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FOUNDATIONS



GREAT WRITING

FIFTH EDITION
Keith S. Folse

Foundations

GREAT WRITING

FIFTH EDITION
Keith S. Folse



Great Writing: Foundations
Keith S. Folse

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GREAT WRITING MAKES GREAT WRITERS

The new edition of *Great Writing Foundations* provides clear explanations, writing models, and focused practice to help students write great sentences and paragraphs.

2 The Simple Present of *Be*



Students work together on a science class project in Bahrain.

OBJECTIVES

- Write sentences with the verb *be*
- Spell common words with the sound of *e* in *bed*
- Write about your classmates or friends

FREEWRITE | Write about what makes a good classroom partner.

16 17

National Geographic images and content spark students' imaginations and inspire their writing.

Each unit includes:

PART 1: Grammar for Writing teaches the grammar beginning-level students need to build better sentences in English.

GRAMMAR FOR WRITING

What is a Sentence?

A sentence is a group of words that


- has a complete idea
- has a subject—the person or thing that does or is something
- has a verb—the word that tells what the subject does or is

The subject is usually near the beginning of a sentence. The verb is usually in the middle of a sentence after the subject.

SENTENCE	SUBJECT	VERB
I understand Arabic and Spanish.	I	understand
My friend reads quietly.	My friend	reads
That cat is black.	That cat	is

All sentences begin with a capital letter (*M* not *m*). A statement ends with a period (.). A question ends with a question mark (?). Periods and question marks are types of punctuation.

My last name is Anderson. (statement)
What is your last name? (question)



Common Mistakes

MISTAKE	PROBLEM	CORRECT
That cat is black and white.	period missing	That cat is black and white.
That cat is black and white.	capital letter missing	That cat is black and white.
is black and white.	subject missing	That cat is black and white.
That cat black and white.	verb missing	That cat is black and white.
is black and white that cat.	word order	That cat is black and white.

ACTIVITY 1 | Identifying capital letters and final punctuation

Read the sentences. Circle the capital letters. Underline the periods and question marks.

- Bananas are yellow.
- Apples are red, yellow, or green.
- What color is a carrot?
- Rice is white.
- What color is cabbage?
- An eggplant is purple.
- Oranges are orange.
- A watermelon is green and red.
- A blackberry is black.
- Can you give an example of a white fruit?
- Broccoli is green.
- What color are tomatoes?
- A lime is green.
- What color is a lemon?
- What is your favorite fruit?
- What is your favorite vegetable?

Common Mistakes feature helps students to notice errors so they can avoid them in their own writing.

PART 2: Building Better Vocabulary and Spelling

contains word lists representing targeted vowel sounds to help beginning learners with spelling.


BUILDING BETTER VOCABULARY AND SPELLING

Words with the Sound of oo in Wood*

ACTIVITY 10 | Which words do you know?

Read the words with the sound of *oo* in wood. Follow the directions.

1. Notice the spelling patterns.
2. Check (✓) the words you know.
3. Look up new words in a dictionary.
4. Write the meanings in your notebook.


wood


WORDS TO KNOW

<p>GROUP 1: Words spelled with oo</p> <ul style="list-style-type: none"> <input type="checkbox"/> book <input type="checkbox"/> cook <input type="checkbox"/> moon <input type="checkbox"/> foot <input type="checkbox"/> good <input type="checkbox"/> look <input type="checkbox"/> school <input type="checkbox"/> look 	<p>GROUP 2: Words spelled with oo</p> <ul style="list-style-type: none"> <input type="checkbox"/> wood <input type="checkbox"/> wool <input type="checkbox"/> understood 	<p>GROUP 3: Words spelled with oo</p> <ul style="list-style-type: none"> <input type="checkbox"/> need <input type="checkbox"/> should <input type="checkbox"/> would
<p>GROUP 4: Words spelled with oo</p> <ul style="list-style-type: none"> <input type="checkbox"/> push <input type="checkbox"/> woman 		


*List is from Spelling Vocabulary List © 2013 Keith Price

ACTIVITY 11 | Matching


Match each picture with a word from the Words to Know list.




1. _____




4. _____




2. _____



5. _____



3. _____



6. _____

ACTIVITY 12 | Spelling words with the sound of oo in wood

Fill in the missing letters to spell words with the sound of *oo* in wood. Then copy each word.

1. b _____ k	6. p _____ ll
2. s _____ gr	7. underr _____ d
3. f _____ ll	8. g _____ d
4. l _____ k	9. f _____ t
5. w _____ l	10. p _____ t

PART 3: Building Better Sentences with Vocabulary


focuses students on sentence-level work to ensure more accurate writing.

BUILDING BETTER SENTENCES WITH VOCABULARY

ACTIVITY 14 | Scrambled sentences

Unscramble the words and phrases to write sentences. Use correct capital letters and punctuation.

1. my name / amina / is
2. lives around / i / am
3. in west africa / senegal / is / a country
4. a common name for girls / amina / is / in my country
5. in my country / can understand / many people / more than two language
6. french and english / can speak / i
7. i / english / can also understand



Dakar is the capital of Senegal.

ACTIVITY 15 | Finding and correcting mistakes

Circle the mistake(s) in each sentence. The number in parentheses () is the number of mistakes in that sentence. Then write the sentences correctly.

1. January is the first Month. (1)
2. december Is the last Month. (1)
3. december has 31 Days. (2)
4. September has 30 day (2)
5. My Favorite month is November. (2)

ACTIVITY 16 | Writing sentences with vocabulary in context

Complete each sentence with the correct word from the box. Then copy the sentence with correct capital letters and punctuation.

box	doctor	impossible	look	not
common	last	job	last	yet

1. the weather in miami in july is very _____
2. what is your _____ at the company
3. math and jason are very _____ last names in england
4. this _____ of chocolate is from your friend
5. i do _____ like to be sick
6. there is a _____ of soap on the stove
7. you need to go to school for many years to be a _____

PART 4: Writing

contextualizes model sentences within a paragraph and prepares students for the final writing task.

WRITING


ACTIVITY 21 | Completing a paragraph

Complete the paragraph with words from the box. Circle the letters that need to be capital letters. Add commas in the correct places. Then copy the paragraph on a separate piece of paper.

at	is	of	will	wasn't
for	love	to	walk	with

A Tourist City

1 million of tourists go _____ parts every year. Many tourists _____ during the summer. The temperature is _____ in june july and august. This makes it a perfect time _____ sightseeing. The tourists come _____ a long list of things to do. Many people like to take pictures _____ the Eiffel tower. They also like to tour the many old buildings _____ the city. Some tourists visit the Louvre museum to look _____ the famous paintings there. Others like to _____ along the Seine river. Many tourists _____ parts.




The Seine River and Eiffel Tower in Paris, France.

ACTIVITY 22 | Guided writing

Write the paragraph from Activity 21 again, but make the changes listed below.

Sentence 1 and 10: Change Paris to Rome.
 Sentence 2: Change were to her.
 Sentence 6: Change Right Tower to Rialto Bridge.
 Sentence 8: Change the Louvre Museum to Miranor Island. Change painting to glass.
 Sentence 9: Change Seine River to canal.



The Rialto Bridge in Venice, Italy

ACTIVITY 23 | Writing sentences or a paragraph

Write eight to twelve sentences on a separate piece of paper. Write about another city that millions of tourists visit each year. When do they usually go there? What do they go there to see? Use prepositions of place and time. For help, you can follow the example in Activity 21 and Activity 22. For more information about writing a paragraph, see the Writer's Handbook.

SUPPORT FOR INSTRUCTORS AND STUDENTS

FOR INSTRUCTORS

1 Paragraphs

OBJECTIVES

- Study the four main features of a paragraph
- Use the simple process for general facts
- Use correct subject-verb agreement
- Use capitalization and end punctuation correctly

FREWRITE | Look at the photo. What can you say about the geography of Brazil and the spots of awesome people might enjoy? Write one to eight sentences.

NATIONAL GEOGRAPHIC
L E A R N I N G

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FOR STUDENTS

INSTRUCTIONS Read the paragraph. Choose the correct answer to each question. Click Submit to check your answers.

1. What is the purpose of this paragraph?

- The purpose of this paragraph is to describe the natural wonders of Chile.
- The purpose of this paragraph is to discuss sports in Chile.
- The purpose of this paragraph is to describe great things about Chile.

2. What is the main idea of the paragraph?

- Chile is very interesting.
- Chile is a great place to visit.
- Chile has great natural places.

3. The writer gives three reasons to support the paragraph. What are they?

- looking at stars, skiing, and ancient statues
- the Atacama desert, convenient areas to ski, beaches
- nature, sport, history

4. What does the last sentence do?

- It states an opinion.
- It repeats information from earlier in the paragraph.
- It makes a suggestion to the reader.

Show Answers **Submit**

The Online Workbook provides additional practice in vocabulary, grammar, and writing.

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FROM THE AUTHORS

Great Writing began in 1998 when three of us were teaching writing and frequently found ourselves complaining about the lack of materials for English language learners. A lot of books talked about writing but did not ask the students to write until the end of a chapter. In essence, the material seemed to be more of a lecture followed by “Now you write an essay.” Students were reading a lot but writing little. What was missing was useful sequenced instruction for developing ESL writers by getting them to write.

Each of us had folders with our own original tried-and-true activities, so we set out to combine our materials into a coherent book that would help teachers and students alike. The result was *Great Paragraphs* and *Great Essays*, the original books of the *Great Writing* series. Much to our surprise, the books were very successful. Teachers around the world reached out to us and offered encouragement and ideas. Through the past four editions we have listened to those ideas, improved upon the books, and added four more levels.

We are proud to present this 5th edition of the *Great Writing* series with the same tried-and-true focus on writing and grammar, but with an added emphasis on developing accurate sentences and expanding level-appropriate academic vocabulary.

We thank those who have been involved in the development of this series over the years. In particular for the 5th edition, we would like to thank Laura Le Dréan, Executive Editor; the developmental editors for this edition: Lisl Bove, Eve Yu, Yeny Kim, Jennifer Monaghan, and Tom Jefferies. We will be forever grateful to two people who shaped our original books: Susan Maguire and Kathy Sands-Boehmer. Without all of these professionals, our books would most definitely not be the great works they are right now.

As always, we look forward to hearing your feedback and ideas as you use these materials with your students.

Sincerely,

Keith Folse

April Muchmore-Vokoun

Elena Vestri

David Clabeaux

Tison Pugh

Foundations

GREAT WRITING

FIFTH EDITION
Keith S. Folse



1 | Sentences



OBJECTIVES

- Recognize word order in a sentence
- Spell common words with the sound of **a** in *cat*
- Write about you and your family



The Scary Family band

FREEWRITE | Write five sentences about the family in the photo.

GRAMMAR FOR WRITING

What Is a Sentence?

A **sentence** is a group of words that

- has a complete idea
- has a **subject**—the person or thing that does or is something
- has a **verb**—the word that tells what the subject does or is

The subject is usually near the beginning of a sentence. The verb is usually in the middle of a sentence after the subject.

SENTENCE	SUBJECT	VERB
I understand Arabic and Spanish.	I	understand
My friend reads quickly.	My friend	reads
That cat is black.	That cat	is

All sentences begin with a **capital letter** (*M* not *m*). A statement ends with a **period** (.). A question ends with a **question mark** (?). Periods and question marks are types of **punctuation**.

My last name is Anderson. (statement)

What is your last name? (question)



Tristram Stuart is a National Geographic Explorer. He fights against food waste.

Common Mistakes

MISTAKE	PROBLEM	CORRECT
That cat is black and white	period missing	That cat is black and white.
that cat is black and white.	capital letter missing	T hat cat is black and white.
Is black and white.	subject missing	That cat is black and white.
That cat black and white.	verb missing	That cat is black and white.
Is black and white that cat.	word order	That cat is black and white.

ACTIVITY 1 | Identifying capital letters and final punctuation

Read the sentences. Circle the capital letters. Underline the periods and question marks.

1. Bananas are yellow.
2. Apples are red, yellow, or green.
3. What color is a carrot?
4. Rice is white.
5. What color is cabbage?
6. An eggplant is purple.
7. Oranges are orange.
8. A watermelon is green and red.
9. A blackberry is black.
10. Can you give an example of a white fruit?
11. Broccoli is green.
12. What color are tomatoes?
13. A lime is green.
14. What color is a lemon?
15. What is your favorite fruit?
16. What is your favorite vegetable?

ACTIVITY 3 | Finding subjects and verbs

Read each sentence. Underline the subject and double underline the verb.

1. My last name has five letters.
2. My last name is Adams.
3. My first name is Ann.
4. My first name has three letters.
5. I come from Canada.
6. My family and I live in Vancouver.
7. I like watermelons, apples, bananas, and oranges.
8. A watermelon is green and red.
9. An eggplant is purple.
10. Lemons are yellow.
11. An orange is orange.
12. My favorite food is salad.

ACTIVITY 4 | Writing sentences about yourself

Complete the sentences with information about you.

1. My first name is _____.
2. My first name has _____ letters.
3. My last name is _____.
4. My last name has _____ letters.
5. I am _____ years old.
6. I am from _____.
7. My favorite food is _____.
8. My favorite color is _____.

ACTIVITY 5 | Scrambled sentences

Unscramble the words and phrases to write correct sentences. Begin the sentences with a capital letter. End the sentences with a period.

1. this animal / is / a bird

This animal is a bird.

2. a parrot / it / is
-

3. colors / has / this parrot / five
-

4. the head / red and white / is
-

5. beautiful / this bird / very / is
-

6. it / smart / very / is
-

7. can talk / this parrot
-

A flying parrot in Costa Rica



BUILDING BETTER VOCABULARY AND SPELLING

Words with the Sound of *a* in *Cat**

ACTIVITY 6 | Which words do you know?

Read the words with the sound of *a* in *cat*. Follow the directions.

1. Notice the spelling patterns.
2. Check (✓) the words you know.
3. Look up new words in a dictionary.
4. Write the meanings in your notebook.



cat

WORDS TO KNOW

GROUP 1:

Words spelled with *a*

- | | | |
|--|-----------------------------------|-------------------------------------|
| <input type="checkbox"/> add | <input type="checkbox"/> can | <input type="checkbox"/> map |
| <input type="checkbox"/> after | <input type="checkbox"/> cat | <input type="checkbox"/> math |
| <input type="checkbox"/> am | <input type="checkbox"/> class | <input type="checkbox"/> nap |
| <input type="checkbox"/> and | <input type="checkbox"/> examples | <input type="checkbox"/> sad |
| <input type="checkbox"/> animal | <input type="checkbox"/> family | <input type="checkbox"/> salad |
| <input type="checkbox"/> answer | <input type="checkbox"/> fast | <input type="checkbox"/> taxi |
| <input type="checkbox"/> apple AW | <input type="checkbox"/> flag | <input type="checkbox"/> thank |
| <input type="checkbox"/> ask | <input type="checkbox"/> glass | <input type="checkbox"/> that |
| <input type="checkbox"/> at | <input type="checkbox"/> hand | <input type="checkbox"/> travel |
| <input type="checkbox"/> bad | <input type="checkbox"/> happen | <input type="checkbox"/> understand |
| <input type="checkbox"/> bag | <input type="checkbox"/> happy | |
| <input type="checkbox"/> banana | <input type="checkbox"/> has | |
| <input type="checkbox"/> bank | <input type="checkbox"/> have | |
| <input type="checkbox"/> bath | <input type="checkbox"/> January | |
| <input type="checkbox"/> black | <input type="checkbox"/> language | |
| | <input type="checkbox"/> last | |
| | <input type="checkbox"/> man | |

GROUP 2:

Words spelled with *au*

- aunt
- laugh

*List is from: Spelling Vocabulary List © 2013 Keith Folse

ACTIVITY 7 | Matching

Match each picture with a word from the Words to Know list.



1. _____



4. _____



2. _____



5. _____



3. _____



6. _____

ACTIVITY 8 | Spelling words with the sound of *a* in *cat*

Fill in the missing letters to spell words with the sound of *a* in *cat*. Then copy each word.

1. m ____ p _____ 6. h ____ ve _____

2. l ____ nguages _____ 7. ____ nd _____

3. ____ fter _____ 8. th ____ t _____

4. h ____ ppen _____ 9. ____ nimal _____

5. b ____ d _____ 10. fl ____ g _____

ACTIVITY 9 | Scrambled letters

Unscramble the letters to write words that have the sound of *a* in *cat*.

- | | | | |
|--------------------|-------|----------------|-------|
| 1. e h v a | _____ | 7. n k a t h | _____ |
| 2. a k s | _____ | 8. a p e n h p | _____ |
| 3. v e l r a t | _____ | 9. c k a b | _____ |
| 4. a n d h | _____ | 10. c k l a b | _____ |
| 5. g u a g e l a n | _____ | 11. p a m | _____ |
| 6. t a | _____ | 12. d n a | _____ |

ACTIVITY 10 | Spelling practice

Write the words that you hear. You will hear each word two times.

- | | | |
|----------|----------|-----------|
| 1. _____ | 5. _____ | 9. _____ |
| 2. _____ | 6. _____ | 10. _____ |
| 3. _____ | 7. _____ | 11. _____ |
| 4. _____ | 8. _____ | 12. _____ |

ACTIVITY 11 | Which spelling is correct?

Read each pair of words. Circle the word that is spelled correctly.

- | A | B | A | B |
|-----------|----------|-------------|----------|
| 1. answr | answer | 11. aple | apple |
| 2. black | bleck | 12. aed | add |
| 3. klass | class | 13. after | aftr |
| 4. famili | family | 14. animal | animil |
| 5. fest | fast | 15. examble | example |
| 6. happen | heppen | 16. hand | hend |
| 7. saled | salad | 17. hav | have |
| 8. travl | travel | 18. thank | thanke |
| 9. aunt | aent | 19. lagh | laugh |
| 10. last | laest | 20. ask | ausk |

BUILDING BETTER SENTENCES WITH VOCABULARY

ACTIVITY 12 | Scrambled sentences

Unscramble the words and phrases to write correct sentences. Use correct capital letters and punctuation.

1. my name / alex / is

2. a student / i / am

3. i / English / study

4. is not / so good / my English

5. i like / my English class / very much

ACTIVITY 13 | Finding and correcting mistakes

Circle the mistake(s) in each sentence. The number in parentheses () is the number of mistakes in that sentence. Then write the sentences correctly.

1. (Mi) favorite food (s) salad. (2)

My favorite food is salad.

2. I lik salad with tomatoes (2)

3. i also like tuna salad (2)

4. tuna salad is very good. (1)

5. tuna salad with Apples is good. (2)

6. I like salad a lot (1)

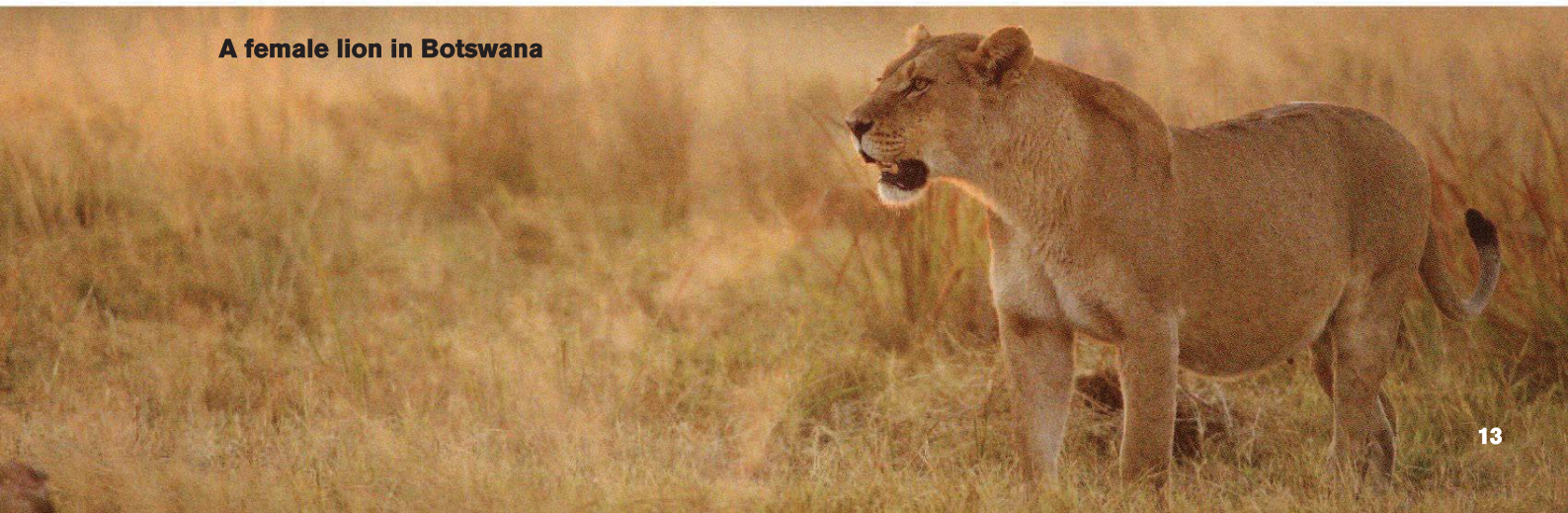
ACTIVITY 14 | Writing sentences with vocabulary in context

Complete each sentence with the correct word from the box. Then copy the sentence with correct capital letters and punctuation.

after	animal	bad	glass	language
and	ask	flag	have	map

1. my cat is black _____ *and* _____ white
My cat is black and white.
2. that _____ has a little apple juice in it
3. the students _____ books
4. my math class is _____ lunch
5. that is a _____ of the world
6. what _____ do you speak
7. the _____ of the United States is red, white, and blue
8. can I _____ a question
9. the opposite of *good* is _____
10. a lion is a wild _____

A female lion in Botswana



WRITING

ACTIVITY 15 | Completing a paragraph

Complete the paragraph with words from the box. Circle the letters that need to be capital letters. Add a period at the end of each sentence. Then copy the sentences on a separate piece of paper.

and	happy	I	two
child	have	name	years

My Information

¹ my _____ is anna sanders ² _____ have a big family
³ i have _____ brothers ⁴ i also _____ two sisters ⁵ i am the
oldest _____ ⁶ i am twenty-two _____ old ⁷ i love my brothers
_____ sisters a lot ⁸ we are a very _____ family

Three generations of a Bahraini family



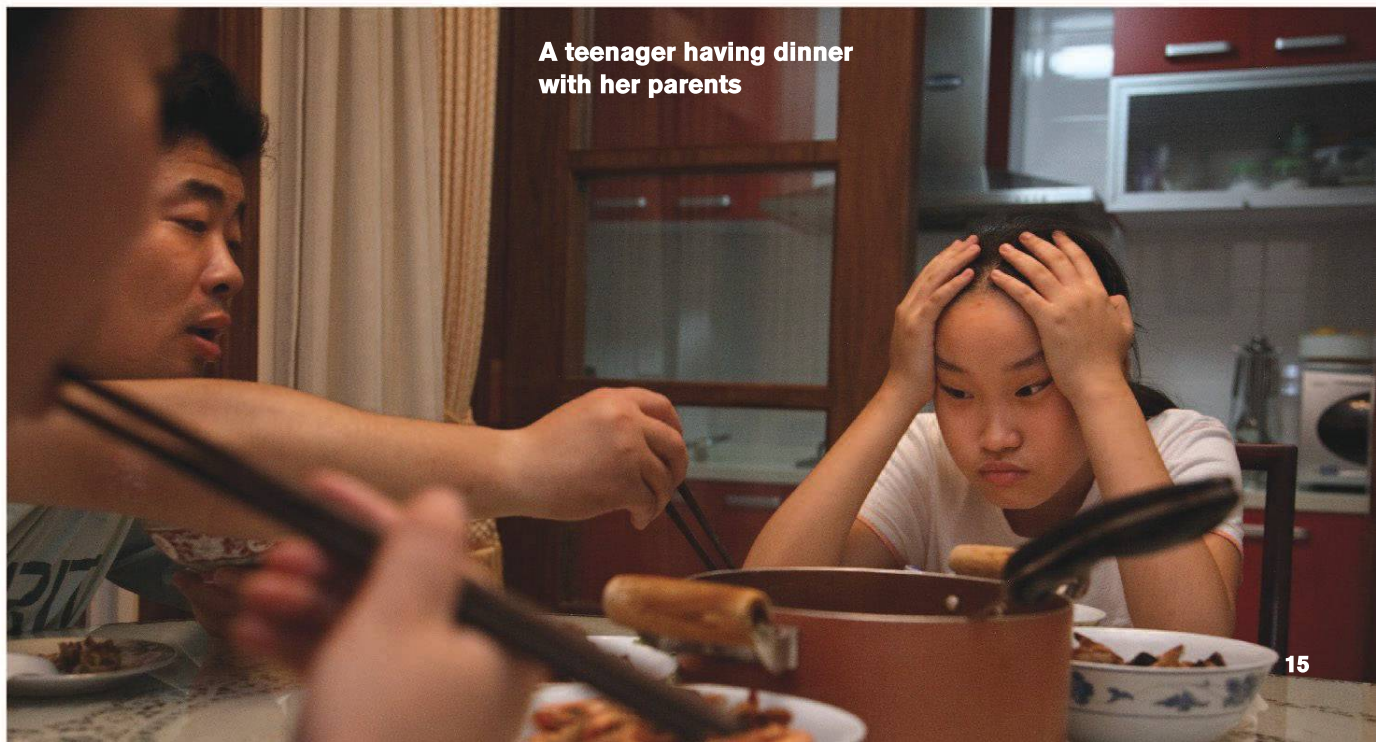
ACTIVITY 16 | Guided writing

Write the paragraph from Activity 15 again, but make the changes listed below.

- Sentence 1: Change *Anna* to *David*.
- Sentence 3: Change *two brothers* to *one brother*.
- Sentence 4: Change *two* to *three*.
- Sentence 5: Change *oldest* to *youngest*.
- Sentence 6: Change *twenty-two* to *fifteen*.
- Sentence 7: Change *brothers* to *brother*.

ACTIVITY 17 | Writing sentences

Write five to ten sentences on a separate piece of paper. Write about you and your family. For help, you can follow the examples in Activity 15 and Activity 16.



A teenager having dinner with her parents

2 | The Simple Present of *Be*



OBJECTIVES

- Write sentences with the verb *be*
- Spell common words with the sound of *e* in *bed*
- Write about your classmates or friends



Students work together on a science class project in Bahrain.

FREEWRITE | Write about what makes a good classroom partner.

GRAMMAR FOR WRITING

The Verb *Be*: Affirmative

Be is a common verb in English. It has three forms in the simple present: *am*, *is*, and *are*.

SUBJECT	BE	OTHER INFORMATION
I	am	from Canada.
He She It	is	in the classroom.
You* We They	are	happy.

**You* can be singular (one person) or plural (more than one person).

We often use these contractions in speaking and in informal writing, such as in email. A contraction is two words combined with an apostrophe ('). Do not use contractions in formal writing.

I am—I'm	you are—you're
he is—he's	we are—we're
she is—she's	they are—they're
it is—it's	

ACTIVITY 1 | Identifying subjects and forms of the verb *be*

Circle the verb *be* in each sentence. Underline the subjects.

1. I am in an English class.
2. English is my second language.
3. I am from Mexico.
4. My class is big.
5. My classmates are from different countries.
6. We are the same age.
7. I am happy in the class.
8. This class is fun.
9. The teacher is very good.
10. It is my favorite class.

ACTIVITY 2 | Writing sentences with *be*

Write sentences to tell where these people are from. Follow the example.



Luisa—Italy



Wei—China



Marco—Brazil



Toshio—Japan



Atsuro—Japan



Valentina—Italy



Faisal—Saudi Arabia



Maria—Guatemala

1. (Luisa) Luisa is from Italy.
2. (Wei) _____
3. (Marco) _____
4. (Toshio) _____
5. (Toshio and Atsuro) _____
6. (Luisa and Valentina) _____
7. (Faisal) _____
8. (Maria) _____

The Verb *Be*: Negative

Add *not* after *am*, *is*, or *are* to make a negative.

SUBJECT	BE + NOT	OTHER INFORMATION
I	am not	a teacher.
He She It	is not	from Canada.
You We They	are not	busy.

The contraction for *is not* is *isn't*, the contraction for *are not* is *aren't*. Do not use these contractions in formal writing.

ACTIVITY 3 | Writing negative and affirmative sentences

These sentences are not true. Work with a partner. Correct each sentence with a negative and affirmative sentence. Follow the example.

1. Tokyo is in China.

a. Tokyo is not in China.

b. Tokyo is in Japan.

2. New York is a small city.

a. _____

b. _____

3. Sushi and maki are foods from Greece.

a. _____

b. _____

4. I am 5 years old.

a. _____

b. _____

5. Today is January 1.

a. _____

b. _____

6. A gold ring is a cheap gift.

a. _____

b. _____

Sentence Patterns with *Be*

Several types of information can follow the verb *be*.

SENTENCES WITH <i>BE</i>	PATTERNS WITH <i>BE</i>
I am a student .	<i>be</i> + noun
I am smart .	<i>be</i> + adjective
I am a smart student .	<i>be</i> + adjective + noun
You are in California .	<i>be</i> + place phrase
My meeting is at eleven o'clock .	<i>be</i> + time phrase

Common Mistakes

MISTAKE	PROBLEM	CORRECT
Mary a good person.	verb missing	Mary is a good person.
The boys is in the kitchen.	wrong form of <i>be</i>	The boys are in the kitchen.
That computer no is expensive.	wrong negative	That computer is not expensive.

ACTIVITY 4 | Scrambled sentences

Unscramble the words to write sentences. Use correct capital letters and punctuation. Then write what type of information follows the verb *be* in each sentence.

1. cook a mother my is good

My mother is a good cook.

adjective + noun

2. are from my cousins california

3. am swimmer i not excellent an

4. our next to india trip is month

5. the math the table books are on

6. michael on and rob are a boat

7. the questions are math easy

8. football are sports and tennis

BUILDING BETTER VOCABULARY AND SPELLING

Words with the Sound of e in *Bed**

ACTIVITY 5 | Which words do you know?

Read the words with the sound of *e* in *bed*. Follow the directions.

1. Notice the spelling patterns.
2. Check (✓) the words you know.
3. Look up new words in a dictionary.
4. Write the meanings in your notebook.



bed

WORDS TO KNOW

GROUP 1:

Words spelled with e

- bed
- best
- check
- egg
- end
- enter
- every
- exercise
- get
- hello
- help
- left
- leg
- let
- men
- necessary

- never
- next
- pen
- pet
- red
- sell
- seven
- spell
- tell
- ten
- test
- text **AW**
- well
- went
- west
- when
- yellow
- yes

GROUP 2:

Words spelled with ea

- already
- bread
- breakfast
- dead
- head
- ready
- weather

GROUP 3:

Other spellings

- again
- any
- friend
- many
- said
- says

*List is from: Spelling Vocabulary List © 2013 Keith Folse

ACTIVITY 6 | Matching

Match each picture with a word from the Words to Know list.



1. _____



4. _____



2. _____



5. _____



3. _____



6. _____

ACTIVITY 7 | Spelling words with the sound of e in bed

Fill in the missing letters to spell words with the sound of *e* in *bed*. Then copy each word.

1. br _____ d _____

6. g _____ t _____

2. d _____ d _____

7. n _____ ver _____

3. t _____ st _____

8. wh _____ n _____

4. b _____ st _____

9. s _____ s _____

5. m _____ ny _____

10. r _____ dy _____

ACTIVITY 8 | Scrambled letters

Unscramble the letters to write words that have the sound of *e* in *bed*.

- | | |
|------------------|----------------|
| 1. llew _____ | 7. pells _____ |
| 2. rewathe _____ | 8. letl _____ |
| 3. netx _____ | 9. aaign _____ |
| 4. frndei _____ | 10. emn _____ |
| 5. welloy _____ | 11. der _____ |
| 6. elph _____ | 12. ntwe _____ |

02 ACTIVITY 9 | Spelling practice

Write the words that you hear. You will hear each word two times.

- | | | |
|----------|----------|-----------|
| 1. _____ | 5. _____ | 9. _____ |
| 2. _____ | 6. _____ | 10. _____ |
| 3. _____ | 7. _____ | 11. _____ |
| 4. _____ | 8. _____ | 12. _____ |

ACTIVITY 10 | Which spelling is correct?

Read each pair of words. Circle the word that is spelled correctly.

- | A | B | A | B |
|--------------|----------|------------|---------|
| 1. wether | weather | 11. seven | sevn |
| 2. wint | went | 12. alredy | already |
| 3. bed | baid | 13. any | eny |
| 4. ready | raidy | 14. bred | bread |
| 5. sais | says | 15. dead | ded |
| 6. heallo | hello | 16. weall | well |
| 7. many | meny | 17. tel | tell |
| 8. agein | again | 18. test | tst |
| 9. breakfast | brekfast | 19. spll | spell |
| 10. friend | frend | 20. eagg | egg |

ACTIVITY 11 | Cumulative spelling review, Units 1–2

Circle the word in each set that is spelled correctly.

A	B	C	D
1. language	language	langage	language
2. naver	nevr	never	neaver
3. happan	hapen	happen	hapan
4. neaxt	nxt	naxt	next
5. rdey	redy	rady	ready
6. weathr	wether	weather	wather
7. heavy	hvy	havy	hevy
8. meny	menie	many	mny
9. sayed	said	sead	sede
10. agan	egain	agean	again
11. friend	frnd	frend	freand
12. brekfast	briekfast	breakfast	brkfast
13. travl	traval	treval	travel
14. efter	eafter	after	aufter
15. inter	enter	entra	etrin
16. enswer	eanswer	aenswer	answer
17. laff	lauff	lagh	laugh
18. wint	went	wnt	weint



Waitresses share a laugh at the popular Friends café in Tongatapu, Tonga.

BUILDING BETTER SENTENCES WITH VOCABULARY

ACTIVITY 12 | Scrambled sentences

Unscramble the words to write sentences. Sometimes more than one answer is possible. Use correct capital letters and punctuation.

1. not is a my math brother teacher

2. california from sofia not and emily are

3. my with james meeting is nine at o'clock

4. brazil not são paulo is the capital of

5. very city in large vancouver is a canada

6. vegetable a a tomato not is

7. the colors of yellow and red the chinese are flag

8. these not are very watches expensive

Vancouver is on the west coast of Canada.



ACTIVITY 13 | Finding and correcting mistakes

Circle the mistake(s) in each sentence. The number in parentheses () is the number of mistakes in that sentence. Then write the sentences correctly.

1. Ecuador are a beautiful country in South america. (2)

2. The name Ecuador is means *equator*. (1)

3. About 15 million people live in ecuador. (1)

4. Three big cities in Ecuador are guayquil, quito, and cuenca. (3)

5. many tourists come to Ecuador each year (2)

6. These tourists come to see the beautiful Mountains. (1)

7. These tourists also come to see the animals on the galapagos Islands. (1)



A Galapagos Land Iguana

ACTIVITY 14 | Writing sentences with vocabulary in context

Complete each sentence with the correct word from the box. Then copy the sentences with correct capital letters and punctuation.

best	many	pet	says	well
bread	never	ready	test	when

1. my _____ is a black and white cat

2. _____ is your birthday

3. _____ people live in china and india

4. anna and emily are my _____ friends

5. you can make a good sandwich with meat and _____

6. my brother and I _____ eat meat

7. susan can speak english very _____

8. my best friend always _____ hello to everyone

9. are you _____ to eat dinner now

10. we have a big spelling _____ tomorrow

WRITING

ACTIVITY 15 | Completing a paragraph

Complete the paragraph with words from the box. Circle the letters that need to be capital letters. Then copy the paragraph on a separate piece of paper.

a lot	country	is	photo
capital	from	Mi Sun	United

My Math Class

¹ this is a _____ of my math class. ² kyoko _____ from japan. ³ ahmad and mohamad are from the _____ arab emirates. ⁴ the united arab emirates is a small _____ in the middle east. ⁵ _____ is from seoul. ⁶ seoul is the _____ of korea. ⁷ carlos is _____ costa rica. ⁸ i like the men and women in this class _____.

ACTIVITY 16 | Guided writing

Write the paragraph from Activity 15 again, but make the changes listed below.

Title: Change *Math* to *English*.

Sentence 1: Change *Math* to *English*.

Sentence 3: Change *Ahmad and Mohamad* to *Omar*. Use the correct form of *be*.
Change *the United Arab Emirates* to *Saudi Arabia*.

Sentence 4: Change *the United Arab Emirates* to *Saudi Arabia*. Change *small* to *large*.

Sentence 5: Change *Seoul* to *Busan*.

Sentence 6: Change *Seoul* to *Busan*. Add *not* in the correct place.

Sentence 7: Change *Carlos* to *Juan and Pedro*. Use the correct form of *be*.

ACTIVITY 17 | Writing sentences

Write five to ten sentences on a separate piece of paper. Write about your classmates or friends. Tell their names and the country or city where they are from. For help, you can follow the examples in Activity 15 and Activity 16.