

Describing Actions

Unit 5

GOAL: To learn how to write sentences in the present progressive tense

***Grammar and Sentence Structure:** Present progressive tense; adverbs of manner

***Sentence Development:** Compound sentences with *and*; compound sentences with *so*

Using the Present Progressive

When good writers write about actions that are happening at the moment, they often use the present progressive tense.

Grammar and Sentence Structure

Present Progressive Tense for Current Actions

The **present progressive tense** (*be* + verb + *-ing*) is often used to describe actions that are happening right now. Review the chart below before beginning the activities in this unit. (See the Brief Writer's Handbook, page 221, for spelling rules of verbs ending in *-ing*.)

Present Progressive Tense

I	am eating	we	are eating
you	are eating	you (plural)	are eating
he / she / it	is eating	they	are eating
I	am walking	we	are walking
you	are walking	you (plural)	are walking
he / she / it	is walking	they	are walking

Be careful! Some verbs in English do *not* usually take the progressive tense because they are not action verbs. Here are some common stative, or non-action, verbs: *be*, *have*, *see*, *love*, *believe*, *own*, and *want*. (See the Brief Writer's Handbook, page 222, for more information.)

ACTIVITY 1 Identifying Present Progressive Tense

Read the following paragraph about a Sunday afternoon at the zoo. Underline all the present progressive verbs. There are 16.

EXAMPLE PARAGRAPH 51

A Day Trip for the Jimenez Family

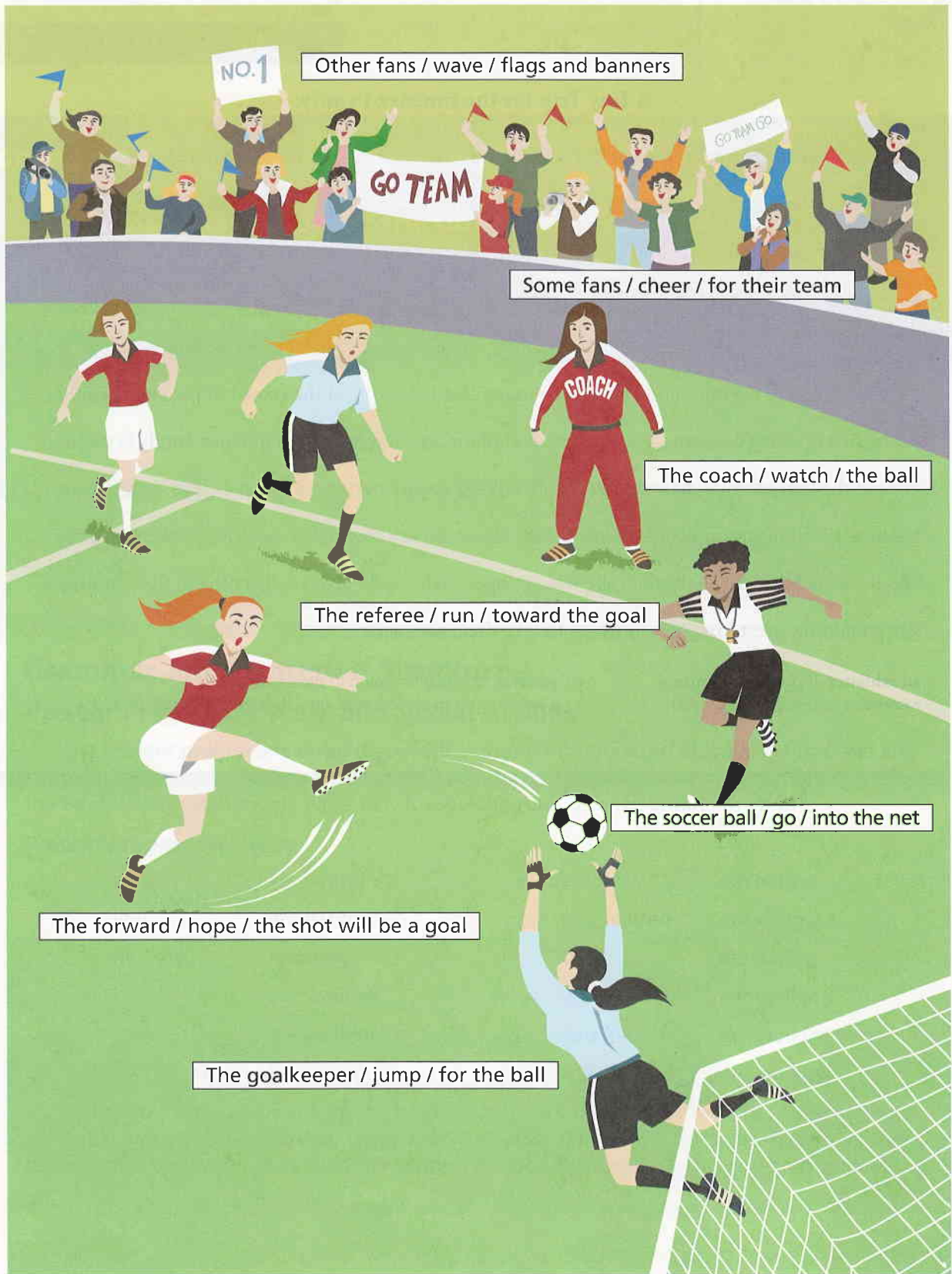
The Jimenez family lives in Puerto Rico. It is a large family with Mr. and Mrs. Jimenez, their two sons Javier and Pablo, and their daughter Rosario. Today is an interesting day for the Jimenez family. They are visiting the Mayaguez Zoo. Mr. Jimenez and Rosario love monkeys, so they are walking around the monkey **exhibit**. They are watching the chimpanzees and orangutans. The chimps are playing with each other, and some of them are swinging from ropes. The monkeys look like they are having a good time. One orangutan is looking at the **crowd** of people. The other orangutan is eating a banana. At the other end of the zoo, the rest of the Jimenez family is walking around the lion exhibit. Javier and Pablo are talking about how strong the male lion looks. This big lion is walking around and **yawning**. Mrs. Jimenez is talking to her sons. She is telling a story about a **safari** that she took when she was younger. Javier and Pablo are listening to their mother's story, and they are asking Mrs. Jimenez to take them on a safari.

an exhibit: a display, a performance
a crowd: a large group (of people)

yawning: opening its mouth to show sleepiness
a safari: a trip to observe wild animals, particularly in East Africa

ACTIVITY 2 Writing from Picture Prompts

Study the picture of the soccer game. Read the prompts that are connected to each action. Complete the sentences on the next page using the present progressive tense.



1. The soccer ball _____.
2. The goalkeeper _____.
3. The coach _____.
4. The referee _____.
5. The forward _____.
6. Some fans _____.
7. Other fans _____.

After you complete the sentences, compare them to a classmate's sentences.

ACTIVITY 3 Writing a Paragraph

Rewrite the sentences from Activity 2 in paragraph form. Try to use your imagination and add some extra information and adjectives about this game. Create a title for the paragraph.

EXAMPLE PARAGRAPH 52

The soccer game between Blackwatch and the Stingers is very exciting.

Many things are happening right now!

ACTIVITY 4 Writing from Picture Prompts

Study the picture of Bruce and his friends. Then read the paragraph. Fill in the missing verbs based on what you see in the picture.



EXAMPLE PARAGRAPH 53

A University Student's Room

Tomorrow is a big day for Bruce. His mother is coming to visit him at college for the first time. Bruce is very excited, but he is also worried. His dorm room is a mess. This is why he called all his friends to come help him. His good friend Lina (1.) _____ the floor because the carpet is very dirty. Bruce's friend Joe (2.) _____ some of Bruce's clothes to the laundry. At the same time, Bruce's roommate Paul (3.) _____ all of the empty pizza boxes and soda cans. Bruce (4.) _____. Bruce feels very lucky to have such good friends, and he is sure that the room will be ready for his mother's visit.



For more practice with the present progressive tense, try Unit 5, Activity 1 on the *Great Writing 1* Web site: elt.heinle.com/greatwriting

Using the Connector *And*

In Unit 4, you practiced using the connector *but* to make compound sentences. In the following activities, you will practice another common connector—*and*.

Sentence Development

Compound Sentences with *And*

Good writers often use the connector *and* to join words and ideas. Here are some common examples.

1. ***And* is used to join two (or more) words that are in the same grammar category (or group).**

Example A: In the following sentence, *and* joins two nouns and makes the subject of the sentence plural.

Bobby *and* Jenny go to Oak Ridge Elementary School.

This sentence combines these two ideas:

Bobby goes to Oak Ridge Elementary School.

Jenny goes to Oak Ridge Elementary School.

Example B: In the following sentence, *and* joins two nouns and makes the object of the sentence plural.

My sister loves pizza *and* spaghetti.

This sentence combines these two ideas:

My sister loves pizza.

My sister loves spaghetti.

Example C: In the following sentence, *and* joins two verbs in a sentence.

Ricardo works *and* studies at the university.

This sentence combines these two ideas:

Ricardo works at the university.

Ricardo studies at the university.

Example D: In the following sentence, *and* joins two adjectives in a sentence.

The weather was hot *and* muggy.

This sentence combines these two ideas:

The weather was hot.

The weather was muggy.

2. **The connector *and* is also used to form compound sentences.** Remember from Unit 3 that a compound sentence is two sentences joined by a comma and a connecting word. A compound sentence has two subject-verb combinations.

Example A:

Irene works at the mall, *and* her brother visits her store every day.

This sentence combines these two sentences:

Irene works at the mall.

Irene's brother visits her store every day.

NOTE: When you join these two sentences, you do not need to repeat *Irene* after the connector. You can use the possessive adjective *her*.

Example B:

Joanna is washing the car, *and* her mother is cooking dinner.

This sentence combines these two sentences:

Joanna is washing the car.

Joanna's mother is cooking dinner.

ACTIVITY 5 Compound Sentence Practice

Read the two lists of sentences. Match a sentence from Column A with a sentence from Column B. Then write a compound sentence using *and* on the lines below. The first one has been done for you.

Column A	Column B
John is watching a movie.	Milk has a large amount of vitamin D.
Oranges contain a lot of vitamin C.	I hope they will grow quickly.
Bolivia is a landlocked country in South America.	Ann is doing her homework.
That blouse is the perfect color for you.	Ajman is a part of the United Arab Emirates.
I am planting marigold seeds.	She hopes they will arrive on time.
Arizona is a part of the United States.	It matches your pants and your handbag.
Valia is having guests for dinner tonight.	Switzerland is a landlocked country in Europe.

1. John is watching a movie, and Ann is doing her homework.

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

ACTIVITY 6 Analyzing Compound Sentences with *And*

Read the paragraph and complete the sentence analysis that follows.

EXAMPLE PARAGRAPH 54

Jobs for the Future

Canan and Seher are studying engineering at Istanbul University. The two women are cousins. Canan lives with her family, and Seher stays with her uncle's family. They are going to graduate at the end of the year. Both Canan and Seher want to get good jobs in the private sector when they graduate. Canan hopes to work for a large international company, and Seher wants to get a job with the local electric company.

Now read each sentence below. Rewrite the information using two sentences instead of one. The first one has been done for you.

1. Canan and Seher are studying engineering at Istanbul University.

Meaning: Canan is studying engineering at Istanbul University.

Seher is studying engineering at Istanbul University.

2. Canan lives with her family, and Seher stays with her uncle's family.

Meaning: _____

3. They are going to graduate at the end of the year.

Meaning: _____

4. Both Canan and Seher want to get good jobs in the private sector when they graduate.

Meaning: _____

5. Canan hopes to work for a large international company, and Seher wants to get a job with the local electric company.

Meaning: _____



For more practice with compound sentences, try Unit 5, Activity 2 on the *Great Writing 1* Web site:
elt.heinle.com/greatwriting

Using the Connector So

So is another connector that good writers use in compound sentences. This connector shows a cause and a result.

Sentence Development

Compound Sentences with So

The connector *so* shows a result. The first subject-verb combination gives the "cause," and the second subject-verb combination gives the "result."

(CAUSE) (RESULT)
I was hungry, so I ate a sandwich.

(CAUSE) (RESULT)
Leslie has a big exam tomorrow, so she is studying at the library.

(CAUSE) (RESULT)
The children had a long day, so they are taking a nap now.

NOTE: Another word for a subject-verb combination is a **clause**. In each example above, there are two clauses. These sentences are compound. Remember to use a comma before *so* when it shows cause and result.

NOTE: When *so* is a connector in a compound sentence, we use a comma. However, *so* has several other meanings. Study these three additional meanings. A comma is not possible with these other meanings.

1. *so* = an adverb that means *very* or *extremely*

It is *so* hot today.

You speak English *so* well.

2. *so* = a connector that means *in order to*; it is a short form for *so that*; there is no difference in meaning

Lina went to the bank *so* she could get some cash.

Lina went to the bank *so that* she could get some cash.

3. *so* = a common word at the beginning of a statement or question to continue a conversation; not used in academic writing

Carlos: We went to the beach all day yesterday.

Maria: *So* what time did you finally get home last night?

ACTIVITY 7 Combining Sentences with So

Read the two sentences. Write C (for cause) or R (for result) on each line to show what kind of sentence it is. Then combine them into a compound sentence. Put the cause first, then the connector so, and then the result. Be sure to put a comma before so and add a period at the end of the sentence. The first one has been done for you.

(NOTE: Sometimes you will need to change nouns to pronouns—for example, *the boy* → *him*; *the car* → *it*.)

1a. C I was thirsty.

b. R I drank three glasses of water.

I was thirsty, so I drank three glasses of water.

2a. _____ We did not play tennis.

b. _____ It rained really hard.

3a. _____ Mrs. Lopez took Ana to the doctor.

b. _____ Ana was very sick.

4a. _____ The audience loved the show.

b. _____ The audience applauded wildly.

5a. _____ Jonathan did not feel well.

b. _____ Jonathan did not go to the party.

6a. _____ I did not buy the DVD.

b. _____ The DVD was very expensive.

7a. _____ The plane did not leave on time.

b. _____ We arrived at our destination late.

8a. _____ Angela forgot to set her alarm clock.

b. _____ Angela woke up late.



For more practice with identifying cause and result, try Unit 5, Activity 3 on the *Great Writing 1* Web site: elt.heinle.com/greatwriting

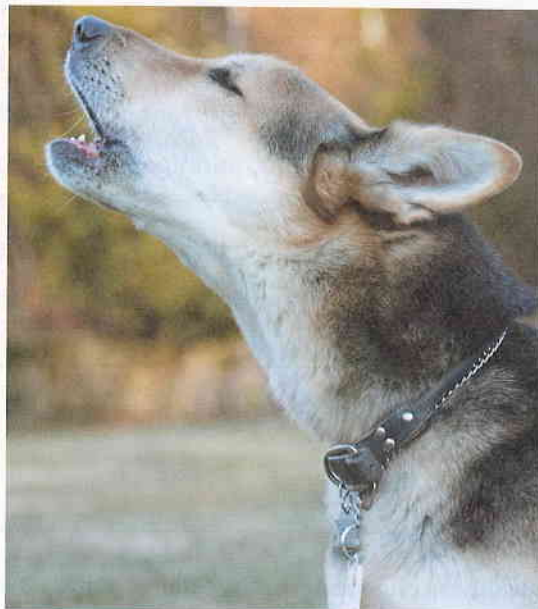
ACTIVITY 8 Scenarios: Writing Compound Sentences with So and the Present Progressive

Study the following pictures. Write what you think is happening based on what you see. Be sure to use the connector *so* and the present progressive in your compound sentences. The first one has been done for you.

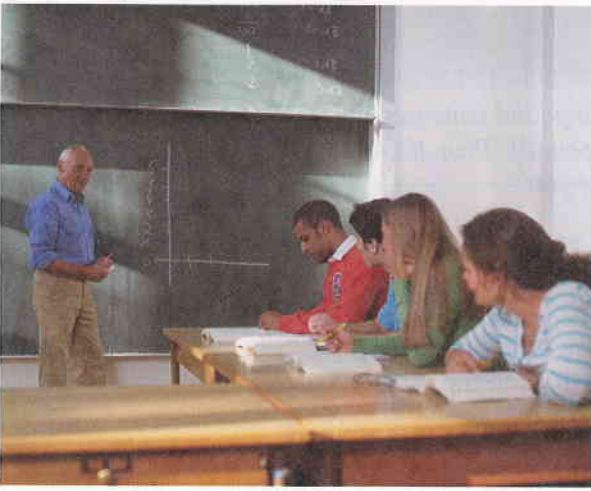


1. The woman wants to lose weight, so she
is exercising.

2. _____



3. _____



4. _____



5. _____



6. _____



For more practice with compound sentences with *so* and the present progressive, try Unit 5, Activity 4 and Activity 5 on the *Great Writing 1* Web site: elt.heinle.com/greatwriting

ACTIVITY 9 Compound Sentence Review

Read the following sentences. Some of the sentences are compound sentences, and some are simple sentences. First, identify the type of sentence as S (simple) or C (compound). Then, if the sentence is compound, insert a comma where necessary. The first two have been done for you.

1. S My brother and I went hiking and fishing last weekend.
2. C The motorcycle is in the garage, and the car is in the driveway.
3. _____ Harry and Darlene went to the picnic yesterday and the party last night.
4. _____ I do not know the answer to the question so I will ask the teacher.
5. _____ How many times have you visited Europe and Asia?
6. _____ There are many great places to visit in this city so you cannot see them all in one day.
7. _____ The main agricultural product from the countries in that area of Central Asia is cotton.
8. _____ A noun is a word like *sandwich* and a verb is an action word such as *eat*.
9. _____ Lisana works for a computer company but she does not have a computer engineering degree.
10. _____ Where did you get those beautiful earrings and bracelets?
11. _____ The capital of Sudan is Khartoum and it is the most populated city in the country.
12. _____ The traffic was terrible so Lance missed his plane.



For more practice with reviewing compound sentences and connectors, try Unit 5, Activity 6 and Activity 7 on the *Great Writing 1* Web site: elt.heinle.com/greatwriting



Writer's Note

Using Sentence Variety

Many students who are studying English write short sentences. These sentences usually follow the same pattern: simple subject + simple verb. Good writers do not repeat the same sentence patterns too often. They write some short sentences and some longer sentences. Vary your writing with both simple and compound sentences. Use connectors to show that you can write more advanced sentences in English.

Adverbs

Adverbs are another interesting word group in English. There are several kinds of adverbs in English. Most of them describe verbs.

Grammar and Sentence Structure

Common Adverbs of Manner

In Unit 2 you studied adjectives. These are words that describe nouns.

Did you see the beautiful baby? The baby is beautiful.

In these sentences, the adjective *beautiful* describes the baby.

Adverbs also describe, but adverbs usually describe verbs.

Kerry picked up the baby carefully.

My sister studies hard.

In these examples, the adverbs describe how the action is done. *How* shows manner.

How did Kerry pick up the baby? Carefully.

How does my sister study? Hard.

NOTE: Adverbs of manner usually end in *-ly* and usually follow the verb.

Here is a list of some common adverbs of manner that describe actions:

quickly	easily	nervously	carefully	happily	slowly
suddenly	silently	correctly	fast*	hard*	well*

* These adverbs do not use the *-ly* form.

ACTIVITY 10 Practice with Adverbs

Read each sentence. In the blank, write an adverb that describes the action of the underlined verb. You may choose from the list of common adverbs of manner or use your own adverbs.

1. Joann is studying _____ in the library.
2. She jumped on the bus _____ because it was raining.
3. Mary Ann spoke _____ at the conference.
4. David is doing _____ in this class. He never studies!
5. Norma cried _____ during the movie.
6. Leslie typed the letter _____. I thought she would never finish.
7. Nathalie read the directions _____. She did not want to make a mistake.

ACTIVITY 12 Editing: Grammar and Sentence Review

Read the following paragraph. There are 10 mistakes in the paragraph: 2 mistakes with compound sentences, 2 mistakes with adverbs, 2 mistakes with verbs, 2 mistakes with adjectives, and 2 mistakes with capitalization. Find and correct the errors. The first one has been done for you.

EXAMPLE PARAGRAPH 55

The Squirrel

A small brown squirrel ^{is} climbing a tree. He looks like a young squirrel. His tail is twitching nervously and his nose is moving quick. I think he is looking for food. Now the squirrel brown is on a long tree branch. He wants to jump to another tree. The squirrel hears something so he looks down. he is coming down from the tree tall. Someone dropped a few pieces of chocolate chip cookie. These pieces lying on the grass. the squirrel is walking toward the food, and he is inspecting it. He is putting it in his mouth. His tail is moving rapid. The little brown squirrel is now eating happily.



Building Better Sentences

Correct and varied sentence structure is essential to the quality of your writing. For further practice with the sentences and paragraphs in this unit, go to Practice 5 on page 236 in Appendix 1.



Building Better Vocabulary

ACTIVITY 13 Word Associations

Circle the word or phrase that is most closely related to the word or phrase on the left. If necessary, use a dictionary to check the meaning of words you do not know.

1. to yawn	to use your mouth	to use your ears
2. strong	delicious	powerful
3. thirsty	need water	need food
4. to hear	with your eyes	with your ears
5. a carpet	a rug	a garage
6. to swing	to move back and forth	to stay in one place
7. younger	80 years old	18 years old
8. a mess	very organized	not organized
9. to drop	to select	to fall
10. a piece	a part	a coin
11. to climb	to go near	to go up
12. private	not important	not public
13. to inspect	to wait for	to look at
14. a crowd	a large group	a small group
15. empty	nothing inside	a lot inside

ACTIVITY 14 Using Collocations

Fill in each blank with the word on the left that most naturally completes the phrase on the right. If necessary, use a dictionary to check the meaning of words you do not know.

1. safari / crowd	to be in a _____
2. have / feel	_____ very lucky
3. about / on	to be worried _____

- | | |
|------------------------|--------------------------------------|
| 4. dirty / delicious | to wash _____ clothes at the laundry |
| 5. audience / art | to see an _____ exhibit |
| 6. soda / lion | a strong _____ |
| 7. machine / cleaner | a vacuum _____ |
| 8. trip / family | at the end of the _____ |
| 9. room / monkey | an empty _____ |
| 10. powerful / nervous | to get _____ about something |

ACTIVITY 15 Parts of Speech

Study the following word forms. In the sentences on the right, choose the best word and write it in the blank space. Be sure to use the right form of the verb. If necessary, use a dictionary to check the meaning of words you do not know. (NOTE: The word in bold is the original word that appears in the unit.)

Noun	Verb	Adjective	Sentence Practice
beauty	Ø	beautiful	1. Did you see the _____ sunset yesterday? 2. That painting is a thing of _____.
luck	Ø	lucky	3. The _____ lottery winner won \$5 million. 4. It was bad _____ that our team lost the game.
thirst	Ø	thirsty	5. If you are _____, drink some iced tea. 6. Keith is playing tennis. He is probably suffering from _____.
fishing	fish	Ø	7. _____ is a relaxing sport. 8. We _____ in the lake behind our house.
hiking	hike	Ø	9. Kat _____ every weekend. 10. Do you like _____?

Noun endings: -ing

Adjective endings: -ful, -y

Original Student Writing

ACTIVITY 16 Original Writing Practice

Imagine that you are a TV news reporter. Right now you are at the location of some problem. Describe what is happening around you. Use your imagination!

Now follow these steps for writing. Put a check (✓) next to each step as you complete it. When you finish your paragraph, use the checklist that follows to edit your work. You may want to review What Is a Paragraph? in Unit 2 on page 39.

- Step 1 In your first sentence, tell where you are and what you are watching.
- Step 2 In your next sentence, describe the person, people, or things you see. Use adjectives to give a clear idea to your reader.
- Step 3 In the next two to four sentences, describe what the people are doing.
- Step 4 Use one or two adverbs in the sentences in Step 3. Remember to place them correctly (usually after the verb).
- Step 5 Use *and* or *so* in one of the sentences. Remember to use a comma to separate the two clauses.
- Step 6 In the next sentence, write what you think the people are thinking at this moment.
- Step 7 In the final sentence, write your opinion about these people.
- Step 8 Use at least three of the vocabulary words or phrases presented in Activity 13, Activity 14, and Activity 15. Underline these words and phrases in your paragraph.



Checklist

- Make sure every sentence has a subject and a verb.
- Be sure that the compound sentences have two subjects and verbs (clauses).
- Make sure you use the present progressive verbs correctly.
- Make sure every sentence begins with a capital letter.
- Make sure every sentence ends with the correct punctuation.
- Create a title for your paragraph.

ACTIVITY 17 Peer Editing

Exchange papers from Activity 16 with a partner. Read your partner's writing. Then use Peer Editing Sheet 5 on page 257 to help you comment on your partner's writing. Be sure to offer positive suggestions and comments that will help your partner improve his or her writing. Consider your partner's comments as you revise your own writing.

Additional Topics for Writing

Here are ten ideas for journal writing. Choose one or more of them to write about. Follow your teacher's directions. (We recommend that you skip a line after each line that you write. This gives your teacher a place to write comments.)

- TOPIC 1:** Watch several minutes of a television program. Describe what is happening in the show.
- TOPIC 2:** Describe how your life is now. Include your studies, your living arrangements, and your free time.
- TOPIC 3:** Imagine that you are a private investigator. Imagine a specific character or person. Write down everything that the person is doing for five minutes.
- TOPIC 4:** Find a picture in a magazine. Choose a picture of many people who are doing different things. Write a paragraph that describes what each person is doing.
- TOPIC 5:** Imagine that you are visiting the zoo. What are the animals doing? Write a paragraph that tells what at least five different kinds of animals are doing. Use the connectors *and*, *but*, or *so* to combine short sentences into longer sentences.
- TOPIC 6:** Imagine that you are in a large city like Tokyo, Toronto, London, Istanbul, or Seoul. Walk around the city and write down the things that you see. What is happening in this large city?
- TOPIC 7:** Imagine that you are walking down the street, and you see your favorite movie star walk into a café. Follow this person. What is he/she doing?
- TOPIC 8:** Write a letter to your friend explaining what you are doing in this class. Tell about the assignments that you have and the writing skills that you are practicing.
- TOPIC 9:** If you have a pet, watch it closely for ten minutes. What is it doing? Where is it going? Is it playing? Jumping? Making noise?
- TOPIC 10:** Imagine that you are a news reporter for a movie magazine. You are at the Academy Awards presentation. What are the people doing? Name some of the famous actors. (This word means male and female actors.) What are they doing? What are they wearing? What are they saying to their friends? What are they wondering?

Timed Writing

How quickly can you write in English? There are many times when you must write quickly—on a test for example. It is important to feel comfortable during those times. Timed-writing practice can make you feel better about writing quickly in English.

Take out a piece of paper. Then read the writing prompt below this paragraph. Your teacher will give you 5 minutes to brainstorm ideas about the topic. You must write 8 to 10 sentences about this topic. You will have 20 minutes to write these sentences. At the end of the 20 minutes, your teacher will collect your work and return it to you later.

Describe an exciting (or boring, interesting, etc.) activity that you are doing this year. What is the activity? What are you doing to complete it? Give as many details as possible.

More Writing

For extra writing practice, see the activities in Unit 8 and Appendix 2.