sentence = complex Sentence Clause = complex	parts. Use a comma only when connecting 2 sentences.	word of a sentence with a comma.
<b>EX:</b> He was late <u>for</u>	EX: Because he was	<b>EX:</b> He was late,	<b>EX:</b> The traffic was
the exam.	late, he missed the	so he missed the	very bad.
He was late because	exam. He missed	exam.	Therefore, I was
of the traffic.	the exam because he		late for the exam.
	was late.		
From	Because	And	First,
Of	(cause/effect)	Or	Second,
At	After*	Nor	Third,
In	Before*	But	Next,
For	Until*	So	For example,
On	Since*	Yet	For instance,
With	As soon as	For (old-fashioned)	Last,
Behind	If		Finally,
Over	When		Then,
Under	While		Also,
After*	By the time		Moreover,
Before*	Although		However,
Until*	Even though		Otherwise,
About	Though		Therefore,
During	That		As a result,
Since*	Which		Consequently,
Down	Who		Furthermore,
Up	What		Additionally,
Because of	Where		In addition,
Due to	(adjective and noun		
By	clauses)		
	,		

Additional Writing Topics:	
In-Class Writing	Name:
30 Minutes	

Write a paragraph to answer the question below. After you write it, read it again to check for grammar, punctuation, and spelling. Do your best job!

### QUESTION:

What are you good at doing? Explain how you learned it, why you do it, when you do it, and where you do it.

Writer's Name:			
Read the paragraph. return to the writer:	Do not write on the p	oaragraph. Put a ✓ in t	he boxes below and
#1 Reader's Name:			
I see	No Mistakes	Some Mistakes	A Lot of Mistakes
Spelling			
Verbs			
Gerunds/Infinitives			
Punctuation			
(commas and periods)			
#2.D. 1 2 N			
#2 Reader's Name:	No Mistakes	Como Mistolas	A I of of Mistaless
I see	No Mistakes	Some Mistakes	A Lot of Mistakes
Spelling Verbs			
Gerunds/Infinitives			
Punctuation			
(commas and			
periods)			
#3 Reader's Name:			
I see	No Mistakes	Some Mistakes	A Lot of Mistakes
Spelling			
Verbs			
Gerunds/Infinitives			
Punctuation			
(commas and			
periods)			
#4 Reader's Name:			
I see	No Mistakes	Some Mistakes	A Lot of Mistakes
Spelling			
Verbs			
Gerunds/Infinitives			
Punctuation			
(commas and			
periods)			