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Writing

FUNDAMENTALS

The Basics of Writing

1

Dorothy Zemach



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To the Teacher

Writing is an important form of communication in day-to-day life, but it is especially important in high school and university. Indeed, almost all other subjects, from the social sciences to the hard sciences, require students to demonstrate their knowledge and opinions in writing.

Young adults who are beginning writers in a second language face the challenge of wishing to express sophisticated and relevant ideas with limited vocabulary and grammatical structures.

Writing Fundamentals is designed to help beginning students express their ideas clearly and accurately by teaching the most common sentence patterns and verb tenses in English. Students read sample texts to discover the target structures, which are then summarized in clear charts. Students move from tightly controlled practices to freer exercises until they can successfully write accurate sentences. As the book progresses, students learn to link words, phrases, and then sentences to create longer texts.

Units are organized around an interesting theme to engage your students. Relevant vocabulary is used both in the model writing and the students' own writing. The structures and grammar are practiced in a variety of ways, and each sentence in every exercise is linked to the unit theme. Usually the sentences in an exercise form a cohesive text, so that students are working with the content of a paragraph (with a topic sentence and supporting ideas) even when they are focusing on individual sentences. Thus even sentence-level work on grammar guides students to becoming fluent writers in English. The final three units of *Writing Fundamentals* specifically address paragraphs and introduce the concepts of topic sentences, supporting sentences, and concluding sentences.

Each unit ends with a writing activity that summarizes the material in the unit. Students combine the sentence patterns, vocabulary, and grammar they have learned in a creative, engaging task. The activities take students through the traditional writing process: They brainstorm ideas, organize them with the provided graphic organizers, write their texts, and then share them with other students and comment on one another's writing.

An appendix in the back of *Writing Fundamentals* summarizes the sentence patterns, provides additional verb charts, and lists irregular past tense verb forms and participles for easy reference. The Teacher's Guide supports the instructor by offering teaching suggestions, a discussion of marking and grading writing, suggestions for writing journals, ideas for supplemental activities for each unit, and answers to exercises in the Student's Book.

Learning to write well takes practice and patience. Students need clear guidance and support, positive feedback, and interesting ideas to write about. I hope this book provides this for your students and that you enjoy teaching from it.

To the Student

Writing is a very important part of your school and university study. You explain your ideas and show your opinions in writing in almost every class you take. Clear writing helps you communicate clearly, and even helps you think clearly.

Writing Fundamentals will help you write interesting, accurate sentences that express your ideas. You will study vocabulary, spelling, and grammar, and you will have many chances to practice what you learn. You will learn to write several sentences on the same topic in a unified paragraph. You can choose what to write about and what words to use, and you will even have the chance to “play” with language in a creative and enjoyable way.

As you progress through the course, you will have many chances to read example sentences and paragraphs from this book and from your classmates, and you will share your writing with them. You will learn how important the reader is to the writer, and how to express clearly and directly what you mean to communicate. I hope that what you learn in this course will help you throughout your academic studies and beyond.

You should come to your writing class every day with ideas and energy. Your instructor and classmates have much to share with you, and you have much to share with them. By asking questions, taking chances, trying new ways, and expressing your ideas in another language, you will add to your own world and the world of those around you.

Good luck!

Dorothy Zemach

1 I go to an unusual school

In this unit, you will ...

- learn and practice some basic parts of speech: nouns, pronouns, and verbs.
- learn what a sentence is.

This is not a grammar book; this is a writing book. However, if you know some basic grammar terms, you can learn how to write correct and interesting sentences more easily.

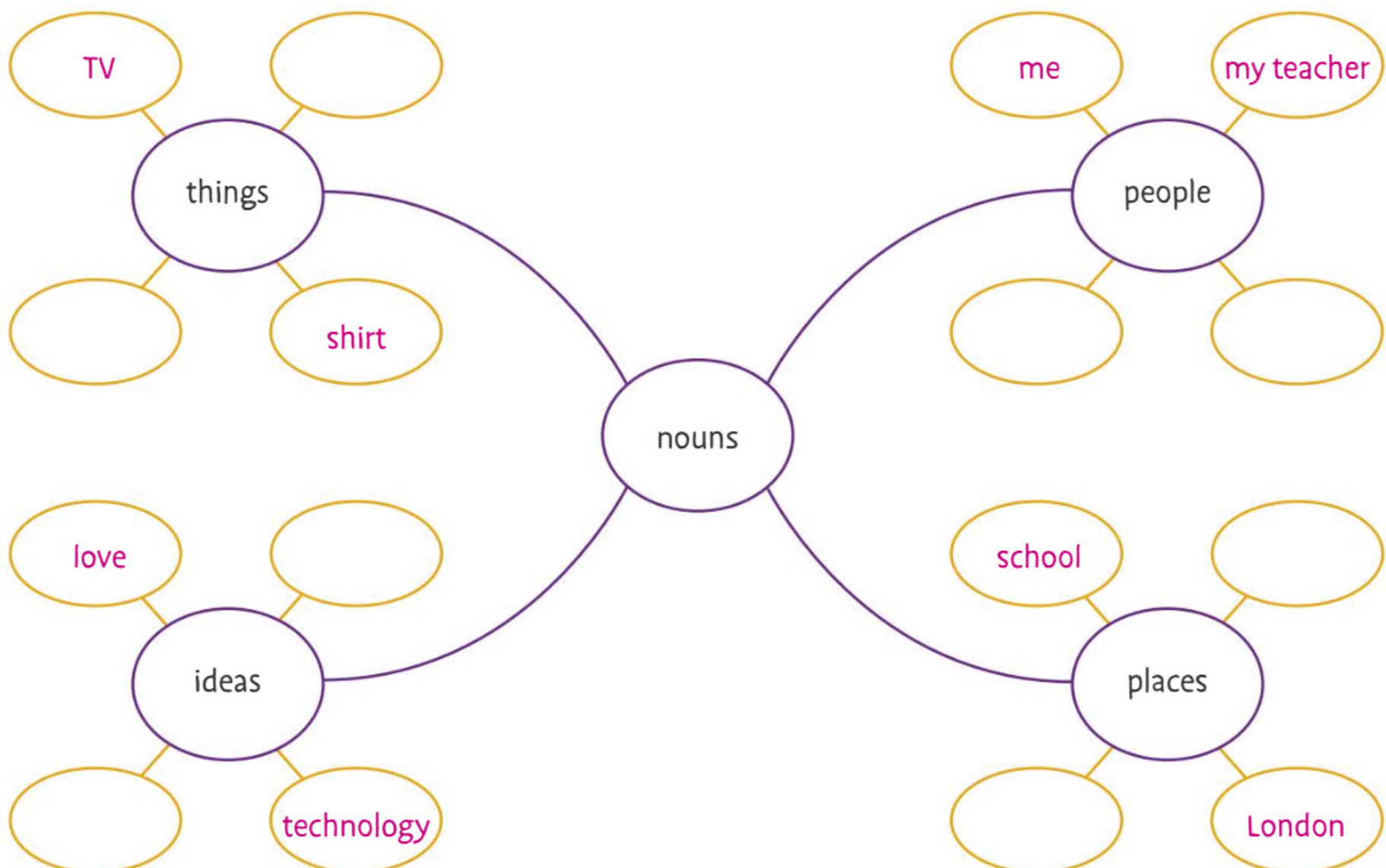
Nouns

A **noun** names something:

- a person or animal (*student, Ms. Clark, cats*)
- a place (*park, Toronto, classroom*)
- a thing (*chair, book, computers*)
- an idea (*happiness, education, friendship*)

Writers use nouns to identify what they are writing about.

- 1 Work with a partner. Look at the word web below. Add more nouns in the correct circles. Can you add more circles?



Pronouns

Pronouns (*I, you, she, it, them, there, etc.*) are words that replace nouns. They are used like nouns.

The **book** is difficult. (*book* = noun)

It is difficult. (*it* = pronoun; means the same as *book*)

Writers use pronouns so we do not need to use the same nouns again and again.

For example, the paragraph below is difficult to read and difficult to understand:

I go to an unusual high school in Vermont. The unusual high school in Vermont is for skiers. The other students and I take regular classes like math, English, and history. The other students and I also practice ski racing. The other students and I learn from our ski coaches. Our ski coaches teach the other students and me how to race faster. Our ski coaches train the other students and me hard. Studying and training at the same time is difficult, but the other students and I like studying and training at the same time.

With pronouns, it's easier to read and understand:

I go to an unusual high school in Vermont. **It** is for skiers. The other students and I take regular classes like math, English, and history. **We** also practice ski racing. **We** learn from our ski coaches. **They** teach **us** how to race faster. **They** train **us** hard. Studying and training at the same time is difficult, but **we** like **it**.



2

Look back at the second paragraph about the high school on page 3. What do the pronouns replace? Write the group of words.

- a. **It** is for skiers.

It = _____

- b. **We** also practice ski racing.

We = _____

- c. **They** teach **us** how to race faster.

They = _____

us = _____

- d. Studying and training at the same time is difficult, but **we** like **it**.

we = _____

it = _____

3

Read the sentences. Write the second sentence again. Replace the underlined nouns with pronouns. Use the words in the box below. Each word is used once.

her his ✓ it she them they

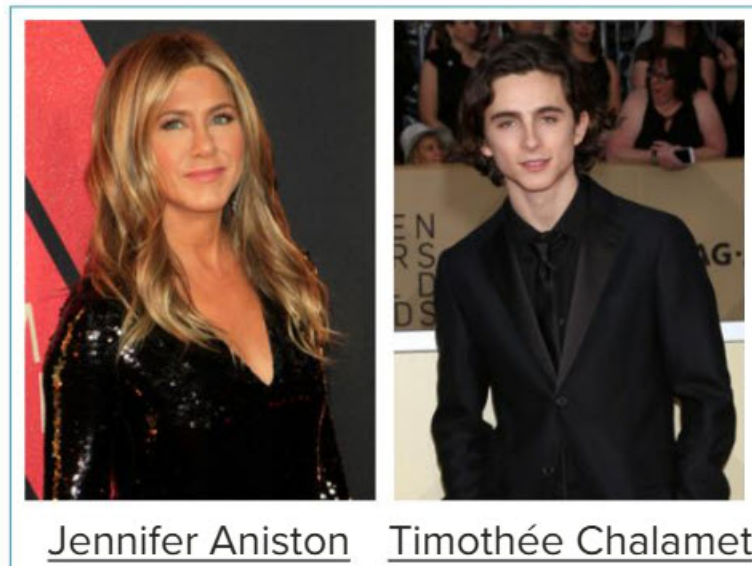
- a. LaGuardia High School is in New York. LaGuardia High School is a special school.

- b. Students at LaGuardia High School want to be performers. Students at LaGuardia High School take classes in music, art, dance, or theater.

- c. English, math, history, and science classes are also required at LaGuardia. All LaGuardia students must take English, math, history, and science classes.

- d. Jennifer Aniston went to LaGuardia High School. Now Jennifer Aniston is a famous actress, and many people know Jennifer Aniston.

- e. Timothée Chalamet is another famous actor from LaGuardia High School. Have you seen one of Timothée Chalamet's movies?



Jennifer Aniston

Timothée Chalamet

Verbs

Writers use **verbs** to tell about the action in the sentence:

He *studies*.

They *played* soccer.

She *is taking* a test.

or someone's condition or feeling:

He *seems* bored.

I *feel* happy.

She *looks* worried.

See how the verbs change to match who does the action and when the action happens:

Who	I play soccer. Hamid plays soccer. My friends and I play soccer.
When	I play soccer every day. I am playing soccer now. Hamid played soccer yesterday. Maria has played professional soccer for six years. My friends and I will play soccer tomorrow. Our team played soccer last week.

4

Read the story. Underline the verbs.

It was a beautiful spring day. Two university students skipped class and went to the park instead. They missed a test in class.

The next day, they spoke to their teacher. "We wanted to come to class. Unfortunately, when we were driving to class, we got a flat tire. So we couldn't come to class. We are very sorry."

"That's OK," their teacher said. "You can take the test now." The boys sat down, and the teacher gave them a piece of paper. "Here is the first question," she said.

"Which tire was flat?"

Sentences

A sentence in English has a **subject** and a **verb**. The subject is a noun.

subject

Students
The students
The older students
The students in our school
The best students in the school

verb

learn.
learn English.
learn computer science.
learn in the evening.
usually learn quickly.

A sentence begins with a capital letter and ends with a period:

The students in our class are learning English now.

It's important to know the subject and the verb in the sentence to make sure they **agree**:

- ✗ The student learn.
- ✓ The student learns.
- ✗ The students learns.
- ✓ The students learn.
- ✗ The students go to school yesterday.
- ✓ The students went to school yesterday.
- ✗ We had a test tomorrow.
- ✓ We will have a test tomorrow.

5 Read the groups of words. Are they a sentence? Is there a subject and a verb? If yes, write the sentence again with a capital letter and a period. If no, cross them out.

- a. some schools are a lot of fun Some schools are a lot of fun.
- b. ~~for example clown school~~ _____
- c. you learn how to make people laugh _____
- d. for both children and adults _____
- e. clowns take classes in acting _____
- f. makeup, juggling, and making costumes _____
- g. they also business classes _____
- h. it isn't easy to be a clown _____
- i. many clowns work in circuses _____



- 6 Read about **Hometown, USA**. In each sentence, underline the subject once and the verb twice.

Hometown, USA is a summer camp. This camp is in Minnesota. Children from many countries come there. They study English during the summer. The campers sing songs in English. They speak English to their friends. They play popular American sports. The food is American food. The campers learn a lot about English. They also learn a lot about American culture.

- 7 Read the sentences. Underline the subject once and the verb twice. The verbs do not agree. Write the sentences again and change the verbs.

a. American students can studies a foreign language too.

American students can study a foreign language too.

b. One language camp teach Japanese.

c. Its name are *Mori no Ike*.

d. That mean "lake of the woods."

e. American high school students learns Japanese language and culture.

f. I wants to go to *Mori no Ike* next summer.

g. Students from all over the U.S. comes to study there.



Marking nouns

Here are some words that often come before a noun:

a or an

the

this / that

these / those

- Use **an** before a vowel sound (a, e, i, o, u).
- Use **a** before words that start with consonant sounds (for example: b, d, k, m, s, t). Remember that in English, the consonant **h** is sometimes silent, so words like *hour* start with a vowel sound.
- **A, an, this, and that** are used before singular nouns.
- **These** and **those** are used before plural nouns.
- **The** is used before singular and plural nouns.
- An adjective can come between the noun marker and the noun:

A large school

This unusual school

8 Circle the correct word. Then underline the noun that comes after it.

- My cousin is going to (a / an) school in Switzerland.
- It's (a / an) hotel school.
- (This / These) school teaches students about (the / those) hotel business.
- It's (a / an) expensive school, but he likes it.
- Two years ago, he went to (a / an) art school.
- He didn't like (that / those) classes.
- (This / These) days, he enjoys (a / the) classes at his school.

Spelling review

9 Look at these nouns and verbs about studying and learning. They are spelled incorrectly. Write them correctly.

nouns	verbs
skool	lern
school	teatch
classroom	is studing
student	skiped
techer	sed
Inglish	trane
coash	

Put it together: Sentence chains

- A** Work with a partner or small group. Look at the chart below. Add some more words.

●	★	●	★	●	★	★
The	crazy	coach	happily	kicked the ball	after school	again.
A	lazy	man	quickly	played the violin	in the classroom	all day.
This	sad	student	slowly	read a book	in the snow	at 6:00.
My	strange	teacher	carefully	sang a song	on the bus	in the morning.
Our	young	woman	loudly	told a joke	under the table	last week.

- B** On a separate piece of paper, each student writes a sentence with a group of words from each ● column.

The man sang a song.

- C** Pass the paper to another student and read the paper passed to you. Write the sentence again, but add one group of words from a ★ column.

The man loudly sang a song.

- D** Repeat three more times, until the sentence has a group of words from each column.

The crazy man loudly sang a song on the bus last week.

- E**  Share your favorite sentences with the class.

The man sang a song.

The man loudly sang a song.

The crazy man loudly sang a song on the bus last week.

2 Funny stories

In this unit, you will ...

- learn and practice more basic parts of speech: prepositions, adjectives, and adverbs.
- review the parts of speech.

Writers use prepositions, adjectives, and adverbs to make their sentences longer. These words give more information about the subject and the verb.

Prepositions

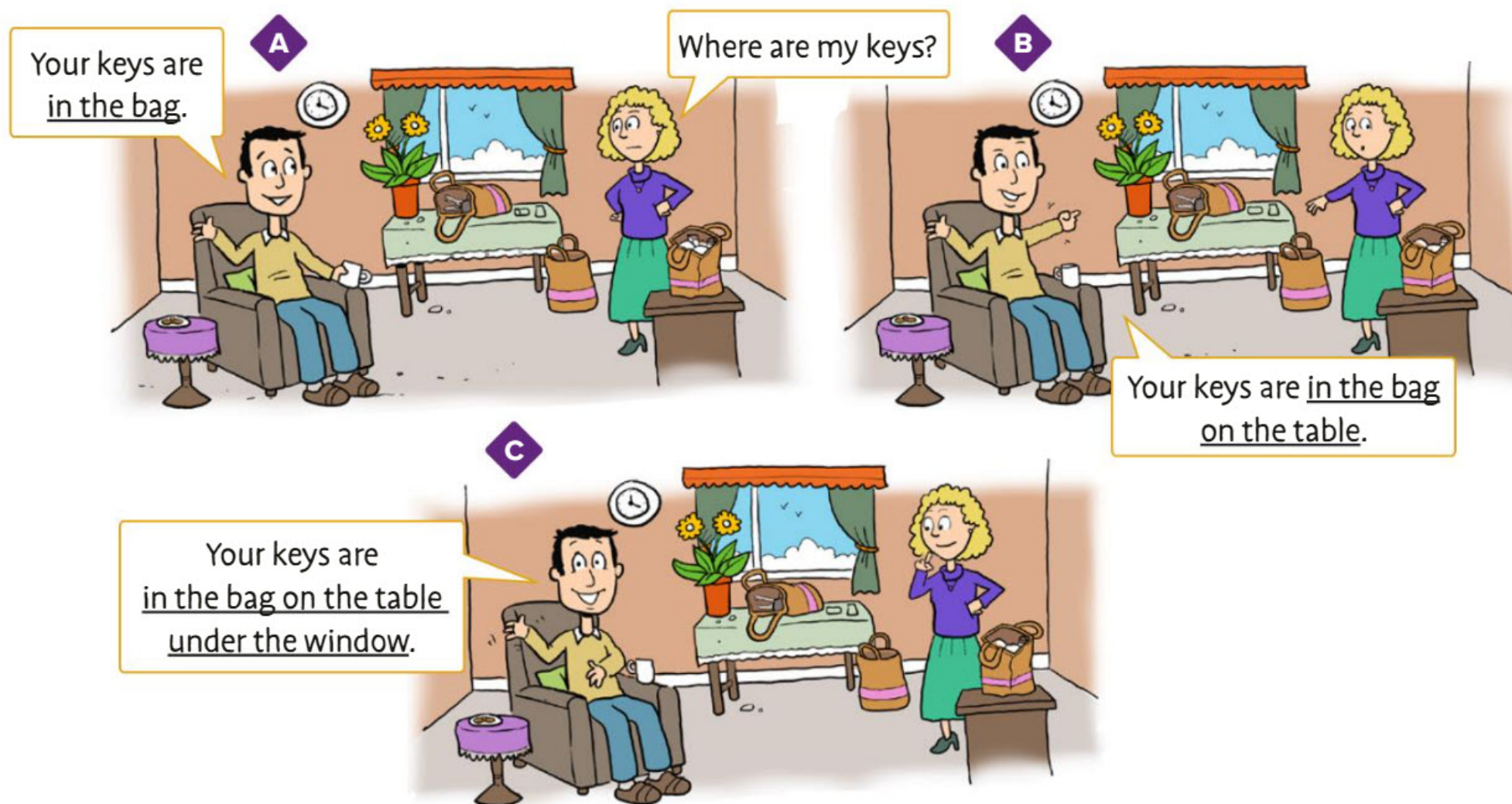
Prepositions are short words (*at, on, for*) that connect ideas. They tell about time, location, or purpose (reason):

<i>We eat dinner at seven o'clock.</i>	time
<i>My book is on the desk.</i>	location
<i>She bought a gift for her friend.</i>	purpose

A **prepositional phrase** includes a **preposition** and a noun:

<i>We eat dinner <u>at seven o'clock.</u></i>
<i>My book is <u>on the desk.</u></i>
<i>She bought a gift <u>for her friend.</u></i>

Writers use prepositional phrases to give more information:



- 1** Work with a partner. Complete the story by writing the prepositional phrase from the box in the correct place.

✓ down the street

in the afternoon

to the zoo

in his car

to the movies

to the zoo

with this kangaroo

A man was walking down the street . Suddenly, he saw a kangaroo! He asked a police officer, “What should I do _____?”

"Take him _____," said the police officer.

“OK,” said the man.

The police officer saw the man again _____. The kangaroo was _____.

"I told you to take the kangaroo _____!" said the surprised police officer.

"I did," said the man. "We had a wonderful time! Now I'm taking him _____."

- 2** Work with a partner. Write the story in exercise 1 again. Change the prepositional phrases if you can. Practice reading your new story a few times. Then read it to another pair.

Adjectives

An **adjective** gives more information about a noun. It answers the question *What kind of?* or *Which?*

The **red** cell phone is mine.

[Which cell phone is yours?]

Her jacket is **leather**.

[What kind of jacket does she have?]

Adjectives are important to writers because they help the reader to imagine or “see” what you are describing.

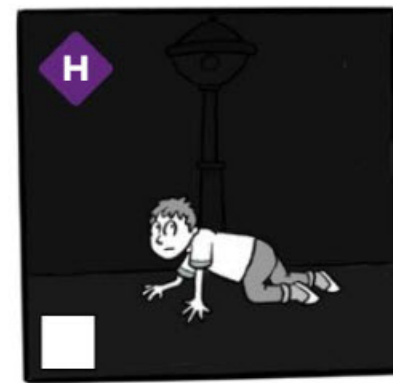
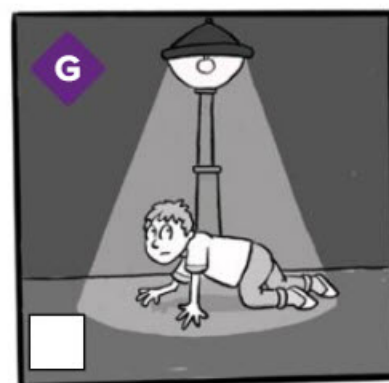
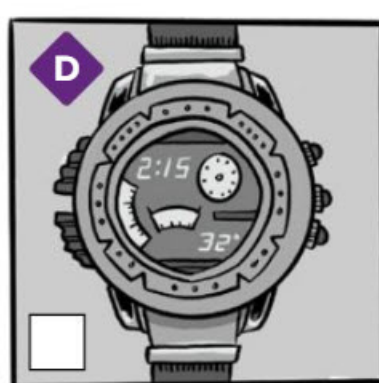
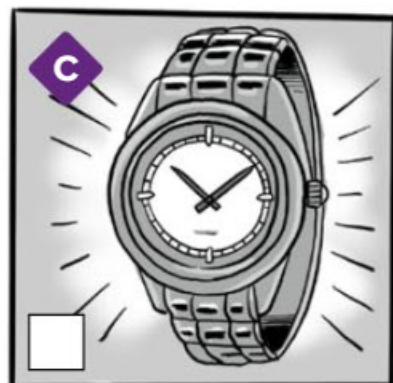
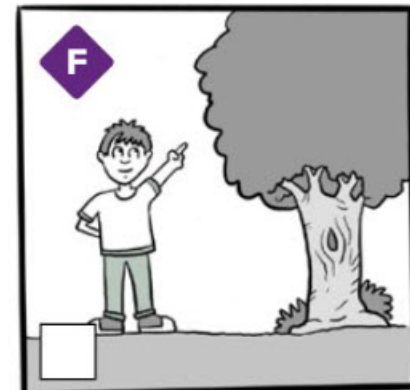
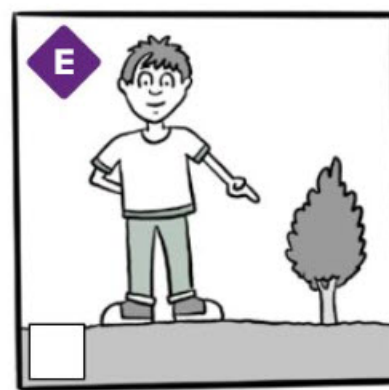
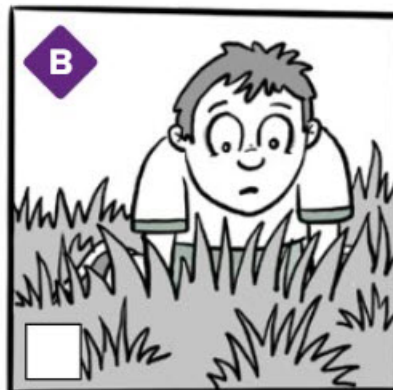
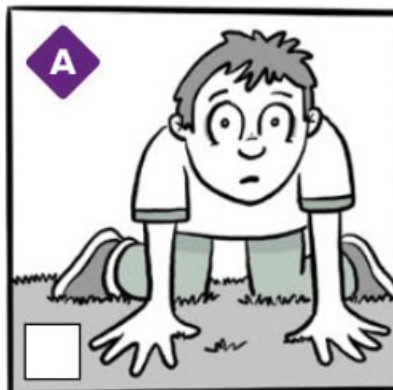
She's small, gray,
and has long hair



3 Read the sentences. Underline the adjectives. Then draw an arrow to show which noun or pronoun they describe.

- On a dark night, a man was looking for something in the tall grass under a streetlight.
- A young woman saw the man. She asked him, “Did you lose something?”
- “Yes,” said the man. I lost my new watch. It’s gold.”
- “Oh,” said the woman. “That’s terrible. Where did you lose it?”
- “Over there by that big tree,” said the man.
- The woman was surprised. “Then why are you looking over here?” she asked.
- “Because it’s too dark over there,” said the man. “The light is great here.”

4 Check (✓) the pictures that go with the story in exercise 3.



Adverbs

An **adverb** gives more information about the verb. It can answer the questions:

Where • When • How • For how long • How often • Why?

*It rained **yesterday**.*

[When did it rain?]

She eats **slowly**.

[How does she eat?]

I sometimes play tennis.

[How often do you play tennis?]

Writers use adverbs to tell their stories. Adverbs help readers imagine how events happened.

- 5** Read the sentences from a story. Circle the verbs and underline the adverbs. Then draw an arrow to the verbs they describe.

- a. A new mother was walking slowly down the street.
- b. "You are talking calmly and gently to your baby."
- c. A man was watching the woman carefully. "Good for you," he said kindly.
- d. "Oh, no," replied the woman sadly. "Her name is Anne. My name is Gloria."
- e. The baby inside was crying loudly.
- f. She was carefully pushing a stroller.
- g. He looked at the baby and asked politely, "Is the baby's name Gloria?"
- h. "Please, Gloria," said the woman quietly. "Relax. Don't cry, Gloria!"

- 6** Now put the sentences in exercise 5 in order to write the story.

The New Mother

A new mother was walking slowly down the street. She _____

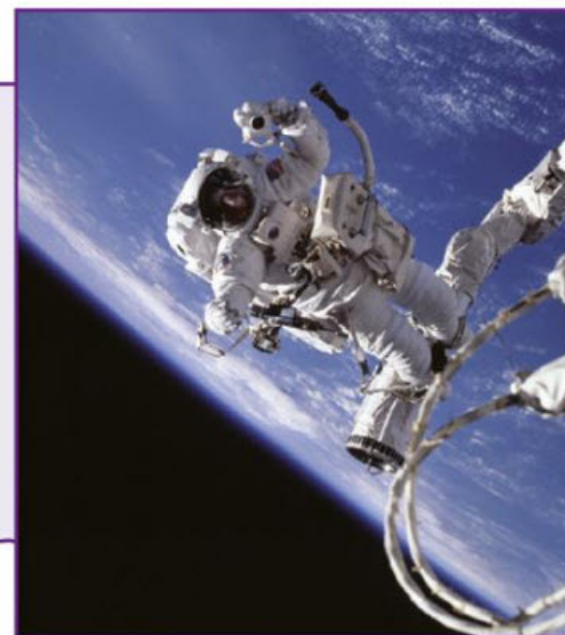
Recognizing parts of speech

Some parts of speech in English have special endings. Here are some examples:

nouns	verbs	adjectives	adverbs
~er, ~or teacher, doctor	is/are + ~ing is talking, is going	~y happy, funny	~ly happily, quickly
~ist scientist, chemist	~ed used, worked	~ive active	~ward forward, backward
~tion action, nation		~ic scientific, terrific	
~ment development, government		~ful useful, careful	

7 Read the sentences. Circle the correct word.

When Americans first sent astronauts up into space, they (discovered / discovery) that ballpoint pens did not (working / work). So, American (scientific / scientists) spent ten (years / yearly) and 12 billion dollars to (develop / development) a new pen. The (new / newly) pen could write upside down, under water, on (glass / glassy), and in temperatures from -5 to 300 °C. The Russians (useful / used) a pencil.



Spelling review

8 Work with a partner. Circle the correct spelling for each word. Then write the words in the correct place in the chart.

loudly / lowdly	replied / replied	terrible / terible	usful / useful
offiser / officer	sceintist / scientist	their / thier	with / whith
quietly / quitely	seid / said	undre / under	youre / your

nouns	pronouns	verbs	prepositions	adjectives	adverbs
					loudly

Put it together: Grammar game pairwork

- A** You are going to play a grammar game! Work with a partner. Student A, stay on this page. Student B, go to page 16.

Student A

- 1 Look at the paragraph below. Some words are missing. Ask your partner to give you the missing words. Do NOT read the paragraph to your partner! Just ask for the words.

For example, say *Please tell me a noun*.

- 2 Write the noun that your partner tells you on the line.
- 3 When you are finished writing every word, read the paragraph to your partner.
- 4 Then your partner will ask you to give some parts of speech.

Have fun!

My Favorite Sport

My favorite sport is soccer. In England, it's called _____. It's a / an _____
(noun)
_____ sport to learn, and it's _____, too. You _____
(adjective) (adjective) (verb)
soccer with a _____ white and black _____. You also have
(adjective) (noun)
to wear _____ shoes. You have to run _____ and kick
(adjective) (adverb)
_____ to be a good soccer _____. I used to _____
(adverb) (noun) (verb)
soccer in high school. I wasn't a very _____ player at first, but later I
(adjective)
was the _____ of the team!
(noun)
Someday I hope to play as _____ as _____.
(adverb) (noun: a person's name)
He / She _____ soccer on a / an _____ team.
(verb) (adjective)

- B**  Share your funny stories with another pair of students.

Student B

(Student A, go to page 15.)

A

- 1 First, your partner will ask you for some parts of speech.
For example, your partner will say, *Please tell me a noun.* Say any noun that you want—for example, *cat, winter, dentist.*
- 2 Your partner will write your answers into a paragraph. When you are finished, your partner will read the paragraph to you.
- 3 Now, it's your turn. Look at the paragraph below. Some words are missing. Ask your partner to give you the missing words. Do NOT read the paragraph to your partner! Just ask for the words.
For example, say *Please tell me a noun that is a place.*
- 4 Write the place that your partner tells you on the line.
- 5 When you are finished writing every word, read the paragraph to your partner.

Have fun!

A Postcard from _____
(noun – a place)

Dear _____,
(your partner's name)

Hi! How are you? I'm having a / an _____ time on vacation.
(adjective)

I'm here with my _____ and my _____. Every day we go to
(noun) (noun)

the _____ and _____. I'm taking _____ lessons,
(noun) (verb) (noun)

and now I can _____ very _____. For lunch, we go to a
(verb) (adverb)

local _____ and eat delicious _____. Last night, we went to
(noun) (noun – plural)

a / an _____ dance show. The dancers were all _____ and
(adjective) (adjective)

they danced _____.
(adverb)

I'll see you _____.
(adverb)

Your friend,

(your teacher's name)

B



Share your funny stories with another pair of students.

3 I'm from Bangkok

In this unit, you will ...

- learn some vocabulary to talk about your country and city.
- learn subject/verb agreement with the *be* verb.
- learn three sentence patterns with the *be* verb.
- learn how to add details to a sentence with adverbs of time.

1 Work with a partner. Look at the map of the fictional country of Writopia (where writing is always easy!). Label the map with the words below.

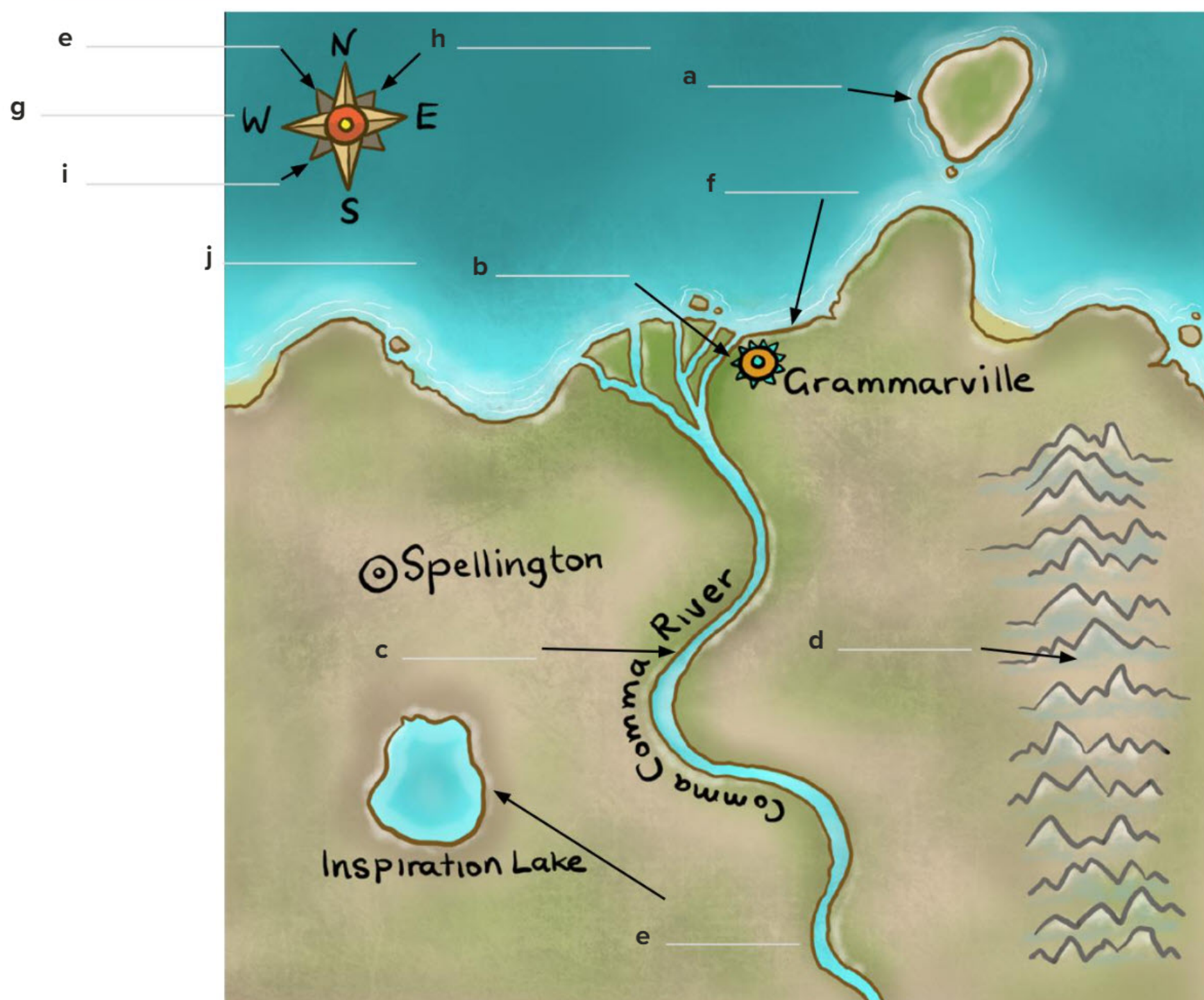
capital
coast

island
lake

mountains
river

northeast
southwest

south
west



- 2 Work with a partner. Look at the pictures of Bangkok. Write a or b next to the words that describe the picture.

___ boring	___ busy	___ small
___ modern	___ international	___ crowded
___ exciting	___ rural	___ quiet
___ traditional	___ peaceful	___ colorful



- 3 Work with a partner. Read the sentences about Thailand. Circle T if the sentence is true. Circle F if the sentence is false. Then check your answers online.

- | | | |
|--|------------------------------------|---|
| a. Thailand is in Asia. | ☒ T | F |
| b. Bangkok is quiet. | T | F |
| c. Chiang Mai is a river. | T | F |
| d. Thailand is next to Cambodia. | T | F |
| e. Bangkok is the capital of Thailand. | T | F |
| f. Bangkok is both modern and traditional. | T | F |
| g. Pattaya is a city. | T | F |
| h. Chiang Mai is in the mountains. | T | F |
| i. The west coast is long. | T | F |
| j. Laos is northeast of Thailand. | T | F |

The be verb

Look at the chart below.

subject (noun / pronoun)	verb	noun, adjective, or adverb phrase
I	am am not	Thai. Chinese.
You	are are not	at home. at work.
Mr. Martin } He	is is not	a teacher. a doctor.
Ms. Tagawa } She	is is not	in Chiang Mai. in the south.
My friends and I } We	are are not	at the beach. in the mountains.
The streets } They	are are not	noisy. quiet.

Note: In English, *you* can be used for one person or a group of people:
You are my teacher. (you = one person)
You are great students! (you = many people)

4 Fill in the blanks below with *am*, *is*, or *are*.

- I _____ from Chiang Mai.
- Chiang Mai _____ a city in the north of Thailand.
- It _____ not the capital, but it _____ a large city.
- It _____ a modern city, and it _____ popular with international tourists.
- The weather _____ nice, the people _____ friendly, and the mountains _____ beautiful.
- I _____ proud of my hometown, Chiang Mai.



Sentence patterns with the be verb

Most sentences with a *be* verb include something else after the verb.

- Some have a **noun** or **noun phrase**. These give another word that means the same thing as the subject. They answer the question *Who or what is (the subject)?*

*Sunee is **my friend**.* (Who is Sunee?)

*The Mekong is **a river**.* (What is the Mekong?)

- Some have an **adjective** or **adjective phrase**. These tell what the person or thing is like. They answer the question *What was (the subject) like?*

*The mountains are **high**.* (What are the mountains like?)

*Chiang Mai is **busy** and **exciting**.*

- Some have a **prepositional phrase** that gives a **location** (place). These answer the question *Where (is the subject)?* Sentences can have more than one prepositional phrase. These are adverb phrases.

*Phuket is **on the coast**.* (Where is Phuket?)

*Phuket is **on the coast of Thailand in Southeast Asia**.*

1

2

3

- Some have both a noun and one or more prepositional phrases:

*Ko Samui is **an island** **off the coast of Thailand**.*

1

2

- 5 Look back at exercise 3 on page 18. Copy the true sentences with the *be* verb into the right places here:

Followed by a noun:

- a. _____
b. _____

Followed by an adjective:

- c. _____
d. _____

Followed by a prepositional phrase (location):

- e. _____
f. _____

- 6 Look at the false sentences on page 18. Change them to true sentences. Then compare your sentences with a partner.

a. Bangkok is not quiet. Or, Bangkok is noisy.

b. _____



c. _____

- 7 Complete the sentences about your country. Then read your sentences to a partner or small group.

a. I am from _____. (country)

b. _____ is the capital city.

c. My city is _____ and _____.

d. My city is not _____.

e. The people are _____.

f. _____

Adding more information

Look at these sentences:

The weather is beautiful.

*The weather is beautiful **every day**.*

*The weather is beautiful **in the spring**.*

The streets are quiet.

*The streets are quiet **now**.*

*The streets are quiet **in the evening**.*

The second and third sentences in each group give more information by adding an adverb or adverb phrase of time.

8

Unscramble the sentences. Add the correct form of the *be* verb. Put the adverbs and adverb phrases of time in the correct places.

a. The streets of Bangkok / in the morning / very busy

b. The city / cold / in the winter

c. after school / The children / noisy

d. The restaurants / late at night / open

e. excited / before the holidays / Many people

f. in June and July / very rainy / Chiang Mai

9

Look back at the last three sentences of exercise 7. Write the sentences again. Add some adverbs and adverb phrases of time. Then share your new sentences with a partner or small group.

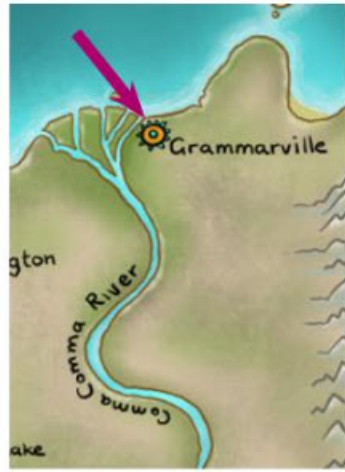
a. _____

b. _____

c. _____

Spelling review

10 Write the words that describe the pictures. Then find them in the word search below.



a. capital



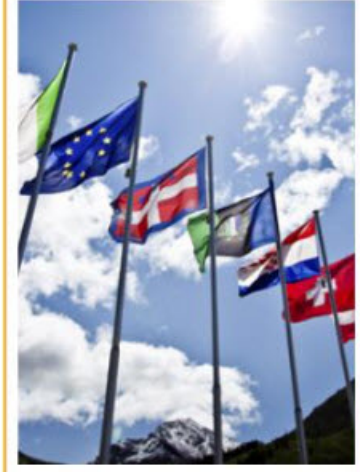
b. c



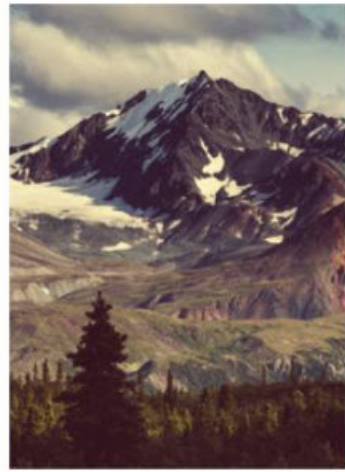
c. c



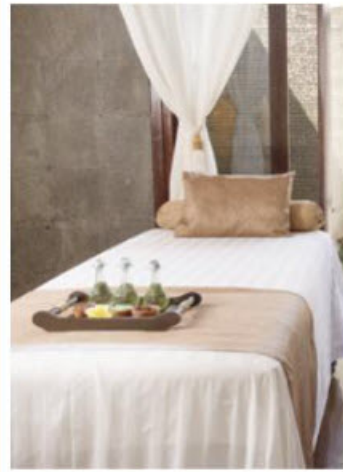
d. f



e. i



f. m



g. q



h. r



i. r



j. s

a	h	y	i	v	c	r	o	w	d	e	d	t
m	o	u	n	t	a	i	n	b	b	k	a	e
b	u	k	a	k	e	q	w	n	g	h	k	r
x	d	s	f	b	m	m	c	v	q	t	e	u
t	c	o	a	s	t	s	f	h	v	w	h	r
j	j	u	e	z	x	c	j	h	t	k	x	a
i	n	t	e	r	n	a	t	i	o	n	a	l
q	e	h	t	u	u	p	o	t	d	f	j	v
d	r	w	t	q	u	i	e	t	x	z	q	m
g	k	e	s	t	a	t	g	b	z	x	n	v
q	x	s	v	a	n	a	j	r	i	v	e	r
l	p	t	h	e	o	l	x	r	e	c	t	m
f	r	i	e	n	d	l	y	d	l	u	o	m

Put it together: *I am from* poem

Where are you from? Of course, you are from a city and a country. But you are also “from” your family, your childhood, your activities, your memories, and your values—the ideas that are important to you.

A

Complete this chart. Write two or three nouns in each space.

hobbies or interests:

things in your house:

things or places in your neighborhood:

names of friends and relatives:

food or dishes you ate when you were a child:

family vacations, trips, or holidays:

sports, activities, or games you play:

favorite school subjects or clubs:

favorite TV shows, movies, books, or music:

your hometown or places you have lived:

special family customs:

family values (example: *love, truth, home*):

B

Read this poem by a Thai student.

I am from volleyball, bicycling, and tennis,
And I am from mango and sticky rice, and my mother's green curry.
I am from temples, markets, and the river,
And I am from shopping with my friends and eating noodles late at night.
I am from my king, my parents, and my teachers,
And I am from water festivals, flowers, and smiles.
I am from pop video and traditional dance lessons,
And I am from beach vacations and working in the city.
I am from Bangkok, and I am from Thailand,
But most of all, I am from love.

C

Now use the ideas in the chart to write your poem. Begin every line with *I am from*. Use a separate sheet of paper.

D



Share your poem with a small group or the whole class.

4 She seems lonely

In this unit, you will ...

- learn vocabulary to describe people and their feelings.
- learn a sentence pattern for stative verbs (*seems, looks*).
- learn a new sentence pattern for the be verb: *There is / There are*.
- expand sentences with adverb phrases of location (*in the corner, at the back*).

1 Work with a partner. Look at the people below. Complete the sentences with adjectives from the box.

cheerful

energetic

entertained

relaxed

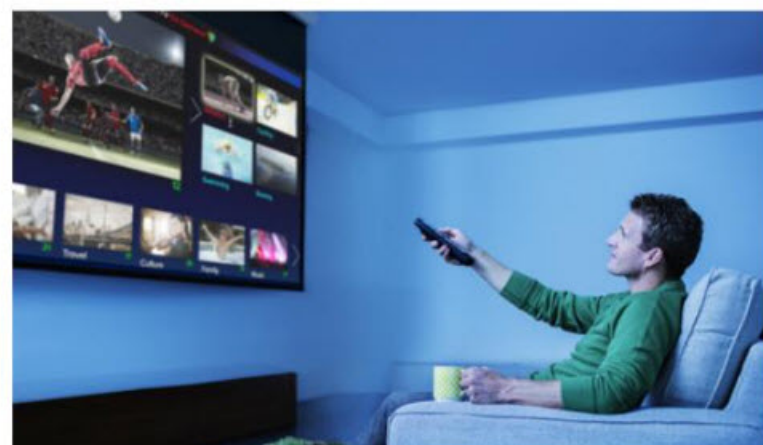
✓ shy

- A 1 She is shy.
- 2 She is not outgoing.



- B 1 They _____
- 2 _____ lazy.

- C 1 He _____ and _____
- 2 _____ bored and depressed.



- D 1 He _____ tense.
- 2 _____