

Adult Basic Education

English Language Arts

English 2012

Writing: Sentences and Paragraphs

Study Guide

Suggested Resources: *Reading and Writing for Success*

Level II English Courses

English 2011

English 2012

English 2013

English 2014

English 2015

English 2016



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To the Student

Who should do English 2012 Writing: Sentences and Paragraphs?

English 2012 is the second in a series of six Level II English courses. It is meant to provide an overview of the parts of speech, common sentence errors, punctuation marks, spelling, and paragraph writing.

You do not have to complete all six Level II English courses to move into ABE Level III. The decision to do all or some of the six Level II English courses will be made based on your instructor's assessment. The following will be taken into consideration in this assessment: your previous education, your CAAT (or another standardized test) result, your work experience, your future employment/post-secondary goals, your progress in Level II courses, or any other factor impacting your future success in Level III. For example, if you enter Level II from Level I and wish to pursue the Degree and Technical Profile (Academic) in Level III, you will likely have to complete all six Level II English courses. If you intend to pursue the General College Profile (General) in Level III, you may only have to complete a selection of Level II English courses.

You will receive up to four equivalency credits if you continue with Level III. For every five Level II courses (English, Math and/or Science) you successfully complete, you may be given one General Options credit in Level III, up to a total of four.

What is the English 2012 Study Guide?

The English 2012 Study Guide describes all the work that is required for the completion of this course.

How should I Use the Study Guide?

Before beginning to do the work in this Study Guide, you will need to talk to your instructor about the course and the resources you will need. You should work through the *Study Guide* page by page, consulting with your instructor as you go.

How is the Study Guide organized?

The Study Guide is organized in two columns, as follows:

Required Work	Suggested Resources/Notes
This column provides a numbered list of all the work you are required to do for the course.	This column gives important information on the resources being used and some notes to help you complete the required work.

Important Note

This Study Guide is intended to make it possible for you to work independently in Adult Basic Education. If you use the Study Guide correctly, you may be able to work on your own for certain periods of time. You should always make sure that your instructor is aware of what you are doing. Feel free to ask your instructor for help and guidance at all times.

Unit 1: Writing Sentences

Required Work	Suggested Resources/Notes
<p>All responses in this Study Guide should be written in complete sentences with examples if appropriate.</p> <p>1. This exercise is based on the section entitled “Guide to Grammar Terms and Punctuation” found on pages 212-218 of <i>Reading and Writing for Success</i>.</p> <p>Write one original sentence containing each of the following parts of speech. Underline the part of speech indicated in your original sentence. The correct page number from <i>Reading and Writing for Success</i> corresponding to the part of speech is given in parenthesis in order to help you complete this exercise.</p> <ul style="list-style-type: none">a) noun (p. 212)b) common noun (p. 213)c) proper noun (p. 231)d) first-person pronoun (p. 231)e) second-person pronoun (p. 213)f) third-person pronoun (p. 213)g) verb (p. 214)h) helping verb (p. 215)i) linking verb (p. 215)j) adjective (p. 215)k) article (p. 216)	<p><i>Reading and Writing for Success</i>, pp. 212-218.</p>

Unit 1: Writing Sentences

Required Work	Suggested Resources/Notes
<p>l) adverb (p. 216)</p> <p>m) preposition (p. 217)</p> <p>n) prepositional phrase (p. 217)</p> <p>o) conjunction (p. 217)</p> <p>p) interjection (p. 218)</p> <p>2. Complete the Parts of Speech worksheet found in <i>Appendix A</i>. Use the page references from <i>Reading and Writing for Success</i> in the exercise above to help you complete this worksheet. Try to complete the entire worksheet on your own first before asking for help. After you complete the worksheet, discuss any errors with your instructor.</p> <p>3. Read the section on page 198 of <i>Reading and Writing for Success</i> entitled “Error 1: Run-On Sentences”. Then, respond to the following items in writing:</p> <ol style="list-style-type: none"><li data-bbox="283 1262 910 1294">a) Explain what is meant by a run-on sentence.<li data-bbox="283 1332 1029 1396">b) Write an original run-on sentence and then revise it to correct the error.<li data-bbox="283 1444 1021 1507">c) Complete “Sentences for You to Repair”, numbers 1-3, <i>Reading and Writing for Success</i>, p. 199.	<p><i>Appendix A: The Parts of Speech</i> is found at the end of this Study Guide. Your instructor may ask you to complete this work as an assignment to be evaluated as part of your course overall grade.</p> <p><i>Reading and Writing for Success</i>, pp. 198-199.</p>

Unit 1: Writing Sentences

Required Work	Suggested Resources/Notes
<p>4. Read the section on page 199 of <i>Reading and Writing for Success</i> entitled “Error 2: Sentence Fragments”. Then, respond to the following items in writing:</p> <ol style="list-style-type: none"><li data-bbox="290 566 943 597">a) Explain what is meant by a sentence fragment.<li data-bbox="290 639 1008 703">b) Write an original sentence fragment and then revise it to correct the error.<li data-bbox="290 745 992 808">c) Complete “Sentences for You to Repair”, numbers 1-3, <i>Reading and Writing for Success</i>, p. 200.	<p><i>Reading and Writing for Success</i>, pp. 199-200.</p>
<p>5. Read the section on page 207 of <i>Reading and Writing for Success</i> entitled “Error 7: Subject/Verb Disagreement”. Then, respond to the following items in writing:</p> <ol style="list-style-type: none"><li data-bbox="290 1041 992 1104">a) Why is subject/verb disagreement a problem when writing sentences?<li data-bbox="290 1146 992 1210">b) Write an original sentence having subject/verb disagreement and then revise it to correct the error.<li data-bbox="290 1252 992 1315">c) Complete “Sentences for You to Repair”, numbers 1-3, <i>Reading and Writing for Success</i>, p. 208.	<p><i>Reading and Writing for Success</i>, pp. 207-208.</p>
<p>6. <i>Appendix B: Common Sentence Errors</i>, at the end of this Study Guide, contains a worksheet on the sentence writing errors presented in the previous three exercises. Complete all items on this worksheet. Your instructor may ask you to submit this work as an assignment to be evaluated as part of your course overall grade.</p>	<p>See <i>Appendix B: Common Sentence Errors</i> at the end of this Study Guide.</p>

Unit 1: Writing Sentences

Required Work	Suggested Resources/Notes
<p>7. This exercise is based on material found on pages 220-223 of <i>Reading and Writing for Success</i>.</p> <p>Write two original sentences demonstrating the correct use of each punctuation mark listed below. Circle the punctuation mark indicated in each original sentence. You will find information and examples for each punctuation mark in <i>Reading and Writing for Success</i> on the page number indicated in parenthesis.</p> <ul style="list-style-type: none">a) periods (p. 220)b) question marks (p. 220)c) exclamation points (p. 220)d) commas (pp. 220-222)e) semi-colons (p. 222)f) colons (p. 222)g) apostrophes (p. 223)h) quotation marks (p. 223) <p>8. <i>Appendix C: Punctuation Marks</i>, at the end of this Study Guide, contains a worksheet on the sentence writing errors presented in the previous three exercises. Complete all items on this worksheet. Your instructor may ask you to submit this work as an assignment to be evaluated as part of your course overall grade.</p>	<p><i>Reading and Writing for Success</i>, pp. 220-223.</p> <p>See <i>Appendix C: Punctuation Marks</i> at the end of this Study Guide.</p>

Unit 1: Writing Sentences

Required Work	Suggested Resources/Notes
<p>9. Spelling is important when you are writing sentences for other people to read. There are three tips for improving your spelling given on pages 225-226 of <i>Reading and Writing for Success</i>. Respond to the following items in writing:</p> <ul style="list-style-type: none">a) List and briefly describe each tip.b) What techniques do you use to help with your spelling?c) Why do you have to be careful when using computer spell checkers?	<p><i>Reading and Writing for Success</i>, pp. 225-226.</p>

Unit 2: Writing Paragraphs

Required Work	Suggested Resources/Notes
<p>All responses in this Study Guide should be written in complete sentences with examples if appropriate.</p> <p>1. Read the section entitled “Writing Paragraphs” on pages 140-141 of <i>Reading and Writing for Success</i>, and then define the following terms. The specific page where you will find the term is given in parenthesis.</p> <ul style="list-style-type: none">a) paragraph (p. 140)b) topic sentence (p. 140)c) supporting sentences (p. 140)d) closing sentence (p. 140)e) unity (p. 140)f) logical order (p. 141)g) space order (p. 141)h) time order (p. 141)i) coherence (p. 141)	<p><i>Reading and Writing for Success</i>, pp. 140-141.</p>

Unit 2: Writing Paragraphs

Required Work	Suggested Resources/Notes
<p>2. Read the narrative paragraph (a narrative paragraph tells a story) below and then respond in writing to the items which follow. The paragraph on page 141 of <i>Reading and Writing for Success</i> is an example to follow when completing this exercise.</p> <p>I remember clearly the day that Prince Charles married Lady Diana. I awoke early on the morning of July 29, 1981 at my grandparents' house to watch the royal wedding on CBC. My grandmother made toast and tea for my breakfast, and we sat down in front of the television. We both watched with wonder and awe as Lady Diana walked down the aisle of St. Paul's Cathedral with her father. A funny thing happened during the ceremony—Lady Diana accidentally reversed the order of Prince Charles's first two names. She said "Philip Charles Arthur George" instead of "Charles Philip Arthur George". It was an amazing event that I shared with my grandmother.</p> <p>a) Identify the topic sentence in the paragraph.</p> <p>b) Identify the supporting sentences in the paragraph.</p> <p>c) Identify the closing sentence in the paragraph.</p> <p>d) What might you suggest to the writer of the paragraph to improve to the overall paragraph?</p> <p>3. Graphic organizers are excellent tools to help outline and structure writing projects such as paragraphs.</p> <p>Use a graphic organizer (webbing, idea tree, 5w planning sheet etc.) to develop, organize and write a paragraph with approximately 6-10 sentences using one of the prompts listed.</p>	<p><i>Reading and Writing for Success</i>, p. 141. See paragraph at bottom of page in green shading.</p> <p>Your instructor will be able to provide you with a suitable graphic organizer.</p>

Unit 2: Writing Paragraphs

Required Work	Suggested Resources/Notes
<p>Some prompts are given below as suggestions.</p> <ul style="list-style-type: none">• When walking in a large city at night, there is a special urgency to one's steps.• When I was young I hated literature (or substitute another item or activity, such as sports or music) but I now enjoy it.• Nothing is more valuable than a true friend.• Texting on the cellular phone while driving is not safe.• A favorite photograph or picture in my album.• Some other prompt decided in consultation with your instructor. <p>Through consultation with your instructor, decide on a paragraph topic as well the type of paragraph you will write—descriptive, narrative, explanatory, opinion/persuasive.</p>	<p>Your instructor will provide you with blank graphic organizers.</p> <p>Note to instructors: reproducible masters for graphic organizers can be found in the following resources:</p> <ul style="list-style-type: none">• <i>Communicate!</i> Teacher's Guide, BLM 3-3, 3-4• <i>Making it Work: Teacher's Guide</i>, Line Master 4, pp. 206-207• http://www.eduplace.com/graphicorganizer/• Readily available on the internet from reputable sources. Search using Google or other similar search engine <p>More detailed information on the types of paragraphs, along with writing tips, can be found on page 147 of <i>Reading and Writing for Success</i>. You should also discuss your topic with your instructor to determine whether your paragraph should be descriptive, narrative, explanatory, or opinion/persuasive. Instructors can serve as a writing partner to help develop, organize and revise the paragraph.</p>

Unit 2: Writing Paragraphs

Required Work	Suggested Resources/Notes
<p>4. Edit the paragraph written above to improve the following:</p> <ul style="list-style-type: none">• word choice• sentence variety• unity• spelling• punctuation• coherence• capitalization <p>Although not mandatory, the final copy of your paragraph should be typed using a word processor. Check/correct any spelling or grammar recommendations made by the word processor.</p>	Use the “Checklist: Writing A Paragraph” on page 146 of <i>Reading and Writing for Success</i> for guidance on assessing your paragraph before submitting it. You may also ask a partner to read over your paragraph and assess it using the checklist noted above.

Appendix A: The Parts of Speech

(This worksheet may be used as a piece of evaluation towards the overall course grade)

Identify the part of speech given by the italicized word in the following sentences. Use the page references from *Reading and Writing for Success* in Unit 1, Exercise #2 to help you complete this worksheet. Try to complete the entire worksheet on your own first before asking for help. After you complete the worksheet, discuss any errors with your instructor. Write your answer in the blank.

Choose from the following parts of speech: **nouns, pronouns, verbs, adverbs, conjunctions, adjectives, prepositions, interjections**

1. Don't use your cell phone *during* the movie. _____
2. The students *were* optimistic that they will graduate. _____
3. *Everyone* contributed to the Hurricane Igor relief fund. _____
4. The *television* could be heard all over the house. _____
5. Spencer has always lived in *Vancouver*. _____
6. The doctor *wrote* me a new prescription. _____
7. Does Shelia work *or* attend college? _____
8. Deanne has *two* pets: a dog and a goldfish. _____
9. The snow storm has *almost* stopped. _____
10. The dream he had last night was *very* vivid. _____

Appendix B: Common Sentence Errors

(This worksheet may be used as a piece of evaluation towards the overall course grade)

A. Correct the following run-on sentences by breaking them into two or more shorter sentences. In some cases you may be able to correct the run-on sentence by using a coordinating conjunction (and, but, or).

1. It is nearly half past eight we cannot reach the wharf by dark we'll have to be extremely careful.

2. When Dr. Jekyll changed his form he called himself Mr. Hyde as Mr. Hyde he was very dangerous.

3. Mobile texting is growing by leaps and bounds it seems that everyone now is sending and receiving texts on their cell phones.

4. Have you ever read Macbeth it is one of William Shakespeare's most famous plays?

5. Paula's sister runs the restaurant at the mall, and sometimes Paula goes there on weekends to help her, and that's why she knows so much about cooking.

B. Correct the following sentence fragments.

1. One of the advantages of travelling by plane.

2. When he moved from Newfoundland and Labrador to Alberta.

3. Working offshore on an oilrig.

4. To create an excellent Christmas dinner.

5. Some people spend their leisure time collecting doing adventurous things. Rock climbing, global travelling, skidoo riding.

C. Correct the following sentences so the subjects agree with the verbs.

1. My friends is all planning a hike in Terra Nova National Park next weekend.

2. The box for the new 60 inch plasma TV are in the garage.

3. The new yoga class have a lot of new members.

4. The child take a nap in the afternoon.

5. You and your friend is invited to the party at my house Saturday night.

Appendix C: Punctuation Marks

(This worksheet may be used as a piece of evaluation towards the overall course grade)

1. Use end marks (periods, question marks, exclamation marks) and commas correctly. Add the missing punctuation marks.

- a) The address is 18 Grenfell Avenue St John's Newfoundland
- b) Wow Have you ever seen such a great spot for fishing Dan
- c) Yes there are over 500 satisfied customers in this province alone
- d) Nicole have you ever been on holidays in the Dominican Republic
- e) Uncle George a neighbor of mine was a veteran of World War II

2. Use semicolons and colons correctly. Add the missing punctuation marks.

- a) These are the first steps in starting a barbecue turn on the propane tank, turn on the gas to the burner, then push the igniter button.
- b) On Wednesday, she has to pick up groceries during lunch and go to parent-teacher interviews in the afternoon it will be a very busy day.
- c) Canada became a nation on July 1, 1867 it is considered one of the best countries in the world to live.
- d) The black bear was hungry consequently, it ventured closer to the cabin,
- e) I have made reservations at the restaurant for 800 in the evening.

3. Use apostrophes correctly. Add the missing apostrophes.

- a) This is his mothers car.
- b) She cant meet us tonight because she has a cold.
- c) I haven't seen you cat anywhere in the neighborhood.
- d) Thats the worst winter storm I ever experienced.
- e) The Turners house is going up for sale.