

Writing Bright

2

E. J. Lewis



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Acquisitions Editor: Rebecca Elliott

Content Editor: Elizabeth Imende

Copy Editor: Peggy Anderson

Cover/Interior Design: Design Plus

email: info@compasspub.com

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This book is designed to help students

- **build on & activate their grammar skills**
: through a review of essential grammar points in connection with basic sentence writing practice
- **develop & improve their sentence writing skills**
: through extensive sentence writing activities
- **get ready to write short paragraphs**
: through various theme-based paragraph writing activities
- **enhance vocabulary**
: by introducing a wide range of vocabulary and derivations
- **acquire a wealth of subject-related knowledge**
: by providing exposure to a variety of subjects, including science, history, geography, language arts, and social studies

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Parts of speech 2

.. Adverbs · Comparisons · Prepositions

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Writing Bright 1

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Tenses - Present / Past / Future			
1	Be: Simple Present	I am Zoe	Geography: continents, countries & cities
2	Simple Present	My Grandma	Science: water on the earth
3	Present Progressive	Saturday Morning	Science: things in space
4	Past Time	Pictures from Africa	History: events in the 20 th century
5	Future Time	Party Coming Soon	Science: the life cycle of plants
Sentence Structures - Subject / Verb / Object			
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Writing Bright 3

Unit	Grammar	Title	Subject Content
Verbs & Verbals - Passives / Infinitives / Gerunds			
1	Passives	Visiting an Old Castle	History & Science: history of invention
2	Present Perfect	Neighbor to Neighbor	Social Studies: UNICEF & UNESCO
3	Infinitives & Gerunds 1	Watching Fireworks	History: the French Revolution
4	Infinitives & Gerunds 2	My Future Dream	Social Studies: Helen Keller
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Extended Sentences - Conjunctions / Clauses			
6	Conjunctions	Grandma in Bed	History: the Silk Road
7	Adverb Clauses	Surprise Party	Art: making pottery
8	Adjective Clauses	Uncle Brian in Egypt	History: ancient Egyptian pyramids
9	Noun Clauses	Lost and Found Alex	Science: global warming
10	Participles & Participial Phrases	Ice Skating	History & Geography: Easter Island

Unit★1

Modals 1

Strange Dream

I had a strange dream.
In my dream a big monster was chasing me.
I was frightened and tried to run away.
But I **couldn't move**.
I **couldn't run or walk**.

Then suddenly I **could fly**!
I flew to a forest.
There were many talking animals in the forest.
In my real life I **can't understand** when animals talk.
But in my dream I **could talk** to them.
I **could sing and dance** with them.

It was a very strange and interesting dream.



: Grammar for Writing

1 *can & could* : ability or possibility

- I **can run** in my real life.
- I **can't/cannot fly** in my real life.
- I **could fly** in my dream.
- I **couldn't run** in my dream.

- ⇒ Modals add some special meanings to main verbs. After modals, the basic form of the verb is used.
- ⇒ *Can & could* add the meaning of ability or possibility to main verbs.

2 *can & may* : permission

- You **can take** pictures.
- You **may go** now.

- ⇒ *Can & may* add the meaning of permission to main verbs.

3 *may, might, & could* : probability

- She **might know** the answer.
- She **might not be** at home.
- She **could be** in the garden.

- ⇒ *Can, may & might* add the meaning of probability (or uncertain possibility).

4 *will be able to* : ability of the future

- I **will be able to help** you soon.
- I **won't be able to see** you until 6.

- ⇒ *Will be able to* adds the meaning of future ability.



Tips for Better Sentences

Using *was/were able to* properly

- I **was able to persuade** the stubborn old man.
- We **were able to find** the secret place.
- ⇒ We use *was/were able to* instead of *could* for something that happened on a particular occasion and only once before. It usually has the meaning of *managed to*.



Common Mistakes

Main verb error after modals

- She can **does** it herself. (x) → She can **do** it herself. (✓)
- My dream may **comes** true. (x) → My dream may () true.
- He can **speaks** German. (x) → He can () German.
- She might **comes** alone. (x) → She might () alone.
- He might **brings** his computer. (x) → He might () his computer.
- I could **finished** it on time. (x) → I could () it on time.
- We could **caught** the train. (x) → We could () the train.