

**ESLW 40**  
**(15-20 sentence paragraph)**

**Grade A: The paragraph demonstrates strong control of level appropriate language and content.**

Language

1. The paragraph includes level appropriate simple, compound and basic complex sentences with rare errors in word order.
2. The paragraph uses, appropriately and with rare spelling errors, grammar structures and vocabulary introduced in the course.
3. The writing uses and forms simple verb tenses (past, present, future) and progressive tenses (past, present) with rare errors in simple, compound, and basic complex sentences.
4. Errors in capitalization of first word, proper nouns, and end punctuation are rare.

Content/Organization

1. The paragraph follows basic writing conventions: it is on the correct side of the paper and on the lines; it displays readable handwriting of letters and numbers, with numbers punctuated correctly.
2. The paragraph follows paragraph form with basic conventions of indentation and margins. The writer understands the difference between list and paragraph formats.
3. The paragraph addresses all portions of a controlled prompt. It adds or expands with the writer's own ideas. It is generally well organized and the ideas flow logically.
4. The paragraph uses a basic topic sentence, specific support, and (a) concluding sentence(s).

**Grade B: The paragraph demonstrates good control of level appropriate language and content.**

Language

1. The paragraph includes level appropriate simple, compound and basic complex sentences with occasional errors in word order.
2. The paragraph appropriately uses grammar structures and vocabulary introduced in the course, with occasional spelling errors and no errors in basic words.
3. The writing uses and forms simple verb tenses (past, present, future) and progressive tenses (past, present) with occasional errors in simple, compound and basic complex sentences.
4. There are occasional errors in capitalization of first words, proper nouns, and end punctuation.

Content/Organization

1. The paragraph follows basic writing conventions: it is on the correct side of the paper and on the lines; it displays readable handwriting of letters and numbers, with numbers punctuated correctly.
2. The paragraph follows correct form with basic conventions of indentation and margins. The writer understands the difference between list and paragraph formats.
3. The paragraph largely addresses and develops the controlled topic. It has some organization and coherence (the ideas are well-connected).
4. The paragraph has a topic sentence with adequate support and (a) concluding sentence(s).

**Grade C: The paragraph demonstrates basic control of level appropriate language and content.**

Language

1. The paragraph includes level appropriate simple and compound sentences with usually correct word order though errors may still occur.
2. The paragraph appropriately uses grammar structures and vocabulary introduced in the course with inconsistent but emerging awareness of spelling patterns. Spelling of basic words is generally correct.
3. The writing demonstrates understanding of forms and uses of simple verb tenses (past, present, future) and progressive tenses (past, present) with only occasional errors in simple and compound sentences.
4. Capitalization of first words, proper nouns, and end punctuation are usually correct though errors may still occur.

Content/Organization

1. The paragraph generally follows basic writing conventions: it is on the correct side of the paper and on the lines; it displays readable handwriting of letters and numbers, with numbers punctuated correctly.
2. The paragraph generally follows correct form with basic conventions of indentation and margins. The writer understands the difference between list and paragraph formats.
3. The paragraph attempts to address a controlled topic, but may only address part of the prompt or lose focus.
4. The paragraph has a topic sentence, is minimally developed with general statements, and has an ending.

**Grade D: The paragraph does not communicate clearly due to poor control of level appropriate language and/or content.**

Language

1. The writing contains frequent sentence level errors in word order.
2. There are frequent errors in simple verb tenses (past, present, future) and progressive tenses (past, present).
3. There are frequent vocabulary and spelling errors of words introduced in the course.
4. The writing contains frequent errors in the capitalization of first word, proper nouns, or in end punctuation.
5. The handwriting is frequently illegible.

Content/Organization

1. The writing may be on the wrong side of the paper or on the lines incorrectly.
2. The writing lacks paragraph form, mixing or confusing paragraph and list formats. There may be no margins.
3. The writer misunderstands the topic, but attempts to write something marginally related to the topic.
4. The paragraph is underdeveloped or includes irrelevant details.
5. Orthographic errors or poor handwriting interfere with understanding ideas.
6. The composition may contain evidence of accidental plagiarism.

**Grade F: The paragraph fails to communicate because of serious weaknesses in level appropriate language and/or content.**

Language

1. The writing contains serious and accumulated errors in grammar, vocabulary, or spelling covered in the course that make the writing incomprehensible or understood only with great reader effort.
2. The handwriting is illegible.

Content/Organization

1. The paragraph contains evidence of deliberate, substantive plagiarism.
2. There is little writing, or it says nothing. There is an incoherent string of words.
3. The writing is completely unconnected to the prompt (coherent but totally off-topic).
4. There are serious errors in paragraph format.

○	Yumi Ono 3/3/93 ESL 163
	<i>Left-handed People</i> <span style="float: right;"><small>Center the title.</small></span>
<small>Indent the first line.</small>	<i>Left-handed people have many problems living in a world for</i>
<small>Capitalize the first word in each sentence.</small>	<i>right-handed people. First, driving a car may be a problem. All</i>
<small>One-inch margin</small>	<i>the important things in the car are on the right. For example,</i> <span style="float: right;"><small>One-inch margin</small></span>
	<i>the ignition switch, the gear shift, the accelerator, and the</i>
	<i>brake are all on the right. Second, using a computer may be a</i>
○	<i>problem. Computers are again made for right-handed people,</i>
	<i>and all the important keys are on the right. These include the</i>
	<i>delete key, the enter key, the period, the comma, and other</i>
	<i>important punctuation marks. In conclusion, left-handed people</i>
	<i>have to work harder than right-handed people to do simple</i>
	<i>things.</i>
○	

Organizing

Paragraph Form

In this book, you will learn how to write a good paragraph. Before you start to write, it is important for you to know the requirements of good paragraph form.

**Instructions on Paragraph Form**

1. Use lined paper.
2. Write your name, the date, and the course number in the upper right-hand corner of the paper.
3. Write a title in the center at the top of the page.
4. Leave a one-inch margin on both sides of the page.
5. Indent the first line of every paragraph. When you write by hand, indent the first line about one inch from the margin. When you type, indent the first line five spaces. In business letters, you do not have to indent the first line of every paragraph.
6. Write on every other line of the paper.
7. Capitalize the first word in each sentence and end each sentence with a period.

## Punctuation and Capitalization

A sentence always begins with a capital letter and ends with a period (.), an exclamation point (!), or a question mark (?). The first word after a comma (,) begins with a small letter. Here are some rules for using capital letters.

### Capitalization Rules

1. Capitalize the first word in a sentence.  
Today, about 15 percent of the population is left-handed.
2. Capitalize the pronoun *I*.  
Paul and I are left-handed.
3. Capitalize all proper nouns. Here are some proper nouns:
  - a. Names of people and their titles:  
John McEnroe                      Mr. John Smith  
Napoleon                              Dr. Mary Roberts  
Marilyn Monroe
  - b. Names of places you can find on a map:  
Verdugo Road                      Times Square  
Central Avenue                      Canada  
Lake Victoria                      London, England
  - c. Names of nationalities, races, languages, and religions:  
American                      Hispanic  
Asian                              Muslim  
Catholic                              Arab
  - d. Names of specific organizations (schools, businesses):  
University of California                      Glendale College  
Bank of America                              Safeway  
International Students Club                      Red Cross
  - e. Names of school subjects with course numbers:  
English 101                      Spanish 01A
  - f. Names of days, months, and special days:  
Monday                              Independence Day  
May                                      Halloween
  - g. Names of special buildings and bridges:  
White House                              Golden Gate Bridge

### Exercise 1

Change the small letters to capital letters where necessary.

1. st. mary's college is located in boston, massachusetts.
2. in august 1959, hawaii became the fiftieth state of the united states.
3. I parked my car on the corner of greenwood avenue and lexington.
4. maria is a student from peru. she speaks spanish, french, and italian.
5. there are no classes during christmas, easter, and thanksgiving vacations.
6. students who are buddhist, muslim, christian, and jewish all got together to help.
7. I am taking three classes this semester: english 120, spanish 1A, and business administration.

**Exercise 2**

Find the mistakes. There are 10 mistakes in grammar, punctuation, and capitalization. Find and correct them.

There are more than 500 million left-handed people in the world. There are also many left-handers who are famous. Recent american president who are left-handed are Ronald Reagan, george Bush and bill Clinton. Actors such as tom Cruise and robert De Niro and women like queen Elizabeth II and nicole Kidman are also left-handed. In the old days, people thought left-handed people were bad. In japan a long time ago, a man could ask for a divorce if he found that his wife was left-handed. Today, it's not bad to be left-handed.

**How to Write a Title**

A title tells the reader the topic of the paragraph. A title is usually a word or phrase. If it is a sentence, it should not be a long sentence.

**Remember these points:**

1. Capitalize the first word, last word, and all important words in the title. Do not capitalize prepositions and articles.  
Exception: Capitalize an article that begins the title.
2. Do not underline the title.
3. Do not use a period (.), a comma (,), or quotations marks (" ").  
But you can use an exclamation mark (!) or a question mark (?).

**Examples of titles:**

- Stronger Right or Left Brain?
- The Importance of Having a Friend
- My First Day in the United States
- Learning Can Be Fun, Too!

**Exercise 4**

Say what is wrong with the titles below. Then write the titles in the correct way.

1. Eating In The United States Of America.

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2. "Learning english Is Important."

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3. I have many problems because I am living away from my family.

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4. the Most Important Day Of My Life

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A sentence always has a subject and a verb. Many sentences also have an object. The sentence order in English is usually as follows:

**Example:**

subject	verb	object
<u>John</u>	<u>has</u>	<u>a birthday.</u>
(Subject)	(Verb)	(Object)

**The Subject**

The *subject* is usually a noun, a pronoun, or a phrase with a noun. It tells us who is doing the action and usually comes before the verb. Look at the subjects in the following sentences:

**Examples:**

John has a birthday.  
(The subject is a noun.)

He has a birthday.  
(The subject is a pronoun.)

The tall boy has a birthday.  
(The subject is a phrase with a noun.)

The tall boy with black hair has a birthday.  
(The prepositional phrase with **black hair** comes after the noun and is part of the whole subject.)

**Exercise 1**

Underline the subject in each sentence.

1. She has a brother.
2. Mary Peel loves children.
3. The tall woman has a birthday today.
4. The tall woman with white hair has a birthday today.
5. Many children have a birthday cake.
6. Birthday cakes are a custom.
7. Customs in some countries are strange.
8. Parents in Denmark put gifts around the birthday child's bed.

**The Verb**

The *verb* tells us the action of the subject. Some verbs are one word, but other verbs are more than one word.

**Examples:**

Mary has a birthday today.  
(Verb)

Mary is having a birthday.  
(Verb)

Mary is going to have a birthday tomorrow.  
(Verb)

## Exercise 2

Underline the subject with one line and the verb with two lines in the following sentences.

1. She has many gifts.
2. The child cries.
3. The little girl is crying.
4. The little girl with the red hair is going to cry.
5. Many friends are going to say happy birthday.

## Punctuation and Capitalization

A sentence always begins with a capital letter and ends with either a period (.), an exclamation point (!), or a question mark (?). The first word after a comma (,) begins with a small letter.

Here are some rules for using capital letters.

### Capitalization Rules

1. Capitalize the first word in a sentence.  
Many children have a birthday cake on their birthday.
2. Capitalize the pronoun *I*.  
John and I have the same birthday.
3. Capitalize all proper nouns. Here are some proper nouns:
  - a. Names of people and their titles:

Mr. John Sands	Ms. Mary Lee
Robert	Diana
Bob Briggs	Chan Lal Fong
  - b. Names of cities, states, and countries:

London, England	Houston, Texas
Acapulco	Hong Kong
Taiwan	Korea
  - c. Names of days and months:

Monday	Saturday
May	July
Friday	August

## Exercise 3

Change the small letters to capital letters where necessary.

1. maria is from mexico city, mexico.
2. victor is from lima, peru.
3. ito and mayumi are from tokyo, japan.
4. the test is on monday, october 7.
5. mohammed's birthday is on tuesday, april 10th.
6. wednesday, june 5th, is bob's birthday.

## Exercise 4

Find the mistakes. There are 10 mistakes in grammar and capitalization. Find and correct them.

My birthday is on june 11. I was born in lima, peru. We has a party on my Birthday. My friends comes. My mother make a cake. I get many gift. I always happy on my birthday. It is my special Day.

Now read the following paragraph written by a student.

**Model Paragraph**

**My Sister Liz**

My sister Liz was born lucky. She has a beautiful smile. When she does something bad, she smiles and my parents are not angry. She eats a lot and does not get fat. Her favorite meal is a double cheeseburger with French fries, a milkshake, and an ice cream sundae. She does not study hard but always gets good grades. After school, she does her homework in five minutes while she watches television at the same time. In conclusion, I believe that some people are born lucky, and some are not.

**Organizing**

**Unity**

As you know, a good paragraph has three parts: a topic sentence, supporting sentences, and a concluding sentence. But a good paragraph also has unity.

*Unity* means that all of the supporting sentences are about the controlling idea in the topic sentence. Think about the model paragraph above.

*Topic sentence:* My sister Liz was born lucky.  
(Controlling idea)

*Main supporting sentences:*

1. She has a beautiful smile.
2. She eats a lot and does not get fat.
3. She does not study hard but always gets good grades.

This paragraph has unity. All the supporting sentences are about why she was born lucky.

**Irrelevant Sentences**

When a sentence does not belong in a paragraph, we say that it is an *irrelevant sentence*.

**Example:**

My sister Jamie is very shy. When there are other people around, she speaks very little. Sometimes she does not speak at all and even runs away. She is very quiet at home and at school. You do not even know she is there sometimes. She is shy about her body, too. She never goes to the beach or swimming pool. But she like ice cream and cookies.

*Irrelevant sentence:* But she likes ice cream and cookies.

The sentence "But she likes ice cream and cookies" does not belong in the paragraph. It does not talk about why she is shy.



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## Paragraph Outline

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(Topic sentence) \_\_\_\_\_

(Supporting sentence 1) \_\_\_\_\_

(Supporting detail[s]) \_\_\_\_\_

(Supporting sentence 2) \_\_\_\_\_

(Supporting detail[s]) \_\_\_\_\_

(Supporting sentence 3) \_\_\_\_\_

(Supporting detail[s]) \_\_\_\_\_

(Concluding sentence) \_\_\_\_\_

3. Write a rough draft.

4. Revise your rough draft.

Using the checklist below, check your rough draft or let your partner check it.

### Paragraph Checklist

- \_\_\_ Did you give your paragraph a title?
- \_\_\_ Did you indent the first line?
- \_\_\_ Did you write on every other line?
- \_\_\_ Does your paragraph have a topic sentence?
- \_\_\_ Does your topic sentence have a controlling idea?
- \_\_\_ Do your other sentences support your topic sentence?
- \_\_\_ Are your ideas in the correct order?
- \_\_\_ Does your paragraph have a concluding sentence?

5. Edit your paragraph.

Work with a partner or your teacher to edit your paragraph. Correct spelling, punctuation, vocabulary, and grammar.

6. Write your final copy.

Now read the following paragraph written by a student.

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### Model Paragraph

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#### My Selfish Brother

My brother is very selfish. He does not want to share things with other people. For example, when he buys a chocolate bar, he puts it in a secret place. Then he eats it all, by himself. He never helps anyone. He says he is busy. For example, a game of Nintendo makes him very busy. He does not care if something he does bothers other people. For instance, last night he played loud rock 'n' roll music until four o'clock in the morning. In conclusion, I think my brother is selfish and will always be selfish.

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### Organizing

#### Giving Examples

To introduce an example in your paragraph, you can use the following:

**For example**, . . .

or

**For instance**, . . .

1. Underline the words showing examples in the reading.
2. Underline the words showing examples in the model paragraph.
3. Look at the use of the comma with the words showing examples.
4. Now go back and circle all the commas with the words showing examples in the reading and in the model paragraph.

In the model paragraph, the writer used **for example** or **for instance** to give details about supporting sentences.

*Topic sentence:* My brother is very selfish.

*Supporting sentence:* He does not want to share things with other people.

*Detail or example of supporting sentence:* For example, when he buys a chocolate bar, he puts it in a secret place.

**For example** and **for instance** have the same meaning. When your sentence begins with **for example** or **for instance**, put a comma after these words.

**For example**, when he buys a chocolate bar, he puts it in a secret place.

or

**For instance**, when he buys a chocolate bar, he puts it in a secret place.

A sentence that begins with **for example** or **for instance** must be a complete sentence.

For example, Hetty Green. (Not correct)

For example, Hetty Green was a millionaire. (Correct)

#### Exercise 2

The following sentences are not complete or have mistakes. Write out the correct sentences.

1. For example he gets food all over his shirt.
-

2. For instance, washes dishes.

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3. For example: she never writes down my telephone messages.

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4. For instance, a doctor.

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5. For instance—she always leaves the bathroom in a mess.

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A name of a person or a thing can follow the words for **example** and for **instance**.

Women became leaders in the last century. For **example**, Margaret Thatcher and Golda Meir were both prime ministers of their countries.

### Exercise 3

Work alone, with a partner, or in a group. Think of examples for the following statements. Add more if you can.

1. There are many famous millionaires today. For example, \_\_\_\_\_ and \_\_\_\_\_ are millionaires.
2. There were some famous people who were very stingy. For instance, \_\_\_\_\_ and \_\_\_\_\_ were stingy.
3. Some people in history did very bad things. For example, \_\_\_\_\_ and \_\_\_\_\_ did terrible things.

### Exercise 4

Write a complete sentence as an example for each statement. Use for **instance** or for **example** in the correct form.

1. My grandfather is very forgetful.

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2. My English teacher has an excellent memory.

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3. My sister is not an electrician, but she can fix many electrical things in the house.

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### Exercise 5

Find the mistakes. There are 10 mistakes in grammar, punctuation, capitalization, and spelling. Find and correct them.

Howard hughes was born in Texas in 1906. He was one of the richest men in the world but he was very strange. For example he eats the same dinner every night: a steak a potato and 12 peas. Later in his life, he became even stranger. For instance: he did not wear clothes and did not cut his hare. Hughes dies without any friends in 1976.

## Writing Practice

Choose one of the topics below:

1. A stingy person I know
2. A person who has a bad characteristic (for example, selfish, inconsiderate, lazy, etc.)
3. An unusual person

### 1. Pre-writing.

Work with a partner or alone.

- a. Write down a topic sentence about a person. (Choose from the topics above.)
- b. List as many points as you can about the person.
- c. Go over each point on your list. Ask yourself, "Does this support the controlling idea?" Cross out the points that do not.
- d. Think of an example for each point. If you cannot find an example, cross out the point.

### 2. Develop an outline.

- a. Organize your ideas. List the points in the order you will write about them. You should have two or three points.
- b. Make a more detailed outline. The paragraph outline on the next page will help you.

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### Paragraph Outline

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(Topic sentence)

(Supporting sentence 1)

For example,

(Supporting sentence 2)

For instance,

(Supporting sentence 3)

For example,

(Concluding sentence)

### 3. Write a rough draft.

### 4. Revise your rough draft.

Using the checklist below, check your rough draft or let your partner check it.

#### Paragraph Checklist

- Did you give your paragraph a title?
- Did you indent the first line?
- Did you write on every other line?
- Does your paragraph have a topic sentence?
- Does your topic sentence have a controlling idea?
- Do your other sentences support your topic sentence?
- Are your ideas in the correct order?
- Do you have examples?
- Does your paragraph have a concluding sentence?

### 5. Edit your paragraph.

Work with a partner or your teacher to edit your paragraph. Correct spelling, punctuation, vocabulary, and grammar.

### 6. Write your final copy.

Directions: Write a paragraph of at least 15 sentences on the topic below. Follow correct paragraph format as discussed in class and as on the handouts about writing paragraphs.

- Remember:
1. Put your name, date, and class in the upper right corner.
  2. Center the title on the first line. Follow correct capitalization rules for a title.
  3. The first sentence of your paragraph should be your topic sentence. The other sentences in the paragraph explain the topic sentence. The last sentence is your concluding sentence.
  4. Indent the first line of your paragraph.
  5. Keep a one-inch margin on all sides of the page. Use 8 ½ by 11 inch lined white paper.
  6. Skip a line when writing. Write neatly in blue or black ink.
  7. Write on the correct side of the page, and write on only one side of the page. If your paragraph continues to the second page, please staple pages together.
  8. Follow capitalization and punctuation rules.
  9. Check your paragraph for spelling and grammar.

Topic: You read a sample paragraph about left-handed people. Now you are going to write about a special feature that you have, something that makes you special in terms of your appearance or your personality. For example, if many people say you have nice hair, then write about your hair and how it makes you feel special. If you think your clothes are very nice, then write about them and how they make you feel when you wear such nice clothing. If you think your special feature is that you are a hard-working person, then write about how hard working you are and show how it helps you in life. If you think you are a fun person to be with, then write about how others like to be with you and have fun with you.

**Prepare to Write** - You can note some ideas about your special feature to help you organize your ideas before you begin to write your paragraph.

My special feature: \_\_\_\_\_

Why this feature is special: 1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

How this feature makes me feel:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

How I want to end my paragraph (the last thought for the reader).

\_\_\_\_\_

Directions: Cross out the errors in the paragraph below. Then, write your corrections above the errors. Pay attention to subjects and verbs, articles (*a, an*), capitalization, punctuation, paragraph format, and word choice (*and* or *but*).

eyes are a very important part of the Face. Your Eyes tell people your a real feelings.

When person smiles, check his or her eyes for smile lines, and a warm expression. The lips

don't always tell the truth. For example, the lips might be in a smile but the person isn't

happy. eyes cannot lie. Your pupils (the small, black, round part in the middle of the eye) get

bigger or smaller. when you look at the light, they get bigger but when you look at the

dark, they get smaller. Your Pupils also get bigger when you look at something you like and

they get smaller when you look at something you do not like. This means that light-colored

eyes are easier to read and dark eyes are an mystery.

QUESTION WORD	QUESTION	ANSWER
<b>Who</b> = person	<b>Who</b> is your teacher?	My teacher is Ms. Weiss.
<b>What</b> = thing	<b>What</b> is your name?	My name is Linda.
	<b>What</b> is a giraffe?	A giraffe is an animal.
<b>When</b> = time		
	Use <i>on</i> for days and dates.	<b>When</b> is Christmas?
Use <i>in</i> for months and years.	<b>When</b> is your birthday?	It's in June.
<b>Why</b> = reason	<b>Why</b> is Mr. Park absent?	He's absent because he's sick.
<b>Where</b> = place	<b>Where</b> is China?	It's in Asia.
<b>How</b> = description, health	<b>How</b> is the weather today?	It's sunny today.
	<b>How</b> is your mother?	She's fine.
<b>LANGUAGE NOTES</b>		
1. A <i>wh</i> -question asks for information.		
2. The <i>wh</i> -word = a part of a contraction.		
<i>Who's</i> = your father?		
<i>How's</i> = the job?		

### EXERCISE 1 Fill in the blanks with the correct question word.

**Example:** What \_\_\_\_\_ is your name? My name is Lee.

- \_\_\_\_\_ is Seoul? It's in Korea.
- \_\_\_\_\_ is your birthday? It's in January.
- \_\_\_\_\_ is your favorite singer? My favorite singer is Madonna.
- \_\_\_\_\_ is a horse? A horse is an animal.
- \_\_\_\_\_ are you late? I'm late because I missed the train.
- \_\_\_\_\_ are your shoes? They are outside.
- \_\_\_\_\_ is your sister? She's fine, thanks.
- \_\_\_\_\_ is your homework? It's in my bag.
- \_\_\_\_\_ is New Year's Eve? It's on December 31.
- \_\_\_\_\_ are my books? They're on your desk.
- \_\_\_\_\_ is he so tired? He is tired because he is so busy.
- \_\_\_\_\_ is in your refrigerator? Some fruit and vegetables are in there.

13. \_\_\_\_\_ is in your English class?      Some good students are in my class.  
 14. \_\_\_\_\_ are we right now?              You are in your classroom.  
 15. \_\_\_\_\_ is the homework?              The homework is a composition.

**EXERCISE 2** Turn these statements into questions.

**Example:** What is a rose?                      A rose is a flower.

1. \_\_\_\_\_ Red is a color.
2. \_\_\_\_\_ My birthday is in February.
3. \_\_\_\_\_ Life in New York is exciting.
4. \_\_\_\_\_ Vietnam is in Asia.
5. \_\_\_\_\_ He's from Turkey.
6. \_\_\_\_\_ My teacher is Ms. Sands.
7. \_\_\_\_\_ It's cold today.
8. \_\_\_\_\_ She's smart because she studies hard.
9. \_\_\_\_\_ I'm fine, thanks.
10. \_\_\_\_\_ My pens are on my desk.
11. \_\_\_\_\_ My name is Maria.
12. \_\_\_\_\_ His birthday is on July 3.

**EXERCISE 3** Complete the questions. Then write true answers to the questions.

**Example:** Who is \_\_\_\_\_ your favorite painter?      My favorite painter is Picasso.

1. \_\_\_\_\_ your teacher? \_\_\_\_\_
2. \_\_\_\_\_ your best friend? \_\_\_\_\_
3. \_\_\_\_\_ your name? \_\_\_\_\_
4. \_\_\_\_\_ your birthday? \_\_\_\_\_
5. \_\_\_\_\_ you study English? \_\_\_\_\_
6. \_\_\_\_\_ you from? \_\_\_\_\_
7. \_\_\_\_\_ you now? \_\_\_\_\_
8. \_\_\_\_\_ the weather today? \_\_\_\_\_

If I cheat, talk during the test or look at another student's work, I will get an F (0 points) on the test.

Name \_\_\_\_\_

**Part 1:** Correct the errors in the sentences. Cross out the errors and write the correct words above the errors. (one point each)

1. The teacher she isn't in her office now.
2. Sandra and I am in School.
3. Why Sandra is no at home now?
4. My uncle a policeman in the los angeles, california.
5. Target is in Broadway. Its in 1785 Broadway, on corner riverside blvd. and Broadway.

**Part 2:** Complete the conversation. Write the correct words in the blanks. If the blank doesn't need a word, write 0. (one point each)

Mary: How old \_\_\_\_\_?

John: I'm 21 years old. What about you?

Mary: \_\_\_\_\_ 21 too. When \_\_\_\_\_ your birthday?

John: \_\_\_\_\_ September 5.

Mary: Oh! Your birthday \_\_\_\_\_ only a few days ago!

John: Yes, I know. I \_\_\_\_\_ happy on my birthday because my friends and I \_\_\_\_\_ together in \_\_\_\_\_ nice restaurant. It \_\_\_\_\_ great evening!

**Part 3:** Match the questions with the answers. Write the letter of the answer in the correct blank. (one point each)

- |   |  |
|---|--|
| 1. ____ Were you late to class yesterday? | a. Yes, and he had fun looking at the animals. |
| 2. ____ Was Bob at the zoo last Saturday? | b. Yes. He is with Mike.                       |
| 3. ____ Is this cake good?                | c. Yes, and their pictures make people happy.  |
| 4. ____ Is Tom in the library?            | d. No, I wasn't.                               |
| 5. ____ Are artists special people?       | e. No, it isn't.                               |

**Part 4:** Use the present tense or the past tense of *be* in the blanks. (one point each)

Tom: I \_\_\_\_\_ happy because today \_\_\_\_\_ Friday. That means I have two free days with no school and no homework.

Bob: Sure, Tom, but homework \_\_\_\_\_ good for you. You can learn a lot when you do homework. For example, last year my teacher \_\_\_\_\_ excellent. She gave us a little homework every day. My classmates and I \_\_\_\_\_ happy in her class because we learned a lot.

Tom: You \_\_\_\_\_ right, of course. My friends and I \_\_\_\_\_ in a math class every morning, and we always study together. We do our homework together in the library.

Bob: It \_\_\_\_\_ good to study together, Tom. Good luck in college!

If I cheat, talk during the test or look at another student's work, I will get an F (0 points) on the test. I will not cheat.

Name \_\_\_\_\_

**Directions:** Write a paragraph to describe a classmate. Write about your classmate and explain why he or she is special.

- Remember:**
1. Use correct format.
  2. Write at least 15 sentences.
  3. Skip a line when you write.
  4. Check your work for spelling, punctuation, and grammar.
  5. Staple this page to your paragraph when you finish.
  6. You may use an English-English book dictionary. You may not use an electronic dictionary or a bilingual (two language) dictionary.