

Language Terms	179
Verb Forms	181
Capitalization and Punctuation	182
Spelling	183
Irregular Simple Past Verbs	185
Articles	186
Nouns and Pronouns	187
Order of Adjectives	189
Prepositions	189
Connectors	191
Editing Your Writing	192
Useful Words and Phrases	194
Keeping a Vocabulary Journal	197
Test Taking Tips	198
Peer Editing Forms	200

Adjective	An adjective describes a noun. Lexi is a very smart girl.
Adverb	An adverb describes a verb, an adjective, or another adverb. The secretary types quickly . She types very quickly .
Article	Articles are used with nouns. The definite article is <i>the</i> . The indefinite articles are <i>a</i> and <i>an</i> . The teacher gave an assignment to the students.
Clause	A clause is a group of words that has a subject-verb combination. Sentences can have one or more clauses. <div><div>s</div><div>v</div><div>Roger attends the College of New Jersey.</div><div>clause</div></div> <div><div>s</div><div>v</div><div>Chris needs to study</div><div>because</div><div>he wants to pass the class.</div><div>clause 1</div><div>clause 2</div></div>
Complex Sentence	A complex sentence consists of an independent clause and a dependent clause. Dependent clauses include time clauses, <i>if</i> clauses, and reasons clauses. <div><div><u>We will go to lunch</u></div><div><u>as soon as class is over.</u></div><div>ind clause</div><div>dep clause</div></div> <div><div><u>If you miss the test,</u></div><div><u>you cannot take it again.</u></div><div>dep clause</div><div>ind clause</div></div> <div><div><u>Chris studies hard</u></div><div><u>because he wants to do well.</u></div><div>ind clause</div><div>dep clause</div></div>
Compound Sentence	A compound sentence consists of two simple sentences that are joined by a comma and a connector such as <i>and</i> , <i>but</i> , or <i>so</i> . <div><div><u>I love to study English,</u></div><div><u>but my sister prefers math.</u></div><div>simple sentence 1</div><div>simple sentence 2</div></div>
Dependent Clause	A dependent clause is a group of words with a subject-verb combination that cannot be a sentence by itself. It starts with a connector such as <i>before</i> , <i>after</i> , <i>if</i> , or <i>because</i> . I am taking a lot of science classes because I want to go to medical school .

Independent Clause	<p>An independent clause is a group of words with a subject-verb combination that can be a sentence by itself.</p> <p>I am taking a lot of science classes because I want to go to medical school.</p>
Noun	<p>A noun is a person, place, thing, or idea.</p> <p>The students are reading poems about friendship and love.</p>
Object	<p>An object is a word that comes after a transitive verb or a preposition. It is often a noun, noun phrase, pronoun, or gerund.</p> <p>Jim bought a new car.</p> <p>I left my jacket in the house.</p>
Phrase	<p>A phrase is a small group of words that create a larger unit, such as a noun phrase or prepositional phrase.</p> <p>Kimchi is a traditional Korean dish.</p> <p>Jane forgot her phone on the bus.</p>
Preposition	<p>A preposition is a word that shows location, time, or direction. Prepositions are often one word (<i>at, on, in</i>), but they can also consist of two words (<i>in between</i>) or three words (<i>on top of</i>).</p> <p>The university is in the center of the city.</p>
Pronoun	<p>A pronoun can replace a noun in a sentence. Using a combination of nouns and pronouns adds variety to your writing.</p> <p>ⁿ Whales are mammals. ^{subj pronoun} They breathe air.</p> <p>ⁿ Some whales are endangered. We need to protect ^{obj pronoun} them.</p>
Punctuation	<p>Punctuation refers to the marks used in writing to separate sentences and parts of sentences and to clarify meaning.</p> <p>The colors of the American flag are red, white, and blue, and the colors of the Mexican flag are red, white, and green.</p>
Subject	<p>The subject of a sentence tells who or what a sentence is about. It is often a noun, noun phrase, pronoun, or gerund.</p> <p>My teacher gave us a homework assignment. It was difficult.</p>

VERB FORM AND USE	AFFIRMATIVE	NEGATIVE
Simple Present <ul style="list-style-type: none">regular activities or habitsfacts or things that are generally truea process (how to make or do something)	I/you/we/they work he/she/it works <i>Be:</i> I am you/we/they are he/she/it is	I/you/we/they do not work he/she/it does not work <i>Be:</i> I am not you/we/they are not he/she/it is not
Simple Past <ul style="list-style-type: none">recent or historical eventsa narrative, or story, that is real or imaginedevents in a person's liferesult of an experiment	I/you/we/they worked he/she/it worked <i>Be:</i> I was You/we/they were He/she/it was	I/you/we/they did not work he/she/it did not work <i>Be:</i> I was not You/we/they were not He/she/it was not
Present Progressive <ul style="list-style-type: none">actions that are currently in progressfuture actions if a future time expression is used or understood	I am working you/we/they are working he/she/it is working	I am not working you/we/they are not working he/she/it is not working
Future with <i>be going to</i> <ul style="list-style-type: none">future plans that are already madepredictions that are based on a present action	I am going to go you/we/they are going to go he/she/it is going to go	I am not going to go you/we/they are not going to go he/she/it is not going to go
Future with <i>will</i> <ul style="list-style-type: none">future plans/decisions made in the momentstrong predictionspromises and offers to help	I/you/we/they will go he/she/it will go	I/you/we/they will not go he/she/it will not go
Present Perfect <ul style="list-style-type: none">actions that began in the past and continue until the presentactions that happened at an indefinite time in the pastwhen a time period is not complete	I/you/we/they have worked he/she/it has worked	I/you/we/they have not worked he/she/it has not worked

CAPITALIZATION AND PUNCTUATION

Capitalization

Capitalize:

- the first word in a sentence
We go to the movies every week.
Deserts are beautiful places to visit.
- the pronoun *I*
Larry and **I** are brothers
- people’s formal and professional titles
Mr. and **Mrs.** Jenkins are on vacation.
Lisa saw **Dr.** Johansen at the bank yesterday.
- proper names (specific people, places, and things)
Kate met her brother **Alex** at the park.
The **C**oliseum in **R**ome is a beautiful old monument.
Nick is taking **H**istory 101 this semester.
- names of streets.
Ruth lives on **W**ilson **A**venue.
- geographical locations (cities, states, countries, continents, lakes, and rivers)
I am going to travel to **L**ondon, **E**ngland, next week.
The **A**rno **R**iver passes through **T**uscany, **I**taly.
- the names of languages and nationalities
My grandmother speaks Polish.
Melissa is Venezuelan, but her husband is Cuban.
- most words in titles of paragraphs, essays, and books
*The **L**ife of **B**illy **B**arnes*
*Into the **W**ild*

Commas

Use a comma:

- before the connectors *and*, *but*, *so*, and *or* in a compound sentence
Rick bought Julia a croissant, but she wanted a muffin.
- between three or more items in a list
Jen brought a towel, an umbrella, some sunscreen, and a book to the beach.
- after a dependent clause at the beginning of a complex sentence. Dependent clauses include time clauses, *if* clauses, and reason clauses
Because it was raining outside, Alex used his umbrella.
- between the day and the date and between the date and the year
The last day of class will be Friday, May 19th.
I was born on June 27, 1992.
- between and after (if in the middle of a sentence) city, state, and country names that appear together
The concert was in Busan, Korea.
I lived in Phuket, Thailand, for ten years.
- after time words and phrases, prepositional phrases of time, and sequence words (except *then*) at the start of a sentence
Every afternoon after school, I go to the library.
Finally, they decided to ask the police for help.

SPELLING

-S Form Verbs and Plural Nouns

- Add *s* to most verbs to make the -s form, and to most nouns to make them plural.
student—students teacher—teachers apple—apples
- If a verb or noun ends in *ss*, *sh*, *ch*, *z*, or *x*, add *es*.
class—classes brush—brushes watch—watches buzz—buzzes box—boxes
- If a verb or noun ends in a consonant + *y*, change the *y* to *i* and add *es*.
party—parties lady—ladies library—libraries
- If a verb or noun ends in a vowel + *y*, do not change the *y*. Just add *s*.
boy—boys day—days toy—toys

Regular Simple Past Verbs

- Add *ed* to the base form of most verbs.

start—started finish—finished wash—washed

- Add only *d* when the base form ends in *e*.

live—lived care—cared die—died

- If a verb ends in a consonant + *y*, change the *y* to *i* and add *ed*.

dry—dried carry—carried study—studied

- If a verb ends in a vowel + *y*, do not change the *y*. Just add *ed*.

play—played stay—stayed destroy—destroyed

- If a verb has one syllable and ends in consonant + vowel + consonant (CVC), double the final consonant and add *ed*.

stop—stopped rob—robbed

- If a verb ends in a *w* or *x*, do not double the final consonant. Just add *ed*.

sew—sewed mix—mixed

- If a verb that ends in CVC has two syllables and the second syllable is stressed, double the final consonant and add *ed*.

admit—admitted **occur**—occurred **permit**—permitted

- If a verb that ends in CVC has two syllables and the first syllable is stressed, do not double the final consonant. Just add *ed*.

happen—happened **listen**—listened **open**—opened

IRREGULAR SIMPLE PAST VERBS

Here are some common irregular verbs in English.

BASE FORM	PAST	BASE FORM	PAST	BASE FORM	PAST
be	was/were	find	found	see	saw
become	became	flee	fled	sell	sold
begin	began	forget	forgot	send	sent
bite	bit	get	got	set	set
bleed	bled	give	gave	sing	sang
blow	blew	grow	grew	sink	sank
break	broke	have	had	sit	sat
bring	brought	hear	heard	sleep	slept
build	built	hide	hid	speak	spoke
buy	bought	hit	hit	spend	spent
catch	caught	hold	held	stand	stood
choose	chose	hurt	hurt	steal	stole
come	came	keep	kept	swim	swam
cost	cost	know	knew	take	took
cut	cut	leave	left	teach	taught
do	did	let	let	tell	told
draw	drew	lose	lost	think	thought
drink	drank	make	made	throw	threw
drive	drove	pay	paid	understand	understood
eat	ate	put	put	wear	wore
fall	fell	read	read	win	won
feel	felt	run	ran	write	wrote
fight	fought	say	said		

ARTICLES

A and An

Use *a* or *an* before a singular count noun when its meaning is general. Use *a* before a word that starts with a consonant sound. Use *an* before a word that starts with a vowel sound.

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

- When the *h* is pronounced, use *a*.
a horse / **a** hat / **a** hot day / **a** huge dog
- When the *h* is silent, use *an*.
an hour / **an** honor / **an** honourable man / **an** herbal tea
- When the *u* sounds like *you*, use *a* (because the first sound in the word is a vowel sound).
a university / **a** uniform / **a** useful invention / **a** unique idea
- When the *u* sounds like *uh*, use *an*.
an umpire / **an** umbrella / **an** ugly shirt / **an** uncomfortable chair

The

Use *the*:

- before a singular count noun, plural count noun, or non-count noun when its meaning is specific
I need to ask my parents to borrow **the** car today.
- the second (and third, fourth, etc.) time you write about something
I bought a new coat yesterday. **The** coat is blue and gray.
- when the noun you are referring to is unique—there is only one
The Sun and **the** Earth are both in **the** Milky Way Galaxy.
The Eiffel Tower is a beautiful monument.
- with specific time periods
You must be very quiet for **the** next hour.
The 1920s was a time of great change in the United States.

- when other words in your sentence make the noun specific
The cat in the picture is very pretty.
- with geographic locations that end in the plural *s* (such as a group of islands), or the words *united*, *union*, *kingdom*, or *republic*
We are going to **the** Bahamas for our vacation.
Who is the president of **the** United States?
- with most buildings, bodies of water (except lakes), mountain chains, and deserts
The White House is in Washington, DC.
The Amazon is a very long river in South America.

Do not use *the*:

- with the names of cities, states, countries, continents, and lakes (except as mentioned above)
Sylvie is from Venezuela. She lives near Lake Maracaibo.
Lake Baikal is a large freshwater lake in Russia.
- before names or when you talk about something in general
Mikhail Bulgakov is a famous Russian writer.
Jason is going to make a table with wood.

NOUNS AND PRONOUNS

Common Non-count Nouns

Count nouns can be counted. They have a singular form (*phone*, *person*) and a plural form (*phones*, *people*). Non-count nouns are not countable. They have only one form (money, information).

Here are some common non-count nouns.

COMMON NON-COUNT NOUNS	
Food items	butter, sugar, salt, pepper, soup, rice, fish, meat, flour, bread
Liquids	milk, coffee, water, juice, cream
Academic subjects	English, math, science, music, biology
Abstract ideas	love, honesty, poverty, crime, advice, luck, pain, hate, beauty, humor
Others	homework, information, money, furniture, traffic

Possessive Pronouns

A possessive pronoun takes the place of a possessive adjective + noun combination. Possessive adjectives + nouns and possessive pronouns can be in the subject or object position.

POSSESSIVE ADJECTIVE + NOUN	POSSESSIVE PRONOUN
The pencil on the table is my pencil .	The pencil on the table is mine .
Because I left my book at home, I need to share your book with you.	Because I left my book at home, I need to share yours with you.
My ring is silver, but his ring is gold.	My ring is silver, but his is gold.
Carol has my cell phone, and I have her cell phone .	Carol has my cell phone, and I have hers .
Your room is on the first floor, and our room is on the fifth floor.	Your room is on the first floor, and ours is on the fifth floor.
Our class got to have a special party, but your class did not.	Our class got to have a special party, but yours did not.
Jenny likes her class, and Karl and Jim like their class , too.	Jenny likes her class, and Karl and Jim like theirs , too.

Quantifiers

Quantifiers give more information about the number, or quantity, of a noun. They usually go in front of a noun.

QUANTIFIER	EXAMPLE
With Count Nouns	
one, two, three (all numbers)	Several students went to the school office. Many people wanted to leave the city. Ellie put a few coins in the parking meter.
a few	
few	
many	
another	
several	
a pair of	
a couple of	
With Non-count Nouns	
a little	There is only a little milk left in the refrigerator. We get too much homework every night.
little	
much	
With Count or Non-count Nouns	
some	Mrs. Jones has a lot of friends. They got into a lot of trouble. I do not have any plans for this weekend. Adam does not have any money.
any	
a lot of	

ORDER OF ADJECTIVES

In general, there are seven categories of adjectives. When you use more than one adjective to describe a noun, use the following order.

1. size

small, large, huge
2. opinion

beautiful, nice, ugly
3. shape

round, square, oval
4. condition

broken, damaged, burned
5. age

old, young, new
6. color

red, white, green
7. origin

French, American, Korean

- ✓ He has an enormous brown dog.
- ✗ He has a brown enormous dog.

You can also use more than one adjective from the same category. Put a comma in between these adjectives, or use *and*. Use *and* when the adjectives follow a linking verb.

- She is a shy, quiet girl.
- She is a shy and quiet girl.
- She is shy and quiet.

PREPOSITIONS

At, On, and In

Prepositions indicate time, location, and direction. Prepositions are always the first word in a prepositional phrase, which is a preposition + noun.

Three common prepositions in English are *at*, *on*, and *in*.

Using At

Location: Use *at* for specific locations.

- Angela works **at** the First National Bank.
- I always do my homework **at** my desk.
- Joel met Jillian **at** the corner of Polk Street and Florida Avenue.

Time: Use *at* for specific times.

My grammar class meets **at** 9:00 a.m. every day.
The lunch meeting begins **at** noon.
Cate does not like to walk alone **at** night.

Direction: Use *at* for motion toward a goal.

My brother threw a ball **at** me.
The robber pointed his gun **at** the policewoman.

Using *On*

Location: Use *on* when there is contact between two objects.

The picture is **on** the wall.
He put his books **on** the kitchen table.
Erin lives **on** Bayshore Boulevard.

Time: Use *on* with specific days or dates.

Our soccer game is **on** Saturday.
Your dentist appointment is **on** October 14.
I was born **on** June 22, 1988.

Using *In*

Location: Use *in* when something is inside another thing.

The books are **in** the big box.
I left my jacket **in** your car.
Barbara lives **in** Istanbul.

Time: Use *in* for a specific period of time, a specific year, or a future time.

I am going to graduate from college **in** three years.
My best friend got married **in** 2006.
Mr. Johnson always drinks four cups of coffee **in** the morning.
We will meet you **in** ten minutes.

Other Prepositions

Here are more common prepositions and prepositional phrases of location. In the chart on the next page, the preposition or prepositional phrase shows the location of the ball in relation to the box.

PREPOSITION		EXAMPLE
under		Pedro keeps his shoes under his bed.
above/over		Sheila held the umbrella over her head.
between		The milk is between the eggs and the butter.
in front of		Mark was standing in front of the restaurant.
in back of/behind		My shirt fell behind my dresser.
across...from		There is a supermarket across the street from my house.
next to/beside		The mailman left the package next to the door.

CONNECTORS

Connectors in Compound Sentences

Connectors in compound sentences are called coordinating conjunctions. They are used to connect two independent clauses. A comma usually appears before a connector that separates two independent clauses in a compound sentence.

COORDINATING CONJUNCTION	PURPOSE	EXAMPLE
and	to add information	Miki works full time, and she is a student.
but	to show contrast	The exam was hard, but everyone passed.
so	to show a result	It was raining, so we decided to stay home last night.
or	to give a choice	We can cook, or we can order pizza.
yet*	to show contrast/concession	There was a hurricane warning, yet many people went to the beach.
nor**	to add negative information	Roberto does not like opera, nor does he enjoy hip-hop.
for†	to show reason	He ate a sandwich, for he was hungry.

*Yet is similar to *but*; however, it usually shows a stronger or unexpected contrast.
**Question word order is used in the clause that follows *nor*.
†The conjunction *for* is not commonly used except in literary writing.

Many writers remember these connectors in compound sentences (or coordinating conjunctions) with the acronym *FANBOYS*: *F* = *for*, *A* = *and*, *N* = *nor*, *B* = *but*, *O* = *or*, *Y* = *yet*, and *S* = *so*.

Connectors in Complex Sentences

Connectors in complex sentences are called subordinating conjunctions. They are used to connect a dependent clause and an independent clause. Use a comma after a dependent clause when it is at the beginning of a sentence.

SUBORDINATING CONJUNCTION	PURPOSE	EXAMPLE
because since as	to show reason/cause	He ate a sandwich because/since/as he was hungry.
although even though though while	to show contrast	Although/Even though/Though the exam was difficult, everyone passed. Deborah is a dentist while John is a doctor.
after as as soon as before until while when	to show a time relationship	After we ate dinner, we went to a movie. As I was leaving the office, it started to rain. As soon as class ended, Mia ran out the door. We ate dinner before we went to a movie. I will not call you until I finish studying. While the pasta is cooking, I will cut the vegetables. When Jennifer gets home, she is going to eat dinner.
if even if	to show condition	If it rains tomorrow, we will stay home. We are going to go to the park even if it rains tomorrow.

EDITING YOUR WRITING

One way to improve your writing is to ask someone for feedback. Another way is to check your own work. You should read your work to make sure that it:

- responds to the assignment
- has a title
- has a topic sentence
- has sufficient supporting sentences
- has a concluding sentence
- is free from errors

This section will help you become more familiar with how to identify and correct errors in your writing.

Step 1

Below is a student's first draft paragraph for a writing assignment. The prompt for this assignment was "Write about a very happy or a very sad event in your life." As you read the paragraph, use the points above to look for areas that need improvement. For example, does the paragraph have a topic sentence? Do the supporting sentences actually support the topic sentence? Does every sentence have a subject and a verb? Does the writer always use the correct verb form and the correct punctuation?

My Saddest Day

The day I came for the U.S. is my saddest. That night my family gave me a big party. We staid up all night. In the morning, all the people were go to the airport. We cryed and said good-bye. they kissed and huged me. i think that i will not see them ever again. i was sad in united states for six months. now i feel better. that was my saddest day.

Step 2

Read the teacher comments on the first draft of “My Saddest Day.” Are these the same things that you noticed?

My Saddest Day

Remember to indent

was

The day I came for the U.S. is my saddest. That night my family gave me a big party.

spelling

verb form

spelling

We stayed up all night. In the morning, all the people were go to the airport. We cried

and said good-bye. they kissed and hugged me. i think that i will not see them ever

Always put “the” in front of “United States”

again, i was sad in united states for six months. now i feel better. that was my saddest day.

You have some good ideas in this paragraph. I really like your topic sentence and concluding sentence. However, you write about three different time frames. You write about the night you left your country, the day you arrived in the United States, and six months after you arrived. Choose one of these times and write about that. I'd really like to learn about your party.

Verbs: You must review the spelling rules for the simple past tense. You had a very hard time with this. Also, be careful with irregular forms. The incorrect forms distract from your ideas. I corrected your first mistake. Fix the others I've circled.

I underlined some capitalization errors. Please fix these, too.

Step 3

Now read the second draft of this paragraph. How is it the same as the first draft? How is it different? Did the writer fix all the errors?

My Saddest Day

The night before I came for the U.S. was my saddest day. That night my family gave me a big party. All my family and friends were come to it. We sang, danced, and ate many food. We stayed up all night. We talked about my new life. When everyone left, we cried and said good-bye. They kissed and hugged me. I think I will not see them ever again. Finally, I went to bed at 4:00 in the morning. However, I could not sleep because I was so sad. I was sad in the United States for six months. Now I feel better, but that was my saddest day.

USEFUL WORDS AND PHRASES

Try these useful words and phrases as you write your sentences and paragraphs. They can make your writing sound more academic, natural, and fluent.

STATING AN OPINION	
I believe/think/feel (that)...	I believe that New York City should ban large sugary drinks.
In my opinion/view,...	In my opinion , art classes are important.
...should (not) be allowed (...)	Bringing your own snacks to a movie theater should be allowed .
...must/should/ought to...	Researchers must stop unethical animal testing.
I agree/disagree (that)...	I agree that daylight saving time is not necessary anymore.
I agree that... However,...	I agree that eating healthily is important. However , the government should not make food choices for us.
...is the most/least... ...is the best/worst... ...is a/an...book/movie/article.	Thailand is the most interesting country in the world. Thailand is the best place to go on vacation. <i>Harry Potter and the Goblet of Fire</i> by J.K. Rowling is an entertaining book .
There are many benefits/advantages to...	There are many benefits to swimming every day.
There are many drawbacks/disadvantages to...	There are many drawbacks to eating most of your meals at a restaurant.

GIVING AND ADDING EXAMPLES AND SUPPORT	
For example/instance,...	My instructor gives us so much homework. For example , yesterday he gave us five pages of grammar work.
According to...,...	According to a recent poll, 85 percent of high school students felt they had too much homework.
One example (of...) is...	There are several different types of runners. One example is a marathon runner.
Another example (of...) is... ...is another example (of...)	Another example of a type of runner is a sprinter. A sprinter is another example .
..., such as...	There are many places to visit in New York City, such as the Statue of Liberty, the Empire State Building, and Central Park.

LISTING	
First/Second/Third,... Next,... Last/Lastly/Finally,...	Lastly , you should visit my country because of its amazing mountains.
One reason to...is... One type of...is...	One reason to visit my country is the wonderful weather. One type of runner is a long-distance runner.
Another reason to...is... Another type of...is... ...is another reason to... ...is another type of...	Another reason to visit my country is the delicious food. The delicious food is another reason to visit my country.

DESCRIBING A PROCESS	
First/Second/Next/Finally,... Then...	First , you cut the fish and vegetables into small pieces. Next , you add the lime juice. Then you add in the seasonings. Finally , mix everything together well.
The first/second/next/last thing you (need to) do is...	The first thing you need to do is wash your hands.
Before/After you..., you (need to)...	Before you cut up the vegetables, you need to wash them. After you cut up the vegetables, you add them to the salad.
After that, you (need to)...	After that, you need to mix the ingredients.
The first/next/final step is...	The last step is adding your favorite salad dressing.

TOPIC SENTENCES FOR PARAGRAPHS WITH LISTING ORDER	
There are many/several/some...	There are many good places to visit in my country. There are several different types of runners.
...must/should/need(s) to follow a few/a couple of/three (simple/specific) steps...	A tourist must follow four steps to get a visa to visit my country. To take a good picture with your phone, you need to follow a few simple steps .
...for many/several/three reasons.	Art is an important subject to study for several reasons .

CONCLUDING SENTENCES	
In conclusion,...	In conclusion , I believe that my parents are the best in the world.
For these reasons, I think/believe (that)...	For these reasons, I think that schools need to offer art classes every semester.
It is clear that...	It is clear that Guatemala is the best tourist destination in South America.
If you follow these steps,...	If you follow these steps , you will not need to call an expert.

SHOWING CAUSE AND EFFECT	
Because...,because... Because of...,... ...because of...	Because I broke my leg, I could not move. I could not move because I broke my leg. Because of my broken leg, I could not move. I could not move because of my broken leg.
..., so...	My sister did not know what to do, so she asked my mother for advice.

TELLING A STORY	
I will never forget the day/month/year/time...	I will never forget the day I left my country.
I can still/will always remember the day/month/year/time...	I can still remember the day I started my first job.
...was the best/worst day/month/year of my life.	My sixteenth birthday was the best day of my life .

DESCRIBING	
...tastes/looks/smells/feels like...	My ID card looks like a credit card.
...is known/famous for its...	France is famous for its cheese.

KEEPING A VOCABULARY JOURNAL

Vocabulary is very important to learning English. The best way for you to really improve your vocabulary is to do more than study from your teacher or this book. You should also keep a vocabulary journal.

A vocabulary journal is a notebook in which you write down all the new words and phrases that you do not know but you think are important. When you find a new word, write it in your notebook. However, writing words in the notebook is not enough. You also need to review the words many times.

The most important thing about learning vocabulary is the number of times you think about the word, listen to it, read it, speak it, or write it. You can practice any way you want.

There are many ways to organize a vocabulary journal, and you should choose a way that you like. It is important to remember this is your journal, and it should be useful for you. Here is one way to keep a vocabulary journal. You write four pieces of information about each new word, but you can write as little or as much as you want.

1. Write the English word first.
2. Write a translation in your first language.
3. Write a simple definition or synonym in English.
4. Write a phrase or sentence with the word. Use a blank (____) instead of writing the word.

With these four kinds of information, you can practice the new vocabulary four ways.

Leave a lot of white space between the words and the information you write. Each page of your notebook should have only five to eight words. As you learn new information about the word, you can write that information in the white space.

Here are two examples:

From a Spanish speaker’s vocabulary journal:

dozen

12 things

docena

a _____ eggs

From an Arabic speaker’s vocabublary journal:

hot

not cold

hot

The sun is very _____.

TEST TAKING TIPS

Here are some useful tips for taking timed writing tests.

Before Writing

- Before you begin writing, make sure that you understand the assignment. Underline key words in the writing prompt. Look back at the key words as you write to be sure you are answering the question correctly and staying on topic.
- Take five minutes to plan before you start writing. First, list out all the ideas you have about the topic. Then think about which ideas have the best supporting examples or ideas. Use this information to choose your main idea(s). Circle the supporting information you want to include. Cross out other information.
- Write on the assigned topic. Do not write more than is requested. If the assignment asks for a 150-word response, be sure that your writing response comes close to that. Students do not get extra points for writing more than what is required.

While Writing

- Be sure that you have a strong topic sentence. Remember that your topic sentence guides your paragraph. If the topic sentence is not clear, the reader will have difficulty following your supporting ideas.
- It is important for your writing to look like a paragraph. Be sure to indent the first sentence. Write the rest of the sentences from margin to margin. Leave an appropriate amount of space after your periods. These small details make your paragraph easier to read and understand.
- Organize your ideas before you write. Review the list you have created. Place a number next to each idea, from most important to least important. In this way, if you do not have enough time to complete your writing, you will be sure that the most relevant information will be included in your paragraph.
- Once you pick a side (agree or disagree), include only the ideas that support that side. Sometimes you may have ideas for both sides. If this happens, choose the side that is easier for you to write about. If you do not have an opinion, choose the side you can write about best, even if you do not believe in it. You receive points for your writing skill, not your true personal beliefs.

Word Choice

- Avoid using words such as *always*, *never*, *all*, and *none*. You cannot give enough proof for these words. Instead, use words such as *probably*, *often*, *most*, *many*, *almost never*, and *almost none*.
- Avoid using general or vague vocabulary. Words such as *nice*, *good*, and *very* can often be changed to more specific terms, such as *friendly*, *fabulous*, and *incredibly*. Be more specific in your word choice.
- Avoid slang and informal language in academic writing.

Development

- Avoid information that is too general. When possible, give specific examples. Good writers want to show that they have thought about the subject and provide interesting and specific information in their writing.

After Writing/Proofreading

- Leave time to review your writing. Proofread your paragraph and check for subject-verb agreement, correct use of commas and end punctuation, and for clear ideas that all relate to the topic sentence.
- Check for informal language like contractions or slang. These do not belong in academic writing.

PEER EDITING FORMS

Peer Editing Form 1

Reader: _____ Date: _____

1. Do the sentences answer the questions? ☐ Yes ☐ No

If no, explain: _____

2. Do all the sentences

- a. have a subject and a verb? ☐ Yes ☐ No
- b. begin with a capital letter? ☐ Yes ☐ No
- c. end with a period? ☐ Yes ☐ No

If *no*, explain: _____

3. Check all that apply: The writer correctly used

- ☐ the verb *be*
- ☐ *there is/there are*
- ☐ prepositional phrases of place
- ☐ capitalization with proper nouns

4. Is there any place where the information is unclear? ☐ Yes ☐ No

If yes, where? _____

5. Is there any place where you want more information? ☐ Yes ☐ No

If yes, where? _____

Peer Editing Form 2

Reader: _____ Date: _____

1. Does the paragraph have a title? ☐ Yes ☐ No

2. Does the paragraph have an indented first line? ☐ Yes ☐ No

3. Does the paragraph have a topic sentence? ☐ Yes ☐ No

If yes, write it here: _____

4. Does the paragraph have a concluding sentence? ☐ Yes ☐ No

If yes, write it here. Underline information connected to the topic sentence.

5. Is there any place you want more information? ☐ Yes ☐ No

If yes, where? _____

6. Does the paragraph use at least two vocabulary words/phrases from the unit? ☐ Yes ☐ No

List them here: _____

7. Does the paragraph have any mistakes with

- a. grammar? ☐ Yes ☐ No
- b. capitalization? ☐ Yes ☐ No
- c. punctuation? ☐ Yes ☐ No

If yes, briefly explain here: _____

8. What do you like best about this paragraph? _____
