

**WRITING  
SKILLS**

**ENGLISH SURVIVAL SERIES**

# **Writing Sentences and Paragraphs**

**Margaret Martin Maggs**

**TEACHER'S MANUAL  
FOR BOOKS A, B, C**

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## **TEACHER'S MANUAL FOR BOOKS A, B, C**



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## Introduction

Survival in our society unquestionably relies on all four language skills—listening, speaking, reading, and writing—yet writing skills have usually been taught separately and last. This does not mean, however, that students who are learning English must wait until they are proficient in the first three skills before they tackle writing. Indeed, teachers are aware of the need for developing writing skills at an early stage, particularly with late elementary, secondary, and adult students. In our society, writing is a must. From written exams to résumés, English as a Second Language (ESL) students of all ages encounter situations for which no other skills can substitute. *Writing Sentences and Paragraphs* is a framework on which students may build the writing skills they need not only to survive but also to enhance their chances of success.

In order to provide this framework, teachers need materials with a sequential development of writing skills that are also sequential in vocabulary and structure. For this reason, *Writing Sentences and Paragraphs* correlates topics and vocabulary with the other three strands in the English Survival Series: *Building Vocabulary*, *Identifying Main Ideas*, and *Recognizing Details*. Each strand, or set of books, has three levels—A, B, and C—and each level has fifteen lessons. In addition, chapter titles are parallel throughout the series: Lesson 1 of each level A book is “We Meet”; Lesson 2, “At Home”; and so on. Whether *Writing Sentences and Paragraphs* is used separately or in conjunction with any or all books in the series, a sequential development of vocabulary skills is guaranteed.

Before using *Writing Sentences and Paragraphs*, however, the teacher should understand the nature of the writing-skill exercises presented. Even though writing encompasses everything from a simple written sentence to the novel, the development of writing skills in ESL students must grow from repeated positive experience. Therefore, as with the other books in the English Survival Series, the students are given a solid, familiar base of vocabulary and topics, with receptive vocabulary used sparingly to reflect natural language. This fact underlies all the exercises in this strand.

### Exercises with Variables

In order to develop the student’s positive experience with written English, both levels A and B contain exercises in which all the words are presented for the student’s use. No additional words are needed in these exercises, but they do call for student decisions. This is done through variables. The variable exercises begin with only one variable, a choice easily made by a beginner. By the end of level B, the variables are far more complicated and often branch, so that the choice of a later variable depends on a previous choice.

One aspect of the variables must be stressed: the key skill of reading the entire sentence or paragraph before making any choices. This skill should be pretaught and emphasized by the teacher not only in this type of exercise but also in the following.

### **Missing Word Choice**

This type of exercise, while varying in length, is part of all lessons at all three levels. It is the second step to successful writing skills in English. In this case all words are not supplied; the student must choose the missing word, usually from the vocabulary list. Here again, the teacher must train students to read the entire sentence or paragraph before they begin to supply the missing word. Many students easily jump to conclusions if they are not aware of the gist of the whole paragraph.

### **Guided Compositions**

The third step to successful writing in English for the student is the ability to write by oneself. Compositions guided by a set of questions supply the “thinking” structure needed to develop coherent groups of sentences. Students should be taught from the beginning to write groups of sentences as a paragraph in imitation of the way the questions are written. One of the advantages of guided compositions is that the student can bring a certain amount of individuality to the paragraph he or she writes. This results in a positive, successful experience.

### **Compositions with a Theme**

At the end of each lesson in *Writing Sentences and Paragraphs*, there is a task which the student performs individually. It is important that the student be given a chance to show his or her command of written English from the beginning. Suggestions, in the form of questions, are made in a very general way on how the composition should be written. It is essential that students have the opportunity to write without restrictions in order to develop confidence in their writing skills in English.

In this type of exercise, as well as in the guided-composition sections, the higher levels seek to stimulate the imagination within the vocabulary restrictions. This, too, is important to the learner in order completely to lay open the treasure house of available written variations.

### **Other Exercises**

In each writing lesson there is one exercise whose form may change. This exercise is primarily concerned with specific writing skills. These range from the ability to combine two information sentences into one to the use of direct and indirect quotes. There are also a few exercises on making writing more colorful with available vocabulary.

### **Additional Writing Activities (The Dialogue Journal)**

For each lesson this manual suggests additional writing activities, many using the dialogue journal. The dialogue journal, which has met with some success among teachers, is a notebook in which the student writes freely and in which the teacher writes a reaction to the student's writing. This is not a formalized journal. Many teachers do not mark any corrections on the student's writing, although they may indicate the correct spelling of a word or a more felicitous phrase. Aside from permitting the student some no-fault writing, this also helps the teacher to gain insight into the student's needs. If you feel that the work involved is not worthwhile for you, you may adapt the dialogue journal suggestions to a more formalized writing exercise.

### **Marking Student Writing**

This series, like others in the English Survival Series, has answer keys for the lessons. Unlike the previous books, however, there is often no answer for some exercises, since they depend on the information each individual student brings to his or her writing. Even exercises that do have answers will often have alternative correct answers.

Marking or grading student writing is always difficult for teachers. Some prefer to mark only certain areas of the writing, such as correct grammatical construction. Others feel that writing should always carry a double grade, one for structure and the other for content. Most popular now is a holistic approach in which the teacher marks on a sliding scale of 1 to 10 or 20, according to the success of the whole piece of writing. Any of these methods may be useful. The only caveat is that students should be aware in advance of what method you will use.

### **Suggested Unit Approach**

How should one use *Writing Sentences and Paragraphs*? Ideally it should be used in conjunction with the other books in the English Survival Series. In this unit approach, the teacher would introduce vocabulary through *Building Vocabulary*, reinforce the vocabulary and structures taught through the two reading series, and finish the unit with the work in *Writing Sentences and Paragraphs*. A variation might be the sequential use of the first exercises of the lesson in each series, then moving to the second exercise across all four books. The result will be a rich variety of materials that complement one another in vocabulary and structure.

Teachers who do not have access to all the English Survival selections may use *Writing Sentences and Paragraphs* alone. In that case the vocabulary of each lesson should be introduced aural-orally and reinforced with speaking and listening practice. A few suggestions for reinforcement are given for each lesson in this manual.





## Writing Sentences and Paragraphs—Contents and Objectives

### Book A

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|--------------------|--|
| 1 Vocabulary       | We Meet  |
| Writing Objectives | Forming sentences with one or more variables; copying missing-word paragraphs; guided composition                                    |
| Reinforcement      | Simple present tense: <i>live, like, meet, be</i> ; Yes-No questions; <i>Where-What</i> questions                                    |
| 2 Vocabulary       | At Home  |
| Writing Objectives | Forming sentences with one or more variables; copying missing-word paragraphs; guided composition                                    |
| Reinforcement      | Contractions with pronoun + verb <i>to be</i> ; prepositions: <i>in, on, at</i> ; simple present tense with <i>we</i> ; commands     |
| 3 Vocabulary       | At School  |
| Writing Objectives | Forming sentences with one or more variables; copying missing-word paragraphs; guided composition                                    |
| Reinforcement      | Use of possessive pronouns: <i>his, her, our, their</i> ; the verb <i>to be</i> with <i>this, that, these</i> ; <i>Who</i> questions |
| 4 Vocabulary       | At the Store   |
| Writing Objectives | Forming sentences with adjective, substantive, verb, and multiple variables; copying missing-word paragraphs; guided composition     |
| Reinforcement      | Colors; the present progressive tense: <i>buying, eating, sitting, walking, going</i>  |
| 5 Vocabulary       | In the Family  |
| Writing Objectives | Forming sentences with adjective, substantive, verb, and multiple variables; copying missing-word paragraphs; guided composition     |
| Reinforcement      | <i>There are</i> ; irregular plurals: <i>men, women</i> ; <i>How many</i> questions with number answers                              |
| 6 Vocabulary       | Days and Months  |
| Writing Objectives | Forming sentences with one or more variables; copying missing-word paragraphs; guided composition                                    |
| Reinforcement      | Capitalization of months and weekdays; the use of <i>was</i> with <i>yesterday</i>   |

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| 7 Vocabulary       | Taking a Ride  |
| Writing Objectives | Forming sentences with present and past tenses; the present progressive and past progressive tenses; numbers and multiple variables; copying missing-word paragraphs; guided composition |
| Reinforcement      | Numbers; prepositions: <i>for, from</i> ; the past continuous tense  |
| 8 Vocabulary       | Watching Television  |
| Writing Objectives | Forming sentences with adjectives, interrogatives, present and past tenses, qualifiers, and multiple variables; copying missing-word paragraphs; guided composition                      |
| Reinforcement      | Negative contractions: <i>doesn't, don't, isn't, wasn't, weren't</i>   |
| 9 Vocabulary       | In the Supermarket   |
| Writing Objectives | Forming sentences with substantives, present and past tenses, qualifiers, and multiple variables; copying missing-word paragraphs; guided composition                                    |
| Reinforcement      | Quantities using <i>some, a dozen, a loaf</i> ; the irregular past tense forms: <i>bought, did</i>   |
| 10 Vocabulary      | Eating Fast Foods  |
| Writing Objectives | Forming sentences with substantives, adjectives, and multiple variables; copying missing-word paragraphs; guided composition   |
| Reinforcement      | Cultural information: snacks; the irregular past tense forms: <i>ate, drank, sat</i>   |
| 11 Vocabulary      | At the Post Office   |
| Writing Objectives | Forming sentences with substantives, qualifiers, and multiple variables; copying missing-word paragraphs; guided composition   |
| Reinforcement      | The irregular past tense forms: <i>sent, stood, told, wrote</i> ; cultural information: post office, first- and second-class mail  |
| 12 Vocabulary      | In an Emergency  |
| Writing Objectives | Forming sentences with substantives, adverbs, adjectives, and multiple variables; copying missing-word paragraphs; guided composition  |
| Reinforcement      | Cultural information: actions in an emergency; contrasts: <i>slow-fast, tall-short, thin-fat</i>   |

- 13 Vocabulary                      On the Telephone  
     Writing Objectives            Forming sentences with adverbs, adjectives, past and present tenses, and multiple variables; copying missing-word paragraphs; guided composition  
     Reinforcement                Directions: *left-right*, cardinal points; contrast: *inside-outside*; *left* as an irregular past and as a direction
- 14 Vocabulary                      At the Hospital  
     Writing Objectives            Forming sentences with substantives, verbs, and multiple variables; copying missing-word paragraphs; guided composition  
     Reinforcement                The irregular past tense forms: *hurt*, *put*; three -s plural pronunciations: /s/*hurts*, /z/*doctors*, /ɪz/*nurses*
- 15 Vocabulary                      Paying Bills  
     Writing Objectives            Forming sentences with substantives, verbs, and multiple variables; copying missing-word paragraphs; guided composition  
     Reinforcement                The past tense forms: *made*, *paid*, *tried*; cultural information: cash *vs.* credit cards

## Book B

- 1 Vocabulary                      Sports  
     Writing Objectives            Forming paragraphs from multiple variables; copying missing-word paragraphs; combining two-sentence information into one sentence; guided composition; free composition on “My Favorite Sport”  
     Reinforcement                The future tense forms: *will*, *won't*; cultural information: football and baseball
- 2 Vocabulary                      The Bank  
     Writing Objectives            Forming paragraphs from multiple variables; copying missing-word paragraphs; combining two-sentence information into one sentence; guided composition; free composition on “When I Have a Million Dollars”  
     Reinforcement                The future tense contraction: *I'll*; pronouns: *hers*, *mine*, *ours*, *yours*; contrasts: *never*, *often*, *always*
- 3 Vocabulary                      Working  
     Writing Objectives            Forming paragraphs from multiple variables; copying missing-word paragraphs; combining two-sentence information into one sentence; guided composition; free composition on “The Job I Want”  
     Reinforcement                Use of comparatives: regular, *higher*, *lower*, *more* and irregular, *better*, *worse*

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| 4 | Vocabulary         | Entertaining   |
|   | Writing Objectives | Forming paragraphs from multiple variables; copying missing-word paragraphs; converting sentences from the present to past tense; guided compositions; free composition on "What I Enjoy Doing"        |
|   | Reinforcement      | The irregular past tense forms: <i>heard, met, sang</i> ; cultural information: eating out   |
| 5 | Vocabulary         | The Airport  |
|   | Writing Objectives | Forming paragraphs from multiple variables; copying missing-word paragraphs; converting sentences from 3rd to 1st person; guided compositions; free composition on "Flying Is (Isn't) Fun"             |
|   | Reinforcement      | The future tense with <i>going to</i> ; forming plurals: <i>y</i> to <i>i</i> + <i>es</i> ; cultural information: government customs   |
| 6 | Vocabulary         | The Drugstore  |
|   | Writing Objectives | Forming paragraphs from multiple variables; copying missing-word paragraphs; converting sentences to the present perfect tense; guided compositions; free composition on "Going to the Drugstore"      |
|   | Reinforcement      | Plural possessives: <i>boy's, boys'</i> ; present perfect tense forms: <i>given, taken</i> , and regular verbs   |
| 7 | Vocabulary         | At Work  |
|   | Writing Objectives | Forming paragraphs from multiple variables; copying missing-word paragraphs; adding given adverbs to sentences; guided compositions; free composition on "My Work"                                     |
|   | Reinforcement      | Verbs in the habitual past: <i>used to</i> ; modal auxiliary: <i>should/shouldn't</i> ; cultural information: American work habits   |
| 8 | Vocabulary         | Music  |
|   | Writing Objectives | Forming paragraphs from multiple variables; copying missing-word paragraphs; adding <i>not</i> and <i>n't</i> to make sentences negative; guided compositions; free composition on "My Favorite Music" |
|   | Reinforcement      | Irregular superlatives: <i>best, most, worst</i> ; intensifiers: <i>too, very</i> ; modal auxiliary: <i>could/couldn't</i>   |

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| 9 Vocabulary       | The Doctor's Office  |
| Writing Objectives | Forming paragraphs from multiple variables; copying missing-word paragraphs; adding given modals to sentences; guided compositions; free composition on "The Doctor's Office"              |
| Reinforcement      | <i>Why/because</i> questions and answers; direct and indirect quotes   |
| 10 Vocabulary      | The Company Office   |
| Writing Objectives | Forming paragraphs from multiple variables; copying missing-word paragraphs; changing sentences to the future; guided compositions; free composition on "A Day at the Office"              |
| Reinforcement      | Irregular past participles: <i>done, laid, seen, thought</i> ; cultural information: modern office activities  |
| 11 Vocabulary      | Driving  |
| Writing Objectives | Forming paragraphs from multiple variables; copying missing-word paragraphs; changing part of every sentence to the plural; guided compositions; free composition on "Going to the Garage" |
| Reinforcement      | Liquid measurements: <i>gallon, quart</i> ; aural-oral discrimination: <i>fill/feel, wash/watch</i> .  |
| 12 Vocabulary      | Good Friends   |
| Writing Objectives | Forming paragraphs from multiple variables; copying missing-word paragraphs; changing sentences to the present perfect; guided compositions; free composition on "A Birthday Party"        |
| Reinforcement      | Irregular past participles: <i>drunk, gone, known, come, felt</i> ; idiom: <i>of course</i>  |
| 13 Vocabulary      | The Library  |
| Writing Objectives | Forming paragraphs from multiple variables; copying missing-word paragraphs; changing indirect to direct quotes; guided compositions; free composition on "At the Library"                 |
| Reinforcement      | Contrast of <i>now/then</i> ; idiom: <i>look for</i> ; cultural information: library practices   |
| 14 Vocabulary      | Dancing  |
| Writing Objectives | Forming paragraphs from multiple variables; copying missing-word paragraphs; changing direct to indirect quotes; guided compositions; free composition on "A Nice Evening"                 |
| Reinforcement      | Practice comparative-superlative: <i>later/latest, nicer/nicest, taller/tallest</i> ; contrast <i>then</i> with <i>than</i> ; abbreviated clauses with <i>than</i>                         |

15 Vocabulary	Living in the Suburbs
Writing Objectives	Forming paragraphs from multiple variables; copying missing-word paragraphs; changing direct to indirect and indirect to direct quotes; guided compositions; free composition on "Living in the Suburbs"
Reinforcement	Two-meaning words: <i>leaves, fall</i> ; <i>f</i> to <i>v</i> conversion plurals: <i>leaves (shelves)</i> ; cultural information: four-season year

**Book C**

1 Vocabulary	In an Organization
Writing Objectives	Copying missing-word paragraphs; rewriting dialogues as paragraphs and paragraphs as dialogues; guided compositions; free composition on a school or other large organization
Reinforcement	Review titles: <i>Dr., Ms., Mrs., and Mr.</i> ; use of <i>let's</i> ; idiom: <i>all right</i>
2 Vocabulary	Our Government
Writing Objectives	Copying missing-word paragraphs; rewriting dialogues as paragraphs and paragraphs as dialogues; guided compositions; free composition on government
Reinforcement	Words used as substantives and modifiers: <i>world, state, government, city</i> ; cultural understanding of the two-party system
3 Vocabulary	Having Fun
Writing Objectives	Copying missing-word paragraphs; rewriting dialogues as paragraphs and paragraphs as dialogues; guided compositions; free composition on a favorite sport
Reinforcement	Idiom: <i>OK</i> ; multiple use of <i>course, club</i>
4 Vocabulary	Furnishings
Writing Objectives	Copying missing-word paragraphs; rearranging the order of sentences to form a paragraph; guided composition; free composition on the Han family
Reinforcement	Review of colors; the irregular past tense forms: <i>spent, shut</i>
5 Vocabulary	Pets
Writing Objectives	Copying missing-word paragraphs; rearranging the order of sentences to form a paragraph; guided compositions; free composition on a pet
Reinforcement	The irregular past tense forms: <i>fed, brought</i> ; <i>smell</i> as a transitive or intransitive verb; cultural information: pets in America

6 Vocabulary	Museums
Writing Objectives	Copying missing-word paragraphs; rearranging the order of sentences to form a paragraph; guided compositions; free composition on a scientist
Reinforcement	Words used as substantives and verbs: <i>painting, treasure</i> ; -ist endings for “workers in” <i>artist, scientist</i>
7 Vocabulary	Arguing
Writing Objectives	Copying missing-word paragraphs; rearranging the order of sentences to form a paragraph; guided compositions; free composition on a saying about anger
Reinforcement	Homophones: <i>nose/knows, threw/through, won/one</i> ; the irregular past tense forms: <i>meant, threw, won</i>
8 Vocabulary	Employment/Unemployment
Writing Objectives	Copying missing-word paragraphs; using an outline to write a two-paragraph composition; guided compositions; free writing on a job
Reinforcement	Multiple-meaning verbs: <i>punch, pass, cut</i> ; the irregular past tense forms: <i>cut, forgot, held, led</i>
9 Vocabulary	Weddings
Writing Objectives	Copying missing-word paragraphs; using an outline to write a two paragraph composition; guided compositions; free writing on a wedding
Reinforcement	Cultural information: big weddings, divorces; <i>taste</i> as a transitive and intransitive verb
10 Vocabulary	Getting a License
Writing Objectives	Copying missing-word paragraphs; using an outline to write a two-paragraph composition; guided compositions; free writing on someone who needs a license
Reinforcement	Suffixes: <i>-tion, -sion</i> ; cultural information: citizenship requirements
11 Vocabulary	An Addition to the Family
Writing Objectives	Copying missing-word paragraphs; changing <i>said</i> in copied paragraphs to a more colorful verb; guided compositions; free writing on a family that has a new baby
Reinforcement	Exceptions to plural rule <i>y to i + es</i> : <i>boy, toy</i> ; cultural information: blue and pink sex connotations

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| 12 | Vocabulary         | Living in an Apartment   |
|    | Writing Objectives | Copying missing-word paragraphs; adding colorful adjectives to paragraphs while copying; guided compositions; free writing of a letter to a landlord from a tenant               |
|    | Reinforcement      | Homograph: <i>wind</i> ; compound words: <i>doorman</i> , <i>landlord</i> , <i>mailbox</i> ; cultural information: leases and tenant rights                                      |
|    |                    |  |
| 13 | Vocabulary         | Buildings  |
|    | Writing Objectives | Copying missing-word paragraphs; changing <i>house</i> , <i>man</i> , <i>woman</i> to more colorful and precise words; guided compositions; free writing of a letter to a friend |
|    | Reinforcement      | Multiple-meaning words: <i>real</i> , <i>ranch</i> ; cultural information: attitudes toward city and country   |
|    |                    |  |
| 14 | Vocabulary         | Vacations  |
|    | Writing Objectives | Copying missing-word paragraphs; changing the setting of paragraphs while copying; guided compositions; free writing of a letter to a friend from a vacationer                   |
|    | Reinforcement      | Use of nonspecific place words: <i>nowhere</i> , <i>everywhere</i> , <i>somewhere</i> ; cultural information: vacations  |
|    |                    |  |
| 15 | Vocabulary         | Insurance Policies   |
|    | Writing Objectives | Copying missing-word paragraphs; changing “emergency” in paragraphs while copying; guided compositions; free writing about something exciting                                    |
|    | Reinforcement      | Word endings with /l/ sound: <i>-al</i> , <i>-le</i> ; cultural information: insurance policies  |



# **Informal Evaluation/ Placement Tests**