

5 Longman Academic Writing Series

ESSAYS TO RESEARCH PAPERS

Teacher's Manual

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**Longman Academic Writing Series 5: Essays to Research Papers
Teacher's Manual**

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INTRODUCTION

Welcome to Level 5 in the *Longman Academic Writing Series*, a five-level series that prepares English language learners for academic coursework. This book is intended for advanced students in university, college, or secondary school programs who need to write longer essays and research papers. It offers a carefully structured approach that focuses on writing as a process. It teaches rhetoric and sentence structure in a straightforward manner, using a step-by-step approach, high-interest models, and varied practice types. It also addresses the writing, research, and documentation of papers in different academic areas. Each chapter explores a different rhetorical genre—classification, process, cause / effect, definition, summary / response, argumentation, and the research paper—as it applies to academic writing across the curriculum.

As in the other titles in this series, this book integrates instruction in organization and sentence structure with the writing process. It carefully guides students through the steps of the writing process to produce the well-organized, clearly developed essays and term papers that are essential to academic writing in English. You will find a wealth of realistic models to guide writers and clear explanations supported by examples that will help your students through typical rough spots. These explanations are followed by the extensive practice that learners need to assimilate writing skills and write with accuracy and confidence. Interactive tasks, including pair work, group work, and full-class discussions, engage students in the learning process and complement the solitary work that writers must do. The tasks progress from recognition exercises to controlled production, and culminate in the chapter Writing Assignments. The extensive appendices and a thorough index make the text a valuable and easy-to-use reference tool.

Features

Instructors will find these essential features to enable students to move through the course with confidence:

- **Theme-based chapters** focus on a particular academic area and rhetorical genre.
- **Chapter objectives** provide clear goals for instruction.
- **Realistic writing models** with academic content present the type of writing students will learn to produce in the end-of-chapter Writing Assignments.
- **Two vocabulary sections**, Noticing Vocabulary and Applying Vocabulary, highlight useful words and phrases from the writing models and allow students to practice the new vocabulary and use it in their writing assignments.
- **Organization** sections explore the structure of papers in a variety of organizational patterns.
- Sections on **Grammar** and **Sentence Structure** provide practice with the structures that pose the most difficulties for advanced students.
- A **Preparation for Writing** section reinforces learning and develops the research and documentation skills needed for the writing assignment.
- Step-by-step **Writing Assignments** make the writing process clear and easy to follow.
- **Timed Writing** practice develops students' writing fluency.
- **Writing Guides** for each rhetorical genre give students the tools they need to improve the flow of ideas in their papers.
- **Citation guidelines on MLA and APA formats** provide students with the documentation skills needed to write papers for a variety of academic fields.

The Teacher's Manual

This Teacher's Manual includes information and suggestions to help you teach this course. It includes these features:

- **General Teaching Notes** explain how to use the Student Book effectively.
- **Chapter Teaching Notes** provide step-by-step instructions on how to teach each section, as well as variations and expansions for the practice activities.
- **Writing Assignment Scoring Rubrics** facilitate fair and easy grading. They can be photocopied and used for all students in the class.
- **Chapter Quizzes** assess students' writing and editing skills. They can be photocopied and used for all students in the class. An answer key for the quizzes is also provided.
- The **Student Book Answer Key** provides answers for all Student Book practice activities.

GENERAL TEACHING NOTES

GENERAL TEACHING NOTES

These notes describe the chapter organization in the Student Book and provide general suggestions on how to approach each section. They also include information about the Writing Assignment Scoring Rubrics and Chapter Quizzes in this manual, as well as suggestions on how to integrate technology, a brief description of *MyCompLab* (www.mycomplab.com for additional writing skill practice, composition practice, and assessments), and procedures for teachers interested in having students keep portfolios of their work. Step-by-step teaching suggestions for the Student Book are in the Chapter Teaching Notes that follow.

Student Book

The book contains nine chapters, each one organized as follows.

Chapter Opener

This page includes the chapter title, a photo, and a list of objectives. The chapter title and photo provide an opportunity for students to express ideas about the chapter theme, exercise their imaginations, and share their experiences. The photo is thematically related to the writing model in the next section. The objectives preview the chapter writing skills and provide a roadmap for teachers and students. You may want to spend 10 to 15 minutes on this page.

Introduction

The introduction includes a brief presentation of the elements of academic writing or the genre that is the focus of the chapter. This section has the following additional components.

Writing Model

Each chapter presents one or two writing models. These provide appropriate models for the chapter's writing assignment. The models are followed by questions that help students notice the important structure (including, for example, questions on thesis statements and topic sentences, types of supporting information, the role of individual paragraphs, and transitional devices), content (with comprehension, inference, and opinion questions), and language displayed in the models. You may want to add your own questions and have students analyze the writing models further.



Noticing Vocabulary

This section highlights, explains, and provides practice with useful words and phrases from the models. Types of vocabulary include negative prefixes with adjectives, collocations, irregular plurals from Latin and Greek, phrasal verbs, synonyms, adverbial intensifiers, and antonyms.

Skill-Building: Organization

The organization section highlights increasingly more complicated rhetorical modes (classification, process essay, cause / effect analysis, definition, problem / solution, summary / response, and argument), culminating with the research paper. Each organization mode is graphically represented and refers back to the models. Included are lists of key transitional words and expressions, as well as a reference to the fill-in-the-blank guides found in Appendix A, pages 189–194.

Skill Building: Grammar or Sentence Structure

The grammar and sentence structure sections focus on sentence structure, grammar, mechanics, or a combination of these skills. Brief explanations and clear charts help students understand and apply these skills. Carefully sequenced practice activities reinforce this information in a controlled way, and Try It Out! activities provide opportunities to apply the skills in a more creative way. A complete Answer Key for all practice activities is on pages 69–80 of this manual.

Practice Activities for Organization and Sentence Structure

Practice activities in both the organization and the grammar and sentence structure sections reinforce information that is presented. Activities progress from controlled to productive. Try It Out! activities challenge students to apply what they have learned.

Going Over Explanations in the Skill-Building Sections: Options

1. Read the material aloud as students look at their books. Pause to restate or stress key points, add examples, and/or ask questions to check comprehension.
2. Have students read the material first, either for homework or in class. Then call on students to read the material aloud.
3. Have students close their books. Use a projector to display the page to the class so that all eyes are on the same part of the text. Read the material aloud or have students do so.

Practice and Try It Out! Activities: Options

1. Have students complete activities alone to develop independent thinking.
2. Ask students to complete tasks with partners or in small groups to increase interaction and promote communication and collaboration skills.
3. Have students complete tasks at home if tasks are time consuming and/or class time is limited.
4. As students are working on the activities, walk around the classroom. Observe what students are doing and offer help as needed.

Going Over Answers to Practice and Try It Out! Activities: Options

1. Go over the answers orally (e.g., call on individual students or read the answers aloud) when a task has students choose from among options shown in the book. For activities with a large amount of text (e.g., an entire paragraph), have students number the lines in the paragraph so that they can easily discuss their answers.
2. Have a student or students write answers on the board and then go over the answers. Give writers the chance to correct their own errors before eliciting corrections from the class. Alternatively, select students to read and correct items on the board. In this way, more students can be involved in the correction process.
3. Have students compare answers with a partner or members of a group and discuss any questions or disagreements.
4. Have pairs or groups of students who worked together compare answers with another pair or group.
5. Have students exchange books with a partner and check each other's answers.
6. Display a practice exercise from the book using, for example, a document camera and projector or an interactive whiteboard. Have the class tell you or a student how to complete or correct the sentences.
7. Display the answers on a shared website. Have students check their work at home.
8. Collect students' written work or view their online postings. Correct their work outside of class.

Preparation for Writing

This section provides instruction and practice in skills that prepare students for each writing assignment. Each chapter introduces skills that systematically prepare students to write the research paper. They begin with prewriting practices and then continue through note taking, formulating a thesis statement, supporting claims, summarizing, quoting, paraphrasing, responding to counterarguments, conducting research with print material and Internet material, documenting source material, synthesizing sources, and making citations.

Applying Vocabulary

This section provides further instruction on and practice with the words and phrases from the Noticing Vocabulary section. It prepares students to use the new terms in the writing assignment.

Writing Process and Writing Assignments

Each chapter in the book concludes with a writing assignment related to the chapter genre. The writing process as presented in this book has seven steps, which are explained and illustrated in Chapter 1 on pages 12–18 of the Student Book. Each writing assignment clearly and systematically leads students through the following steps, helping them internalize the process. Read through the steps and decide which parts of the assignment you will have students do in class and at home.

- **Step 1: Explore your topic, audience, and purpose.** Students choose a topic that they know and care about, selecting and narrowing it as necessary. In the process, they think about addressing their audience based on what the audience knows and what the writer must tell them. They also think about the purpose of their essay—whether their goal is to inform, to persuade, or to entertain (or perhaps all three).
- **Step 2: Prewrite to get ideas.** Students work (sometimes with a partner) in various ways. They brainstorm, interview each other, and use other strategies to generate and organize ideas. These interactions help explore and clarify ideas. They also raise student awareness of an audience’s needs.
- **Step 3: Organize your ideas.** Students organize the ideas they have gathered in steps 1 and 2 by using strategies such as writing a preliminary thesis statement, outlining, choosing an organizational structure, and selecting text to paraphrase or quote from other sources.
- **Step 4: Write the first draft.** Students base the draft on their prewriting notes and organized ideas, and they refer to the models in the Introduction. This step can be done in class or for homework. In-class writing allows you to assist and observe students in a given length of time. Homework assignments save class time, which can then be used to provide individual help for students who need it.
- **Step 5: Revise the draft.** Students work with a partner to do peer review. Reviewing a partner’s paper will improve students’ revision skills and help students learn to give constructive feedback in a collaborative way. Getting feedback from a partner will also help students improve their writing. A Peer Review Worksheet for each assignment guides the reviewers through the process. Students who write first drafts on a computer will need to bring printouts to class for peer review. After peer review, students mark up their own papers with changes to be made.
- **Step 6: Edit and proofread.** Students use the Writer’s Self-Check for each chapter to review their own papers and make additional changes. Students can do this step and Step 7 at home.
- **Step 7: Write a new draft.** If possible, students should be given at least one day between Step 3 and Step 4 so they have time to see their writing differently then can revise and edit more effectively. Students write a new (final) draft to turn in to you.

Collecting and Evaluating Writing Assignments: Options

1. Have students hand in or email their work to you. Another option is to have students upload their assignments to a blog or a class website.
2. You may also want to collect students' prewriting, marked-up first drafts, and writer's self-checks to understand their thinking and assess their progress.
3. For suggestions on how to evaluate student work and give feedback, see the Writing Assignment Scoring Rubrics on pages 38–47 of this manual. See page 7 of this manual for more information about the rubrics. For correction symbols, see Appendix H on pages 221–223 of the Student Book.
4. You may want to give students feedback before they submit their final drafts. For example, some instructors do not give letter grades while providing students guidance and direction on their second drafts. You can base this guidance on criteria from the Writing Assignment Scoring Rubrics and by pointing out three or four points for individual improvement.

Organizing and Storing Assignments: Options

1. Have students keep their handwritten writing assignments, or printouts of paragraphs, in a folder (portfolio) that they use for that purpose only.
2. Have students who work on computers set up a system of folders to store their drafts for each Writing Assignment. Give them guidelines for naming their files and for renaming them when they write a new draft.

Portfolio Assessment

Some teachers use student portfolios to assess students' assignments over the course. A portfolio is a paper or electronic folder that includes these parts: (1) two to four samples of final drafts of student assignments along with the earlier drafts, and (2) an introduction in which students explain what they have learned throughout the term. Advantages of portfolio assessment are:

- It encourages students to note and appreciate their progress through the course.
- It encourages students to determine their strengths and weaknesses as writers.
- It involves students in the evaluation process.

Depending on the teacher's approach, portfolio assessment may count as 30 to 50 percent of the final grade.

Suggested Procedure

1. At the beginning of the course, explain the process and grading system to students. Tell them to keep copies of final assignments in a paper or electronic folder.
2. At the end of the course, have students review their assignments and select the ones they want to revise for inclusion in the portfolio. (You may stipulate which assignments they may choose from.)
3. Have students prepare the introduction to the portfolio. The following questions should help them assess their learning:
 - How have your writing practices changed?
 - How has your writing improved?
 - What are your strengths as a writer?
 - What are your weaknesses?
 - How do the papers you have included demonstrate your progress and strengths?
4. Provide a grade for students' assignments and self-assessment.
5. Discuss the grades and self-evaluations with students if needed.

Self-Assessment

All chapters include self-assessment checklists. These give students the chance to review the chapter objectives and reflect on what they have learned in the chapter. Students decide which skills they can do well and which they need to practice more. You can go over this list with the class to get a general sense of how students assess their progress. You can also have students give you their self-evaluations. This feedback will help inform you of what kind of review or additional practice your students need.

Options

1. On note cards, have students write what they can do well and what they need to practice more. Then collect the note cards.
2. Have students email you about what they understand well and what they need to practice more.
3. If your students keep journals, have them write about their progress and/or doubts about the chapter.
4. Use the information from the self-assessments as the basis for one-on-one conferences with students.

Expansions

This section includes two activities to help students further develop their writing ability. The first is a timed writing; the second differs in each chapter.

Timed Writing

Timed writing tasks prepare students for situations in which they need to organize their ideas and write quickly, such as essay questions on examinations. The Timed Writing prompt relates to the chapter theme and essay structure. Feel free to replace the suggested prompts with topics that suit your particular class.

Additional Writing

In this section, students have an opportunity to expand on the chapter theme and practice an expanded list of academic writing skills, including completing a personal essay, writing a scientific process essay, writing a definition, taking the opposite position, and researching and responding.

Appendices

The appendices provide (1) valuable fill-in-the-blank writing guides to improve the flow of ideas in different types of essays, (2) a list of connecting words and transition signals, (3) a list of rules and exceptions for correct article usage, (4) a list of common phrasal verbs, (5) a list of commonly confused words, (6) a list of commonly misspelled words, (7) MLA and APA rules for citations and documentation, (8) a list of correction symbols, and (9) Peer Review and Writer's Self-Check worksheets.

The Online Teacher's Manual

Features specific to the Teacher's Manual that will help you teach this course include the following items.

Writing Assignment Scoring Rubrics

The photocopiable Writing Assignment Scoring Rubrics on pages 38–47 of this manual help you grade completed assignments fairly and easily. They also help students understand the basis for their grades. Each rubric reflects the chapter skills focus, the Writing Assignment directions, and the Writer’s Self-Check worksheet criteria. You can adjust the point system for each criterion to suit the needs and goals of your class. Below the rubric in the Comments section, you can write specific comments and suggestions to the student, such as: “Great details! Be careful about spelling.” The rubric can also be used for the additional writing activities at the end of each Writing Assignment section in the Chapter Teaching Notes of this manual.

Suggested Procedure

1. Hand out copies of the rubric or post it to a class website so that students can refer to it prior to and while completing the assignment.
2. After you collect the assignments, use the rubrics to score students’ work.
3. Return the rubrics with the marked-up assignments.
4. Follow up with teacher-student consultations as needed.

Chapter Quizzes

The photocopiable chapter quizzes on pages 48–64 of this Teacher’s Manual will help you assess your students’ proficiency with the material covered in the chapter. Each quiz has three parts with easily gradable items worth 20 points. The quizzes cover such skills as organizational patterns, development and support, research and documentation, sentence structure, and grammar. The quizzes can be used in class or as take-home assignments.

Chapter Quiz Answer Key

Use the answer key on pages 65–68 to score the quizzes yourself. Alternatively, photocopy the answers, write them on the board, or post them to a class website. Have students correct their own papers or exchange papers and correct a partner’s paper.

Student Book Answer Key

Answers to the practice exercises in the Student Book are on pages 69–80 of this Teacher’s Manual.

Integrating Technology

Using technology engages students, increases their motivation, and helps them develop skills that are vital for full participation in higher education. Technology can also facilitate interaction among students outside of class. Such interaction can promote a sense of community and foster the supportive culture essential to a classroom of developing writers. Here are some things to consider when integrating technology in an academic writing course.

Student Skill Levels

Many students with access to computers, tablets, and smart phones already have technology skills. They use applications to communicate in writing (via email, text messaging, and social networking sites) and to self-publish (on blogs and other websites). Students with little or no such experience can acquire the skills they need with help from you and their classmates.

Learning Management Systems

Some schools provide a learning management system (LMS). You can also use free web-based learning management systems. An LMS provides a password-protected community for you and your students, and it gives you a place to keep course materials, such as information for students, work written by students, and teacher records. An LMS also offers students a way to submit assignments, post to a blog, communicate with you, and participate in online class discussions. Students who are familiar with social networking sites will already have some skills needed to use an LMS.

Free Online Tools

A variety of free online tools can help you set up systems for organizing or showcasing students' work. For example:

- A **class website** gives you a place to post your syllabus, provide other course information, and publish student work.
- A **wiki** allows all class members to contribute writing, discuss ideas, and provide feedback.
- **Online presentations** allow students to showcase their individual or collaborative work and are easily embedded within an LMS, website, or wiki.
- **Blogs** allow individual students to publish their writing easily.

MyCompLab

Outside of class, students can go to **MyCompLab** at www.mycomplab.com for additional writing skill practice, composition practice, and assessments. This online program includes:

- Automatically graded presentations, tutorials, and practice (writing, grammar, and research), including customizable options
- The facility for students to compose collaboratively, share drafts, and do peer reviews
- The facility for instructors to select, create, and insert error comments and link to resource library topics
- Varied course management functions, including the ability to incorporate diagnostics and writing assignments as well as manage student portfolios

CHAPTER TEACHING NOTES

CHAPTER TEACHING NOTES

CHAPTER 1

Expository Essays

(pages 1–20)

CHAPTER OPENER (page 1)

- Explain that the theme of this chapter focuses on the beginning stages of the writing process and the general shape of the essay. It lays the foundation for the content of all the later chapters.
- Have students look at the photo caption and spend five minutes writing about their own writing style. To help them get started, ask: “Do you normally write by hand, by computer, or by a combination of the two? How do you plan what to write? Do you outline your work prior to writing? Do you try to write ‘perfect’ first drafts? How many times do you revise your papers?”
- Then lead a discussion about the topic, beginning with a show of hands in response to the questions above. For example, ask: “How many of you write by hand only?”
- Read the objectives aloud, or ask students to do so. Follow up with questions. For example, ask: “What do you think the elements of a well-structured essay are? What do you think the steps in the writing process are?” Write students’ responses on the board. (**Note:** The discussion will probably lead to reorganizing the steps in the writing process or adding to them.)

INTRODUCTION (pages 2–5)

- Go over the introductory text, emphasizing that students pay special attention to the highlighted words, which are key concepts in understanding and discussing an essay.
- Have students say what kind of information might go into an expository essay (e.g., facts and figures, explanations, descriptions, analysis of information).

Analyzing the Model (page 2)

- Have students read the writing model silently and write answers to the questions. Then have students discuss their answers, perhaps first with a partner, and then followed by a whole-class discussion.
- Ask students to identify where the body of the essay begins and ends. Ask why the body is divided into paragraphs.
- Return to the discussion of student writing practices. Ask: “How many of you are discoverers or planners? How many have used freewriting, brainstorming, or clustering? Who has done outlining?”

Noticing Vocabulary (page 5)

- Go over the introductory text.
Variation: give examples of other prefixes so that the concept is clear to students (e.g. *ex-*, *ad-*, *trans-*, *ab-*). You might also note that some of the negative prefixes have other meanings, such as *in-* and *im-*, which can mean “in” or “into” in words such as *immigrate*.
- Have students suggest other words that begin with negative prefixes.
- Have students read the directions for Practice 1, Parts A and B. Have students complete the tasks with a partner. Then go over the answers.

ORGANIZATION (pages 6–8)

- Go over the introductory text.

A Clear Thesis Statement (page 6)

- Have students read the introductory text. Emphasize that a thesis statement should make a claim instead of merely announcing the topic. In other words, a claim is *arguable*: It needs backing to support it, which is the reason for the body of the essay.
- Return to the model and have students identify the words in the thesis statement and topic sentence that indicate a claim.

- Have students read the directions for Practice 2. Have them complete the task alone. Then go over the answers.

Topic Sentences (page 7)

- Have students read the introductory text. Discuss how the topic sentence performs two roles: (1) it develops one aspect of the thesis statement and (2) it introduces a claim that the remainder of the paragraph supports.
- Have students read the directions for Practice 3. Have them complete the task alone. Then go over the answers. Discuss why conclusions often echo an idea in the opening paragraph, but emphasize that short essays do not require summaries.

A Strong Conclusion (page 8)

- Have students read the introductory text and the directions for Practice 4. Have them complete the task with a partner. Then go over the answers.

GRAMMAR (pages 9–11)

- Go over the introductory text.

Using Articles (page 9)

- Explain that articles are one of the most challenging issues for speakers of languages in which no articles are used, for there are many more nouns in sentences than any other part of speech. (**Note:** Typically, nouns in many languages are inflected to indicate whether a noun is general or specific. Moreover, there are many exceptions to the rules for article use. Some expressions are idiomatic; other expressions mean the same whether an article is used or omitted. But the rules are helpful.)
- Go over the directions for Practice 5. Have students complete the activity. Then go over the answers. Do the same for Practice 6.

THE WRITING PROCESS (pages 12–18)

- Go over the introductory text. Emphasize that the writing process is recursive—that is, steps recur. For example, writers may be writing entirely new paragraphs while they are revising.

- Emphasize the importance of knowing your audience. Ask: “What do you want your reader(s) to *do* with what you say?” Beyond that, emphasize that a writer should consider how much the audience already knows about the topic (and therefore should not be told again) or does not know. The writer should also consider the audience’s attitude toward the subject matter, especially when the purpose is to persuade.
- Have students read the directions for Practice 7 and then work with a partner to complete the task. Go over the answers.
- Go over the next set of explanatory text. Then have students read the directions for Practice 8 and then work with a partner to complete the task. Go over the answers.

EXTENSION:

Have students complete the first freewriting in class and then read it aloud to a small group so that they become accustomed to sharing their work and getting a reaction to the writing. (This is also a good way for students to get to know and feel comfortable with each other.)

Variation: After trying all three prewriting activities, have students decide which they like best and which they can use in particular circumstances.

- Go over the next set of explanatory text about brainstorming. Then have students read the directions for Practice 9 and work with a partner to complete the task. Go over the answers.
- Go over the introductory text about clustering. Then have students read the directions for Practice 10 and work with a partner to complete the task. Go over the answers.
- Go over the introductory text about outlining ideas. Then have students do the Try It Out! activity and have them hand in the outline.
- Go over the following explanatory text.

EXTENSION:

To emphasize how predicting works and why organization must be clear, have students read the first sentence of any paragraph in this chapter and then stop to predict what follows. Then have them read the remainder of the paragraph to test their predictions.

 **Applying Vocabulary** (page 18)

- Go over the introductory text. Then have students read the directions for Practice 11 and complete the task alone. Go over the answers.

Writing Assignment (pages 18–20)

- Read the introduction aloud. Have students reread the writing model on pages 2–4 silently.
- **Step 1:** Have students read the instructions and then spend five to seven minutes exploring their topic, audience, and purpose. Remind them not to censor their ideas. They should write anything that comes to mind about the topic.

Variation: Do this step as a whole class activity, or have students brainstorm with a partner.

- **Step 2:** Have students read the instructions and then have them freewrite or brainstorm a list of ideas. Collect the papers and check to make sure students have understood this step of the writing process. (Provide suggestions, but do not grade the papers at this time.)
- **Step 3:** Have students read the instructions and then write a preliminary thesis statement. Then have them prepare an outline.
- **Step 4:** Have students read the instructions and then write their first drafts in class or at home. If desired, collect the papers and check to make sure students have understood this step of the writing process. (Again, provide suggestions, but do not grade this step.)

- **Step 5:** Do this task in class. Have students read the instructions, and then lead a brief discussion about the benefits of peer review (the writer receives nonthreatening feedback from a classmate; the classmate gets practice editing and assessing someone else’s writing; both the writer and the peer reviewer develop the ability to make independent judgments about their work). Go over the Peer Review worksheet for Chapter 1 on page 225 of the Student Book. Have students complete the task.

- **Step 6:** Have students read the instructions and then go over the proofreading symbols in Appendix H on pages 221–223 of the Student Book. Then go over the Chapter 1 Writer’s Self-Check (page 226). If possible, have students edit and proofread their first drafts in class. Suggest that they do these steps separately. (That is, they should make content changes first and proofread afterward.) Remind students to use the Writer’s Self-Check on page 226 of the Student Book. You may wish to collect students’ first drafts and self-checks to check their editing, proofreading, and self-assessment skills.
- **Step 7:** Have students read the instructions and then do this step in class or at home. Collect the papers and use the Writing Assignment Scoring Rubric on page 39 of this Teacher’s Manual to evaluate them. Decide if you will give a letter grade.

SELF-ASSESSMENT (page 20)

- Go over the Self-Assessment with the class. See options for using the Self-Assessment on page 6 of this manual. Point out that students will practice all the skills listed again and again in this book.

EXPANSION (page 20)**Timed Writing** (page 20)

- Have students read the instructions. (**Note:** Students may be uneasy about writing with a time limit. Reassure them that they will not be graded.) Encourage them not to skip the prewriting step because it will help them write a better paragraph.

- Have students read the instructions. Indicate when they should begin writing. Signal them when the suggested time for each step is up.
- Collect the papers after 30 minutes.
- Conduct a brief discussion about the timed writing experience. Ask students how it felt. Did they follow all the steps? Were they able to finish in time? What, if anything, will they do differently next time?
- Decide how you will mark students' papers. It may be enough to check thesis statement, topic sentences, and conclusion. It is not necessary to mark errors or give a grade.

Complete the Personal Essay

(page 20)

- Have students read the instructions. Then have them complete their essay at home.
- Decide who will read students' essays and how readers should respond. For example, if students write in their journals, the reader will probably be you. Decide if you will respond to the content of the journal entries, the writing, or both. If students post their essays to a blog, you may want to have them work with a partner and respond to each other's essays online. Finally, if you have students post their essays to a class website, decide if you will also require students to respond to each other's writing in some way.

CHAPTER 2

Classification Essays

(pages 21–40)

CHAPTER OPENER (page 21)

- Discuss the theme of this chapter—sociology—to determine what students know about it. Encourage them to investigate it more.
- Have students look at the photograph. Ask: “Do the people look different from those you would expect to see in the United States?”
- Have students read the objectives and discuss any unfamiliar terms. Give an example of a classification (e.g., people

in categories according to height or age). Ask students to suggest other examples. If anyone suggests a classification involving more than one criterion, point out that the categories overlap.

INTRODUCTION (pages 22–25)

- Go over the introductory text and discuss the need for classifications in the social sciences, for example, how these classifications can be used in determining public policies.

Variation: Ask students to predict how the body paragraphs of classification essays are typically organized.

Analyzing the Model (page 22)

- Have students read the writing model and then work with a partner or in a small group to answer the questions about the model. Go over the answers with the class.

Noticing Vocabulary (page 25)

- Have students read the introductory text. Elicit other collocations students know.
- Read the directions for Practice 1, Parts A and B. Have students complete the activities with a partner. Then go over the answers.

EXTENSION:

Have students write sentences using the collocations.

ORGANIZATION (pages 26–28)

- Go over the introductory text. To reinforce the concept that a thesis statement makes a claim, have students return to the thesis of the writing model and locate the key words (*unique* and *self-contained*). Then have them review the body paragraphs to determine where they support the key words. (**Note:** You may wish to emphasize that writers often revise their thesis in the later stages of the writing process, after they have looked carefully at what they have said. Likewise, they may also reshape their body paragraphs to align with the thesis.)

Introductory Paragraph (page 26)

- Have students read the introductory text. (**Note:** You may wish to explain that not every introductory paragraph specifically outlines the categories in the body, but that the paragraph indicates that the body will explain them.)

Body Paragraphs (page 27)

- Go over the introductory text, and provide an example of overlapping categories (such as “daily life” and “working life”) a person does work in his or her daily life.

Concluding Paragraph (page 28)

- Have students read the introductory text. Remind them that a concluding paragraph never introduces a new topic idea.

ESTABLISHING UNITY AND COHERENCE (pages 28–30)

- Explain that establishing unity and coherence requires constant practice and reinforcement. Predicting, discussed in Chapter 1, is a useful tool in checking for unity. Emphasize that it is useful to examine the first and last sentences of a paragraph to see if they are related. Have students try both of these approaches when examining the writing model. Stress that demonstrative pronouns should precede a noun to achieve the most clarity. (**Note:** Technically they are demonstrative *adjectives*.)

(**Note:** Have students place a sticky note on the pages listing transition signals so that they can refer to the list later.)

- Have students read the Writing Tip and the directions for Practice 2. Have them complete the task. Then go over the answers.

GRAMMAR (pages 31–33)

- Have students read the introductory text.

Using Quantifiers (page 31)

- Go over the introductory text. Explain that the noun-determiner system can be challenging, even for the most advanced

students. Students whose first language lacks articles must know the distinction between *few*, which expresses the absence of something, and *a few*, which expresses a small number of something. Write the following sentences on the board to help illustrate the point: *Few people can survive for long in extreme cold. A few people got all of the answers correct on the test.* Emphasize that the same concept applies to *little* and *a little*.

- Explain that one of the most common minor errors made with noun determiners is confusing *a number* (for count nouns) and *an amount* (for noncount nouns). Refer students to Appendix E on pages 208–210 of the Student Book for a list of commonly confused words. Write the following sentences on the board to help illustrate the point: *A large number of people attended the lecture. They learned a large amount of information.*
- Have students read the directions for Practice 3, Parts A and B, and complete the task with a partner. Go over the answers.

PREPARATION FOR WRITING

(pages 33–37)

- Go over the introductory text.

Planning, Observing, and Note Taking (page 33)

- Have students read the introductory text and the directions for Practice 4, Parts A and B. Then have them complete the tasks alone. Go over the answers.

Conducting Surveys and Administering Questionnaires

(page 34)

- Have students read the introductory text and the directions for Practice 5, Parts A and B. Then have them complete the tasks alone. Go over the answers.
- Go over the Writing Tip and the directions for Practice 6. Have students complete the task. Go over the answers. Do the same for the Try It Out! activity.

Variation: Refer students to the guides for writing a classification thesis in Appendix A on page 189. (**Note:** These guides and others keyed to Chapters 2–8 provide excellent models for students to imitate or adapt in their writing.)

Applying Vocabulary (page 37)

- Have students read the introductory text and the directions for Practice 7. Then have them complete the task with a partner. Go over the answers.

WRITING ASSIGNMENT (pages 37–39)

- Have students read the introduction and possible topics.
- **Step 1:** Have students read the instructions and then spend five to seven minutes exploring their topic, audience, and purpose. Remind them not to censor their ideas. They should write anything that comes to mind about the topic.

Variation: Do this step as a whole class, or have students brainstorm with a partner.

- **Step 2:** Have students conduct their survey and record the results. Collect the papers and check to make sure students have understood this step of the writing process. (Provide suggestions, but do not grade the papers at this time.)
- **Step 3:** Have students read the instructions and then write a preliminary thesis statement. Then have them prepare an outline.
- **Step 4:** Have students read the instructions and then write their first drafts in class or at home. If desired, collect the papers and check to make sure students have understood this step of the writing process. (Again, provide suggestions, but do not grade this step.)
- **Step 5:** Do this activity in class. Have students read the instructions and go over the Peer Review worksheet for Chapter 2 on page 227 of the Student Book. Emphasize that revision often goes far beyond correcting small matters, for writers often add supporting information or whole new paragraphs, and shift materials around.

Encourage students to read their papers aloud. This latter practice is extremely useful in uncovering awkward phrasing and hearing where sentences end and begin. Have students work with a partner in reading their papers aloud.

- **Step 6:** Read the instructions aloud and go over the Chapter 2 Writer’s Self-Check (page 228). Have students do this step in class or at home.
- **Step 7:** Have students read the instructions and then complete this step in class or at home. Collect the papers and use the Writing Assignment Scoring Rubric on page 40 of this Teacher’s Manual to evaluate them. Decide if you will give a letter grade.

SELF-ASSESSMENT (page 39)

- Go over the Self-Assessment with the class. See options for using the Self-Assessment on page 6 of this manual. Point out that students will practice all the skills listed again and again in this book.

EXPANSION (pages 39–40)

Timed Writing (page 39)

- Read the instructions aloud. Remind students not to skip the prewriting step; it will help them write better paragraphs.
- Have students begin writing. Signal them when the suggested time for each step is up.
- Collect the papers after 50 minutes.
- Decide how you will mark students’ papers. Check the papers for unity and coherence, as well as other criteria you select.

EXTENSION:

Select all or parts of some paragraphs and use them for a group evaluation and correction activity. Include both excellent and weak writing samples. Students can use the Peer Review worksheet on page 227 to guide their evaluations.

Observing Other People (page 40)

- Have students read the instructions. Discuss each student's choice of topic prior to the actual writing of the essay. (**Note:** It is important that students limit their time of observation to 15–20 minutes unless more time is absolutely needed. Otherwise, they will gather too much information.) Suggest that students tell the people they are observing that they are doing so for a writing assignment. They may even ask for permission.
- Decide who will read students' essays and how readers should respond. For example, if students write in their journals, the reader will probably be you. Decide if you will respond to the content of the journal entries, the writing, or both. If students post their essays to a blog, you may want to put them with a partner and instruct them to respond to each other's essays online. Finally, if you have students post their essays to a class website, decide if you will also require students to respond to each other's writing in some way.

Variation: Have students submit their outlines along with their first, or final, drafts.

CHAPTER 3 Process Essays (pages 41–63)

CHAPTER OPENER (page 41)

- Discuss the theme of this chapter—biology and the natural sciences—to determine what students know about the theme. Ask: “What do you know about the scientific method?”
- Have students look at the photograph and identify the items they see.
- Have students read the objectives and briefly discuss any unfamiliar terms.

INTRODUCTION (pages 42–45)

- Have students read the introductory text. Emphasize the different goals of a process essay: to have the readers understand a

process or to instruct them on how to perform the process. Provide examples such as an explanation of a physical or biological process such as the moon's orbit around the earth or a recipe in a cookbook. Ask students to provide other examples and state whether the examples are descriptions of the process or instructions on performing the process.

- Choose one or two of the suggested topics and write them on the board. Then have the class brainstorm a list of steps in the process. Record these steps on the board.

Analyzing the Model (page 42)

- Have students read the writing model and then work with a partner or in a small group to answer the questions about the model. Go over the answers with the class.

Noticing Vocabulary (page 45)

- Have students read the introductory text. Point out that some Latin nouns can take either the Latin or English endings, for example, *memoranda* / *memorandums*, *referenda* / *referendums*, *millennia* / *millenniums*, and *media* / *mediums*. Another Latin noun, *stadium*, commonly takes the English plural, *stadiums*. Grammatically, *data*, *media*, and *bacteria* are plural, although common usage tends to treat them as singular.
- Go over the directions for Practice 1, Parts A and B, and have students do the task with a partner. Go over the answers.

ORGANIZATION (pages 46–49)

- Have students read the introductory text.

Introductory Paragraph (page 46)

- Have students read the introductory text. Emphasize that a clear thesis statement is essential in a process essay, especially when it indicates the structure of the body paragraphs. Also point out the importance of listing all materials or ingredients at the beginning of an instructional process essay.

Body Paragraphs (page 47)

- Have students read the introductory text. Point out that each step in the process generally requires a separate body paragraph. A list of steps that need no explanation, however, may occupy a single paragraph.

Concluding Paragraph (page 47)

- Have students read the introductory text.

Outlining (page 48)

- Have students read the introductory text. Stress the importance of outlining the process so that all the steps are included. As mentioned later in the chapter, brainstorming is a useful tool in generating the outline.
- Go over the directions for Practice 2. Have students complete the task alone. Then go over the answers.

Variation: To expedite the activity, have students work in pairs or groups and assign only one or two paragraphs to each pair or group.

SENTENCE STRUCTURE (pages 49–54)

- Have students read the introductory text. If necessary, review the meaning of the terms *clause*, *independent clause*, and *dependent clause*. Also review the terms *coordinate* and *subordinate* as they relate to clauses. Explain that *co-* means *equal*, so a *coordinating conjunction* [*con* = with + *join*] links structures that are grammatically equal and equally important. Conversely, *sub-* means *lesser* or *below*, so a *subordinating conjunction* precedes the structure that is grammatically not a sentence—and less important in meaning than the independent clause.

Run-On and Comma-Spliced Sentences (page 49)

- Go over the introductory text. Explain that a conjunction or relative pronoun joins two clauses. Therefore, a word—not punctuation—joins them. The only exceptions are the semicolon and,

occasionally, the colon. Commas *never* join clauses. However, the single most effective way to remedy run-on sentences, comma-spliced sentences, and fragments is to read a passage aloud, slowly and in a natural speaking voice. A rise in the voice indicates a comma, and a drop in the voice indicates a period. An even better practice is to read the work aloud in front of another person, which heightens awareness of audience.

- Have students read the directions for Practice 3, Parts A and B and complete the task with a partner. Go over the answers and the Writing Tip.

Choppy and Stringy Sentences (page 51)

- Go over the introductory text. Emphasize again that reading aloud is extremely useful in identifying choppy sentences and stringy sentences. Point out that students may also circle repeated words (an indication that ideas may be combined or some simply eliminated) to find choppy sentences. Likewise, they may circle conjunctions to identify stringy sentences.
- Have students read the directions for Practice 4 and do the task with a partner. Then go over the answers.
- Have students read the next set of explanatory text and the directions for Practice 5. Have them complete the activity with a partner. Then go over the answers.

PREPARATION FOR WRITING

(pages 55–57)

- Have students read the introductory text and the directions for Practice 6, Parts A and B. Have them complete the activity with a partner or in small groups. Then go over the answers.

Making Transitions between Steps in a Process (page 56)

- Go over the introductory text. Point out that writing a process essay lends itself well to using *first*, *second*, and other counting words. (**Note:** The guide in Appendix A on page 190 of the Student Book provides more explicit ways to establish these

transitions gracefully.) Caution students not to rely too heavily on counting words as transitional devices. The logical relationships between parts of an essay may be complex and therefore require more complex transitions.

- Have students read the directions for Practice 7 and complete the activity with a partner or in small groups. Then go over the answers.

WRITING A SUMMARY AND AN ABSTRACT (pages 58–60)

- Have students read the introductory text. Emphasize that the summary will play an important role in writing assignments in later chapters.

Procedure for Summarizing an Article (page 58)

- Go over the introductory text and the Writing Tip. Point out that it is important for students to learn to summarize effectively, although this skill may take some time to master.
- Have students read the directions for Practice 8. Then have them do the task alone. Go over the answers. Do the same for the Try It Out! activity.

Applying Vocabulary (page 60)

- Have students read the introductory text and the directions for Practice 9. Then have them do the activity with a partner. Go over the answers.

WRITING ASSIGNMENT (pages 61–62)

- Have students read the introduction and possible topics.
- **Step 1:** Have students read the instructions and then spend five to seven minutes exploring their topic, audience, and purpose. Remind them not to censor their ideas. They should write anything that comes to mind about the topic.

Variation: Do this step as a whole class, or have students brainstorm with a partner.

- **Step 2:** Have students prewrite to get ideas. Collect the papers and check to make sure students have understood this step of the writing process. (Provide suggestions, but do not grade the papers at this time.)

- **Step 3:** Have students read the instructions and then cut and paste from their freewriting, write a preliminary thesis statement, and prepare an outline.

- **Step 4:** Have students read the instructions and then write their first drafts in class or at home. Once students have completed their first drafts, have them check over the drafts for consistency of person (*you* or the imperative) and number (singular or plural). If desired, collect the papers and check to make sure students have understood this step of the writing process. (Again, provide suggestions, but do not grade this step.)

- **Step 5:** Do this task in class. Have students read the instructions and go over the Peer Review worksheet for Chapter 3 on page 229 of the Student Book.

- **Step 6:** Read the instructions aloud and go over the Chapter 3 Writer's Self-Check (page 230). Have students do this step in class or at home.

- **Step 7:** Have students read the instructions and then do this step in class or at home. Collect the papers and use the Writing Assignment Scoring Rubric on page 41 of this Teacher's Manual to evaluate them. Decide if you will give a letter grade.

SELF-ASSESSMENT (page 63)

- Go over the Self-Assessment with the class. See options for using the Self-Assessment on page 6 of this manual. Point out that students will practice all the skills listed again and again in this book.

EXPANSION (page 63)

Timed Writing (page 63)

- Read the instructions aloud. Remind students not to skip the prewriting step because it will help them write a better paragraph.
- Have students begin writing. Signal them when the suggested time for each step is up.

- Collect the papers after 35 minutes.
- Decide how you will mark students' papers. Check the papers for unity and coherence, as well as other criteria you select.

EXTENSION:

Select all or parts of some paragraphs and use them for a group evaluation and correction activity. Include both excellent and weak writing samples. Students can use the Peer Review worksheet on page 229 to guide their evaluations.

Write a Scientific Process Essay
(page 63)

- Have students read the instructions. Then have them complete their essay at home.
- Decide who will read students' essays and how readers should respond. For example, if students write in their journals, the reader will probably be you. Decide if you will respond to the content of the journal entries, the writing, or both. If students post their essays to a blog, you may want to put them with a partner and instruct them to respond to each other's essays online. Finally, if you have students post their essays to a class website, decide if you will also require students to respond to each other's writing in some way.

CHAPTER 4
Cause / Effect Essays
(pages 64–85)

CHAPTER OPENER (page 64)

- Point out that history is the theme of this chapter and that historical essays tell a story, but they also often examine the causes for and the results of events. Have students look at the picture. Ask: "What story does this picture seem to tell?"
- Have students read the objectives and briefly discuss any unfamiliar terms. Ask for examples of a cause and of an effect.

INTRODUCTION (pages 65–71)

- Go over the introductory text. Especially discuss the uses of cause / effect analysis in academic writing. Ask students to provide examples.

Analyzing the Models (page 65)

- Have students read the first writing model and then work with a partner or in a small group to answer the questions about the model. Go over the answers with the class. Do the same with the second writing model.

EXTENSION:

Have students compare the two models, noting the signal words and phrases that indicate causes and those that introduce effects.

- Point out that in the first model—a chain reaction of causes (to be discussed later in the chapter)—a cause leads to an effect, which then becomes a cause. Ask students if the final paragraph discusses a cause or an effect.

 **Noticing Vocabulary** (page 70)

- Go over the introductory text and the directions for Practice 1. Have students complete the task with a partner. Then go over the answers. (**Note:** Appendix D on page 206 of the Student Book contains a much longer list of phrasal verbs that students can consult for reference.)

EXTENSION:

Have students use the phrasal verbs to write their own sentences. Then have them share their sentences with a partner.

ORGANIZATION (pages 71–76)

- Go over the introductory text. Answer any questions students may raise.

Chain Organization (page 72)

- Go over the introductory text. Emphasize that chain reaction organization combines causes and effects.

Block Organization (page 73)

- Go over the introductory text. Emphasize that block organization can apply to *either* causes or effects, but it does not mix the two. Remind students that a thesis statement or a topic sentence makes a *claim*, and almost every claim needs to be backed up or proven. (**Note:** If necessary, refer students to the discussion of the three types of claims on page 7 in Chapter 1.) Backing tends to differ in various academic fields, however. Contrast the two models in this chapter with the model in Chapter 3. The subject matter deals with science and therefore relies heavily on numerical data.
- Have students read the instructions for Practice 2. Have them complete the task with a partner. Then go over the answers. Do the same for Practice 3.
- Go over the next set of explanatory text, about distinguishing between cause and effect. Point out that a common logical fallacy is to assume that if something preceded something else, the two are related causally. (The Student Book mentions the examples of sunshine and rain.) Then have students read the directions for Practice 4 and complete the activity alone. Go over the answers.

EXTENSION:

Do a short review of the model in Chapter 3, which also includes causes and effects.

- Go over the next set of explanatory text about transition signals for introducing causes and effects. Then have students read the directions for Practice 5 and complete the activity alone. Go over the answers.

SENTENCE STRUCTURE (pages 77–79)

- Have students read the introductory text.

Using Parallelism (page 77)

- Go over the introductory text and the directions for Practice 6. Have students complete the task with a partner. Then go over the answers. Do the same for Practice 7 and Practice 8.
- Point out that the Writing Tip is extremely useful since parallel structures are always coordinate—that is, they are the same grammatically. Indicate that *but* and *or* may sometimes join parallel structures.

PREPARATION FOR WRITING

(pages 79–80)

- Have students read the introductory text.

Conducting Research (page 79)

- Go over the explanatory text.
- Have students read the directions for the Try It Out! activity and then complete the task alone.

EXTENSION:

Have students compare their findings in groups. Collect papers and provide feedback.

QUOTING MATERIAL FROM OUTSIDE SOURCES (pages 80–83)

- Go over the introductory text.

Punctuating Quotations (page 80)

- Go over the explanatory text. Point out that many students struggle in handling quotations, and some common errors are (1) failing to quote exactly, (2) placing quotation marks around the identification of the speaker, and (3) placing punctuation incorrectly. The most prevalent error is placing end punctuation after the quotation mark. (However, end punctuation rules differ from this convention in British English.) Emphasize that students also need to work with including quotations in paraphrases.

- Point out that computers may introduce other errors in quoting in paraphrasing. For example, the computer may identify a quoted question as a completed sentence. Thus, the identification of the speaker that follows will appear as a sentence fragment.
- Have students read the directions for Practice 9. Then have them do the activity with a partner. Go over the answers.

EXTENSION:

Use any paragraph or group of paragraphs from any source to give students additional practice in quoting.

 **Applying Vocabulary** (page 82)

- Have students review the phrasal verbs from page 70.
- Have students read the directions for Practice 10 and do the activity alone. Then go over the answers.

WRITING ASSIGNMENT (pages 83–84)

- Have students read the introduction.
- **Step 1:** Have students read the instructions and then explore their topic, audience, and purpose. Remind them not to censor their ideas. They should write anything that comes to mind about the topic.

Variation: Do this step as a whole class, or have students brainstorm with a partner.

- **Step 2:** Have students freewrite, brainstorm, or create cluster diagrams to explore and organize their ideas. Collect the papers and check to make sure students have understood this step of the writing process. (Provide suggestions, but do not grade the papers at this time.)
- Point out the Writing Tip.
- **Step 3:** Have students read the instructions and then write a preliminary thesis statement. Then have them prepare an outline.
- **Step 4:** Have students read the instructions and then write their first drafts in class or at home. If you wish, collect the papers and check to make sure students have

understood this step of the writing process. (Again, provide suggestions, but do not grade this step.)

- **Step 5:** Do this task in class. Have students read the instructions and go over the Peer Review worksheet for Chapter 4 on page 231 of the Student Book. Have them complete the task.
- **Step 6:** Read the instructions aloud and go over the Chapter 4 Writer’s Self-Check (page 232). Have students do this step in class or at home.
- **Step 7:** Have students read the instructions and then do this step in class or at home. Collect the papers and use the Writing Assignment Scoring Rubric on page 42 of this Teacher’s Manual to evaluate them. Decide if you will give a letter grade.

SELF-ASSESSMENT (page 85)

- Go over the Self-Assessment with the class. See options for using the Self-Assessment on page 6 of this manual. Point out that students will practice all the skills listed again and again in this book.

EXPANSION (page 85)

Timed Writing (page 85)

- Read the instructions aloud. Remind students not to skip the prewriting step because it will help them write a better paragraph.
- Have students begin writing. Signal them when the suggested time for each step is up.
- Collect the papers after 30 minutes.
- Decide how you will mark students’ papers. Check the papers for unity and coherence, as well as other criteria you select.

EXTENSION:

Select all or parts of some paragraphs and use them for a group evaluation and correction activity. Include both excellent and weak writing samples. Students can use the Peer Review worksheet on page 231 to guide their evaluations.

Examining Alternatives (page 85)

- Before students write, conduct a class discussion. Begin by reviewing each event in the Writing Model about the Irish Potato Famine. For each, ask whether the government could have acted differently.
- Decide who will read students' essays and how readers should respond. For example, if students write in their journals, the reader will probably be you. Decide if you will respond to the content of the journal entries, the writing, or both. If students post their essays to a blog, you may want to put them with a partner and instruct them to respond to each other's essays online. Finally, if you have students post their essays to a class website, decide if you will also require students to respond to each other's writing in some way.

CHAPTER 5 Extended Definition Essays (pages 86–108)

CHAPTER OPENER (page 86)

- Explain that the theme of this chapter is language, with an emphasis on its relation to brain function. Indicate that the photo is of Charles Darwin, whose book *Origin of Species* (1859) introduced the concept of evolution. Ask: "What do you know about Charles Darwin?" (Beware, however, that some students may raise objections to the theory of evolution, so handle this matter diplomatically—indicating that no one is challenging their beliefs.)
- Have students read the objectives and briefly discuss any unfamiliar terms.

INTRODUCTION (pages 87–90)

- Go over the introductory text. Explain that extended definition is necessary to introduce and illustrate a concept. Emphasize that writing about science often therefore employs definition. But it often plays an important role in argument, where a term may need to be redefined and examined carefully. This will be discussed in Chapter 8.

Analyzing the Model (page 87)

- Before students read the model, ask: "What is language?" Write the definition(s) on the board. After students read the article and answer the questions, compare their definitions with what they have learned.
- Have students examine the first paragraph carefully. Explain that it examines the problems with a dictionary definition and then provides a different definition. (**Note:** This problem / solution approach is often used in writing, which will be the topic of Chapter 6.)
- Ask why the first paragraph ends with a question. Suggest that students may wish to use this device occasionally.

Variation: Use some realia to demonstrate the concept of symbols. For example, show students a picture of a dog. Ask: "What is this?" Most students will answer, "It's a dog." Ask a student to pet the dog or feed it. Then you can emphasize how symbols (and language) both represent things but are not the things themselves. We also need symbols to represent things we can see and touch but also to represent abstract concepts such as *loyalty* and *freedom*.

- Have students locate and discuss the use of quotations in the model. Have them identify the different types of quotations and their punctuation. (**Note:** These include a partially quoted text, a quotation within a quotation, a long indented quotation, and a quotation with bracketed material. Either explain these different treatments of quoted material or have students work with a partner and try to explain them. Write the responses on the board.)

- Point out that the final paragraph returns to the question in the opening paragraph.
- Have students read the writing model and then work with a partner or in a small group to answer the questions about the model. Go over the answers with the class.

Noticing Vocabulary (page 90)

- Have students read the explanatory text. Point out the definition of *synonym* and its role in definition.
- Have students read the directions for Practice 1 and complete the task with a partner. Then go over the answers.

Variation: Assign the first five words in Practice 1 to several groups and the last five words to several others. Have each group report its answers and write them on the board. Discuss the variation in answers, especially if some synonyms are incorrect or are the wrong part of speech.

GRAMMAR (pages 91–95)

- Have students read the introductory text.

Noun Clauses (page 91)

- Go over the explanatory text. Explain that the concept that clauses function as nouns or adjectives can be puzzling. Point out that the building blocks of sentences are nouns (or pronouns), verbs, adjectives, and adverbs. Each of these building blocks can be a single word, a phrase, or a clause (although a clause cannot be a verb). (**Note:** Refer students to the discussion of subordination in Chapter 3 if necessary.)
- Explain that a common error occurs when the relative pronoun is the object in the clause. Students may repeat the object, as in these examples: *Noam Chomsky is the man whom most people regard him as the father of modern linguistics. A lesser-known Asian Language is Mongolian, which only people in Mongolia and northern China speak it.* Explain that the relative pronoun functions grammatically to attach the relative clause to the word it relates to, but it nevertheless replaces the object pronoun that would follow a verb or preposition.

- Have students read the directions for Practice 2 and complete the task alone. Then go over the answers.

Adjective Clauses (page 92)

- Go over the explanatory text.
- Have students read the directions for Practice 3 and complete the task with a partner. Then go over the answers.

ORGANIZATION (pages 96–101)

- Go over the explanatory text. Then return to the model and examine the topic sentences and types of support in the body paragraphs.

Three Ways to Define a Term

(page 97)

- Go over the explanatory text.
- Have students read the directions for Practice 4, Parts A and B, and complete the task alone. Then go over the answers.
- Have students read the next explanatory text about using a formal statement of definition. Then have them read the directions for Practice 5 and complete the task alone. Go over the answers.
- Have students read the next groups of explanatory text about definition by negation and potential problems with definitions. Also point out the Writing Tip. Then have them read the directions for the Try It Out! activity and complete the task with a partner or in a small group. Go over the answers. (**Note:** If necessary, refer students to the guides in Appendix A on page 191.)

Expanding on a Definition (page 100)

- Go over the explanatory text. Then have students read the directions for the Try It Out! activity and complete it with a partner or in a small group. Go over the answers.

PREPARATION FOR WRITING

(pages 101–106)

- Have students read the introductory text.

Paraphrasing Material from Sources (page 101)

- Go over the explanatory text, including the Writing Tip. Explain that paraphrasing is a challenging skill for many students to master, especially those with a limited English vocabulary.

EXTENSION:

Assign additional activities to give students more practice with paraphrasing. Give students material to paraphrase or have them find original material and submit it with their paraphrase. Have students work with a partner, stating a part of a paraphrase aloud, writing it down, and then continuing until they have completed the paraphrase.

- Remind students that even if they think that something stated in their own words does not need to acknowledge the source, just like a quotation, a paraphrase needs adequate citation.
- Have students read the directions for Practice 6 and complete the task alone. Then go over the answers.

Applying Vocabulary (page 105)

- Have students read the explanatory material and the directions for Practice 7. Have them complete the task with a partner. Then go over the answers.

EXTENSION:

Have students blend paraphrases with quotations. They should begin with a paraphrase and quote key phrases. They can do this with a partner or as homework.

WRITING ASSIGNMENT (pages 106–107)

- Have students read the introduction and possible topics.
- **Step 1:** Have students read the instructions and then spend five to seven minutes exploring their topic, audience, and purpose. Remind them not to censor their ideas. They should write anything that comes to mind about the topic.

Variation: Do this step as a whole class, or have students brainstorm with a partner.

- **Step 2:** Have students freewrite, brainstorm, or create cluster diagrams. Then have them decide how to define their term. Collect the papers and check to make sure students have understood this step of the writing process. (Provide suggestions, but do not grade the papers at this time.)
- **Step 3:** Have students read the instructions and then write an outline of the essay. Then have them draft a preliminary thesis statement.
- **Step 4:** Have students read the instructions and then write their first drafts in class or at home. If desired, collect the papers and check to make sure students have understood this step of the writing process. (Again, provide suggestions, but do not grade this step.)
- **Step 5:** Do this task in class. Have students read the instructions and go over the Peer Review worksheet for Chapter 5 on page 233 of the Student Book. Have them complete the task.
- **Step 6:** Read the instructions aloud and go over the Chapter 5 Writer's Self-Check (page 234). Have students do this step in class or at home.
- **Step 7:** Have students read the instructions and then do this step in class or at home. Collect the papers and use the Writing Assignment Scoring Rubric on page 43 of this Teacher's Manual to evaluate them. Decide if you will give a letter grade.

SELF-ASSESSMENT (page 108)

- Go over the Self-Assessment with the class. See options for using the Self-Assessment on page 6 of this manual. Point out that students will practice all the skills listed again and again in this book.

EXPANSION (page 108)

Timed Writing (page 108)

- Read the instructions aloud. Remind students not to skip the prewriting step because it will help them write a better paragraph.
- Have students begin writing. Signal them when the suggested time for each step is up.
- Collect the papers after 35 minutes.
- Decide how you will mark students' papers. Check the papers for unity and coherence, as well as other criteria you select.

EXTENSION:

Select all or parts of some paragraphs and use them for a group evaluation and correction activity. Include both excellent and weak writing samples. Students can use the Peer Review worksheet on page 233 to guide their evaluations.

Writing a Definition (page 108)

- Discuss the topics with each student prior to writing, offering suggestions or alternatives. Have students discuss their ideas among themselves. Then have them complete the writing task.
- Decide who will read students' essays and how readers should respond. For example, if students write in their journals, the reader will probably be you. Decide if you will respond to the content of the journal entries, the writing, or both. If students post their essays to a blog, you may want to put them with a partner and instruct them to respond to each other's essays online. Finally, if you have students post their essays to a class website, decide if you will also require students to respond to each other's writing in some way.

CHAPTER 6

Problem / Solution Essays (pages 109–127)

CHAPTER OPENER (page 109)

- Explain that the theme of this chapter is education, with an emphasis on bullying. Have students read the caption. Then ask them to discuss cases of bullying they have observed or been victims of. (**Note:** This subject matter may be too sensitive in some instances, so approach it carefully.)
- Have students read the objectives and briefly discuss any unfamiliar terms. (**Note:** You might also refer students to the discussion of noun clauses and adjective clauses in Chapter 5.) Briefly discuss why a person uses multiple sources in pursuit of a thesis.

INTRODUCTION (pages 110–113)

- Go over the introductory text. Re-emphasize the importance of carefully defining a problem before offering a solution.

Analyzing the Model (page 110)

- Have students read the writing model and then work with a partner or in a small group to answer the questions about the model. Go over the answers with the class. Emphasize the structure of the essay: the problem, the transition to the solution, and the solution. Have students examine the complexity of the solution.

Noticing Vocabulary (page 113)

- Have students read the introductory text. Point out that the adverbial intensifiers are collocations; some of the intensifiers best accompany particular adjectives (e.g., *utterly devastating*). Others cannot accompany particular adjectives (e.g., *strongly safe* does not sound logical).
- Have students read the directions for Practice 1 and complete the task alone. Then go over the answers.

ORGANIZATION (pages 114–116)

- Remind students of the strategies discussed in Chapter 4 on cause / effect analysis, and Chapter 5 on definition. Point out, for example, that the writing model in this chapter defines two types of bullying: physical and nonphysical. It also explains that bullying differs from teasing because of its intent and intensity. Later, the essay examines the causes of bullying so that it can target them in the solution.

Introductory Paragraph (page 114)

- Have students read the explanatory text.

Body Paragraphs (page 115)

- Go over the explanatory text. Stress the importance of the transitional statement (which sometimes is placed at the beginning of the paragraph that follows the explanation of the problem).

Concluding Paragraph (page 116)

- Have students read the explanatory text and the directions for the Try It Out! activity. Have them complete the task alone. Select several of the paragraphs to discuss and analyze in class. Point out their strengths as well as ways they could be improved.

GRAMMAR (pages 116–120)

- Have students read the introductory text.

Forming Adverbial Phrases

(page 116)

- Go over the explanatory text. Explain that a word can take on different grammatical roles in English. Therefore, the subordinating conjunctions (*when*, *while*, etc.) need not begin a complete clause. Instead, they can be followed by a present participle (e.g., *when finishing*) or a past participle (e.g., *when finished*).
- Have students read the directions for Practice 2. Have them complete the task with a partner. Then go over the answers.

Eliminating Dangling Modifiers

(page 119)

- Go over the explanatory text. Point out that dangling modifiers are a persistent error in academic writing, especially as clauses collapse into modifying phrases.

Variation: Bring in realia (e.g., in letters of solicitation or advertisements) to demonstrate dangling modifiers. Often, these errors look like this: “As a loyal customer, *we* are happy to offer you. . . .”

EXTENSION:

Have students complete sentences that begin with phrases such as *After completing the assignment . . .* or *Walking across the street . . .*

- Have students read the directions for Practice 3 and complete the task alone. Then go over the answers.

PREPARATION FOR WRITING

(pages 120–125)

- Have students read the introductory text.

Researching a Topic in Multiple Sources (page 120)

- Have students read the explanatory text. Explain that an additional technique for expanding or narrowing a search is through the use of Boolean terms. Point out that students can use one of three keys terms: *or*, *and*, *not* for these reasons: (1) to expand a search, for example, instead of typing “schools,” they may write “public *or* private schools”; (2) to narrow the search, for example, write “public *not* private schools”; or (3) to link two ideas in a search by writing, for example, “bullying *and* harassment.”
- Go over the directions for Practice 4 and have students complete the task in small groups. Go over the answers.
- Have students read the directions for the Try It Out! activity and complete the task alone. As a class, examine several introductory paragraphs, pointing out strengths and suggesting ways to improve the paragraphs.

Synthesizing Material from Sources (page 122)

- Have students read the next set of explanatory text, about synthesizing material from sources. Remind them to examine the examples carefully, and point out that two or more sources rarely say exactly the same thing, although their general conclusions may be almost the same. Therefore, emphasize that synthesizing usually indicates *general* agreement but also points out some differences.
- Go over the next set of explanatory text, about introducing sources. Emphasize that students should follow this pattern: a general statement of how the sources agree or disagree and then ways in which the details differ. Be sure to point out the Writing Tip.
- Have students read the directions for Practice 5 and complete the task with a partner. Then go over the answers. Do the same for the Try It Out! activity.

EXTENSION:

Have students check the verbs in the synthesis they wrote for the Try It Out! activity. Are they varied? Do they accurately reflect the tone of the content?

Applying Vocabulary (page 125)

- Have students read the introductory text and the directions for Practice 6. Then have them complete the task with a partner. Go over the answers.

WRITING ASSIGNMENT (pages 125–126)

- Have students read the introduction and possible topics.
- **Step 1:** Have students read the instructions and then explore their topic, audience, and purpose. Remind them not to censor their ideas. They should write anything that comes to mind about the topic.

Variation: Do this step as a whole class, or have students brainstorm with a partner.

- **Step 2:** Have students freewrite, brainstorm, or do clustering to explore their ideas. Collect the papers and check to make sure students have understood this step of the writing process. (Provide suggestions, but do not grade the papers at this time.)
- **Step 3:** Have students read the instructions and then write a preliminary thesis statement. Then have them prepare an outline.
- **Step 4:** Have students read the instructions and then write their first drafts in class or at home. If desired, collect the papers and check to make sure students have understood this step of the writing process. (Again, provide suggestions, but do not grade this step.)
- **Step 5:** Do this task in class. Have students read the instructions and go over the Peer Review worksheet for Chapter 6 on page 235 of the Student Book. Have them complete the task.
- **Step 6:** Read the instructions aloud and go over the Chapter 6 Writer’s Self-Check (page 236). Have students do this step in class or at home.
- **Step 7:** Have students read the instructions and then do this step in class or at home. Collect the papers and use the Writing Assignment Scoring Rubric on page 44 of this Teacher’s Manual to evaluate them. Decide if you will give a letter grade.

SELF-ASSESSMENT (page 127)

- Go over the Self-Assessment with the class. See options for using the Self-Assessment on page 6 of this manual. Point out that students will practice all the skills listed again and again in this book.

EXPANSION (page 127)

Timed Writing (page 127)

- Read the instructions aloud. Remind students not to skip the prewriting step because it will help them write a better paragraph.
- Have students begin writing. Signal them when the suggested time for each step is up.
- Collect the papers after 30 minutes.
- Decide how you will mark students' papers. Check the papers for unity and coherence, as well as other criteria you select.

EXTENSION:

Select all or parts of some paragraphs and use them for a group evaluation and correction activity. Include both excellent and weak writing samples. Students can use the Peer Review worksheet on page 235 to guide their evaluations.

Complete the Essay (page 127)

- Have students read the instructions and complete the task alone. Remind them not to rely too much on a single source, especially an encyclopedia. (**Note:** Students may be tempted to plagiarize, most often out of ignorance. Therefore, view inadvertent plagiarism as a “teaching opportunity.” However, when plagiarism is blatant, take whatever punitive measures you [or your school] deem appropriate.)
- Decide who will read students' essays and how readers should respond. For example, if students write in their journals, the reader will probably be you. Decide if you will respond to the content of the journal entries, the writing, or both. If students post their essays to a blog, you may want to put them with a partner and instruct them to respond to each other's essays online. Finally, if you have students post their essays to a class website, decide if you will also require students to respond to each other's writing in some way.

CHAPTER 7

Summary / Response Essays (pages 128–145)

CHAPTER OPENER (page 128)

- Indicate that the theme of the chapter is “cultural adaptation and diversity.” Have students look at the photograph and try to identify the different cultures or nationalities represented.
- Have students read the objectives and briefly discuss any unfamiliar terms. Ask students if they can explain the difference between objective and subjective viewpoints, and active and passive voice. Do not try to explain these concepts yet.

INTRODUCTION (pages 129–131)

- Go over the introductory text. If necessary to reinforce the point of the introduction, refer students back to the discussions of summary in Chapter 3 and Chapter 4. Explain that summary plays an important role in essay writing of various types.

Analyzing the Model (page 129)

- Have students read the writing model and then work with a partner or in a small group to answer the questions about the model. Go over the answers with the class.
- Ask students to examine the summary in Paragraph 1, beginning with the sentence *This happened to Richard Rodriguez*. Ask: “Is it objective? How does it relate to the beginning of the paragraph?” Explain that the opening paragraph therefore performs two functions: (1) it provides a context for the summary (and the argument in the body of the paper), and (2) it summarizes the material it will respond to. Emphasize that the summary must be accurate and clear so that readers know exactly what the body of the essay is responding to.

- Then direct students to Paragraph 2. Explain how it introduces the thesis of the response and clearly indicates the shape of the body of the essay. Point out that this is the first writing model in this book that uses the conventional transitional words *first*, *second*, and *third*. Ask students why. In other words, how does the structure of the body support the thesis of the response? How does the thesis prepare readers for this structure?
- Lead a discussion on the theme of the essay; for example, ask if the suggestions the essay presents are realistic, and if not, what suggestions students would make.

EXTENSION:

Point out the brackets in Paragraphs 1 and 4 and the ellipsis marks in Paragraph 4. Students should see that words may be inserted in a quotation via brackets or omitted via the three dots. You might also ask students what a fourth dot signifies—a period.

 **Noticing Vocabulary** (page 131)

- Have students read the introductory text and the directions for Practice 1. Have them complete the task with a partner. Then go over the answers.

ORGANIZATION (pages 132–135)

- Go over the introductory text. Emphasize the necessity of (1) an objective and accurate summary, (2) a clear thesis statement in the response, and (3) specific references, including quotations and paraphrases, in the response. Point out that the response makes an argument, so it states claims that must be supported or proven.

The Summary (page 133)

- Have students read the explanatory text.

The Response (page 133)

- Have students read the explanatory text and the directions for Practice 2. Then have them complete the task in a small group. Go over the answers.

GRAMMAR (pages 135–137)

- Have students read the introductory text.

Using Passive and Active Voice Appropriately (page 135)

- Go over the explanatory text. Students may confuse voice with tense, so remind them that the passive voice can occur in any tense. Point out that the verb *to be* indicates the tense.
- Have students read the directions for Practice 3 and complete the task alone. Then go over the answers. Do the same for Practice 4, checking to ensure each rewritten sentence retains the correct verb tenses.

PREPARATION FOR WRITING

(pages 138–143)

- Have students read the introductory text.

Writing the Opening Summary

(page 138)

- Go over the explanatory text.

Writing the Response (page 139)

- Go over the explanatory text and the Writing Tip. Refer students to the guides in Appendix A on page 193.
- Have students read the directions for Practice 5 and do the task by themselves. Then have them discuss and compare their summaries with a partner. Are they accurate? Do they include too little or too much information?
- Have students read the directions for Practice 6 and do the task alone. Then go over the answers. Do the same for the Try It Out! activity.

 **Applying Vocabulary** (page 142)

- Have students read the introductory text and directions for Practice 7, Parts A, B, and C. Have them complete the tasks with a partner. Then go over the answers.

WRITING ASSIGNMENT (pages 143–144)

- Have students read the introduction and possible topics.
- **Step 1:** Have students read the instructions and then explore their topic, audience, and purpose. Remind them not to censor their ideas. They should write anything that comes to mind about the topic.
Variation: Do this step as a whole class, or have students brainstorm with a partner.
- **Step 2:** Have students freewrite, brainstorm, or cluster to uncover their ideas. Then have them draft a preliminary thesis statement for their response and brainstorm examples. Collect the papers and check to make sure students have understood this step of the writing process. (Provide suggestions, but do not grade the papers at this time.)
- **Step 3:** Have students read the instructions and do the task.
- **Step 4:** Have students read the instructions and then write their first drafts in class or at home. If desired, collect the papers and check to make sure students have understood this step of the writing process. (Again, provide suggestions, but do not grade this step.)
- **Step 5:** Do this task in class. Have students read the instructions and go over the Peer Review worksheet for Chapter 7 on page 237 of the Student Book. Have them complete the task.
- **Step 6:** Read the instructions aloud and go over the Chapter 7 Writer’s Self-Check (page 238). Have students do this step in class or at home.
- **Step 7:** Have students read the instructions and then do this step in class or at home. Collect the papers and use the Writing Assignment Scoring Rubric on page 45 of this Teacher’s Manual to evaluate them. Decide if you will give a letter grade.

SELF-ASSESSMENT (page 144)

- Go over the Self-Assessment with the class. See options for using the Self-Assessment on page 6 of this manual. Point out that students will practice all the skills listed again and again in this book.

EXPANSION (page 145)

Timed Writing (page 145)

- Read the instructions aloud. Remind students not to skip the prewriting step because it will help them write a better response.
- Have students begin writing. Signal them when the suggested time for each step is up.
- Collect the papers after 45 minutes.
- Decide how you will mark students’ papers. Check the papers for unity and coherence, as well as other criteria you select.

EXTENSION:

Select all or parts of some paragraphs and use them for a group evaluation and correction activity. Include both excellent and weak writing samples. Students can use the Peer Review worksheet on page 237 to guide their evaluations.

Research and Respond (page 145)

- Go over the directions and have students complete the task alone.

EXTENSION:

Remind students about Boolean search words and have them use these words as they conduct their research.

- Decide who will read students’ essays and how readers should respond. For example, if students write in their journals, the reader will probably be you. Decide if you will respond to the content of the journal entries, the writing, or both. If students post their essays to a blog, you may want to put them with a partner and instruct them to respond to each other’s essays online. Finally, if you have students post their essays to a class website, decide if you will also require students to respond to each other’s writing in some way.

CHAPTER 8

Argumentative Essays

(pages 146–168)

CHAPTER OPENER (page 146)

- Have students look at the photograph. Ask how they feel about experiments on animals.
- Have students read the objectives and briefly discuss any unfamiliar terms. Point out the terminology to look for throughout the chapter.

INTRODUCTION (pages 147–151)

- Have students read the introductory text. Point out how the skills and organizational structures from earlier chapters all contribute to the writing of an argument. Have students list the skills that apply.

Analyzing the Models (page 147)

- Have students read the first writing model and then work with a partner or in a small group to answer the questions about the model. Go over the answers with the class.
- Explain the term *counterargument*, and have students locate where Dr. Kline states or responds to counterarguments. Point out that the essay is largely structured as a series of responses to counterarguments.
- Discuss students' answers to question 5. Discuss why agreeing with some counterarguments is usually a good strategy.
- Have students read the second writing model and then work with a partner or in a small group to answer the questions about the model. Go over the answers with the class.
- Compare the opening paragraphs of the two models. Ask: "How are they different? In what ways, if any, are they similar?"
- Compare the tone (the author's attitude toward the subject and audience) of the two essays. Ask: "How are they different? Why are they different?"

Noticing Vocabulary (page 150)

- Have students read the introductory text and the directions for Practice 1. Then have them complete the task with a partner. Go over the answers.

EXTENSION:

Have students brainstorm additional synonyms for the vocabulary words. Then discuss any subtle differences among the synonyms.)

GRAMMAR (pages 151–154)

Modal Verbs (page 151)

- Go over the explanatory text.
- Have students read the directions for Practice 2 and complete the task with a partner. Go over the answers.

Phrasal Modals (page 153)

- Go over the explanatory text. Point out that students may be more familiar with the term *helping verbs* as it refers to phrasal modals. Emphasize, however, that phrasal modals do more than "help" another verb. They also express probability or obligation, and make suggestions, recommendations, or even warnings.
- Have students read the directions for Practice 3 and complete the task with a partner. Go over the answers.

Subjunctive Mode (page 154)

- Go over the explanatory text. Point out that the verbs in subjunctive mode clauses take the base form (the infinitive without *to*). Provide some examples of subjunctive in common idioms such as "be that as it may," "come what may," "truth be told," "if need be," and even "God bless you."

EXTENSION:

To find more expressions, have students search on the Internet for "examples of the subjunctive mode" or "formulaic subjunctive."

- Have students read the directions for Practice 4 and do the activity alone.

ORGANIZATION (pages 155–160)

- Go over the explanatory text.

Block Organization (page 156)

- Go over the explanatory text.
- Emphasize that the first paragraph frames the issue. It describes what the controversy is and usually states both (or more) sides of the issue.
- Emphasize that responding to counterarguments strengthens the writer’s argument. Have students look at the examples.

Point-by-Point Organization

(page 157)

- Go over the explanatory text.
- Emphasize that, as in block organization, the first paragraph frames the issue. It describes what the controversy is and usually states both (or more) sides of the issue.

The Introductory Paragraph(s)

(page 158)

- Go over the explanatory text, including the list of verbs used in framing an issue. Discuss writers’ different attitudes toward the subject matter they express.
- Have students read the directions for Practice 5, Part A and do the task alone. Then have them read the directions for Practice 5, Part B and complete the activity with a partner. Go over the answers, emphasizing how verbs reveal attitude.
- Refer students to the guides for framing an argument in Appendix A on pages 193–194.

Body Paragraphs (page 159)

- Have students read the explanatory text and the directions for Practice 6. Have them complete the task in a small group. Then go over the answers.

Concluding Paragraph (page 160)

- Go over the explanatory text.

PLANNING YOUR ARGUMENT

(pages 161–163)

- Have students read the introductory text.

Knowing Your Audience (page 161)

- Go over the explanatory text. Emphasize the concept of audience, providing examples of subject matter that most people would agree with (e.g., lowering tuition), be neutral toward (e.g., rearranging the layout of the room), and antagonistic toward (e.g., religious and political issues).
- Have students read the directions for the Try It Out! activity and complete the task. Go over the answers.

Responding to Counterarguments

(page 162)

- Go over the explanatory text. Then have students work with a partner to identify the various responses to counterarguments in the two models. Discuss the results.
- Have students read the directions for the Try It Out! activity and complete the task alone. Go over the answers.

PREPARATION FOR WRITING

(pages 163–165)

- Have students read the introductory text.

Finding Support for Your

Argument (page 163)

- Go over the explanatory text. If necessary, review the discussions of research in Chapters 4, 5, and 6. Go over the steps in the process. Remind students of Boolean search words.
- Emphasize point 5: Keep an open mind. Students may change or modify their opinions based on the evidence they discover.

Research the Counterarguments

(page 164)

- Go over the explanatory text. Again, emphasize the importance of keeping an open mind. Explain that students can both agree and disagree with an argument (i.e., they can accept parts of a counterargument while still pursuing their own claims).
- Have students read the directions for the Try It Out! activity and complete the task with a partner. Then go over the answers.

Applying Vocabulary (page 165)

- Have students read the introductory text and the directions for Practice 7. Have them complete the task with a partner. Then go over the answers.

WRITING ASSIGNMENT (pages 165–167)

- Have students read the introduction and possible topics.
- **Step 1:** Have students read the instructions and then write a rough draft statement of their position on the topic. Then have them explore their topic, audience, and purpose. Remind them not to censor their ideas. They should write anything that comes to mind about the topic.

Variation: Do this step as a whole class, or have students brainstorm with a partner.

- **Step 2:** Have students brainstorm. Go over the Writing Tip. Collect the papers and check to make sure students have understood this step of the writing process. (Provide suggestions, but do not grade the papers at this time.)
- **Step 3:** Have students read the instructions and then write a preliminary thesis statement. Then have them prepare an outline.
- **Step 4:** Have students read the instructions and then write their first drafts in class or at home. If desired, collect the papers and check to make sure students have understood this step of the writing process. (Again, provide suggestions, but do not grade this step.)

- **Step 5:** Do this task in class. Have students read the instructions and go over the Peer Review worksheet for Chapter 8 on page 239 of the Student Book. Have them complete the task.
- **Step 6:** Read the instructions aloud and go over the Chapter 8 Writer’s Self-Check (page 240). Have students do this step in class or at home.
- **Step 7:** Have students read the instructions and then do this step in class or at home. Collect the papers and use the Writing Assignment Scoring Rubric on page 46 of this Teacher’s Manual to evaluate them. Decide if you will give a letter grade.

SELF-ASSESSMENT (page 167)

- Go over the Self-Assessment with the class. See options for using the Self-Assessment on page 6 of this manual. Point out that students will practice all the skills listed again and again in this book.

EXPANSION (page 168)

Timed Writing (page 168)

- Read the instructions and the Writing Tip aloud. Remind students not to skip the prewriting step because it will help them write a better paper.
- Read the prompt and have students begin writing. Signal them when the suggested time for each step is up.
- Collect the papers after 50 minutes.
- Decide how you will mark students’ papers. Check the papers for unity and coherence, as well as other criteria you select.

EXTENSION:

Select all or parts of some paragraphs and use them for a group evaluation and correction activity. Include both excellent and weak writing samples. Students can use the Peer Review worksheet on page 239 to guide their evaluations.

Taking the Opposite Position

(page 168)

- Go over the directions and have students complete the task.
- Decide who will read students' essays and how readers should respond. For example, if students write in their journals, the reader will probably be you. Decide if you will respond to the content of the journal entries, the writing, or both. If students post their essays to a blog, you may want to put them with a partner and instruct them to respond to each other's essays online. Finally, if you have students post their essays to a class website, decide if you will also require students to respond to each other's writing in some way.

CHAPTER 9

Research Papers

(pages 169–188)

CHAPTER OPENER (page 169)

- Point out that the theme of this chapter is the research paper. Then have students look at the map and discuss what they know about accidents involving nuclear reactors.
- Have students read the objectives and briefly discuss any unfamiliar terms. Ask students what they think point-by-point and source-by-source organizations mean. Ask them what they know about MLA and APA formats. Do not try to explain these ideas yet.

INTRODUCTION (pages 170–173)

- Go over the introductory text. Discuss the relationship of the earlier chapters to the research paper; for example, discuss summarizing, quoting, paraphrasing, locating sources, writing arguments, and synthesizing.

Analyzing the Model (page 170)

- Have students read the writing model and then work with a partner or in a small group to answer the questions about the model. Go over the answers with the class. Look specifically at the relationship between citing sources in the body of the text and in the list of works cited. Explain that, essentially, the in-text citation lets readers know the source, and the works cited section provides the information necessary to locate that source.



Noticing Vocabulary (page 173)

- Go over the introductory text. Then have students read the directions for Practice 1 and complete the task with a partner. Go over the answers.

EXTENSION:

Have students use each antonym in a sentence.

ORGANIZATION (pages 173–176)

- Go over the introductory text.

Point-by-Point Organization

(page 174)

- Go over the explanatory text. Explain that point-by-point organization is more commonly used than source-by-source organization. Explain that point-by-point organization tends to rely on transitional expressions such as *first*, *second*, and so on. Emphasize, however, that a research paper is a form of argument. Therefore, its organization is more complex than simply listing main ideas. It must also respond to arguments.

Source-by-Source Organization

(page 174)

- Go over the explanatory text. Explain that source-by-source organization tends to be used when a source is analyzed in some depth. Refer students to the discussion of organization in Chapter 5, page 96.
- Have students read the directions for Practice 2 and complete the task in a small group. Have them discuss the genre and also locate its thesis, topic sentences, transitional devices, and use of citations. Then go over the answers.

GRAMMAR (pages 177–178)

- Have students read the introductory text.

Sequence of Tenses (page 177)

- Go over the explanatory text. Explain that the underlying principle behind the sequence of tenses is that one event or action precedes another in time. Therefore, the first action is stated in the present tense and the second is in the future tense. Likewise, a condition must be met before another event or action is possible. So the condition is stated in the present tense, and the other event or action is stated in the future tense.
- Have students read the directions for Practice 3 and complete the task alone. Then go over the answers. Do the same for Practice 4.

PREPARATION FOR WRITING

(pages 179–185)

- Go over the explanatory text. Review basic research practices in Chapter 4 on page 79 if necessary. Stress the importance of pursuing the answer to a question in students' research. Go over the types of questions used in beginning research.

Narrowing Your Focus (page 179)

- Go over the explanatory text.
- Have students read the directions for Practice 5 and complete the activity in small groups. Then go over the answers.

- Have students brainstorm their own questions to pursue in research. Work with them to narrow or broaden the questions as necessary.
- Go over the next set of explanatory text about finding information from sources and evaluating sources. Emphasize the criteria for evaluating sources. If possible, provide short examples of material that is out of date, not objective, emotional or angry in tone, or neutral in tone.

Variation: If possible examine some headlines in newspapers, titles of articles, or sample paragraphs that reveal particular biases.

- Have students read the directions for Practice 6, Parts A and B. Have them complete the tasks with a partner. Then have them do Part C in a small group. Go over the answers.
- Go over the directions for the Try It Out! activity. Have students complete the task at home.

EXTENSION:

Have students suggest other people in history who might be described differently depending on the source consulted.

Developing an Effective Thesis Statement (page 182)

- Have students read the explanatory text and the directions for Practice 7. Have them complete the task in small groups. Then go over the answers.

Documenting Research (page 183)

- Go over the explanatory text.
- Have students read the directions for Practice 8 and complete the task alone. Then go over the answers.
- Go over the next set of explanatory text about ways of citing sources. (**Note:** Refer students to Appendix G on pages 212–220 for more information about MLA and APA format.)

Variation: An excellent supplemental source for learning MLA or APA formatting is the *Purdue Owl*, which can be found online.

EXTENSION:

Have students do an Internet search for “formatting engines” to locate new or better ones. If possible, assign separate groups of students to try out each of the formatting engines. Also provide them with materials to plug into the formatting engines, such as the front and second page of newspapers and magazines, and the copyright page in books or journals.

- Have students read the directions for the Try It Out! activity. Have them complete the task alone. Collect students’ papers and review them.

 **Applying Vocabulary** (page 185)

- Have students read the introductory text and the directions for Practice 9. Then have them complete the task with a partner. Go over the answers.

WRITING ASSIGNMENT (pages 186–187)

- Have students read the introduction.
- **Step 1:** Have students read the instructions and then explore their topic, audience, and purpose. Remind them not to censor their ideas.
- **Step 2:** Have students read the instructions and then prewrite. Collect the papers and check to make sure students have understood this step of the writing process. (Provide suggestions, but do not grade the papers at this time.)
- **Step 3:** Have students read the instructions and then complete the task.
- **Step 4:** Have students read the instructions and then write their first drafts in class or at home. Go over the Writing Tip. If desired, collect the papers and check to make sure students have understood this step of the writing process. (Again, provide suggestions, but do not grade this step.)

- **Step 5:** Do this task in class. Have students read the instructions and go over the Peer Review worksheet for Chapter 9 on page 241 of the Student Book. Have them complete the task.
- **Step 6:** Read the instructions aloud and go over the Chapter 9 Writer’s Self-Check (page 242). Have students do this step in class or at home.
- **Step 7:** Have students read the instructions and then do this step in class or at home. Collect the papers and use the Writing Assignment Scoring Rubric on page 47 of this Teacher’s Manual to evaluate them. Decide if you will give a letter grade.

SELF-ASSESSMENT (page 187)

- Go over the Self-Assessment with the class. See options for using the Self-Assessment on page 6 of this manual. Point out that students will practice all the skills listed again and again in this book.

EXPANSION (page 188)

Timed Writing (page 188)

- Read the instructions aloud. Remind students not to skip the prewriting step because it will help them write better paragraphs.
- Have students begin writing. Signal them when the suggested time for each step is up.
- Collect the papers after 55 minutes.
- Decide how you will mark students’ papers. Check the papers for unity and coherence, as well as other criteria you select.

EXTENSION:

Select all or parts of some paragraphs and use them for a group evaluation and correction activity. Include both excellent and weak writing samples. Students can use the Peer Review worksheet on page 241 to guide their evaluations.

Evaluating Sources (page 188)

- Go over the directions and have students complete the task.
- Decide who will read students' essays and how readers should respond. For example, if students write in their journals, the reader will probably be you. Decide if you will respond to the content of the journal entries, the writing, or both. If students post their essays to a blog, you may want to put them with a partner and instruct them to respond to each other's essays online. Finally, if you have students post their essays to a class website, decide if you will also require students to respond to each other's writing in some way.

**WRITING
ASSIGNMENT
SCORING RUBRICS**

CHAPTER 1: EXPOSITORY ESSAYS

Writing Assignment Scoring Rubric

	THE ESSAY . . .	YOUR SCORE	MAXIMUM SCORE
1.	. . . fits the assignment. It discusses your earlier experiences with writing.		15
2.	. . . is based on prewriting (freewriting or brainstorming) and outlining.		5
3.	. . . has been revised at least once.		5
4.	. . . is at least five paragraphs.		10
5.	. . . includes a clear thesis statement that makes a supportable claim.		10
6.	. . . includes a topic sentence that establishes the controlling idea (the claim) of each body paragraph.		10
7.	. . . develops and supports its claims.		10
8.	. . . includes clear transitions and a strong conclusion.		10
9.	. . . correctly uses articles.		10
10.	. . . uses correct spelling, grammar, and punctuation.		15
TOTAL			100
Comments:			

CHAPTER 2: CLASSIFICATION ESSAYS

Writing Assignment Scoring Rubric

	THE ESSAY . . .	YOUR SCORE	MAXIMUM SCORE
1.	. . . fits the assignment. It classifies a type of behavior based on a survey.		15
2.	. . . bases its classification on a single criterion.		10
3.	. . . is at least five paragraphs, with an introduction, body, and conclusion.		10
4.	. . . includes a clear thesis statement that makes a supportable claim.		10
5.	. . . includes a topic sentence for each body paragraph, which establishes the controlling idea (the claim about each category).		15
6.	. . . develops and supports its claims with details, examples, or statistics.		10
7.	. . . is arranged in logical order.		5
8.	. . . establishes unity and coherence with clear transitions.		10
9.	. . . correctly uses quantifiers.		5
10.	. . . uses correct spelling, grammar, and punctuation.		10
TOTAL			100
Comments:			

CHAPTER 3: PROCESS ESSAYS

Writing Assignment Scoring Rubric

	THE ESSAY . . .	YOUR SCORE	MAXIMUM SCORE
1.	. . . fits the assignment. It explains the process involved in an imaginary experiment and reports on its results.		15
2.	. . . includes all the materials needed and the steps involved to complete the process.		15
3.	. . . includes an introduction, body, and conclusion.		10
4.	. . . includes a clear thesis statement that makes a supportable claim.		10
5.	. . . presents each step in a logical order and introduces the steps with a topic sentence.		10
6.	. . . develops the explanations with details, examples, or data.		5
7.	. . . contains no unnecessary details from the original text.		5
8.	. . . uses clear transitions between the steps of the process.		10
9.	. . . avoids run-on and comma-spliced sentences, choppy sentences, and stringy sentences.		10
10.	. . . uses correct spelling, grammar, and punctuation.		10
TOTAL			100
Comments:			

CHAPTER 4: CAUSE / EFFECT ESSAYS

Writing Assignment Scoring Rubric

	THE ESSAY . . .	YOUR SCORE	MAXIMUM SCORE
1.	. . . fits the assignment. It explains the causes or effects of a historical event that relates to you, your family, or others.		15
2.	. . . distinguishes between causes and effects.		10
3.	. . . uses either block or chain organization.		10
4.	. . . includes a clear thesis statement that makes a supportable claim.		10
5.	. . . includes a topic sentence for each body paragraph, which establishes the controlling idea or claim.		10
6.	. . . supports each claim with quotations, surveys, examples, or explanations.		15
7.	. . . uses appropriate sources.		5
8.	. . . uses transitions for unity and coherence.		10
9.	. . . correctly uses parallel structures to create symmetry.		5
10.	. . . uses correct spelling, grammar, and punctuation, especially of quotations.		10
TOTAL			100
Comments:			

CHAPTER 5: EXTENDED DEFINITION ESSAYS

Writing Assignment Scoring Rubric

	THE ESSAY . . .	YOUR SCORE	MAXIMUM SCORE
1.	. . . fits the assignment. It defines a term or concept.		15
2.	. . . creates the definition using synonyms, negation, and formal statements.		10
3.	. . . is clearly organized.		10
4.	. . . includes a clear thesis statement that makes a supportable claim.		10
5.	. . . includes a topic sentence for each body paragraph and clear transitions throughout.		10
6.	. . . expands on and supports a definition with quotations, surveys, examples, or explanations.		15
7.	. . . uses paraphrases correctly.		5
8.	. . . integrates quotations and paraphrases.		10
9.	. . . correctly uses noun and adjective clauses.		5
10.	. . . uses correct spelling, grammar, and punctuation, especially of quotations.		10
TOTAL			100
Comments:			

CHAPTER 6: PROBLEM / SOLUTION ESSAYS

Writing Assignment Scoring Rubric

	THE ESSAY . . .	YOUR SCORE	MAXIMUM SCORE
1.	. . . fits the assignment. It states a problem related to education and proposes a solution.		15
2.	. . . synthesizes information from different sources.		10
3.	. . . correctly introduces different sources and uses different verbs when talking about the sources.		10
4.	. . . is clearly organized.		10
5.	. . . includes a clear thesis statement that makes a supportable claim.		10
6.	. . . establishes a clear transition between the presentation of the problem and the solution.		10
7.	. . . includes a topic sentence for each body paragraph and additional clear transitions throughout.		10
8.	. . . develops the solution with details, explanations, and examples.		10
9.	. . . correctly uses adverbial clauses and phrases.		5
10.	. . . uses correct spelling, grammar, and punctuation, especially of quotations.		10
TOTAL			100
Comments:			

CHAPTER 7: SUMMARY / RESPONSE ESSAYS

Writing Assignment Scoring Rubric

	THE ESSAY . . .	YOUR SCORE	MAXIMUM SCORE
1.	. . . fits the assignment. It is a summary and response essay related to culture.		15
2.	. . . summarizes the original material concisely and presents an original, logical response.		15
3.	. . . establishes the summary in the opening paragraph.		10
4.	. . . includes a clear thesis statement that makes a supportable claim in the response.		10
5.	. . . establishes a clear transition between the summary and the response.		5
6.	. . . includes a topic sentence for each body paragraph and clear transitions throughout.		10
7.	. . . supports its claims with details, data, examples, and explanations.		10
8.	. . . uses short quotations, paraphrases, and examples from the original material as support.		10
9.	. . . uses passive and active voices appropriately.		5
10.	. . . uses correct spelling, grammar, and punctuation, especially of quotations.		10
TOTAL			100
Comments:			

CHAPTER 8: ARGUMENTATIVE ESSAYS

Writing Assignment Scoring Rubric

	THE ESSAY . . .	YOUR SCORE	MAXIMUM SCORE
1.	. . . fits the assignment. It constructs an argument on a controversial topic.		15
2.	. . . states its arguments clearly.		10
3.	. . . states and rebuts the targeted audience's counterarguments effectively.		10
4.	. . . uses clear block or point-to-point organization.		10
5.	. . . frames the issue in the opening paragraph and includes a clear thesis statement of its position.		10
6.	. . . includes a topic sentence for each body paragraph and clear transitions throughout.		10
7.	. . . supports its claims with information, data, and quotations and paraphrases based largely on research.		15
8.	. . . is formatted correctly.		5
9.	. . . uses modal verbs, phrasal modals, and the subjunctive mode correctly.		10
10.	. . . uses correct spelling, grammar, and punctuation, especially of quotations.		5
TOTAL			100
Comments:			

CHAPTER 9: RESEARCH PAPERS

Writing Assignment Scoring Rubric

	THE PAPER . . .	YOUR SCORE	MAXIMUM SCORE
1.	. . . fits the assignment. It presents a coherent argument based on research.		15
2.	. . . synthesizes material from varied and appropriate sources.		15
3.	. . . correctly uses either MLA or APA format to cite sources.		10
4.	. . . is formatted correctly and is at least five pages long.		5
5.	. . . uses clear point-by-point or source-by-source organization.		10
6.	. . . establishes its position in a clear thesis statement and includes a topic sentence for each body paragraph as well as clear transitions throughout.		10
7.	. . . supports its claims with information, data, and quotations and paraphrases based on research.		10
8.	. . . includes a correctly formatted works cited page.		10
9.	. . . uses the sequence of tenses correctly.		10
10.	. . . uses correct spelling, grammar, and punctuation.		5
TOTAL			100
Comments:			

CHAPTER QUIZZES

CHAPTER 1 QUIZ

A. Fill in the blanks using words from the box.

brainstorming	introduction	freewriting	body
thesis	conclusion	topic	clustering

- Three parts of the essay that are important for organization are:
_____, _____, and _____.
- Three ways to discover and explore ideas include _____,
_____, and _____.
- An essay's specific topic is introduced in a _____ statement.
- Each controlling idea of a paragraph is usually stated in a _____ sentence.

B. Write *T* if an item is true. Write *F* if it is false.

- _____ 1. One of the most efficient ways to organize ideas is an outline.
- _____ 2. You should not revise your first draft.
- _____ 3. No two writers work in exactly the same way.
- _____ 4. A strong conclusion should add new ideas and information.
- _____ 5. Articles appear before verbs and pronouns.

C. Add the correct negative prefix (*dis-*, *im-*, *in-*, *il-*, *ir-*) to the adjectives.

1. _____ logical
2. _____ practical
3. _____ relevant
4. _____ possible
5. _____ complete
6. _____ agreeable

D. Write the correct article to complete each sentence.

1. There is _____ bird singing outside my window.
2. How did you do on _____ test we took yesterday?
3. Do you have _____ pencil I can borrow?
4. I think I'll have _____ apple for lunch.
5. _____ conclusion to your essay was weak.

CHAPTER 2 QUIZ**A. Fill in the blanks using words from the box.**

body paragraphs categories	coherence criterion	one survey	unity
-------------------------------	------------------------	---------------	-------

1. A classification places things, people, or ideas into _____.
2. A classification is based on a single _____.
3. One way to gather information about people's behavior is to conduct a _____.
4. When all the ideas in a paragraph support the topic sentence, the paragraph has _____.
5. Transition signals help establish _____ in a paragraph.
6. A classification essay, like all essays, includes an introductory paragraph, _____, and a concluding paragraph.
7. All sentences in a paragraph must discuss just _____ main idea.

B. Choose the best word to complete each sentence.

1. Most Amish live in only a few states. (*Furthermore, / However,*) some have moved to other states to find cheaper farmland.
2. The Amish help each other in times of need. (*Also, / For example,*) they will help with chores when someone becomes sick.
3. They are opposed to all forms of violence. (*Specifically, / Therefore,*) they will not fight in a war.
4. Amish children do not attend high school (*because of / in spite of*) the parents' concern that they not be exposed to "worldly" influences.
5. Not (*much / many*) editing is needed.
6. Most of the sentences are clear, but (*few / a few*) need some editing.
7. A large (*amount / number*) of errors were found in revision.
8. (*A little / Little*) good writing occurs in a noisy environment.

(continued on next page)

CHAPTER 2 QUIZ *(continued from previous page)*

C. Correct five errors in collocations in the following sentences. Make corrections.

1. The life of the Amish is based off a strong community.
2. Their behavior revolves on shared values.
3. Many tourists pass by Amish communities to observe their way of life.
4. Amish believe on strong family bonds.
5. Most activities happen in place in the home.

CHAPTER 3 QUIZ

A. Write *T* if an item is true. Write *F* if it is false.

- _____ 1. Process essays explain how to do something.
- _____ 2. It is not necessary to indicate the purpose of the process essay.
- _____ 3. The steps in a process essay can be presented in any type of order, depending on the purpose.
- _____ 4. Typical transitions in a process essay include *to begin*, *next*, and *finally*.
- _____ 5. Describing how to make cookies is a type of process essay.
- _____ 6. The essay should list the parts or ingredients needed at or near the end so that people will not forget them.
- _____ 7. The conclusion in a process essay may indicate implications in a larger context.

B. Correct the run-on or comma-spliced sentences. One sentence is correct.

1. A scientific experiment includes many steps these must be repeated by other scientists.

2. To begin with, the experimenter must state a hypothesis, then it can be tested in the experiment.

3. Every experiment must include two groups, a control group and an experimental group, which contains a variable.

4. Regular exercise may help prevent a heart attack, however, many more factors contribute to prevention.

(continued on next page)

CHAPTER 3 QUIZ (continued from previous page)

C. Rewrite the choppy and stringy sentences.

1. The scientific method consists of measurements and observations. They are repeatable by other scientists. _____

2. Mice are used in laboratory experiments. Other animals are used in some cases. _____

3. (use *although*) Heart disease is the leading cause of death. Cancer is the second leading cause. Both may be treatable in many cases. _____

4. Some people don't get enough exercise and overeat, and as a result they get heart disease, so they should change their lifestyles. _____

D. Make each word plural.

1. criterion _____
2. parenthesis _____
3. curriculum _____
4. analysis _____
5. datum _____

CHAPTER 4 QUIZ**A. Indicate whether each word introduces a *cause* or *effect*.**

1. due to _____
2. originate _____
3. result in _____
4. reasons _____
5. consequence _____
6. lead to _____

B. Label the phrasal verbs as *S* (separable) or *I* (inseparable).

- _____ 1. depend on
_____ 2. open up
_____ 3. come back
_____ 4. bring about
_____ 5. agree on

C. Underline the part of each sentence that is not parallel.

1. People come to the United States to seek political or religious freedom, pursue an education, or because they want a job.
2. The cause of the disaster was inadequate preparation, they failed to maintain the facilities and systems, and poor supervision.
3. The job was difficult, dangerous, and a challenge to everyone.
4. They went out to get food, stopped at the library, and seeing a movie.
5. He was worried about being able to use his computer and get enough food to eat once he left the country.

D. Find 15 errors in capitalization and punctuation. Make corrections.

1. Abraham Lincoln said a house divided against itself cannot stand.
2. When a man assumes public trust wrote Thomas Jefferson he should consider himself public property.
3. Benjamin Franklin wrote three may keep a secret if two of them are dead.
4. Keep your eyes wide open before marriage, half shut afterwards added Franklin.

CHAPTER 5 QUIZ

A. Fill in the blanks with words from the box.

circular	paraphrase	statement of definition	too vague
formal	plagiarism	synonyms	
negation	similar	too broad	

1. According to the chapter, three ways to define a term include _____, _____, and _____.
2. A synonym has a _____ meaning to the term being defined.
3. Avoid these potential problems with formulating definitions: do not make them _____, _____, or _____.
4. _____ occurs when a _____ is too similar to the original.

B. Combine the sentences using noun clauses or adjective clauses. In most cases, replace a pronoun with a relative pronoun such as *that, who, which, what, when, or where*. Use commas where required.

1. Language is a form of communication. It works through the use of symbols.

2. Most children begin to speak between the ages of one to two. Most also learn to walk.

3. Charles Darwin was born in 1809. He wrote *The Origin of Species*. _____

4. The book caused a great deal of controversy. It was published in 1859. _____

5. The ability to communicate is located in the cerebral cortex. The elements of language are located there. _____

6. Most linguists believe something. We are born with the instinctive ability to learn any language. _____

(continued on next page)

CHAPTER 5 QUIZ *(continued from previous page)***C. Circle the best synonym for each word.**

1. concept
 - a. theory
 - b. opinion
 - c. dream
2. capacity
 - a. shape
 - b. weight
 - c. ability
3. immutable
 - a. quiet
 - b. unchangeable
 - c. remarkable
4. evolution
 - a. differences
 - b. change
 - c. better
5. origin
 - a. ending
 - b. middle
 - c. beginning
6. acquire
 - a. find
 - b. get
 - c. lend

(continued on next page)

CHAPTER 5 QUIZ (continued from previous page)

- D. Read the original passage. Then read the paraphrases and decide which one is the best. Label it *Best*. Label the others as *Too sim.* (too similar), *No cit.* (no in-text citation), or *Inc. / Inacc.* (incomplete or inaccurate information).**

Original Passage

Unlike the language of animals, which can express only a limited number of things, human language is open-ended. That is, human beings can express an infinite number of ideas in virtually an infinite number of ways. Human language also differs from the languages of animals in that it is governed by grammar. Typically, a grammar includes parts of speech (nouns, verbs, adjectives, and adverbs), tense (past, present, future) or aspect (a continuing or completed action), number (singular or plural), and gender (masculine, feminine, or neuter). While our understanding of how animals communicate is still very limited, we doubt that any species has as sophisticated a communication system as humans. (Meyers, A.)

- _____ 1. According to A. Meyers, human language differs from the language of animals in that it conveys an unlimited number of ideas in virtually an infinite number of ways. Unlike the language of animals, human language is also governed by grammar, which includes parts of speech, tense, aspect, number, and gender. Although we do not know a lot about how animals communicate, we doubt that any species has as sophisticated a system of communication as humans have.
- _____ 2. Human language, which “conveys an unlimited number of ideas,” clearly differs from the language of animals, whose ability to communicate appears to be far less sophisticated. Furthermore, humans can express these ideas in almost any way imaginable. They are limited only by the rules of grammar, which, as far as we know at present, animals do not seem to possess. (Meyers, A.)
- _____ 3. A respected author claims that human language is very different from the language of animals, although we do not know very much about the latter. We do know that our languages allow us to communicate any concept in virtually any way we wish, provided that it follows the rules of grammar.
- _____ 4. A. Meyers claims that humans are unique in that they can communicate any idea any way they want through language. Animals do not have grammar and so cannot really communicate.

CHAPTER 6 QUIZ**A. Write *T* if an item is true. Write *F* if it is false.**

- _____ 1. A problem / solution essay begins by explaining why a problem is important.
- _____ 2. In a problem / solution essay, the thesis statement does not occur in the first paragraph, but instead begins the discussion of the solution.
- _____ 3. An explicit transition should introduce the solution.
- _____ 4. Everyone will agree that the topic discussed in the essay is a problem.
- _____ 5. An adverb may be a phrase or an entire clause.
- _____ 6. A dangling modifier attaches itself to the adverbial clause in a sentence.

B. Indicate whether the sources *agree* or *disagree*.

1. According to “Prevent Bullying” (stopbullying.gov), a school’s first step in preventing bullying is to conduct an assessment to determine the frequency and location of bullying, who intervenes, and the effectiveness of intervention. Likewise, “Bullying Prevention: Tips for Teachers, Principals and Parents” (edutopia.org) recommends beginning with a survey of students, parents, teachers, and staff to assess the same information. _____
2. Stopbullying.gov emphasizes the importance of not labeling children. They should not be called “bullies” or “victims” because these labels suggest that their behavior cannot change, and they ignore other factors such as the climate of the school and the influence of peers. The American Psychological Association labels, or at least defines, both bullies and victims, and adds several other categories, including bully-victims, whose behavior “tends to elicit negative reactions from many in the classroom, and the teacher often dislikes them also.” These labels, however, seem to describe personality traits so that they can be addressed.
- _____

(continued on next page)

CHAPTER 6 QUIZ (continued from previous page)

C. Rewrite the sentences, changing the clause to a phrase. Use the word, phrase, or word form in parentheses.

1. (*upon*) When people see an act of bullying, they must intervene to stop it. _____

2. (*-ing*) Before the problem gets out of control, it must be stopped in the early stages.

3. (*if a victim*) If a child is a victim of bullying, he may become a bully himself.

4. (*lacking*) Because bullies lack self-confidence, they try to build their esteem by verbally abusing others. _____

D. Find the dangling modifier in each of the following sentences. Then rewrite the sentence to eliminate the lack of clarity.

1. Recognizing the seriousness of the problem, steps must be taken by teachers to control it.

2. Talking to a student, it may be very helpful. _____

3. After reading the questions on the exam, answering them clearly is essential.

4. Upon seeing the menu items, they look very healthy. _____

5. The movie is a prime example of the comedy style seen in the 1950s by one of our country's greatest directors. _____

6. With years of experience in the field, you can expect solid investigative skills from this group of journalists. _____

CHAPTER 7 QUIZ

A. Write *T* if an item is true. Write *F* if it is false.

- _____ 1. A summary may include your opinion of some details.
- _____ 2. A summary must identify the author and the title of the original.
- _____ 3. A summary should be limited to key points.
- _____ 4. The transition to the response can appear at the end of the summary.
- _____ 5. The response never includes the words *I* or *me*.
- _____ 6. The response expresses your own opinions and arguments; therefore, it should not cite examples or quotations from the material on which the summary is based.

B. Label the following statements *O* (objective) or *S* (subjective).

- _____ 1. Richard Rodriguez is a famous author, journalist, and social commentator.
- _____ 2. His parents foolishly did not speak to him in English when he was young.
- _____ 3. According to the essay, Rodriguez’s parents could have exposed him to both their native and adoptive cultures.
- _____ 4. Rodriguez was “terrified by the language of Gringos.”

C. Rewrite each sentence using the active voice.

1. Rodriguez was often praised by his teacher.

2. The work will be read by a committee.

3. Cheating is not tolerated at the university.

4. The rules have been changed by the administration.

5. Your homework should have been done by now.

D. Write the corresponding noun, verb, or adjective forms.

- 1. calculation (*change to verb*) _____
- 2. converse (*change to noun*) _____
- 3. application (*change to verb*) _____
- 4. devote (*change to adjective*) _____
- 5. acquisition (*change to adjective*) _____

CHAPTER 8 QUIZ**A. Fill in the blanks with words from the box.**

antagonistic concede counterargument introduces rebuts
--

1. An argument contains both your viewpoint and a rebuttal of the _____.
2. In block organization, the first group of body paragraphs introduces the opposing arguments and _____ them. The second group of body paragraphs presents the writer's argument.
3. In point-by-point organization, the first paragraph _____ the issue, explaining the controversy behind it.
4. In general, an audience may be supportive, neutral, or _____.
5. One way to respond to an argument is to _____ a point but disagree nonetheless.

B. Choose the best word to complete each sentence.

1. Despite other people's desire to accept the study's conclusions, Dr. Smith (*states / maintains / indicates*) that more research is needed.
2. Although he has no proof, Mr. Williams (*implies / insists / indicates*) that the food additive is completely safe.
3. Of course, many people therefore (*support / question / imply*) the validity of Mr. Williams's claim.
4. Whenever possible, scientists (*could / should*) avoid using animals in research.
5. The new research is promising and (*could / can*) possibly lead to new treatments of disease.
6. There are a number of ways that the drug (*should / can*) be thoroughly tested and proven safe.
7. In the next decade, a treatment for the disease (*might / must*) be proven effective, but none is available now.
8. Exposure to highly radioactive material can be fatal. You (*might / must*) not go near the site of the explosion.

(continued on next page)

CHAPTER 8 QUIZ (continued from previous page)

C. Complete each sentence with an appropriate and logical phrasal modal. Include the word in parentheses.

1. (*have*) Don't worry about completing all the work. You _____ not _____ finish it today.
2. (*likely*) The results have been good. We _____ use this new product soon.
3. (*better*) This device is very dangerous. You _____ very careful.

D. Complete each sentence in the subjunctive.

1. We recommend that he _____ hired for the position.
2. I insist that Mr. Wilson _____ immediately.
3. I demand that she not _____ late again!
4. Before the drug is approved for use, we recommend that it _____ further.

CHAPTER 9 QUIZ**A. Fill in the blanks with words from the box.**

author's reputation block	currency debatable	humanities point-by-point	the sciences tone
------------------------------	-----------------------	------------------------------	----------------------

1. Organization in which each body paragraph discusses several sources is called _____ organization.
2. Organization in which each body paragraph examines a single source is called _____ organization.
3. Three key criteria for evaluating sources are _____, _____, and _____.
4. An effective thesis statement should take a _____ position.
5. The MLA format for documentation is used primarily for research done in the liberal arts and _____, such as literature, philosophy, and art.
6. The APA format for documentation is used primarily for research done in _____.

B. Label the following thesis statements *E* (effective) or *I* (ineffective).

- _____ 1. This paper will discuss immigration in the twentieth century.
- _____ 2. The use of chemical fertilizers on fruit and vegetables may be dangerous to our health.
- _____ 3. While the issue is still controversial, the evidence suggests that continued hydraulic “fracking” for natural gas will greatly benefit the economies of the United States and Canada.

C. Label whether each in-text citation method is correct (*C*) or incorrect (*I*).

- _____ 1. Walter Isaacson (2003, *Benjamin Franklin: An American Life*) said, “Franklin was among the first to view British settlements in America not only as separate colonies but also as part of a potentially unified nation”
- _____ 2. “Simple logic says there can be no learning without innate mechanisms to do the learning” (Pinker 2002, 101).
- _____ 3. Michael Pollan (2006) says, “To one degree or another, the question of what to have for dinner assails every omnivore, and always has” (3).
- _____ 4. As Melville wrote in *Moby Dick*, “Never did those sweet words sound more sweetly to me than then.”

(continued on next page)

CHAPTER 9 QUIZ *(continued from previous page)***D. Write the correct form of the verb in parentheses.**

1. After the nuclear plant _____ (*be*) declared safe, it _____ (*resume*) operation.
2. If a product _____ (*be*) unpopular, the manufacturer _____ (*stop*) producing it.
3. Once the product _____ (*exceed*) its expiration date, it _____ (*remove*) from the store's shelves.
4. Michael Pollan _____ (*describe*) how the food industry impacts our choices.
5. Assessing the current state of health in our country, scientists found that the availability of too many fatty foods _____ (*cause*) an "obesity epidemic."
6. Throughout the years, researchers _____ (*develop*) some key strategies to help us stay healthier.
7. Scientists are continually _____ (*examine*) the effects of human society on the state of the world.

**CHAPTER QUIZ
ANSWER KEY**

CHAPTER QUIZ ANSWER KEY

CHAPTER 1 QUIZ

- A. 1. introduction, body, conclusion (*these items can be in any order*)
2. brainstorming, freewriting, clustering (*these items can be in any order*)
3. thesis
4. topic
- B. 1. T 2. F 3. T 4. F 5. F
- C. 1. illogical
2. impractical
3. irrelevant
4. impossible
5. incomplete
6. disagreeable
- D. 1. a 2. the 3. a 4. an 5. The

CHAPTER 2 QUIZ

- A. 1. categories
2. criterion
3. survey
4. unity
5. coherence
6. body paragraphs
7. one
- B. 1. However,
2. For example,
3. Therefore,
4. because of
5. much
6. a few
7. number
8. Little
- C. 1. based on
2. revolves around
3. pass through
4. believe in
5. take place

CHAPTER 3 QUIZ

- A. 1. T 2. F 3. F 4. T 5. T 6. F 7. T
- B. *Answers will vary. Possible answers include:*
1. A scientific experiment includes many steps, which must be repeated by other scientists. *OR* A scientific experiment includes many steps. These steps must be repeated by other scientists. *OR* A scientific experiment includes many steps, and these must be repeated by other scientists.

2. To begin with, the experimenter must state a hypothesis, and then it can be tested. *OR* To begin with, the experimenter must state a hypothesis, which then can be tested. *OR* To begin with, the experimenter must state a hypothesis; then it can be tested.
3. correct
4. Regular exercise may help prevent a heart attack; however, many more factors contribute to prevention. *OR* Regular exercise may help prevent a heart attack. However, many more factors contribute to prevention.
- C. *Answers will vary. Possible answers include:*
1. The scientific method consists of measurements and observations, which are repeatable by other scientists.
2. Mice are used in laboratory experiments, but other animals are used in some cases.
3. Although heart disease is the leading cause of death and cancer is the second leading cause, both may be treatable in many cases.
4. Some people don't get enough exercise and overeat, and, as a result, they get heart disease. Therefore, they should change their lifestyles.
- D. 1. criteria
2. parentheses
3. curricula
4. analyses
5. data

CHAPTER 4 QUIZ

- A. 1. cause 4. cause
2. cause 5. effect
3. effect 6. cause
- B. I 1. depend on
S 2. open up
I 3. come back
I 4. bring about
I 5. agree on

- C. 1. People come to the United States to seek political or religious freedom, pursue an education, or because they want a job.
2. The cause of the disaster was inadequate preparation, they failed to maintain the facilities and systems, and poor supervision.

3. The job was difficult, dangerous, and a challenge to everyone.
4. They went out to get food, stopped at the library, and seeing a movie.
5. He was worried about being able to use his computer and get enough food to eat once he left the country.

- D. 1. Abraham Lincoln said, ^{“A”} a house divided against itself cannot stand.”
2. “When a man assumes public trust [”] wrote Thomas Jefferson [“] he should consider himself public property. [”]”
3. Benjamin Franklin wrote ^{“Three”} three may keep a secret if two of them are dead.”
4. “Keep your eyes wide open before marriage, half shut afterwards [”] added Franklin.”

CHAPTER 5 QUIZ

- A. 1. synonym, formal statement of definition, negation (*these terms can be in any order*)
2. similar
 3. too broad, too vague, circular (*these terms can be in any order*)
 4. Plagiarism, paraphrase
- B. *Answers will vary. Possible answers include:*
1. Language is a form of communication that works through the use of symbols.
 2. Most children begin to speak between the ages of one to two, when most also learn to walk.
 3. Charles Darwin, who was born in 1809, wrote *The Origin of Species*. OR Charles Darwin, who wrote *The Origin of Species*, was born in 1809.
 4. The book, which was published in 1859, caused a great deal of controversy.
 5. The ability to communicate is located in the cerebral cortex, where the elements of language are located.
 6. Most linguists believe that we are born with the instinctive ability to learn any language.
- C. 1. a 2. c 3. b 4. b 5. c 6. b
- D. 1. Too sim.
2. Best
 3. No cit.
 4. Inc. / Innac.

CHAPTER 6 QUIZ

- A. 1. T 2. T 3. T 4. F 5. T 6. F
- B. 1. agree 2. disagree
- C. *Answers will vary. Possible answers include:*
1. Upon seeing an act of bullying, people must intervene to stop it.
 2. Before getting out of control, the problem must be stopped in the early stages.
 3. If a victim of bullying, a child may become a bully himself.
 4. Lacking self-confidence, bullies try to build their esteem by verbally abusing others.
- D. *Answers will vary. Possible answers include:*
1. Recognizing the seriousness of the problem, teachers must take steps to control it.
 2. Talking to a student may be very helpful.
 3. After reading the questions on the exam, you must answer them clearly.
 4. Upon seeing the menu items, she thinks they look very healthy.
 5. The movie, by one of our country’s greatest directors, is a prime example of the comedy style seen in the 1950s.
 6. This group of journalists has years of experience in the field, so you can expect that they have solid investigative skills.

CHAPTER 7 QUIZ

- A. 1. F 2. T 3. T 4. T 5. F 6. F
- B. 1. O 2. S 3. O 4. O
- C. *Answers will vary. Possible answers include:*
1. Rodriguez’s teacher often praised him.
 2. A committee will read the work.
 3. The university does not tolerate cheating.
 4. The administration has changed the rules.
 5. You should have done your homework by now.
- D. 1. calculate
2. conversation
 3. apply
 4. devoted
 5. acquisitive

CHAPTER 8 QUIZ

- A. 1. counterargument
2. rebuts
 3. introduces
 4. antagonistic
 5. concede

- B.** 1. maintains
2. insists
3. question
4. should
5. could
6. can
7. might
8. must
- C.** *Answers will vary. Possible answers include:*
1. You do not have to finish it today.
2. We are likely to use this new product soon.
3. You had better be very careful.
- D.** *Answers will vary. Possible answers include:*
1. be
2. stop
3. arrive
4. be tested

CHAPTER 9 QUIZ

- A.** 1. block
2. point-by-point
3. currency, tone, author's reputation (*these items can be in any order*)
4. debatable
5. humanities
6. the sciences
- B.** 1. I 2. E 3. E
- C.** 1. I 2. C 3. C 4. I
- D.** 1. is, will resume
2. is, will stop
3. exceeds, will be removed
4. describes
5. has caused
6. have developed
7. examining

**STUDENT BOOK
ANSWER KEY**

STUDENT BOOK ANSWER KEY

CHAPTER 1 (pages 1–20)

Questions about the Model (page 4)

Answers will vary. Possible answers include:

1. The writer places the reader in the context of beginning to write a paper and provides examples of questions that someone writing a paper might ask.
2. The final sentence in Paragraph 1 is the thesis statement.
3. Planners and discoverers
4. Four: freewriting, brainstorming, clustering, and outlining
5. The first sentence of each paragraph after Paragraph 1
6. To demonstrate that even professional writers must experiment with and revise their work.
7. To remind the reader of idea expressed in the first sentence of the introduction. This question gives the essay a sense of completion (or symmetry) as it returns to the beginning at the end.

PRACTICE 1: Forming Negative Adjectives (page 5)

- B 2. impossible 3. disorganized 4. incomplete
5. irrelevant 6. illogical 7. uncensored

PRACTICE 2: Narrowing Thesis Statements (page 6)

Answers will vary.

PRACTICE 3: Generating Topic Sentences (page 7)

Answers will vary.

PRACTICE 4: Evaluating Conclusions (page 8)

2. b. 3. a. 4. a. 5. a. 6. b.

PRACTICE 5: Choosing the Correct Article (page 10)

2. a 3. the 4. the 5. a, a 6. the, an
7. the, a 8. the, the

PRACTICE 6: Adding Articles (page 11)

1. The 2. Ø 3. The 4. Ø 5. Ø 6. a
7. Ø 8. an 9. The 10. a 11. The
12. The 13. Ø 14. The

PRACTICE 7: Narrowing a Topic (page 12)

Answers will vary.

PRACTICE 8: Writing Freely (page 14)

Answers will vary.

PRACTICE 9: Brainstorming about Language (page 15)

Answers will vary.

PRACTICE 10: Creating a Cluster Diagram (page 15)

Answers will vary.

Try It Out! (page 16)

Answers will vary.

PRACTICE 11: Writing Sentences with Negative Adjectives (page 18)

Answers will vary.

Complete the Personal Essay (page 20)

The following essay is an example of a reflective introduction for a student's portfolio. It may also serve as a model of a personal essay on a student's writing practices, the topic of the expansion in Chapter 1.

What I've Learned in This Class Heloisa Costa Ramos

I have faced many challenges in writing this semester, but I believe that I have also made great progress in meeting these challenges.

For example, the most difficult part of writing for me has always been getting started. I usually find myself staring at a blank piece of paper for long periods of time, searching for ideas, before being able to write anything at all. In the beginning, I have no idea what I want to say, but as I go over the ideas in my head, new thoughts will come into focus.

Something I learned this semester has helped me to overcome the delay in getting started. I now realize that no first draft is ever a good draft and that it's sometimes better to not think too hard or worry about it. The most important thing at this point in the process is to develop the structure of the essay and write out all my ideas and opinions. Probably the first draft will have many ideas that will prove to be irrelevant in the final draft. That's because I have learned the importance of cutting out the excess details. In my first essay, for example, I detailed the

events well, but included more in the paper than was necessary.

On the other hand, I have also learned to make the paper more clear and specific at some points as I revise. I have learned to develop and support my claims with examples, details, and things I found from research. In my second essay, for example, I realized that even though I had many good points, I did not provide enough evidence to prove them all and needed to supply more. During the in-class discussion on the topic, students all had the opportunity to express many different opinions, and that seemed to have an effect on how I thought about the issue. Some of my views changed completely, and I had a much clearer idea of what I wanted to write in the essay. All I had to do was organize my main ideas and support them. After that assignment, I realized that first of all you must be confident in your opinions on a subject and that you need to explain them clearly and without digressions.

The hardest thing about this class for me had been writing with proper English and grammar. I've been studying English for only two years, and the grammar is completely different from the grammar of Portuguese, which is my first language. I have to edit my papers more carefully in the later drafts. I am more critical of my sentence structure and grammar, and I see that by writing clearly and directly, I can make my essay more powerful. I did my very best in trying not to make many grammatical mistakes by revising my essays over and over again. I think I learned something new in every class this semester. I increased my vocabulary and learned from my mistakes.

To summarize, during this past semester I feel that I have learned a lot of the techniques required to become a better writer and feel much more confident in my writing abilities as well. I now have a better understanding of how to organize my ideas so that it's not so difficult to start writing or to follow my ideas through to their logical conclusions. My major is journalism, so writing is very important to me. I look forward to continuing to learn how to become a better writer as I take more classes.

CHAPTER 2 (pages 21–40)

Questions about the Model (page 24)

Answers will vary. Possible answers include:

1. To describe the practices and beliefs of the Old Order Amish
2. One of the best examples of a unique self-contained community in the United States is the Old Order Amish, members of a religious group that broke away from the Swiss Mennonite

church in the 1600s and settled in Pennsylvania around 1727.

3. Their society is based on small farms and a way of living that is virtually unchanged from 300 years ago.
4. The foundation of these values is religion, obedience, and discipline.
5. Government and community traditions based on shared values
6. His attitude seems objective. The essay includes a lot of facts stated in the third person, and the writer does not use opinion adjectives in his descriptions.
7. **a.** rural farming; **b.** religion, simplicity, and obedience; **c.** government and community traditions; **d.** focus on family values and rejection of violence; **e.** equality of the work of men and women

PRACTICE 1: Finding and Completing Collocations (page 25)

- A**
2. believe in
 3. pass through
 4. horse-drawn buggies
 5. revolve around
 6. pitch in
 7. take place
 8. drive up
 9. way of life
 10. go to great lengths
- B**
1. believe in
 2. pass through
 3. revolves around
 4. pitched in
 5. way of life

PRACTICE 2: Establishing Coherence with Transitions (page 30)

2. also
3. For example, However
4. On the other hand
5. However

PRACTICE 3: Using Quantifiers (page 32)

- A**
2. many of
 3. fewer
 4. little
 5. a great number
 6. few
 7. most
 8. a few
- B** Answers will vary.

PRACTICE 4: Gathering and Reporting on Information (page 34)

Answers will vary.

PRACTICE 5: Working with a Survey (page 35)

Answers will vary.

PRACTICE 6: Writing a Thesis

Statement (page 35)

Answers will vary.

Try It Out! (page 36)

Answers will vary.

PRACTICE 7: Writing Collocations

(page 37)

Answers will vary.

CHAPTER 3 (pages 41–63)

Questions about the Model (page 44)

1. Nonscientists
2. The last sentence of Paragraph 1: The scientific method therefore creates a continual, self-correcting cycle of investigation and analysis involving six steps.
3. There are six steps. [Paragraph 2] The first step in the scientific method therefore poses a question that an experiment might answer. . . . Then, scientists can proceed to the second step in the scientific method. [Paragraph 3] The third step requires setting up a controlled experiment to test the hypothesis using animals instead of humans . . . [Paragraph 4] Having established the control and experimental groups, the researchers would now move on to the fourth step: conducting the experiment. [Paragraph 5] At the end of the specified time period, the scientists could move on to fifth step, analyzing the results. [Paragraph 6] The data would not prove the original hypothesis, but once the results had been written up and published—the sixth step in the experiment—the findings would form the basis for repeating the experiment and conducting further experiments.
4. It shows that the third step is completed.
5. Experiments on the relationship between weight loss and decrease in heart disease, and experiments on the decrease in heart disease resulting from combining weight loss and exercise. These would be conducted on mice, then larger animals, and finally on humans to ensure that no other conditions influence the results. (Answers for this item may vary.)
6. No, because the reader would need much more scientific training, the laboratory resources, and a budget to pay for the experiment. (Answers for this item may vary.)

PRACTICE 1: Singular and Plural Forms of Irregular Nouns (page 45)

1. bacterium, bacteria 2. datum, data
1. analysis, analyses 2. hypothesis, hypotheses
3. basis, bases
1. phenomenon, phenomena
1. genetics 2. statistics

PRACTICE 2: Outlining the Model

(page 48)

Answers will vary.

PRACTICE 3: Correcting Run-ons and Comma Splices (page 50)

- A 1. RO 2. CS 3. CS 4. CS 5. C 6. C
7. CS 8. C
- B Answers will vary. Possible answers include:
1. The scientific method involves six steps, and each is important.
 2. One group in an experiment includes a variable; the other is called the control group.
 3. They must be alike in every other way. Otherwise, the results of the experiment will not be valid.
 4. After establishing a timeline for the experiment, the researchers gather data every week from each group.
 7. The results of the experiment are published, and then other scientists can conduct further experiments.

PRACTICE 4: Combining Choppy Sentences (page 52)

Answers will vary. Possible answers include:

2. Many American children eat unhealthy food and do not get enough exercise.
3. Many children won't eat healthy food because they don't like the way it tastes.
4. People watch too much television, spend too much time on computers and cell phones, and don't get enough exercise.
5. Too many Americans get diabetes and die of heart attacks related to poor diets or lack of exercise.
6. People have stressful lives, tend to overeat, smoke, don't get enough exercise, and consequently develop heart disease.

PRACTICE 5: Improve Stringy Sentences (page 53)

Answers will vary. Possible answers include:

2. The United States has the highest rate of obesity in the world, and many children are becoming obese from consuming too much sugar and starch. As a result, they are developing diseases such as diabetes.

3. Many people eat too much, watch too much television, and don't get enough exercise. Consequently, they tend to get fat.
4. In many poor neighborhoods in the United States, there aren't a lot of supermarkets. Therefore, food is expensive, so people tend to buy junk food and candy at the corner store, which leads to their becoming obese.
5. Exercise plays an important role in staying healthy. People should try to walk, run, or do some physical activity for a least twenty minutes daily or longer if possible.
6. Heart disease is the most deadly illness in the United States. It results from a narrowing of the small blood vessels that connect to the heart, which happens when a waxy material called plaque builds up and sticks to their lining. This condition is also called hardening of the arteries.

PRACTICE 6: Generating and Organizing Steps in Process Analysis

(page 55)

Answers will vary.

PRACTICE 7: Adding Transitions

(page 57)

Answers will vary. Possible answers include:

Paragraph 1

To determine your resting pulse rate (the number of times your heart beats per minute), rest one arm on a flat surface. *Next*, place two fingertips from your other hand over the artery just below your wrist. *Then* look at your watch for fifteen seconds and count the number of beats you feel. *Once you have determined the number, multiply it by four* to get the number of beats per minute. *Finally*, record it on a piece of paper.

Paragraph 2

To determine your pulse rate after activity, jog in place for five minutes if you are in good health and record the number on a piece of paper. *Afterward*, retake your pulse rate and again record it on a piece of paper. *Then* in two-minute intervals, retake your pulse rate until it returns to the resting rate, *and* record the total time elapsed. The shorter the recovery time, the better your cardiac condition is.

PRACTICE 8: Preparing to Write an Abstract

(page 59)

Thesis statement: Everyone has heard the term "heart attack," but what exactly is it, and how does it happen?

Topic sentences. (In middle of second paragraph)

The result is a myocardial infarction or coronary thrombosis—in other words, a heart attack.

Third Paragraph: The main cause of the buildup of plaque is a substance called cholesterol, a waxy substance produced by the liver.

Try It Out! (page 60)

Answers will vary.

PRACTICE 9 Selecting Singular and Plural Irregular Nouns (page 60)

1. phenomena
2. hypothesis
3. basis
4. data
5. analyses
6. criteria

CHAPTER 4 (pages 64–85)

Writing Model 1: Questions about the Model (page 68)

1. The final sentence of the paragraph: They came because of their failed crops. . . .
2. Many poor Irish saw the United States as a land of opportunity, came to this new land with little, and realized their dreams.
3. Paragraph 5: The fungus destroyed the potatoes, and people ate them before they spoiled completely. Paragraph 6: The British government imported corn. The corn sickened people. The Irish sold or pawned their possessions to buy food. The British created public work projects, but people died before being paid. Paragraph 7: Horrible living conditions and eating of the seed potatoes, which led to a much smaller crop in 1847, even though the potatoes were disease free. Then the blight returned in 1848, worsening the situation. Paragraph 8: Landlords threw tenants out of their homes, and many went to public poor houses. The public works projects and poor houses closed, leaving people homeless. Disease broke out. Paragraph 9: Irish fled the country and went to Britain, Canada, and ultimately the United States. Many died aboard the ships crossing the Atlantic. Paragraph 10: The Irish population of the United States doubled that of Ireland. Kennedy is elected president.
4. Essentially, the phrases include references to time. Paragraph 5 includes the year 1845, and says, "It continued and grew worse virtually every year until 1850." Paragraph 6, begins with, "At first," and later says "By December of 1846," followed by "At this point." Paragraph 7 includes the year 1846 and ties the content to the preceding paragraph with the opening words: "The famine." It also includes the transitional phrase, "As a result," as well as the years 1847 and 1848 with phrases introducing the years in which conditions worsened. Paragraph 8 begins with "By this time, even the landlords became

desperate.” It includes the year 1847, and the phrase, “Now with the tenants homeless and living in filth” Paragraph 10 includes the phrase “Over the last nearly two centuries.”

5. It failed because the corn made people ill, and most of the tenants had to sell or pawn their possessions to pay for it.
6. The author implies that the absentee English and Irish landlords took advantage of their tenants and treated the land as “a source from which to extract as much money as possible” (Paragraph 3). The tenants were so poor that they depended entirely on the potato as their food source because it was inexpensive and grew easily in bad soil (Paragraph 4).

Writing Model 2: Questions about the Model (page 70)

1. Overcrowding and rapid growth. Effect: Because of the extent of these problems, however, people eventually took steps to improve living conditions.
2. Poor sewer and water facilities, inadequate fire protection, unpaved streets, lack of housing and thus overcrowding, then breakdown of family life and its consequences in mental distress, crime, and juvenile delinquency. (There are six.)
3. Eventually, however, practical forces operated to bring about improvements. Gradually, the basic facilities of urban living were improved.
4. Planting trees, cleaning up litter, developing recreation facilities, paving streets, lighting cities, using streetcars, constructing high-rise buildings.
5. They illustrate and advance the ideas of the essay, and they also provide firsthand accounts.

PRACTICE 1: Noticing Phrasal Verbs (page 71)

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

PRACTICE 2: Analyzing Paragraph Support (page 74)

Answers will vary according to the paragraphs selected:

Paragraph 2: quotation, statistics, and survey on living conditions in Ireland

Paragraph 3: description of landlord-tenant relationship

Paragraph 4: statistics and description of the role of the potato

Paragraph 5: description of what led to crisis

Paragraph 6: descriptions of government actions and statistics

Paragraph 7: quotation describing living condition

Paragraph 8: statistics and description of landlord actions and consequences

Paragraph 9: statistics and description of consequences of famine in the future

PRACTICE 3: Developing Paragraph Support (page 74)

Examples will vary. Possible examples include:

2. The invention of electricity led to dramatic changes in people’s lives.
Examples: light at night, heating and cooking, electrical appliances
3. People immigrate to other countries for a number of reasons.
Examples: political freedom, search for employment, escape from persecution, reunite with families

PRACTICE 4: Identifying Causes or Effects (page 75)

2. The rate of obesity in the United States has increased greatly in the past twenty years due to a number of factors.
3. The large increase in the number of Hispanics in the last twenty years has led to a number of significant changes in U.S. culture and society.
4. The emigration of Eastern Europeans in the beginning of the twentieth century was both an economic and a political necessity.
5. The Civil War in the United States was the result of a progressive series of events.
6. Global life expectancy has greatly increased thanks to improvements in sanitation and nutrition.

PRACTICE 5: Adding Transitions (page 76)

Answers will vary.

PRACTICE 6: Identifying Parallel Structures (page 77)

2. Sanitation, fire protection, and the paving of streets were inadequate.
3. Substandard living quarters aggravated other evils such as the breakdown of family life, along with mental distress, crime, and juvenile delinquency.
4. Residents of the city resented the crowds, smells, and pollution.

- The city government began to build new housing, repair streets, and create public parks.
- Streets were paved, first with stones and wood blocks, and then with smoother, quieter asphalt. Gaslights were used to brighten the cities after dark, which made law enforcement easier. Streetcars were introduced which took people quickly and inexpensively to work and back and cut back on traffic.

PRACTICE 7: Writing Parallel Structures (page 78)

Answers will vary.

PRACTICE 8: Correcting Errors in Parallelism (page 78)

Controversy over immigrants and the language they speak is not new. Millions of Germans *moved* to the United States in the 1800s and *brought* their language with them. They not only held their religious services in German, but they also opened private schools in which the teachers *taught* in German, published German-language newspapers, and *spoke* German *at home*, in stores, and *also spoke* it in taverns. Eventually all this changed.

The first generation of immigrants spoke German almost exclusively. The second generation assimilated, *speaking* English at home, but also *would speak* German when they visited their parents. For the most part, the third generation knew German only as “that language” that their grandparents used. Many other immigrants who came after the Germans have followed the same pattern: *the Japanese*, the *many more* Italians, Eastern Europeans, and *there are*.

Try It Out! (page 80)

Answers will vary.

PRACTICE 9: Punctuating and Capitalizing Quotations (page 82)

- During the Civil War, President Abraham Lincoln cautioned [“]it is best not to swap horses while crossing the river.” [”]
- “A house divided against itself cannot stand” Lincoln also said.
- “The ballot” Lincoln added “is much stronger than the bullet.”
- “Why should there not be a persistent confidence in the ultimate judgment of the people?” said Lincoln in his First Inaugural Address. “Is there any better or equal hope in this world?”
- Mark Twain, the famous American author, once wrote [“]Always do right. [”] This will gratify some people and astonish the rest.”

PRACTICE 10: Using Phrasal Verbs (page 82)

Answers will vary.

CHAPTER 5 (pages 86–108)

Questions about the Model (page 90)

Answers will vary. Possible answers include:

- It is too limited, it does not apply to all people everywhere, it does not explain the “system,” and it ignores elements of language other than words.
- The two questions at the beginning and at the end of the first paragraph state the thesis (although they do not explain it). Two main ideas are introduced.
- The quotation from Wade and Tavis. It continues to elaborate the main points.
- Symbols, linguists, universal grammar, and cerebral cortex (in a limited sense) should all be circled. The underlined phrases directly follow the circled words.
- To show that, as far as we know, the sounds animals make cannot be defined as language

6. Chomsky believes that the human brain is programmed with “a universal grammar,” while Darwin and Pinker believe that the brain has evolved through evolution to acquire language. Pinker also believes that some parts of language are learned, not instinctive. The essay agrees with all three.

PRACTICE 1: Finding Synonyms

(page 90)

Answers will vary. Possible answers include:

1. express
2. reduced or handicapped
3. idea, thought, or belief
4. uniquely
5. learn or develop
6. ability or capability
7. unchangeable
8. basis or source
9. adjustment or modification
10. advancement, progression, or change

PRACTICE 2: Writing Noun Clauses

(page 92)

Answers will vary.

PRACTICE 3: Combining Sentences to Create Adjective Clauses (page 94)

Answers will vary. Possible answers include:

2. You may define a term with a synonym that has approximately the same meaning.
3. Noam Chomsky, one of the foremost authorities on language, argues that all languages have a universal grammar.
4. The world was shocked by the publication of *The Origin of Species*, which introduced the theory of evolution.
5. Linguistics, the scientific study of human language, demonstrates many similarities among languages.
6. French, Italian, and Spanish, which all come from Latin, have many similarities. OR French, Italian, and Spanish, whose shared ancestor is Latin, have many similarities.
7. Spanish, which is the most common language, is spoken throughout Central America, much of South America, the Caribbean, and, of course, Spain.
8. Aside from the United States, Canada, and Great Britain, India is the country where the largest number of people speak English as their first or second language.
9. Humans’ communicative ability comes from an area of the brain called the cerebral cortex, where the elements of language are located.

PRACTICE 4: Defining with Synonyms

(page 97)

- A 2. instinctive 3. result 4. things that are shared 5. first language 6. sentence structure
- B Answers will vary.

PRACTICE 5: Completing a Formal Statement of Definition (page 98)

Answers will vary. Possible answers include:

2. Evidence is information that proves or supports a claim.
3. A dialect is a form of communication that differs from standard forms in pronunciation, word order, and word choice.
4. A sentence is a group of words that contains a complete independent clause.
5. Grammar is a set of rules that govern (or describe) a language.
6. Instinct is a reaction that is not learned but innate.
7. A translator is a person who converts one language into another.

Try It Out! (page 100)

Answers will vary.

Try It Out! (page 100)

Answers will vary.

PRACTICE 6: Paraphrasing (page 104)

Answers will vary.

PRACTICE 7: Using Synonyms (page 105)

Answers will vary.

CHAPTER 6 (pages 109–127)

Questions about the Model

(page 113)

1. Bullying in U.S. schools. Its victims: students who are bullied, those who do the bullying, and those who see it happening and do nothing about it.
2. The final sentence of Paragraph 1: Although bullying continues to be a serious problem, teachers and school administrators can take a number of steps to prevent it or lessen its impact.
3. Nonphysical and physical aggression. More specifically shoving, tripping, and taking personal items, repeated and cruel teasing intended “to embarrass, hurt, or isolate someone,” and rumors intended to “destroy the reputation of another.”

4. The last sentence: A more difficult task is identifying potential cyberbullies and their victims and determining what to do once they identify those students.
5. Schools have been developing and requiring anti-bullying policies and programs.
6. Keep an eye out for bullying and take it seriously, be an obvious presence, do everything possible to help potential bullies and potential victims of bullies to develop genuine self-confidence, incorporate formal or informal lessons to help students understand that all forms of nonphysical and physical bullying are harmful and unacceptable, fully implement prescribed anti-bullying programs, and follow up with appropriate and fair treatment for both the bully and victim of the bullying
7. Reminding readers of the importance of keeping schools safe from bullying. It provides a “frame” around the essay.

PRACTICE 1: Finding Adverbial Intensifiers (page 113)

2. utterly devastating
3. highly visible
4. extremely attentive
5. strongly supportive
6. deeply harmful
7. absolutely unacceptable

Try It Out! (page 116)

Answers will vary.

PRACTICE 2: Shortening Clauses to Phrases (page 118)

Answers will vary. Possible answers include:

2. Unless reduced, bullying may cause great psychological or physical harm to some children.
3. Although frequently discussed, bullying is not always prevented in some schools.
4. If consistent and fair, rules should make most children comfortable in a school environment.
5. After passing the Safe and Drug Free Schools Act, the government required most schools to actively prevent bullying.
6. While playing at recess, children may not push or shove each other.
7. When reporting on bullies, witnesses need to know their identities won't be revealed.
8. Once established, clear policies may reduce the frequency of bullying.

PRACTICE 3: Identifying and Correcting Dangling Modifiers (page 119)

(page 119)

Rewritten sentences will vary. Possible answers include:

2. Though not easily prevented, the effects of bullying can be lessened by teachers.
3. Acknowledging the seriousness of the problem, teachers must constantly supervise the school buildings.
4. Having been persistently teased or pushed, the victim can be devastated.
5. Driven by the need for power, bullies cause innocent victims to suffer.
6. To help students develop self-confidence, teachers must encourage and praise them.

PRACTICE 4: Finding Sources (page 120)

Answers will vary.

Try It Out! (page 121)

Answers will vary.

PRACTICE 5: Synthesizing Materials (page 124)

(page 124)

Books such as *Aggression and Bullying* (Guerin & Hennesy, 2002) and *Cyberbullying: Bullying in the Digital Age* (Kowalski, Limber & Agatson, 2012) shed light on the consequences of bullying for both the aggressor and the victim.

Try It Out! (page 124)

Answers will vary.

PRACTICE 6: Writing Intensifiers (page 125)

(page 125)

Answers will vary. Possible answers include:

- | | |
|--------------------------|--------------------------|
| 1. absolutely | 4. extremely (or highly) |
| 2. highly (or extremely) | 5. deeply |
| 3. relatively | 6. utterly |

CHAPTER 7 (pages 128–145)

Questions about the Model (page 131)

1. Sentence 2 of Paragraph 1: Unfortunately, for some children these benefits come at a cost.
2. The last sentence: Although there are no perfect answers to these questions, I believe that certain steps could have made the changes in Rodriguez's life easier.
3. Assimilating himself within the dominant English speaking culture.
4. *Answers will vary.*
5. *Answers will vary.*

PRACTICE 1: Finding Meaning from Context (page 131)

1. a 3. a 5. a 7. b
2. a 4. a 6. b 8. b

PRACTICE 2: Identifying Key Points for a Summary (page 134)

Answers will vary. Possible answers include:

1. Almost every marriage in India is arranged.
2. The bride and groom do not know each other, but are introduced to each other by their parents.
3. The family's reputation is extremely important.
4. Parents do not compel their children to marry someone the children find objectionable.
5. Marriages take place only among the same castes and social classes, and the girl's family provides gifts to the groom and his family.
6. The marriage is considered a bond between the bride and groom and their families, and it is considered to be permanent.

PRACTICE 3: Revising Passive Voice Sentences (page 136)

2. I finished the book in a very short time.
3. Our office has received the information.
4. Rodriguez's father wore his clothes with great pride.
5. Rodriguez's parents barely acknowledged his awards.
6. Rodriguez's parents measured his public success "with a great sense of loss."

PRACTICE 4: Forming Passive and Active Voice Sentences (page 137)

2. He was perceived to be a slow learner by them.
Rewritten: They perceived him as a slow learner.
3. His roots eventually were abandoned as he assimilated.
Rewritten: He eventually abandoned his roots as he assimilated.
4. In many schools, bilingual education was required by the local school board.
Rewritten: The local school board required bilingual education in many schools.
5. Richard was discouraged by his teachers at first.
Rewritten: Richard's teachers discouraged him at first.
6. Aspects of both the family and public cultures could have been addressed by Richard's parents in their home.
Rewritten: Richard's parents could have addressed aspects of both the family and public cultures in their home.

PRACTICE 5: Writing a Summary (page 140)

Answers will vary, but the summary should distinguish between a material culture and a nonmaterial culture and perhaps cite the examples of India and North Africa, respectively.

PRACTICE 6: Planning a Response (page 141)

Answers will vary.

Try It Out! (page 141)

Answers will vary.

PRACTICE 7: Forming Different Parts of Speech (page 142)

- | | | |
|---|-----------------|-------------|
| A | 2. conficting | |
| | 3. reconciled | |
| | 4. assimilation | |
| | 5. devotion | |
| | 6. perception | |
| B | 1. demonstrate | 5. invite |
| | 2. integrate | 6. converse |
| | 3. educate | 7. evolve |
| | 4. define | 8. resolve |
| C | 2. converse | |
| | 3. acquisition | |
| | 4. assimilated | |
| | 5. perception | |
| | 6. conflicted | |

CHAPTER 8 (pages 146–168)

Model 1: Questions about the Model (page 149)

1. He is presenting the counterargument of people who oppose animal experimentation and, according to him, think he is the enemy.
2. People who do not have strong opinions on the issue.
3. They address those of the animal rights advocates. They disagree.
4. He presents his argument without first stating the counterarguments.
5. He agrees that scientists should not be needlessly cruel in treating animals, and he thanks the animal rights movement for making scientists more aware. This is all in Paragraph 9.
6. The final sentence: The real question is whether an apathetic majority can be aroused to protect its future against a vocal, but misdirected, minority.

Model 2: Questions about the Model (page 150)

1. It introduces the counterargument that Porter will argue against. Paragraph 2 begins the response to the counterargument, although it does not refute that counterargument yet.
2. The last sentence, although one might also identify the first sentence.
3. “the long-term benefits to individuals, as well as to society at large, appear to far outweigh the costs”
4. The counterarguments in Porter’s essay appear in the first paragraph and are embedded—she concedes that people have legitimate concerns about the cost of higher education—in sentences that argue that the education is worth the cost.

PRACTICE 1: Defining Terms from Context (page 151)

2. j 4. f 6. b 8. h 10. a
3. d 5. c 7. g 9. e

PRACTICE 2: Writing Sentences with Modals (page 152)

Answers will vary.

PRACTICE 3: Using Phrasal Modals (page 153)

Answers will vary.

PRACTICE 4: Using the Subjunctive (page 154)

Answers will vary.

PRACTICE 5: Using Verbs for Arguments or Counterarguments (page 159)

- A *Answers will vary. Possible answers include:*
1. contend, believe, maintain
 2. contends, claims, maintains, argues, insists, believes
 3. reject, disagree with, agree with, support, favor, question
 4. indicates, suggests, implies
 5. suggest, recommend, maintain, contend, insist, believe
 6. suggest, contend, maintain, insist, recommend
 7. indicates, suggests
 8. advocates, contends, argues, believes; maintain, contend, insist, believe
- B *Answers will vary.*

PRACTICE 6: Locating Arguments and Responses (page 160)

Answers will vary. Possible answers include:

Paragraph 6:

Counterarguments: Political solutions might be made to satisfy a vocal minority.

Paragraph 7: Argument: Most of us enjoy good health, so are complacent about the benefits of animal research.

Counterarguments: If animal research is restricted, it will be the effective end of these studies.

Paragraph 8: Argument: Death is out of sight for most of us, so people forget these tragedies.

Counterarguments: He is angry at people who care more about dogs and cats than people.

Try It Out! (page 162)

Answers will vary.

Try It Out! (page 163)

Answers will vary.

Try It Out! (page 164)

Answers will vary.

PRACTICE 7: Using Correct Grammatical Forms (page 165)

- | | |
|----------------|--------------|
| 2. therapeutic | 5. alternate |
| 3. defects | 6. initiated |
| 4. impacts | |

CHAPTER 9 (pages 169–188)

Questions about the Model (page 172)

1. Final sentence of Paragraph 1: The event has had lasting effects on both the population and the environment surrounding the facility.
2. [Paragraph 2] The event is called the Kyshtym disaster, and it happened at Mayak, a nuclear fuel reprocessing plant. [Paragraph 3] With so many defects in its construction and maintenance, it is no surprise that in 1957 the cooling system of one of the tanks failed. [Paragraph 4] The beauty of the scene masked the terrible consequences for the people in the area. [Paragraph 5] Officials finally acknowledged the disaster and its effects only thirty-five years later, in 1992. [Paragraph 6] The revelations about the previous spills and explosions eventually followed. [Paragraph 7] However, the level of radiation emitted is less important than the government’s treatment of those near the two disasters. [Paragraph 8] However, this is not the case.

3. She wants to show the magnitude of a disaster that almost no one knew had happened.
4. They back up Laney's claims. They provide data and analysis from experts, eyewitnesses, and victims.
5. A combination of the two
6. Initially, she names the source in the body of the text. In subsequent references she places the last name of the source in parentheses.
7. So they can evaluate the reliability of the sources or consult them

PRACTICE 1: Finding Antonyms

(page 173)

Answers will vary. Possible answers include:

2. unlike, incomparable
3. slowly
4. disprove
5. assemble, build
6. substantial, sufficient
7. unpolluted, pure
8. uninhabited, deserted, abandoned
9. incapable, unable, unqualified
10. infertile, barren
11. tiny, small, insignificant
12. ancestors

PRACTICE 2: Recognizing Organizational Patterns (page 175)

Argument, point-by-point

PRACTICE 3: Writing Verbs in the Correct Tense Sequence (page 178)

Answers will vary.

PRACTICE 4: Writing Complex Sentences (page 178)

Answers will vary.

PRACTICE 5: Forming and Narrowing Research Questions (page 179)

Answers will vary.

PRACTICE 6: Evaluating a Source (page 181)

Answers will vary.

Try It Out! (page 181)

Answers will vary.

PRACTICE 7: Evaluating Thesis Statements (page 182)

Suggestions for narrowing the topics will vary.

1. G
2. TB
3. TB
4. TB
5. TB

PRACTICE 8: Examining a Works Cited Page (page 183)

1. Because the entries are listed in alphabetical order, so the names of the other authors do not affect the listings
2. Short works such as titles of articles are placed in quotation marks, but longer works such as book or magazine titles are italicized.
3. Periods follow each part of the entry, except (1) no period precedes the dates following a title, and (2) a colon precedes a page number.
4. As the last item in the entry, but before the word *print* when it is included
5. Because the volume and issue number identify when the article appears
6. It means that some articles appear on the Internet and others appear in print.

Try It Out! (page 185)

Answers will vary.

PRACTICE 9: Using Antonyms (page 185)

1. uninhabited
2. infertile
3. sufficient
4. unaware
5. incapable