

2 Longman Academic Writing Series

THIRD EDITION PARAGRAPHS

Teacher's Manual

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**Longman Academic Writing Series 2: Paragraphs, Third Edition
Teacher's Manual**

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INTRODUCTION

Welcome to the new edition of Level 2 in the *Longman Academic Writing Series*, a five-level series that prepares learners of English for academic coursework. This book, formerly called *First Steps in Academic Writing*, is intended for high-beginning students in university, college, adult, or secondary school programs. It offers a carefully structured approach that helps students develop basic writing skills, understand writing as a process, and build a solid foundation for becoming independent writers.

Like the second edition, this book uses a clear, step-by-step approach as it introduces students to the requirements of academic writing in English. You will find a wealth of realistic models to guide student writers, along with clear explanations of sentence structure, paragraph organization, grammar, and mechanics. The explanations are followed by the extensive practice that learners need in order to assimilate the material and write with accuracy and confidence.

The text focuses on the elements of good paragraphs within the context of simple descriptive, expository, and opinion paragraphs on student-centered topics. It effectively combines an introduction to basic paragraph structure with an emphasis on personal writing, the kind of writing that is most appropriate and motivating for learners at the high-beginning level. There are interactive tasks throughout the text—pair work, small-group activities, and full-class discussions—that engage students in the learning process and complement the solitary work that writers must do. There are also directions for keeping a journal so that students can write for fluency-building in addition to doing the more formal paragraph assignments. Finally, the extensive appendices and a thorough index make the text a valuable and easy-to-use reference tool.

What's New in This Edition

Instructors familiar with the second edition will find these new features:

- **Chapter objectives** on the chapter opener pages preview key learning points;
- **Two new vocabulary sections**, *Looking at Vocabulary* and *Applying Vocabulary*, explain vocabulary from the writing models and support its use in the *Writing Assignment*;
- **Try It Out!** activities challenge students to be creative and apply the skills they have studied;
- **Writing Tips** contain strategies that experienced writers use;
- **Self-Assessments** have students evaluate their own progress;
- **Timed Writing** practice develops students' writing fluency;
- **Additional journal topics** appear in a new appendix.

The Teacher's Manual

The Teacher's Manual includes everything you need to 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;
- **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 and a brief description of MyEnglishLab Writing 2 (www.myenglishlab.com for additional writing skill practice, composition practice, and assessments). Specific step-by-step teaching suggestions for the Student Book are in the Chapter Teaching Notes that follow.

The Student Book

The student book contains six chapters. Chapters 2–6 are organized as follows. (Chapter 1, which includes instruction in paragraph formatting, is organized slightly differently.)

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 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

This section introduces the type of writing that students will practice in the chapter and why it is important. It also outlines the specific writing skills students will be practicing.

Prewriting

This section introduces and provides practice with techniques such as freewriting, clustering, and listing that students can use to generate ideas for writing.

Presentation of the Writing Genre

Each chapter presents a different type of paragraph organization, or genre. Examples include describing a person, a “how-to” paragraph, writing about reasons, and expressing an opinion. This section contains Looking at the Models and Looking at Vocabulary.

Looking at the Models

Each chapter presents one or two simple and realistic model paragraphs. These show students more than one way to complete a writing task and provide appropriate models for the chapter’s Writing Assignment. The questions following the models will help students notice important elements of the paragraphs, focusing first on paragraph content and then language (with grammar, syntax, and vocabulary questions). You may want to add your own questions and have students further analyze the writing models.



Looking at Vocabulary

This section highlights, explains, and provides practice with useful words and phrases from the model paragraphs. Types of vocabulary include descriptive adjectives, prepositions, and word families. Students have the opportunity to review the vocabulary later in the chapter and apply it in the chapter writing assignment.

Organization

There are two skill-building sections in each chapter. The first focuses on paragraph organization. In the early chapters, students learn about paragraph formatting and basic paragraph structure. In later chapters, they work on writing topic sentences, supporting sentences, transitions, and concluding sentences for the specific paragraph patterns presented in the chapter. They also practice strategies for organizing their ideas, such as outlining. In the Try It Out! activity at the end of the section, students have the opportunity to apply what they have learned.

Skill-Building Sections: Sentence Structure, Grammar, and Mechanics

These sections target sentence structure, grammar, mechanics, or a combination of these. Brief explanations and clear charts help students understand the basic elements of effective and accurate writing, especially at the sentence level. Practice activities reinforce this information in a controlled way. A complete Answer Key for all practice activities is on pages 54–74 of this manual.

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 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.

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.
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 and discuss any questions or disagreements.
4. Have pairs of students who worked together compare answers with another pair.
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.

Applying Vocabulary

This section provides an opportunity for students to apply the vocabulary from the Looking at Vocabulary section and encourages them to use these words and phrases in the writing assignment.

Writing Process and Writing Assignments

The writing process as presented in this book has four steps, which are explained and illustrated in Chapter 1 on pages 27–30 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: Prewrite to get ideas.** Students brainstorm, interview each other, and use other strategies to generate, clarify, and organize ideas. They also review the vocabulary presented in the chapter.
- **Step 2: Write the first draft.** Students use their prewriting notes and refer to the models in the chapter's Introduction. This step can be done in class or for homework. If done in class, you can assist and observe what students can do in a given length of time. If done for homework, class time is saved, and students who need it can take more time for the assignment at home.
- **Step 3: Revise and edit the draft.** In this section, students work with a partner to do peer review. (Peer review is explained on page 29 of the Student Book.) A Peer Review Worksheet provided at the back of the Student Book for each assignment guides the reviewer through the process. After peer review, students mark up their own papers with changes to be made. They make additional changes based on the Writer's Self-Check provided at the back of the Student Book for each chapter.
- **Step 4: Write a new draft.** If possible, allow at least a day between Step 3 and Step 4 to give students time to see their writing with fresh eyes. In this step students write a new (final) draft to turn in to you.

Collecting Writing Assignments: Options

1. Have students hand in or email you their papers. Another option is to have students upload their assignments to a blog or a class website.
2. You may also want to collect the students' prewriting, marked up first draft, 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 36–42 of this manual. For correction symbols, see Appendix F on pages 203–205 of the Student Book.
4. If needed, have students further revise and edit their paragraphs and turn in another draft.

Organizing and Storing Assignments: Options

1. Have students keep their handwritten writing assignments, or printouts of paragraphs, in a folder that they use for that purpose only.
2. Have students working 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.

Self-Assessment

Students review the objectives from the chapter opener and decide which skills they can do well and which they need to practice more. You can either go over this list with the class and request a show of hands or ask students to give you their personal self-evaluations. This feedback will help inform any review or additional practice you plan for your students.

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. Have students write about their progress and/or doubts about the chapter in their journals.
4. Use the information from the self-assessments as the basis for one-on-one conferences with students.

Expansion

The activities in this section help students further develop their writing fluency. Expansion activities include Timed Writing and Your Journal.

Timed Writing

Timed paragraph-writing tasks prepare students for situations in which they need to organize their ideas and write quickly. Each Timed Writing activity contains step-by-step instructions and a prompt related to the chapter theme and grammar.

Your Journal

Keeping a journal encourages students to write about what interests them and provides a safe place for them to express themselves in English. Journal entries can also serve as starting points for more formal paragraph assignments. To foster fluency, it is best to respond only to the content, ignore errors (unless content is unclear), and avoid grading based on accuracy. Suggested topics are provided for each assignment in the Student Book. There are additional topics in Appendix A on page 193 of the Student Book.

Options

1. Have students write their journal entries in a paper or electronic notebook.
2. Have students post journal entries on a blog. The blog can be set up to be viewed by the teacher only or by the whole class.
3. Have students begin each writing class by writing in their journals for 5 to 10 minutes.
4. With the student's permission, read especially thoughtful, funny, or intriguing journal entries to the class.

Appendices

The appendices provide additional topics for journal writing, a list of grammar terms used in the text, charts illustrating types of sentences, a chart of transition signals, rules for capitalization and punctuation, correction symbols, the peer-review worksheets, and the 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 36–42 of this manual make it easy to grade completed assignments and help students understand their grading criteria. They also help students understand the basis for their grades. Each rubric reflects the chapter's skills focus, the Writing Assignment directions, and the Peer Review worksheet criteria.

The rubric criteria address content, language, and format. 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.”

Suggested Procedure

1. Hand out copies of the rubric, or post it to a class website so that students can refer to it when 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 43–49 of this Teacher’s Manual will help you assess your students’ proficiency with the material covered in the chapter. Each quiz has three parts and easily gradable items worth 20 points. Parts A and B cover such skills as organization, sentence structure, grammar, and mechanics; the material in these two parts follows the same sequence as the presentation in the chapter. Part C covers editing of errors in grammar, sentence structure, or mechanics. The quizzes can be used in class or as take-home assignments.

Chapter Quiz Answer Key

Use the answer key on pages 50–53 to score the quizzes yourself. Alternatively, copy the answers, write them on the board, or post them to a class website. Have students correct their own quizzes or exchange them and correct a partner’s quiz.

Student Book Answer Key

Answers to the practice exercises in the Student Book are on pages 54–74 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 have access to computers, tablets, and smartphones and 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.

MyEnglishLab Writing

Outside of class, students can go to **MyEnglishLab Writing 2** at www.myenglishlab.com for additional writing skill practice, composition practice, and assessments. This online program includes:

- Automatically graded and teacher-graded pre-tests and post-tests
- Automatically graded skill presentation and practice (grammar, sentence structure, mechanics, punctuation, and organization) with feedback on errors
- Genre-specific writing presentations, models, and teacher-graded assignments
- Timed and untimed writing options
- A gradebook that both teachers and students can access

CHAPTER TEACHING NOTES

CHAPTER TEACHING NOTES

CHAPTER 1

Describing People

(pages 1–33)

CHAPTER OPENER (page 1)

- Write the chapter title on the board and read it aloud. Ask the class what *describe* means (what something or someone looks like). Have the class describe you, a class member, or a famous person, and write the words and phrases on the board.
- Have students look at the photo. Read or have a student read the caption. Point to each family member and have students call out descriptive words. Add the words to the list on the board. (Phrases and sentences are also acceptable, e.g., *The father has a mustache.*)
- Point to the list of objectives. Explain that these are the skills students will learn in the chapter. Read the objectives aloud, or have students read them. (**Note:** Do not spend much time at this point defining or explaining terms used in the objectives.)

INTRODUCTION (page 2)

- Go over the introductory text. Point out that *academic writing* is the kind of writing students do in school. Ask students what other types of writing they are familiar with (e.g., email, journals, business letters).

EXTENSION:

Have a discussion about the role academic writing has played or will play in your students' lives. For example, have they done academic writing in their first language? Will they need to use academic writing in the future? Why is it important to be able to write in a proper academic style?

PREWRITING (pages 2–4)

- Go over the introductory text to this section aloud. Ask the class about their experience using the prewriting techniques mentioned (asking questions and taking notes, freewriting) or any other prewriting techniques. (**Note:** It is possible that some students have never done prewriting before. Make sure they understand the difference between prewriting and writing: The purpose of prewriting is to gather ideas. The actual writing comes later in the process.)

Asking Questions and Taking Notes (page 2)

- Read the introductory text and the instructions to Practice 1, Part A. Point out that in the United States it is OK to ask about the topics checked “yes” but not OK to ask about the topic checked “no.”
- Have students complete Part A alone. Then go over the answers. Read each topic and have the class call out “Yes” or “No.” Discuss responses if students disagree. For items 15 and 16, ask individual students to share their topics and responses, and write them on the board.
- Read the instructions and examples for Part B. Have students complete the exercise alone and compare answers with a partner. Then go over the answers.
Variation: Have students complete Part B with a partner. Then have them join with another pair and compare answers.
- Go over the instructions for Part C and the examples. Elicit questions to clarify spelling and other information (e.g., *How do you spell that? Do you live in a small town or a large city?*).

ORGANIZATION (pages 4–13)

- Go over the introductory text.

Looking at the Models (page 5)

- Go over the introductory text and directions. Have students read the writing models silently and answer the questions with a partner or small group. Go over the answers.

Variation: Go over the models and the answers to the questions with the whole class. Have a different student read each writing model aloud.

EXTENSION:

Ask students which paragraph they liked better and why.



Looking at Vocabulary (page 6)

- Go over the introductory text.
- Go over the directions for Practice 2. Provide additional examples of synonyms (e.g., *big / large, fast / quick*) and elicit others from the class. Have students complete the activity. Go over the answers.

Variation: Have students do Part A alone, Part B as a whole class, and Part C with a partner. All or part of the exercise can also be assigned for homework.

EXTENSION:

Have students say or write their own true sentences using the words in Part B.

Formatting the Page (page 8)

- Go over the introductory text. Explain or elicit the meaning of *format* (the way a page looks).

Page Format for Handwritten Work (page 8)

- Go over the text, or have students read the different sections. Have students read the example on page 9 silently.

Page Format for Work Done on a Computer (page 10)

- Go over the text, or have students read the different sections. Have students read the example on page 11 silently.

Editing Paragraph Format (page 12)

- Go over the introductory text and the directions for Practice 3. (**Note:** Confirm that students know the meaning of *editing*.) Elicit one or two format errors from the class. Then have students find the mistakes alone or with a partner.
- Have students work alone to rewrite the paragraph according to the directions. You can also assign this as homework.
- Go over the directions, the vocabulary in the green box, and the Writing Tip for the Try It Out! activity on page 13 with the whole class. Explain the meaning of *proofread* (to check written work for errors).
- Have students write their paragraphs in class or at home. Collect the papers and mark them according to criteria you select.

EXTENSION:

Have students exchange papers and proofread each other's paragraphs for proper format.

GRAMMAR AND MECHANICS

(pages 14–19)

Sentences (page 14)

- Go over the introductory text, or have students read it aloud.
- Go over the directions for Practice 4, Parts A and B. (**Note:** For Part B, tell students that the ^ symbol is called a *caret*.) Have students do the exercise with a partner. Then go over the answers with the class. For Part B, choose three students to write the corrected sentences on the board. Have other students read the sentences on the board and say if they are correct.

Subjects, Verbs, and Objects (page 15)

- Go over the introductory text and the Writing Tip on pages 15–16. Go over the directions and examples for Practice 5, and have students do the exercise alone or with a partner. Have several students write the marked sentences on the board.
- Go over the directions for Practice 6. Have students do the activity alone or with a partner. If they work with a partner, have them compare answers with another pair of students.

Commands (page 18)

- Go over the introductory text and examples in the box. Have students give additional examples of affirmative and negative commands.

Variation: Play a game. Have a student stand in front of the class and give commands to the class (e.g., *Stand up, Put your left hand on your head*).

Capitalization (page 18)

- Check that students understand the term *capital letters*. (Some students may know the terms *upper case* and *lower case*.) Go over the introductory text. Then have different students read the rules and examples in the chart. For each rule, elicit additional examples and write them on the board.
- Go over the directions for Practice 7. Have students do the exercise alone or with a partner. Go over the answers.

Variation: If you have an overhead projector, copy the paragraph onto an overhead slide. Have different students come to the projector and insert capital letters directly on the slide.

EXTENSION:

Have students go back to the model paragraphs on pages 5 and 6. In each sentence, have them identify the subject, verb, and object (if there is one). Have them identify the verbs as action or linking verbs.

SENTENCE STRUCTURE (pages 20–27)

- Go over the introductory text.

Simple Sentences (page 20)

- Go over the introductory text. Have students study the sentences in the chart. (**Note:** Students may be confused about the concept of “one subject-verb pair.” If they ask about it, tell them they will learn about sentences with more than one subject-verb pair [i.e., compound sentences] in Chapter 2.)

Analyzing Your Writing for Verbs (page 21)

- Go over the introductory text. Then have different students read the rules aloud. Be prepared to answer students’ questions regarding the grammatical terms (e.g., *two-word verb, main verb, infinitive, adjective*). Provide additional examples as needed.
- Go over the directions and examples for Practice 8, Parts A and B. Have students complete the task alone or with a partner. Go over the answers.

Variation: Copy the Part A paragraph onto an overhead slide and have students make corrections directly on the slide.

- Go over the directions and examples for Practice 9, Part A and Part B. Have students complete the task alone. While students are writing, circulate and check their work. Have different students write their sentences on the board. (Make sure there are examples of all four sentence patterns.)
- Go over the sentences on the board.

Variation: After students complete Part A, have them exchange books with a partner, read each other’s sentences, and complete Part B.

Connecting Words: *And* and *Or* (page 23)

- Go over the introductory text. Have students read the rules and examples.

Variation: Make up sentences and write the same sentence on the board twice, once with *and* and once with *or* (e.g., *I'll have coffee and milk. / I'll have coffee or milk.*). Have students explain the difference in meaning. Have them provide another example.)

- Go over the directions for Practice 10. Have students do the exercise with a partner. Go over the answers.

Sentence Combining (page 24)

- To introduce sentence combining, write an example like the following on the board:
a) *Enrique works at a bank. Mateo works at a bank.* b) *Enrique and Mateo work at a bank.* Have students say which item is better and why (the combined sentence is better because it has no unnecessary repetition).
- Go over the introductory text. Have students read the bulleted points. Then go over the directions for Practice 11, Part A. Have students do the exercise alone or with a partner. Have students write the answers on the board.
- Go over the directions for Part B. Have students do the exercise alone or with a partner. Have students write sentences 2–10 on the board. Elicit alternate ways of writing each sentence.

Applying Vocabulary (page 26)

- Review the adjective pairs on pages 6–7. Say one of the words and have the class call out the synonym. Students can also do this with a partner.
- Go over the directions for Practice 12. Have students complete the task alone or with a partner. Check students' sentences by circulating as they write or having students write their sentences on the board.

Variation: Have students write their sentences on paper with a partner. Then have pairs exchange papers and proofread each other's sentences for correct sentence structure.

EXTENSION:

Play a guessing game. One student uses descriptive adjectives to describe another student in the class. The class guesses who it is (e.g., *This student is very amusing. He is tall and he has blond hair. He is sitting next to the window. Who is it?*)

THE WRITING PROCESS (pages 27–30)

- Go over the introductory text. Then read through the steps.
- **Step 1:** Go over the text on page 27. Have students read the freewriting samples on page 28 silently. Have them say how the second example is different from the first.
- **Step 2:** Go over the text at the top of page 29 and define the term *draft*. Explain that it is normal to write several drafts before turning in the final version of an academic paper. Have students read the example silently. Have them say how the rough draft differs from the second freewriting on page 28.
- **Step 3:** Go over the first paragraph. To check comprehension, have students define *revise*, *edit*, and *peer review*. Go over the bulleted list of corrections. Have students study the marked-up paragraph on page 30 silently.
- **Step 4:** Go over the introductory text. Have students compare the marked-up draft (Step 3) and the final draft (Step 4). Have students say changes the writer made in the final step.

EXTENSION:

Conduct a discussion about the writing process. Ask questions like these: *Which prewriting techniques have you used in the past? Were they helpful? How many drafts of a paper do you usually write? Why is it useful to write multiple drafts?*

WRITING ASSIGNMENT (pages 31–32)

- Go over the introductory text on page 31. Check that students understand the topic. (**Note:** Some students may not be able to interview a family member. Give them the option of writing about a classmate or friend.)

Variation: Go around the room and have students say whom they plan to write about.

- **Step 1:** Have students write their list of questions as in Practice 1, Part B (on page 3). Assign the interview as homework. Remind them to take notes on the questions and answers.
- Have students complete Step 1 in class the following day. Observe as they do their freewriting, and offer help as needed. Have students reread pages 6–7 and add the vocabulary to their freewriting as instructed.
- **Step 2:** Go over the directions. Instruct students to write their rough drafts on a separate sheet of paper. (If necessary this step can be done as homework.)
- **Step 3:** Go over the directions. Go over the Chapter 1 Peer Review (page 206). Have students work with a partner and use the worksheet to review each other's drafts. Have writers revise their drafts based on their partner's feedback.
- Go over the Chapter 1 Writer's Self-Check (page 207). To illustrate its use, copy the first draft that is on page 29 (or another first draft from your files) onto an overhead or projection slide. Go over the items in the Self-Check one by one and mark up the first draft. Then have students mark their own first drafts in class or at home. (**Note:** You may want to collect students' first drafts and Writer's Self-Checks to assess their editing and offer suggestions before they do Step 4.)
- **Step 4:** Go over the directions. Have students write their final drafts in class or at home and turn them in. If you wish, you can use the Chapter 1 Writing Assignment Scoring Rubric on page 37 of this Teacher's Manual to evaluate students' final drafts.

Variation: Have students turn in a folder containing all their work on this assignment.

SELF-ASSESSMENT (page 32)

- Go over the Self-Assessment. See Options for using the Self-Assessment on page 5 of this manual. Point out to students that they will practice all the skills listed again and again in this book.

EXPANSION (page 33)

Timed Writing (page 33)

- Go over the introductory text. Have students think of other situations in which they may have to do timed writing.
- Go over the directions. (**Note:** Students may be uneasy about writing with a time limit. Reassure them that they will not be graded.) Encourage students not to skip the prewriting step, as it will help them write a better paragraph.
- Read the prompt and have students begin writing. Observe them as they write. Collect their papers after 30 minutes.
- Conduct a brief discussion about the timed writing experience. Have students say 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 write encouraging comments about the content of the writing. It is not necessary to mark errors or give a grade.

Your Journal (page 33)

- Ask the class a few introductory questions (e.g., *What is a journal? What is its purpose or value? Have you ever kept a journal? How did you write it [by hand in a notebook or on a computer]? Who read it? Did your teachers ever ask you to keep a journal?*).

- Provide information about how students will produce journals for your class (see the General Teaching Notes, page 5.) Explain who will read their journal entries.
- Go over the introductory text and the suggested topic.
Variation: Have students select a topic from the list of ideas for journal entries in Appendix A on page 193.
- Have students write in class or at home. You may also choose to have them begin writing in class and complete their entries for homework.

CHAPTER 2

Listing-Order Paragraphs (pages 34–69)

CHAPTER OPENER (page 34)

- Write the chapter title on the board and read it aloud. Elicit examples of lists (e.g., shopping lists, to-do lists, an invitation list).
- Have students look at the photo. Read or have a student read the caption. Have students say their ideas for better organization and list them on the board. Provide an oral summary of the information on the board (e.g., *We've listed three improvements this worker might make. First, . . . Second, . . . Finally, . . .*).
- Read the objectives aloud, or have students read them. If students ask about unfamiliar terms, tell them that the meanings will be explained in the chapter.

EXTENSION:

Have students do a freewriting using the ideas on the board to suggest how someone could better organize his or her workspace.

INTRODUCTION (page 35)

- Go over the introductory text, or have students read it silently. To review, have students define *paragraph*, *topic sentence*, *supporting sentences*, *concluding sentence*.

PREWRITING (pages 35–37)

- Go over the introductory text.

Clustering (page 35)

- Give examples or show pictures of clusters (e.g., a cluster of grapes, a cluster of stars, a cluster of balloons). Have students predict how writers use clustering. Then go over the introduction and the information about clustering.
- Go over the directions for Practice 1. Have students do Part A alone and Part B with a partner. Remind them to keep their cluster in a safe place because they will use it again later.

Variation: Before students do Part A, select a job and do a group cluster with the entire class. Elicit ideas from students and show how to add them to the cluster. Model expanding with more details as well as crossing out ideas for which there are not enough supporting details.

LISTING-ORDER PARAGRAPHS (pages 37–39)

- Go over the introductory text, or have students read it silently.

Looking at the Model (page 38)

- Go over the introductory text and the directions.
Variation: Before reading, have students predict qualities that the paragraph will discuss. List them on the board.
- Have students read the paragraph silently and answer the questions in small groups. Go over the answers.

Variation: Ask additional questions about the model (e.g., *How many sentences talk about each characteristic? Which connecting words introduce each characteristic? Which words introduce the conclusion?*).

Looking at Vocabulary (page 38)

- Go over the introductory text. Reinforce that the intensifiers in the green box are organized from weakest to strongest. Have students say any other intensifiers they know (e.g., *a little, somewhat, incredibly*) and show where you would place them on the continuum. Then go over the directions for Practice 2. Have students complete Part A and Part B alone. Have them do Part C with a partner.

Variation: Model Parts B and C with sentences about yourself.

EXTENSION:

Have students look back at Writing Model 2 on page 6. Have them use the Questions about the Model on page 38 to analyze this paragraph.

ORGANIZATION (pages 40–56)

The Topic Sentence (page 40)

- Go over the introductory text, or have students read it.

Variation: Use an inductive approach. Write the topic sentences on the bottom of page 40 on the board. Tell students these are topic sentences for three different paragraphs. For each topic sentence, ask: “What is the topic of this paragraph? What does the paragraph discuss about the topic?” Underline the topics once and the controlling ideas twice.

- Go over the directions for Practice 3 and Practice 4. Have students do the exercises alone or with a partner. Remind students that the controlling idea can come before the topic. Go over the answers.
- Go over the directions for Practice 5, Part A. Have students complete the exercise alone or with a partner and compare answers.

Variation: Select one or more paragraphs in Practice 5. Have students find the details in the paragraphs that support the controlling idea. For example, for Paragraph 3, the controlling idea is *several reasons*. Ask: “How many reasons does the paragraph give? What are they?” Write the controlling idea on the board and list the supporting details underneath.

- Go over the directions for Practice 5, Part B. Suggest that students follow the procedure in the Variation above in order to identify and list the main ideas of each paragraph. They can then use the lists to help write their topic sentences.
- Have students come to the board and write their topic sentences for Paragraphs 2 and 3. Go over the sentences by asking questions (e.g., *What is the topic? What is the controlling idea? Does the topic sentence match the details in the paragraph? Is this a good topic sentence for the paragraph?*).

Variation: Have students peer-evaluate their classmates’ topic sentences. Write the questions above on the board. Divide students into small groups. Have students read their topic sentences to their classmates, who will use the list of questions to decide if the topic sentences are suitable.

Supporting Sentences (page 47)

- Go over the introductory text and the directions for Practice 6. Have students do the activity alone or with a partner. To check answers, have different students write their outlines on the board. Go over the outlines, making sure each supporting point supports the controlling idea.

Variation: Have students share their answers with a partner or small group before they write their outlines on the board.

Listing-Order Transition Signals

(page 49)

- Go over the introductory text, or have students take turns reading it. Go over the directions and have students do Practice 7, Part A alone and compare answers with a partner.
- Go over the directions for Part B. Have students complete the task with a partner. Go over the answers.

Variation: Before students do Part B, have them find and circle the listing-order transitions in the paragraphs in Practice 4 and Practice 5. Remind them to notice the way commas are used with the transition signals.

Unity (page 51)

- Go over the introductory text. Then go over the directions for Practice 8. Have students do the activity alone or with a partner. Then go over the answers. Ask students why the irrelevant sentences are irrelevant (because they do not support either the topic or the controlling idea).

The Concluding Sentence (page 52)

- Go over the introductory text and the Writing Tip, or have students take turns reading them.

Variation: Go over the introductory text and the Writing Tip. Then go back to the paragraphs in Practice 4 and Practice 5. Have students circle the concluding transition and the comma. Have them identify the type of concluding sentence, that is, does the conclusion restate the main idea in different words, or does it summarize the main points?

- Go over the directions to Practice 9 and have students do the activity alone. Go over the answers. Have students explain why the wrong answer choices are incorrect (e.g., *the sentence introduces new information in the conclusion*).

- Go over the directions and have students do Practice 10, Part A alone or with a partner. Remind them that the conclusion must either restate or summarize the topic sentence. Have several students write their concluding sentences on the board. With the class, discuss why the sentences are suitable or unsuitable.
- Go over the directions for Practice 10, Part B, and have students do the activity with a partner. Have several students write their concluding sentences on the board. With the class, discuss why the sentences are suitable or unsuitable.

Variation: Ask each student to write his or her best concluding sentence on the board. Go over the sentences as described above.

EXTENSION:

Have students turn back to the paragraphs in Practice 8. Instruct them to replace each listing-order transition signal with another signal from the box on page 49. Remind them to use proper punctuation with *also*.

OUTLINING (pages 56–57)

- Go over the introductory text and the Writing Tip. Point out the characteristics of an outline: (1) details are indented, and (2) similar ideas have the same grammatical structure.
- Go over the directions for Practice 11. After students have written their outlines, have them exchange books with a partner and check each other's outlines for proper form, complete topic sentence, relevance of main points, and suitable conclusion.

Variation: Begin the activity with the whole class by brainstorming titles for the paragraph (e.g., *The Best Job for Me*, *My Best Job*, or *Good _____ [name of job]*).

Variation: Have students write their outlines on paper. Collect the outlines and check for proper form, complete topic sentence, relevance of main points, and suitable conclusion.

- Go over the directions for the Try It Out! activity. Have students reread the model on page 38. Then have them write their paragraphs in class or at home. Collect students' outlines and paragraphs, and evaluate them using the points 1–5 in this section.

Variation: Have students exchange papers and peer-evaluate each other's paragraphs using the five items listed.

SENTENCE STRUCTURE (pages 58–67)

- Go over the introductory text and review the structure of simple sentences (Chapter 1, page 20). Write examples to illustrate the four subject-verb combinations. Have students identify the subjects and verbs.

Compound Sentences (page 58)

- Go over the introductory text, or have students read it with a partner. Remind students that *compound* means “combined.” In a compound sentence, two subject-verb pairs are combined to form one sentence.
- Go over the directions for Practice 12, Part A and have students complete the task with a partner. Go over the answers.
- Go over the directions for Practice 12, Part B and Part C. Read or have a student read the paragraph aloud. Have students do the activities alone or with a partner. Go over the answers.

Coordinating Conjunctions: And, But, Or, and So (page 61)

- Go over the introductory text, or have students take turns reading it. Go over the directions for Practice 13. Have students complete the exercise alone or with a partner. Go over the answers.
- Go over the directions for Practice 14, Part A. Have students do the exercise alone. Then have students exchange books with a partner and check each other's sentences. Discuss sentences that have more than one correct answer.

- Go over the directions for Part B. Have students write their sentences. Have several students write their sentences on the board. Have other students read the sentences aloud and say if they are correct.

Variation: Have students write their sentences on paper. Collect the papers and check for errors in sentence structure (e.g., missing subject or verb), commas, and use of conjunctions. Create a handout or projection slide with incorrect sentences. In class, have students find and correct the errors.

Common Sentence Errors: Run-ons and Comma Splices (page 64)

- Go over the introductory text, or have students take turns reading it silently.

Variation: Use an inductive presentation. Write the two incorrect model sentences on the board. Tell the class the sentences are incorrect. Elicit why. Then have students go over the introductory text.

- Go over the directions for Practice 15. Have students work alone, with a partner, or in a small group. Have several students write the corrected sentences on the board. Go over the sentences and elicit alternative answers.

Applying Vocabulary (page 66)

- Go over the introductory text. As a quick review, have students reread their sentences in Practice 2, Part B.
- Go over the directions for Practice 16. Have students write their sentences and share them with one or more classmates.

Variation: Put students in small groups and have them do Practice 16 orally. Encourage them to comment on or ask questions about their classmates' sentences.

EXTENSION:

To review sentence structure, write a “kernel” (subject-verb) sentence on the board (e.g., *My sister Charlene loves horses.*). Have students work with a partner to expand the kernel using the simple and compound sentence patterns learned so far (pages 59 and 61).

WRITING ASSIGNMENT (pages 67–68)

- Go over the introductory text. Make sure students understand that they should choose either topic 1 or topic 2 from Group 2 in Practice 3. Monitor students’ work carefully to make sure they do not skip steps. For example, you may want to check their outlines before they begin writing their first drafts.

Variation: Have students write their topics on index cards or paper, and check the topics before students begin work on the assignment.

- **Step 1:** Go over the directions. Then have students do the prewriting task.
- **Step 2:** Go over the directions. Have students write their rough drafts on a separate sheet of paper.
- **Step 3:** Go over the directions. Go over the Chapter 2 Peer Review (page 208). Put students with a partner and have them use the worksheet to review each other’s drafts. Have writers make revisions based on their partner’s feedback.
- Go over the Chapter 2 Writer’s Self-Check (page 209). Have students revise their paragraphs further. You may decide to collect students’ first drafts and Writer’s Self-Checks to assess their editing before they write their final drafts.
- **Step 4:** Go over the directions. Have students write their final drafts and turn them in. If you wish, use the Chapter 2 Writing Assignment Scoring Rubric on page 38 of this Teacher’s Manual to evaluate students’ final drafts.

Variation: Have students turn in a folder containing all their work on this assignment.

SELF-ASSESSMENT (page 68)

- Go over the Self-Assessment. (See Options for using the Self-Assessment on page 5 of this manual.) Point out to students that they will practice all the skills listed again and again in this book.

EXPANSION (page 69)**Timed Writing** (page 69)

- Go over the first paragraph. Have students think of other situations in which they may have to do timed writing.
- Go over the directions. Remind students not to skip any steps.
- Read the prompt and have students begin writing. Collect their papers after 30 minutes.
- Decide how you will mark students’ papers. It may be enough to write encouraging comments about the content of the writing. It is not necessary to mark errors or give a grade.

Your Journal (page 69)

- Go over the introductory text and the suggested topic ideas.

Variation: Have students select a topic from the list of ideas for journal entries in Appendix A on page 193.

- Have students write in class or at home. You may also choose to have them begin writing in class and complete their entries for homework.

CHAPTER 3

Giving Instructions

(pages 70–105)

CHAPTER OPENER (page 70)

- Write the chapter title on the board and read it aloud. Give or elicit a few examples of giving instructions or how to do something.
- Draw a chart on the board with the headings *Woman* and *Man*. Have students look at the photo. Read or have a student read the caption. Have students say what steps they think the man and woman took to prepare, and list the answers in the chart (e.g., *the woman read the man's résumé; the man studied the company's website*).
- Read the objectives aloud, or have students read them. Do not spend much time at this point defining or explaining terms used in the objectives.

INTRODUCTION (page 71)

- Go over the introductory text. Elicit additional examples of how to do or make something.

PREWRITING (pages 71–73)

- Have students recall the methods of prewriting they have learned so far (asking questions and taking notes; freewriting; clustering; outlining). Then go over the introductory text.

Listing (page 71)

- Go over the introductory text and the instructions for Practice 1. Divide students into small groups and have them do the activity. Afterward, have two students write their lists on the board. Have other students add information to the lists. Remind students to put their lists in a safe place because they will use them again later.

Variation: Put students in groups of four. Two students brainstorm the first topic, and two brainstorm the second. Give a time limit. When time is up, have each pair share its list with the other two students in the group.

"HOW-TO" PARAGRAPHS (pages 73–76)

- Go over the introductory text. Elicit at least one more example each of instructions that use time order and instructions that use listing order (e.g., *recipes use time order; a set of tips for getting a good night's sleep would use listing order*).

Looking at the Model (page 74)

- Go over the introductory text and directions. If possible, bring in a photo of a yard sale (also called a garage sale or rummage sale). Ask students if they have ever seen or shopped at one.
- Read the writing model aloud, or have students read it silently. Have students work with a partner or small group to answer the questions about the model. Go over the answers.

Looking at Vocabulary (page 75)

- Go over the introductory text. Emphasize that adverbs of manner tell *how* something is done. Ask questions about the examples (e.g., *How should you clean the mirror? [gently] How should you rub the pots? [hard]*).
- Go over the directions for Practice 2, Part A. Have students do the exercise alone or with a partner. Go over the answers. Repeat this procedure for Practice 2, Part B.

Variation: Elicit the position of adverbs in sentences (they can come before or after the verb, after a direct object, or at the end of the verb phrase).

EXTENSION:

Have students use the adverbs in the green box on page 76 to write sentences about themselves or their experiences.

ORGANIZATION (pages 76–82)

- Go over the introductory text.

Topic Sentences and Concluding Sentences (page 76)

- Go over the introductory text, or have students read it aloud.
- Go over the directions for Practice 3. Have students do the activity alone or with a partner. Then have five students write their sentences on the board. Go over them. For each sentence, have the class identify the topic and the controlling idea.
- Go over the directions for the Try It Out! activity and have students write their sentences. Have volunteers write their sentences on the board. Have other students read the sentences aloud and identify the topic and proper controlling idea.

Variation: Have students exchange books with a partner and peer-edit each other's topic sentences.

Time-Order and Listing-Order Transition Signals (page 78)

- Go over the introductory text and the Writing Tip. Ask: "Which transition signals are the same for both time order and listing order? Which ones are different?" Restate and reinforce the use of commas with transition signals except *then*.
- Go over the directions for Practice 4. Have students do the activity with a partner or small group. Go over the answers.
- Go over the directions for Practice 5, Part A. Complete Group 1 with the whole class. Then have students do Groups 2–4 alone or with a partner. Go over the answers.
- Go over the directions for Practice 5, Part B. Students can write their paragraphs in class or at home. Remind them to proofread their paragraphs for correct format and comma use.

Variation: Have students peer-edit each other's paragraphs.

EXTENSION:

Have several students read one of the paragraphs they wrote in Practice 5 in front of the class.

OUTLINING (pages 83–86)

- Go over the introductory text. (You can also assign this for homework.) Instruct students to pay attention to the changes the writer made in each step.
- Go over the directions for Practice 6. Have students do the activity alone. Then have them turn in their lists from pages 72–73, their edited list (step 1), and their outline (step 2). Check their work to make sure they did not skip any steps.
- Go over the directions for the Try It Out! activity. Have students write their paragraphs in class or at home. Collect the completed paragraphs. Provide feedback on the topics students have learned so far in the chapter (topic sentences, concluding sentences, organization, transition signals, descriptive adverbs).

EXTENSION:

Pair up students who wrote about different topics in Practice 6. Have them read their paragraphs to one another. Alternatively, have them use the outlines they created in Practice 6 to make an oral presentation.

SENTENCE STRUCTURE (pages 86–96)

Independent and Dependent Clauses (page 86)

- Go over the introductory text, or have students read it aloud. Emphasize that an independent clause is the same thing as a simple sentence. All the patterns students have learned (S V, SS V, etc.) can be independent clauses.
- Go over the directions for Practice 7, and have students do the activity with a partner. Go over the answers.

Variation: Have students complete the items marked *DC* by adding an independent clause.

Complex Sentences with Time Clauses (page 87)

- Go over the introductory text, or have students read it aloud. Work with students to analyze the model sentences in the chart at the top of page 88. For each sentence, have students identify the independent clause and the time clause. To help students understand the meaning of the subordinators, ask them to identify the event that began or happened first in each sentence. (**Note:** It can be counterintuitive that the word *after* signals the event that happens first, and *before* signals the event that happens second.)
- Go over the directions for Practice 8. Have students do the activity alone or with a partner. Go over the answers. Have students identify which event happened first in each sentence.
- Go over the directions for Practice 9, Part A. Have students do the activity alone. Have several students write the answers on the board. Elicit both versions of each sentence (i.e., with the independent clause first and with the dependent clause first).
- Go over the directions for Practice 9, Part B. Have students do the activity with a partner. Have each pair work with another pair and compare answers.
- Go over the directions for Practice 9, Part C. Have students complete it in class or at home. Collect students' papers and check them for proper sentence structure and comma use.

Variation: Have students peer-edit each other's paragraphs using criteria that you provide.

Common Sentence Errors: Fragments (page 91)

- Go over the introductory text, or have students take turns reading it aloud.
- Go over the directions for Practice 10, Part A. Have students do the activity with a partner. Then go over the answers.

- Go over the directions for Practice 10, Part B. Have students complete the task with a partner. Have several students write the corrected sentences on the board. Go over the corrections. Elicit other possible corrections from the class.

Summary: Simple, Compound, and Complex Sentences (page 92)

- Go over the introductory text, or have students read it with a partner. Elicit additional examples of simple, compound, and complex sentences.
- Go over the directions for Practice 11, Part A and Part B. Have students complete the exercises with a partner. Go over the answers.
- Go over the directions for Practice 12. Go over the vocabulary. Then have students complete Part A alone.
- Have students do Practice 12, Part B with a partner or small group. Call on ten students to write the sentences on the board. Check for correct sentence structure and punctuation.
- Have students do Practice 12, Part C in class or for homework. Check the paragraphs for the topics taught in this chapter and offer suggestions for correction or improvement.

Variation: Before you go over them, have students peer-correct each other's paragraphs using criteria you provide.

EXTENSION:

Have a Sentence Structure Treasure Hunt. Select a piece of text from students' reading book or from an online source such as the Voice of America. Divide students into teams. Give them a time limit. Instruct them to find as many simple, compound, and complex sentences as they can within the allotted time.

MECHANICS (pages 96–102)

Capitalization: Four More Rules

(page 96)

- Review the capitalization rules in Chapter 1, pages 18–19.
- Have students take turns reading the rules in the chart on page 96.
- Go over the directions for Practice 13. Have students do the activity with a partner or small group. Create a four-column chart on the board with the column heads *Rule 1*, *Rule 2*, etc. Have students come to the board and write their examples in the chart. Go over the items in the chart.
- Go over the directions for Practice 14. Have students complete the exercise alone or with a partner. Then go over the answers.

Variation: If you have an overhead projector, copy the email onto an overhead slide. Project it and have students take turns making corrections directly on the slide.

Punctuation: Commas (page 99)

- Have students take turns reading the rules and examples aloud. Regarding Rule 4, point out that any part of the sentence (subject, verb, object, prepositional phrase) can be a series. Also emphasize the use of a comma and *and* before the last item in the series. (**Note:** This so-called Oxford comma or serial comma is preferred by most U.S. publications nowadays.)
- Go over the directions for Practice 15, Part A. Have students complete the exercise alone or with a partner. Go over the answers.
- Go over the directions for Practice 15, Part B. Elicit additional answers to item 1. Have students do the exercise. After they finish, select students to write sentences 2–8 on the board. Have several students read the sentences and say if they are correct.

Variation: Put students with a partner. Have them exchange books and peer-edit each other's sentences.

Applying Vocabulary (page 102)

- Go over the introductory text.
- Go over the directions for Practice 16. Have students do the exercise alone. Then choose students to write sentences 2–6 on the board. Go over the sentences. (**Note:** Make sure the second sentence gives an example or adds information rather than simply restating the first sentence.)

EXTENSION:

Have students turn back to the model paragraph on page 74. It has eight steps. Have students work with a partner to re-read the paragraph and note how the writer uses examples and additional information to develop each of the steps. For example, how many sentences are used to support each step? Is the number always the same?

WRITING ASSIGNMENT (pages 103–104)

- Go over the introductory text. Have students turn to page 78 and select their topic. (**Note:** If students want to write about a topic not listed in the book, instruct them to check with you to make sure the topic is suitable for a how-to paragraph.)
- **Step 1:** Go over the directions. Have students write their lists and outlines on separate sheets of paper. You may wish to check their work at selected points (e.g., after they have completed their lists, their outlines, or both).
- **Step 2:** Go over the directions. Have students write their first draft. They can do this step in class or at home.
- **Step 3:** Go over the directions. Go over the Chapter 3 Peer Review on page 210. Put students with a partner and have them review each other's first drafts. Have students revise their drafts based on their partner's feedback.
- Go over the Writer's Self-Check on page 211. Have students use it to further revise their first drafts. (They can do this in class or at home.)

- **Step 4:** Go over the directions. Have students write their new drafts and turn them in. Use the Chapter 3 Writing Assignment Scoring Rubric on page 39 of this Teacher's Manual to evaluate students' writing.

Variation: Decide which parts of the assignment you want students to turn in. It could be a folder containing some or all the components of the assignment, or it could be just the final draft.

SELF-ASSESSMENT (page 104)

- Have students do the Self-Assessment in class or at home. Respond or have students react to the assessment using one of the options on page 5 of this Teacher's Manual.

EXPANSION (pages 104–105)

Timed Writing (page 104)

- Go over the directions. Remind students not to skip any steps.
- Read the prompt and have students begin writing. Collect their papers after 30 minutes.
- Decide how you will mark students' papers. It may be enough to write encouraging comments about the content of the writing. It is not necessary to mark errors or give a grade.

Your Journal (page 105)

- Go over the introductory text and the three ideas for journal entries. Students can also select a topic from the list of ideas for journal entries in Appendix A on page 193.
- Have students write in class or at home. You may also choose to have them begin writing in class and complete their entries for homework.

CHAPTER 4

Describing with Space Order (pages 106–135)

CHAPTER OPENER (page 106)

- Write the chapter title on the board and read it aloud. Elicit examples of things we commonly describe (e.g., *someone's face, a room, a painting, a scene in a film*).
- Have students look at the photo. Read or have a student read the caption. Have students answer the question and list their answers on the board.
- Read the objectives aloud, or have students read them. If students ask about unfamiliar terms, tell them that the meanings will be explained in the chapter.

EXTENSION:

Have students do a freewriting describing the scene in the painting. Alternatively, have them write in their journals about the scene and how it makes them feel.

INTRODUCTION (page 107)

- Go over the introductory text, or have students read it silently.

PREWRITING (pages 107–109)

- Go over the introductory text, or have students read it silently.

Listing Descriptive Details (page 107)

- Go over the introductory text.
- Go over the directions for Practice 1, Part A. Elicit a sample sentence using the word *athletic* to show its positive meaning. Have students pick out one word that has a negative meaning and say a sentence with it. Then have students complete the exercise with a partner.
- Go over the directions for Practice 1, Part B. Have students do the activity alone. Go over the answers, or have students share their answers with a partner or small group.

- Read the instructions for Practice 1, Part C. Define unfamiliar vocabulary (e.g., *comforter*, *corkboard*). Have students complete the activity with a partner. Have each pair of students compare answers with another pair. Remind them that they will use these lists later in the chapter.

Variation: Divide the class into two groups. One group works together to describe Picture 1. The other group describes Picture 2. Afterward, pair students from the two groups and have them share their details with one another.

EXTENSION:

Have students choose an actual room (e.g., their own bedroom, a room in their family's house, a photo of a room from a design magazine, or a painting of a room) and write about it in their journals or blogs.

DESCRIPTIVE PARAGRAPHS

(pages 110–112)

- Go over the introductory text.

Space Order (page 110)

- Go over the text, or have students take turns reading it aloud. Have students look back at Picture 1 or Picture 2 on pages 108–109. Elicit how the details they wrote might be organized using space order (e.g., in Picture 1, from left to right; the items on the bookcase can be described from top to bottom).

Looking at the Model (page 111)

- Go over the introductory text, directions, and model. Have students work with a partner or small group to answer the questions following the model. Go over the answers.



Looking at Vocabulary (page 112)

- Go over the text. Have students give examples of prepositions that are confusing for them.

- Go over the directions and the example for Practice 2, Part A. Do item 2. Then have students complete the exercise alone. Go over the answers.
- Go over the directions for Practice 2, Part B and have students do the activity alone. Then have students share their clues with a partner.

Variation: Have students do Part B alone. Then go around the room and have each student read one sentence. The whole class guesses the item.

EXTENSION:

Find or have students find actual descriptions of rooms in newspapers or magazines, or on the Internet. Good sources are restaurant reviews, architecture reviews, and travel columns. If you have a class bulletin board (real or virtual), post the descriptions there. Have students read one or more descriptions and react in their journals.

ORGANIZATION (pages 113–117)

- Go over the introductory text, or have students read it silently.

Topic Sentences and Concluding Sentences (page 113)

- Go over the introductory text, or have students take turns reading it aloud. Give students time to compare the topic sentences and conclusions and notice the way they are related (restatement, opinion, etc.).
- Go over the directions for Practice 3. Read or have a student read the paragraph aloud. Have students discuss the questions in small groups. Go over the answers.

Supporting Sentences with Specific Details (page 115)

- Go over the introductory text. Elicit additional examples of vague descriptions (e.g., *a big house*, *a cool phone*, *a sick child*).
- Go over the directions for Practice 4. Have students complete the activity with a partner. Go over each item and have students share their details.

Variation: Assign only one item per pair of students. Have students share their descriptions.

- Go over the directions for Practice 5, Part A. Have students complete the activity with a partner or small group. Then discuss the questions.
- Go over the directions for Practice 5, Part B. Go over the vocabulary in the green box and define or describe unfamiliar items. With the class, discuss possible ways of organizing the details using space order (e.g., clockwise, outside to inside). Have students write their paragraphs in class or at home.
- Go over the directions for Practice 5, Part C. Have students work with the partner or small group they were in for Practice 5, Part A. Have students in each group read their paragraphs to members of other groups and compare the details they included.

EXTENSION:

Have students write their paragraphs on a separate sheet of paper. Have students peer-edit a partner's paper. Then have them write a clean draft of their paragraphs. Post the completed paragraphs on the class bulletin board.

EXTENSION:

Have students write a journal entry describing the student lounge in their dormitory or another campus building.

OUTLINING (pages 118–120)

- Go over the introductory text. To refresh students' memory about outlining, have them review pages 56–57 and 83–86, including the Writing Tip.
- Go over the directions for Practice 6. Have students do the activity alone or with a partner. Go over the answers.
- Go over the directions for Practice 7. Have students complete the outline alone. To check answers, have one or more students write the outline on the board. Make sure formatting and grammar (see Writing Tip, page 57) are correct.

- Go over the directions for the Try It Out! activity. Decide if students should do the activity in class, at home, or both (e.g., they can do steps 1–3 in class and steps 4–5 at home). You may want to check students' work at selected points during the activity (e.g., after they have completed their outlines and before they write their paragraphs).

Variation: In step 5, have students proofread each other's papers using criteria you list on the board (e.g., format, sentence structure, comma use with transitions, capitalization).

EXTENSION:

If students need additional outlining practice, have them outline both paragraphs from pages 108–109.

GRAMMAR (pages 120–126)

- Go over the introductory text, or have students read it silently.

Adjectives (page 120)

- Go over the introductory text. Have students take turns reading the numbered items in the chart aloud. Elicit additional examples for each item.
- Go over the directions for Practice 8. Have students complete the activity alone and then compare answers with a partner.

Variation: Tell students the number of adjectives they should circle (27). Have them compete to see who can find them all first.

Order of Adjectives (page 123)

- Go over the introductory text. Have students look at the list of cumulative versus coordinate adjectives. Ask: "How are they different?" (Coordinate adjectives are separated by commas.)

Cumulative Adjectives (page 123)

- Go over the introductory text. Have students take turns reading the numbered items in the chart aloud. Elicit additional examples for each item. Then read the Writing Tip aloud.

- Go over the directions for Practice 9. Have students complete the activity with a partner. Go over the answers.

Variation: It is helpful to have students develop an ear for the proper order of adjectives. To do this, have students look away from their books. Say two versions of each sentence in Practice 9—a correct version and an incorrect one. Have students “vote” on which sentence is correct. If they vote incorrectly, refer them to the rules on page 123.

Coordinate Adjectives (page 124)

- Go over the introductory text. Go over the directions for Practice 10. Have students insert commas alone. Have them exchange books and check each other’s work.
- Go over the directions for Practice 11. Have students complete the task with a partner. Remind them they can look back at the chart on page 123 to determine whether an adjective is cumulative or coordinate. Go over the answers.
- Go over the directions for Practice 12. Have students use the chart on page 123 and the information on page 124 to correct the errors. Go over the answers.

Variation: For Practices 10, 11, or 12, repeat the suggested variation to Practice 9 described above.

- Go over the directions for Practice 13. Have students complete the activity alone. Then have several students write their sentences on the board. Have other students read each sentence aloud and state whether the punctuation and adjective order are correct.
- Go over the directions for Practice 14. Students can start the activity in class and finish it at home.

EXTENSION:

Encourage students to create a two-column chart in their notebooks for keeping track of cumulative versus coordinate adjectives. They should list cumulative adjectives in one column and coordinate adjectives in the other.

SENTENCE STRUCTURE (pages 126–133)

- Go over the introductory text.

Prepositions (page 126)

- Have students read the introductory text and the list of prepositions silently.

Prepositional Phrases (page 127)

- Go over the introductory text. Then have students take turns reading the bulleted sections aloud. Elicit additional examples for each section.
- Go over the directions for Practice 15, Part A. Have students do the activity with a partner. Go over the answers. Repeat these steps for Practice 15, Part B.

Using Prepositional Phrases to Vary Sentence Beginnings (page 129)

- Go over the introductory text, or have students take turns reading it. To review and clarify transitive verbs, review the Writing Tip on page 16.
- Go over the directions for Practice 16, Part A. Have students do the activity alone. Go over the answers.
- Go over the directions for Practice 16, Part B. Have students rewrite the paragraph in class or at home. Follow up by having students read their rewritten paragraphs with a partner or small group.

Variation: Have students exchange books and proofread each other’s paragraphs for correct comma use.

- Go over the directions for Practice 17. Have students do the activity with a partner. Have students write their sentences on the board. Go over each sentence and elicit other ways of writing it.



Applying Vocabulary (page 132)

- Go over the introductory text. Give students time to review page 112.

- Go over the directions for Practice 18. Read each preposition in the green box and have students repeat. Then have students do the exercise alone. Have several students write their sentences on the board. Have the class proofread the sentences for correct use of prepositions and commas.

Variation: Before students write their sentences, have them take turns using each preposition in the box to describe something in your classroom.

WRITING ASSIGNMENT (pages 133–134)

- Go over the introductory text containing the assignment. Read each topic. Remind students that these are suggestions; they may choose their own topics.
- Variation:** Have students write their topic choices on an index card or in an email. Check their topics to make sure they are workable and appropriate.
- **Step 1:** Go over the directions and the Writing Tip. Have students complete the activity, including drawings if they wish, in class or at home. Decide if you will check students' work before they continue to the next step.
 - **Step 2:** Go over the directions. Have students write their first draft. You can assign this step for homework.
 - **Step 3:** Go over the directions and the Chapter 4 Peer Review on page 212. Have students work with a partner and review each other's paragraphs. Have students revise their first drafts either in class or at home. Have them use the Writer's Self-Check on page 213.
 - **Step 4:** Go over the directions. Have students revise their first draft, write their final draft in class or at home, and turn in their paragraphs. Decide if you want students to turn in only their final drafts or a folder containing all their work on this assignment. Use the Chapter 4 Writing Assignment Scoring Rubric on page 40 of this Teacher's Manual to evaluate students' writing.

SELF-ASSESSMENT (page 134)

- Have students do the Self-Assessment in class or at home. Respond or have students react to the assessment using one of the options on page 5 of this Teacher's Manual.

EXPANSION (page 135)

Timed Writing (page 135)

- Go over the directions. Remind students not to skip any steps.
- Read the prompt and have students begin writing. Collect their papers after 30 minutes.
- Decide how you will mark students' papers. It may be enough to write encouraging comments about the content of the writing. It is not necessary to mark errors or give a grade.

Your Journal (page 135)

- Decide if you want students to choose one of the topics in the book, a topic from Appendix A on page 193, or their own choice.
- You may want to have students begin writing in class and complete the task for homework. Alternatively, they can do all their writing at home.
- Decide if students will turn their writing in to you or post it to a class website or discussion forum.

CHAPTER 5

Stating Reasons and Using Examples

(pages 136–163)

CHAPTER OPENER (page 136)

- Write the chapter title on the board and read it aloud. Have students look at the photo. Ask if anyone has visited Costa Rica and what it was like. Have them identify the bird (a toucan). Read or have a student read the caption. If necessary, explain *doing research* (e.g., studying plants and animals, collecting information). Have students answer the question and list their answers on the board.
- Read the objectives aloud, or have students read them. If students ask about unfamiliar terms, tell them that the meanings will be explained in the chapter.

INTRODUCTION (page 137)

- Go over the introductory text, or have students read it silently.

PREWRITING (pages 137–139)

- Go over the introductory text, or have students read it silently.

Listing and Outlining with Reasons and Examples (page 137)

- Go over the introductory text.
- Go over the directions for Practice 1, Part A. Have students complete the task with a partner or small group. Give students a time limit for the discussion. Encourage them to take notes for use in the next section.
- Go over the directions for Practice 1, Part B. Have students work alone, with a partner, or in a small group. They can use reasons from Part A. They do not need to write complete sentences. (**Note:** The word *examples* is used loosely in step 2. Other types of details, such as facts, are also acceptable. Page 139 is the first time in this course that students have seen an outline with numbered details. Point this out and remind them that information is indented as it becomes more specific.)

Variation: In Part B, choose just one place to study English (such as your own school) and have all students complete steps 1–4 using this topic. This will make it easier to supervise students' work and check answers.

Variation: Collect students' completed outlines and check them. Have students revise their outlines as needed before they do the Try It Out! activity on page 150.

PARAGRAPHS WITH REASONS AND EXAMPLES (pages 140–142)

- Go over the introductory text, or have students read it silently.

Looking at the Model (page 140)

- Go over the directions and writing model aloud, or have students read them with a partner or small group. Have them answer the questions. Go over the answers.

Variation: Have students count how many pieces of information support each example. This will help them notice how they can use facts to illustrate their examples.

Looking at Vocabulary (page 141)

- Go over the introductory text and the directions for Practice 2, Part A. Have students complete the task alone. After students find the words, ask them to use the context, if possible, to define each term.
- Go over the directions for Practice 2, Part B. Have students complete the sentences alone. Go over the answers.

EXTENSION:

Have students use the geographical terms to write or talk about their own countries (e.g., *There are no rainforests in Poland.*).

ORGANIZATION (pages 142–150)

- Go over the introductory text, or have students read it silently.

Reasons and Examples (page 142)

- Go over the introductory text, or have students take turns reading it.
- Go over the directions for Practice 3. Have students complete the outline with a partner. Go over the answers. (**Note:** This outline introduces a fourth level of specificity, indicated by lower-case letters. Point this out and have students notice the indentation.)
- Go over the directions for Practice 4. Work with the whole class to identify the two reasons. Have students fill in the remaining details alone or with a partner. Remind them that numbered items should have similar grammatical forms.
- Go over the directions to Practice 5, Part A. Remind students that the numbered items must be complete sentences. Have students work with a partner to complete the outline and share their work with another pair.
- Go over the directions for Practice 5, Part B. Have students complete the task alone. Then have students exchange books and check each other's outlines for correct format and parallel structure.

Variation: Have students write their outlines on a separate sheet of paper. Collect the outlines and check them.

Transition Signals that Introduce Reasons (page 146)

- Go over the introductory text, or have students take turns reading it aloud. For Pattern 2, help students understand the difference between a *noun phrase* and a *noun clause* as explained in the footnotes. (A clause has a subject and a verb; a phrase has one or the other but not both.)
- Go over the directions and the example for Practice 6. Have students complete the activity with a partner. Have them proofread each item *b* and make sure it has a verb. Have several students write the sentences on the board. Call on other students to read the sentences on the board and say if they are correct.

Transition Signals that Introduce Examples (page 148)

- Go over the introductory text, or have students take turns reading it aloud. To check comprehension, have students explain the difference between *such as* and *for example / for instance*.
- Go over the directions for Practice 7, Part A and Part B. Have students complete the tasks with a partner. Go over the answers. For Part B, elicit all correct answers.

Conclusion Signals (page 150)

- Go over the introductory text. Have students turn back to page 53 and review the chart of conclusion signals. Then go over the directions to Practice 8, Part A. Have students do the task alone. Go over all possible answers.
- Go over the directions for Practice 8, Part B. Have students do the task alone. Have several students write their conclusions on the board. Go over the sentences, making sure students used commas correctly.
- Go over the directions for the Try It Out! activity and the four steps. Have students write the paragraph in class or at home. Collect the papers and correct them according to the criteria you select.

Variation: Have students proofread each other's papers. List criteria on the board or on a handout. (Select four to five criteria from the Writer's Self-Check on page 215.) Have students revise their papers before turning them in to you.

EXTENSION:

Have students write a paragraph based on the outline in Practice 5, Part B on page 146. Have them add a conclusion.

SENTENCE STRUCTURE (pages 151–156)

- Go over the introductory text. Review the definition of *complex sentence* (see page 87).

Complex Sentences with Reasons Clauses and Condition Clauses

(page 151)

- Go over the introductory text, or have students take turns reading it aloud. Help students notice the tenses in the conditional sentences. For instance, ask: “Which verb tense is used in the *if*-clause?” (simple present) “Which tense is used in the main clause?” (future)
- Go over the directions for Practice 9, Part A. Have students do the activity alone or with a partner. Go over the answers.
- Go over the directions for Practice 9, Part B. Have students complete the task alone. Have five students write their completed sentences on the board. Have other students read the sentences and say if they are correct. Then have additional students read their sentences aloud.
- Go over the directions for Practice 10, Part A. Review the meaning of *comma splice* (page 64), *run-on* (page 64), and *fragment* (page 91). Have students do the activity alone or with a partner. Have several students write the four marked sentences on the board. Check that students marked them correctly.
- Go over the directions for Practice 10, Part B. Have students do the task on their own paper. Have students peer-edit a partner’s paper. Decide if you will have students turn in their paragraphs to you.
- Go over the directions for Practice 11, Part A. Point out that students will need to make changes in punctuation, capitalization, and wording when they combine sentences. Do the first one or two items as a model. Have students complete the activity with a partner. Go over the answers by having students read the combined sentences aloud.
- Go over the directions for Practice 11, Part B. Students can write the paragraphs in class or at home. Afterward, have them exchange books and proofread each other’s paragraphs.

Variation: Have students write their paragraphs on their own paper. Collect the papers and check them for correct punctuation, capitalization, wording, and sentence structure.

EXTENSION:

Numerous websites offer practice in sentence combining. Do an Internet search for “sentence combining practice.” Find sites that are suitable for your class and level. Direct your students to those sites for additional practice.

MECHANICS (pages 156–160)

Capitalization: Two More Rules

(page 156)

- If desired, have students reread the capitalization rules on pages 18–19 and 96. Then read the two new rules in the chart. Elicit additional examples from the class.
- Go over the directions for Practice 12. Have students complete the activity alone or with a partner. Go over the answers.

Variation: Copy the email onto an overhead slide. Project it so that the whole class can see it. Have one student at a time make corrections directly on the slide.

Punctuation: Four More Comma Rules (page 158)

- If desired, have students review the rules on page 99. Then have them read the new rules and examples silently. Elicit additional examples for each rule.
- Go over the directions for Practice 13, Part A. Have students complete the task alone or with a partner. Go over the answers.
- Go over the directions for Practice 13, Part B. Have students complete the activity alone then exchange papers with a partner.

Variation: Do not have students work with a partner. Instead, collect all the papers, shuffle them, and distribute them randomly to be marked. Afterward, have students return the papers to their writers.

Applying Vocabulary (page 160)

- Have students review the words that describe geography on pages 141–142.
- Go over the directions for Practice 14. Have students complete the task with a partner. One student should ask the questions and the other should answer. Then they should switch roles.

Variation: To save time, students can alternate asking and answering so that each student answers only half of the questions.

WRITING ASSIGNMENT (pages 161–162)

- Go over the introductory text containing the assignment.
- **Step 1:** If necessary, quickly review listing (page 71), clustering (page 35), and freewriting (page 27). Have students brainstorm in class. You may wish to give a time limit (5–10 minutes).
- Have students write their outlines in class or at home. You may want to check the outlines before they write their first drafts.
- **Step 2:** Have students write their first draft for homework.
- **Step 3:** Go over the Chapter 5 Peer Review on page 214. Put students with a partner, and have them review each other's paragraphs and share comments with the writer. Then go over the Writer's Self-Check on page 215. Have students revise their first drafts in class or at home.
- **Step 4:** Have students use the Writer's Self-Check to revise their first draft and write their final drafts. Decide if you want students to turn in only their final drafts or a folder containing all their work on this assignment.
- Use the Chapter 5 Writing Assignment Scoring Rubric on page 41 of this Teacher's Manual to evaluate students' final drafts.

SELF-ASSESSMENT (page 162)

- Have students do the Self-Assessment in class or at home. Respond or have students react to the assessment using one of the options on page 5 of this Teacher's Manual.

EXPANSION (page 162)

Timed Writing (page 162)

- Go over the directions. Remind students not to skip any steps.
- Read the prompt and have students begin writing. Collect their papers after 30 minutes.

Variation: You may wish to modify the prompt so that students include only two reasons.

- Decide how you will mark students' papers. It may be enough to write encouraging comments about the content of the writing. It is not necessary to mark errors or give a grade.

Your Journal (page 163)

- Decide if you want students to choose one of the topics in the book, a topic from Appendix A on page 193, or their own choice.
- You may want to have students begin writing in class and complete the task for homework. Alternatively, they can do all their writing at home.
- Decide if students will turn their writing in to you or post it to a class website or discussion forum.

CHAPTER 6

Expressing Your Opinion (pages 164–192)

CHAPTER OPENER (page 164)

- Write the chapter title on the board and read it aloud.
- Have students look at the photo. Ask them who these men might be, when they lived, and what they are doing. (**Note:** Students may be unfamiliar with Greek philosophy or philosophers. Ask them if they have heard of Socrates, Plato, or Aristotle. To refresh your own knowledge, read the Wikipedia entry on ancient Greek philosophy.) Read or have a student read the caption. Then have them answer the question and list their answers on the board.
- Read the objectives aloud, or have students read them. If students ask about unfamiliar terms, tell them that the meanings will be explained in the chapter.

INTRODUCTION (page 165)

- Go over the introductory text, or have students read it silently.

PREWRITING (pages 165–167)

- Go over the introductory text, or have students read it silently.

Getting Ideas from Reading (page 165)

- Go over the introductory text. Then go over the directions for Practice 1, Part A and the title of the blog. Have students read the blog silently.
- Go over the directions for Practice 1, Part B. Have students complete the task with a partner or small group. Give a time limit. Encourage students to take notes.

Variation: Model taking notes using a chart. The column heads could be *Yes*, meaning the punishment is too harsh, and *No*, meaning the opposite. Elicit one reason for each column and write them in the chart as examples. Have students add reasons during their discussions.

- Go over the directions for Practice 1, Part C. Have students complete the task alone.

Variation: Students with similar opinions can work together to write their outlines.

OPINION PARAGRAPHS (pages 168–170)

- Go over the introductory text, or have students take turns reading it aloud. Elicit additional examples of topics that people have contrasting opinions about.

Looking at the Model (page 168)

- Go over the directions. Have students complete the activity with a partner or small group. Go over the answers.



Looking at Vocabulary (page 169)

- Go over the introductory text. Remind students to try to avoid repetition in their writing. It is better to use synonyms (see page 6) or alternate forms of the same word, as explained here.
- Go over the directions for Practice 2, Part A and Part B. Have students complete the task alone or with a partner. Go over the answers.

EXTENSION:

Have students write their own sentences using both forms of the items in Practice 2, Part B (e.g., *Some parents disapprove of video games that promote **violence**. I agree that **violent** video games are not healthy for small children.*).

ORGANIZATION (pages 171–177)

- Go over the introductory text.

Facts and Opinions (page 171)

- Go over the introductory text, or have students take turns reading aloud.

Variation: Use an inductive approach. Write the sentence pairs in two columns on the board. Have students read them aloud. Ask: “Which sentences are facts? Which ones are opinions? What is the difference?” Follow up by having students read the introductory text silently.

- Go over the directions for Practice 3. Have students reread the writing model on pages 168–169 and complete the outline with a partner. Go over the answers.

Transition Signals in Opinion Paragraphs (page 173)

- Have students take turns reading the introductory text aloud. Reiterate the comma use and sentence structure with different transition signals.
- Go over the directions for Practice 4. Give students time to read the outline for Topic 1. Then read the steps they should follow to complete the outlines for Topics 2–4. Brainstorm topics they could select for Topic 4 and list them on the board. Have students complete the task alone or with a partner. Collect the outlines and check them.

Variation: Work with the whole class to complete the outline for Topic 2 on the board. Have students complete Topic 3 in class, alone or with a partner. Have them complete Topic 4 at home.

- Go over the directions for the Try It Out! activity. Students can write their paragraphs on a separate sheet of paper in class or at home. Collect the completed paragraphs and mark them according to criteria you select (e.g., appropriate topic sentence and concluding sentence, transition use, logical reasons, appropriate supporting details).

EXTENSION:

Have students write in their journals about their experience with cheating.

SENTENCE STRUCTURE (pages 178–187)

- Go over the introductory text.

Adjective Clauses with *Who*, *Which*, and *That* (page 178)

- Have students take turns reading the bulleted items and examples.

Variation: Point out the subject and verb in each adjective clause.

- Go over the directions for Practice 5 and Practice 6. Have students do the exercises alone or with a partner. Go over the answers.

Punctuating Adjective Clauses (page 180)

- Have students take turns reading the bulleted items and examples. To clarify the concept of necessary versus extra information, point out the types of nouns that are normally modified by adjective clauses with commas. These include proper nouns (e.g., *Rachel Moore*, *Grand Theft Auto*), nouns modified by possessive pronouns (e.g., *my apartment*), as well as unique nouns (e.g., *the moon*, *yoga*, *vitamin D*).
- Go over the directions for Practice 7, Part A and Part B. Have students do the exercises alone or with a partner. Go over the answers.

Complex Sentences with Adjective Clauses (page 182)

- Go over the introductory text.
- Go over the directions for Practice 8, Part A. Have students do the exercise alone or with a partner. Have several students write the sentences on the board. Then have other students read each sentence and say if it is correct.
- Go over the directions for Practice 8, Part B. Have students complete the task with a partner. Have several students write their combined sentences on the board. Then have other students read the sentences and say if they are correct.

Variation: Have students do the exercise then exchange books and check each other's sentences.

- Go over the directions for Practice 9. Have students write sentences 2–5 with a partner. Check answers. For items 6 and 7, have several students write their sentences on the board. Then have other students read the sentences and say if they are correct.

More about Fragments (page 185)

- Have students take turns reading the introductory text and the Writing Tip aloud. If desired, have students reread the information about fragments on page 91 silently.
- Go over the directions for Practice 10, Part A. Have students complete the task alone. Go over the answers. For fragments, ask students why they are fragments (e.g., incomplete or missing independent clause, missing verb). Have students complete Practice 10, Part B on a separate sheet of paper. Collect the papers and correct them.
Variation: Have students exchange papers and check each other's sentences.
- Go over the directions for Practice 11, Part A. Have students complete the exercise alone or with a partner. Go over the answers.
- Go over the directions for Practice 11, Part B. Have students complete the exercise on a separate sheet of paper. Have several students write the corrected sentences on the board.

EXTENSION:

Have students write in their journals about the topic of banning religious head coverings. Do they agree or disagree with such a ban?

MECHANICS (pages 188–189)

Quotation Marks (page 188)

- Have students read the rules and examples in the chart aloud. Remind them that *according to* is also used as a source signal (page 173). In that case, it is not used with a speaker's exact words.

- Go over the directions for Practice 12. Have students do the exercise alone. To check answers, have several students write the punctuated sentences on the board. Then have other students say if they are correct.

Applying Vocabulary (page 189)

- Go over the directions. Have students complete the task with a partner.

Variation: If your class has an online blog or discussion list, have students post their opinions about selected questions there.

Variation: Have students select one question and write about it in their journals.

WRITING ASSIGNMENT (page 190)

- Go over the introductory text and the assignment. If desired, have students write their topic choice on an index card or piece of paper for you to review before they start writing. Information about all topics should be easy to find on the Internet.
- **Step 1:** Go over the directions. Review the techniques for asking questions and taking notes in Chapter 1, page 4. Remind students that quotations must use a speaker's exact words. Therefore, it is useful to record their interviews. Then have students prewrite.
Variation: Instead of interviewing classmates, students may find quotations as well as statistics on the Internet. Instruct them to type their topic and the words *pro* and *con* in the search bar of their browser (e.g., *gun control pro and con*). Point out that websites ending in *.org* or *.gov* are more likely to provide balanced, accurate information. For topics 2 and 3 on pages 175–176, consider prescreening and giving students links to websites they can consult. Decide if you want to check students' revised outlines before they go on to Step 2.
- **Step 2:** Go over the directions. Have students write their first draft in class or at home.

- **Step 3:** Go over the directions and the Peer Review on page 216. Put students with a partner and have them review each other's first drafts. Have students revise their drafts based on their partner's feedback.

Variation: Due to the complexity of the assignment, have students get feedback from two readers.

- Go over the Writer's Self-Check on page 217. Have students use it to further revise their first drafts. (They can do this in class or at home.)
- **Step 4:** Go over the directions. Have students write their final drafts in class or at home. Decide whether you want students to turn in a folder with all their work on the assignment or just the final draft. Use the Chapter 6 Writing Assignment Scoring Rubric on page 42 of this Teacher's Manual to evaluate students' writing.

SELF-ASSESSMENT (page 191)

- Have students do the Self-Assessment in class or at home. Respond or have students react to the assessment using one of the options on page 5 of this Teacher's Manual.

EXPANSION (pages 191–192)

Timed Writing (page 191)

- Go over the directions. Remind students not to skip any steps.
- Read the prompt and have students begin writing. Collect their papers after 30 minutes.

Variation: You may wish to modify the prompt so that students include only two reasons.

- Decide how you will mark students' papers. It may be enough to write encouraging comments about the content of the writing. It is not necessary to mark errors or give a grade.

Your Journal (page 192)

- Go over the introductory text and the three ideas for journal entries. Have students write their entries in class or at home.
- Some students may prefer to write about a different topic. Remind them about the list of ideas for journal entries in Appendix A on page 193.

WRITING ASSIGNMENT SCORING RUBRICS

CHAPTER 3: GIVING INSTRUCTIONS

Writing Assignment Scoring Rubric

	THE PARAGRAPH . . .	YOUR SCORE	MAXIMUM SCORE
1.	. . . fits the assignment. It explains how to do or make something.		15
2.	. . . begins with a topic sentence that names the topic and tells readers they will learn how to do or make something related to the topic.		10
3.	. . . includes supporting sentences that use time order or listing order to give instructions.		20
4.	. . . uses time-order or listing-order transition signals correctly.		10
5.	. . . has a concluding sentence that mentions the topic again and reminds the reader what the paragraph was about.		10
6.	. . . forms correct complex sentences with time clauses.		10
7.	. . . avoids sentence fragments.		10
8.	. . . follows capitalization rules.		5
9.	. . . uses commas correctly.		5
10.	. . . uses descriptive adverbs to describe how to do things.		5
TOTAL			100
Comments:			

NAME: _____

DATE: _____

CHAPTER 4: DESCRIBING WITH SPACE ORDER

Writing Assignment Scoring Rubric

	THE PARAGRAPH . . .	YOUR SCORE	MAXIMUM SCORE
1.	. . . fits the assignment. It describes a place.		20
2.	. . . begins with a topic sentence that names the place and gives a general impression of the topic.		10
3.	. . . uses space order (for example, top to bottom, right to left).		15
4.	. . . has specific details to help the reader visualize the place you are describing.		15
5.	. . . ends with a concluding sentence that restates the topic sentence or gives your opinion or feeling about the topic.		10
6.	. . . uses cumulative adjectives in the correct order.		10
7.	. . . correctly uses commas with coordinate adjectives.		10
8.	. . . uses prepositional phrases to vary sentence beginnings.		10
TOTAL			100
Comments:			

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CHAPTER QUIZZES

CHAPTER 1 QUIZ

A. Underline the subject once and write S above it. Underline the verb twice and write V above it. Circle the object (if there is one) and write O above it.

1. My sister Katrina lives in San Francisco.
2. She is a student at San Francisco State University.
3. She speaks three languages.
4. On weekends, she plays tennis with her friends.
5. My sister will graduate in June 2014.

B. Read each pair of sentences. Then use *and* or *or* to combine them into a simple sentence.

1. Dolphins are intelligent animals. Whales are intelligent animals.

2. On our vacation, we will go to London. We will go to Paris. (*We will go to both places.*)

3. Jack doesn't like sweet foods. He doesn't like spicy foods.

4. Jenny swims on Sunday. She swims on Tuesday. She swims on Friday. (*She swims on all these days.*)

5. Marilyn lives in Cambridge. She works in Cambridge.

C. In the following sentences there are ten errors in capitalization, commas, missing subjects or verbs, and connecting words. Some sentences have more than one error. Make corrections.

1. My dentist, dr. Samson, has two offices. one is on Hamilton avenue. The other is downtown.
2. My friend Jessica is enrolled in Art History 201. She interested in japanese painting.
3. My friend Bob a dependable person. For example, is always on time.
4. Last week my friend or I drove to chicago, and it started to snow on the highway.
5. i got scared, but my friend wasn't nervous at all.

CHAPTER 2 QUIZ**A. Connect each pair of sentences with *and*, *or*, *but*, or *so*. Add a comma as needed.**

1. Anna forgot her cell phone at home. She didn't receive my text message.

2. The state of Montana has a large geographical area. It has a very small population.

3. The new office assistant has excellent computer skills. He speaks three languages.

4. We need to leave the house now. We are going to be late for the concert.

5. Because of the storm, schools were closed. Buses and trains could not run.

6. Paul owns three business suits. He rarely wears them.

B. Look at the sentences. Write C if the sentence is correct. Write X if the sentence is a run-on or a comma splice and make corrections.

1. My father is an accountant, my mother is a social worker. ____
2. Professional athletes must work out every day and get plenty of sleep. ____
3. The airline lost my suitcase they found it the next day. ____
4. Don't walk on the kitchen floor, it is wet. ____
5. I love plants, I plan to study botany at college. ____
6. My brother is a skilled engineer, and he is also a painter. ____

C. In the following paragraph, correct irrelevant sentences, run-on sentences, comma splices, transition errors, and comma errors. There are eight errors.

1 There are three reasons I enjoy volunteering at the library. 2 First of all I love reading. 3 When it's not busy, I can pick up any book and start reading it. 4 If I like it, I can check it out. 5 The library is about six blocks from my house. 6 Second, I enjoy helping people I like answering their questions. 7 I also, love helping kids choose books. 8 When I was a child, I loved reading adventure stories. 9 In addition, volunteering at the library gives me useful job skills, I have to be on time, and follow instructions. 10 Third, volunteering at the library gives me experience working with people and useful skills.

CHAPTER 3 QUIZ

- A. Use the words in the box to complete the paragraph with time-order signals. You will not use all the signals. Use capital letters as needed.**

then	after 15 or 20 minutes	finally	next	during the evening	to begin
------	------------------------	---------	------	--------------------	----------

You can help your young child fall asleep easily. _____ 1. , give your child a bath and dress him in pajamas. _____ 2. take him to his bedroom and give him some time to play. _____ 3. , announce that it is bedtime. Help him to clean up his toys and get into bed. _____ 4. , read your child a story. When you see that he is getting sleepy, close the book and turn out the light. _____ 5. , leave your child's room, and hope that he does not call you back!

- B. Write complex sentences by combining the clauses and time subordinators in parentheses. Do not change the order of the clauses. Insert commas as needed.**

1. (as soon as) Everyone arrived. The meeting started.

2. (before) I learned English. I could not travel outside my country.

3. (whenever) My dog barks loudly. Anyone rings the doorbell.

4. (when) I hated vegetables. I was a child.

5. (since) I have not seen my parents. I came to the United States.

- C. There are ten errors in punctuation, capitalization, and sentence structure (fragments) in the sentences. Some sentences have more than one error. Make corrections.**

1. Follow these steps to prepare for a big exam. Go to bed early, before the exam.

2. Because I do not have a job.

3. I usually read the newspaper, while I eat breakfast.

4. Last Summer I had a job in Miami. In june it rained almost every day.

5. Drive South on Highway 1 for two miles.

6. Last thursday was thanksgiving. The next day we went to disneyland.

7. Please buy milk, bread and fruit on your way home from work.

CHAPTER 4 QUIZ**A. Check [✓] the supporting sentences that contain specific details.**

- ☐ 1. The president of the company drives a nice car.
- ☐ 2. A Van Gogh painting worth millions of dollars was stolen from a museum in Amsterdam.
- ☐ 3. The student lounge in my dormitory has attractive furniture and a kitchen.
- ☐ 4. The entryway is fifteen feet tall and has black marble floors.
- ☐ 5. Steve prepared an enormous sandwich with mustard, three ounces of salami, lettuce, tomatoes, and pickles.

B. Rewrite each sentence using the adjectives in parentheses to describe the underlined noun. Put the cumulative adjectives in the correct order.

1. We replaced the tile in our kitchen. (broken, old, white)

2. There are paintings in the living room. (Japanese, two, small)

3. Joe paid \$75.00 for a computer. (laptop, used)

4. Margaret wore a dress to the party. (silk, beautiful, long)

5. The new office assistant is a woman. (young, cheerful, Mexican)

C. The sentences contain ten errors in the use of adjectives, commas, and prepositions. Make corrections.

- 1. There is a glass rectangular skylight in the hallway.
- 2. On New Year's Eve Buddhist temples in Japan ring their bells at midnight.
- 3. Sylvia paid for the candy with a five-dollars bill.
- 4. There are fruit trees, in our back yard.
- 5. The children's doctor is a smart funny gentle man.
- 6. There is a cloth red napkin next to each plate.
- 7. In front of the door, is a mat with the word *Welcome*.
- 8. I love summer hot weather.
- 9. Standing behind the gate was an old, gray dog.
- 10. Last month we had three bads storms.

CHAPTER 5 QUIZ

- A. Use the words in the box to complete the paragraph with transition signals. You will not use all the signals.**

For example First	For these two reasons such as	Second The first reason	The second reason For instance
----------------------	----------------------------------	----------------------------	-----------------------------------

There are two reasons why swimming is my favorite form of exercise.

_____ is that swimming gives my whole body an excellent workout.
1.

_____, swimming stretches every muscle group in the body, so it
2.
helps me to stay flexible. _____, swimming is an inexpensive sport.
3.

_____, it costs only two dollars to swim at the public pool, and there is no
4.
expensive equipment to buy. _____, swimming is the best sport for me.
5.

- B. Write complex sentences by combining the clauses and time subordinators in parentheses. Do not change the order of the clauses. Insert commas as needed.**

1. (because) Residents of San Diego love their city. The weather is beautiful all year round.

2. (since) Robert is allergic to peanuts. He must be very careful when he eats in restaurants.

3. (if) The world's climate becomes warmer. The level of the oceans will rise.

4. (if) I will miss my connecting flight to New York. My flight to Amsterdam arrives late.

5. (since) I made other plans. You did not reply to my texts or emails.

- C. The following sentences contain ten errors in the use of connecting words, commas, capital letters, and sentence structure. Some sentences have more than one error. Make corrections.**

1. Sandro enjoys visiting unusual places such as he has traveled to Mongolia.

2. If you enjoy outdoor sports Santa Barbara California is a great place to live.

3. Because of the food is great, we eat at Bocca restaurant at least once a week.

4. Joyce was born on March 14 1973 not on March 14 1975.

5. I love gardening for two reasons. The first reason, I love watching things grow.

CHAPTER 6 QUIZ**A. Look at the statements. Write O for opinion or F for fact.**

- _____ 1. People should turn off their cell phones in movie theaters.
- _____ 2. According to the website *Science Daily*, scientists discovered 500 new plant and animals species in 2012.
- _____ 3. Our gardener said, “Your orange tree has a virus.”
- _____ 4. If you have painful knees, the best exercise is swimming, in my opinion.
- _____ 5. Portuguese is the most beautiful language.

B. Combine each pair of simple sentences to make a complex sentence containing an adjective clause with *who*, *which*, or *that*. Add a comma as needed.

- 1. Leonard Kimpel recently completed the New York City marathon. Mr. Kimpel is 100 years old.

- 2. Garlic is not healthy for dogs or cats. Garlic is safe for humans.

- 3. There are a number of vegetables. They are not healthy for dogs or cats.

- 4. My father is a person. He enjoys spending a lot of time alone.

- 5. Mrs. Shure cannot eat food. It contains salt.

C. The following sentences contain 14 errors in sentence structure, transitions, commas, and quotation marks. Make corrections.

- 1. A *bibliophile* is a person, who loves books.
- 2. At a lecture on health and aging, Dr. Nickels stated, People who are active live an average of five years longer than people who are alone and inactive.
- 3. My roommate’s dream, which is to ride a bicycle around the world.
- 4. According this morning’s weather report, it will start snowing around noon.
- 5. I think that, it is a good idea to take a year off between high school and college.
- 6. Caffeine that is found in coffee and chocolate increases memory and energy.
- 7. Don’t forget to turn in your essays, our teacher said.
- 8. A person which doesn’t eat any animal products is called a *vegan*.
- 9. My birthday is on January 19 which is Martin Luther King Day.
- 10. I believe that “the government should offer free daycare to working parents.”

CHAPTER QUIZ ANSWER KEY

CHAPTER QUIZ ANSWER KEY

CHAPTER 1 QUIZ

- A. 1. ^S My sister ^V Katrina ^V lives in San Francisco.
2. ^S She ^V is a student at San Francisco State University.
3. ^S She ^V speaks ^O (three languages).
4. On weekends, ^S she ^V plays ^O (tennis) with her friends.
5. ^S My sister ^V will graduate in June 2014.
- B. 1. Dolphins and whales are intelligent animals.
2. On our vacation, we will go to London and Paris.
3. Jack doesn't like sweet or spicy foods.
4. Jenny swims on Sunday, Tuesday, and Friday.
5. Marilyn lives and works in Cambridge.
- C. 1. My dentist, ^D Dr. Samson, has two offices. ^O One is on Hamilton ^A avenue. The other is downtown.
2. My friend Jessica is enrolled in Art History 201. She ^{is} interested in ^J Japanese painting.
3. My friend Bob ^{is} a dependable person. For example, ^{he} is always on time.
4. Last week my friend ~~or~~ ^{and} I drove to ^C Chicago, and it started to snow on the highway.
5. ^I I got scared, but my friend wasn't nervous at all.

CHAPTER 2 QUIZ

- A. 1. Anna forgot her cell phone at home, so she didn't receive my text message.
2. The state of Montana has a large geographical area, but it has a very small population.
3. The new office assistant has excellent computer skills, and he speaks three languages.
4. We need to leave the house now, or we are going to be late for the concert.
5. Because of the storm, schools were closed, and buses and trains could not run.
6. Paul owns three business suits, but he rarely wears them.
- B. 1. X My father is an accountant, and my mother is a social worker.
2. C Professional athletes must work out every day and get plenty of sleep.
3. X The airline lost my suitcase, but / and they found it the next day.
4. X Don't walk on the kitchen floor. It is wet.
5. X I love plants, so / and I plan to study botany at college.
6. C My brother is a skilled engineer, and he is also a painter.
- C. 1 There are three reasons why I enjoy volunteering at the public library. 2 First of all I love reading. 3 When it's not busy in the library, I can pick up any book or magazine and start reading it. 4 If I like it, I can check it out. 5 ~~The library is about six blocks from my house.~~ 6 Second, I really enjoy helping people. I like answering their questions. 7 I also love helping kids choose books to read. 8 ~~When I was a child, I loved reading adventure stories like Robinson Crusoe.~~ 9 In addition, volunteering at the library gives me useful job skills. I have to be on time and follow instructions. "To sum up," "In conclusion," etc. 10 Third, volunteering at the library gives me pleasure, experience working with people, and useful skills.

CHAPTER 3 QUIZ

- A. 1. To begin
2. Then
3. After 15 or 20 minutes
4. Next
5. Finally
- B. 1. As soon as everyone arrived, the meeting started.
2. Before I learned English, I could not travel outside my country.
3. My dog barks loudly whenever anyone rings the doorbell.
4. I hated vegetables when I was a child.
5. I have not seen my parents since I came to the United States.
- C. 1. Follow these steps to prepare for a big exam.
Go to bed early^X before the exam.
2. (*Answers will vary.*) Because I do not have a job, *I cannot afford to buy a car.*
3. I usually read the newspaper^X while I eat breakfast.
4. Last ^Summer I had a job in Miami. The weather was hot and humid. In ^June it rained almost every day.
5. Drive ^South on Highway 1 for two miles.
6. Last ^Thursday was ^Thanksgiving. We had a wonderful family meal. The next day we went to ^Disneyland.
7. Please buy milk, bread^X and fruit on your way home from work.

CHAPTER 4 QUIZ

- A. Sentences 2, 4, and 5 should be checked.
- B. 1. We replaced the old broken white tile in our kitchen.
2. There are two small Japanese paintings in the living room.
3. Joe paid \$75.00 for a used laptop computer.
4. Margaret wore a beautiful long silk dress to the party.
5. The new office assistant is a cheerful young Mexican woman.
- C. 1. There is a **rectangular glass** skylight in the hallway.
2. On New Year's Eve[^] Buddhist temples in Japan ring their bells at midnight.
3. Sylvia paid for the candy with a five-dollar[/] bill.
4. There are fruit trees^X in our back yard.
5. The children's doctor is a smart[^] funny[^] gentle man.
6. There is a **red cloth** napkin next to each plate.
7. In front of the door^X is a mat with the word *Welcome*.
8. I love **hot summer** weather.
9. Standing behind the gate was an old^X gray dog.
10. Last month we had three bad[/] storms.

CHAPTER 5 QUIZ

- A. 1. The first reason
2. For example / For instance
3. Second
4. For example / For instance
5. For these two reasons
- B. 1. Residents of San Diego love their city because the weather is beautiful all year round.
2. Since Robert is allergic to peanuts, he must be very careful when he eats in restaurants.
3. If the world's climate becomes warmer, the level of the oceans will rise.
4. I will miss my connecting flight to New York if my flight to Amsterdam arrives late.
5. I made other plans since you did not reply to my texts or emails.
- C. 1. Sandro enjoys visiting unusual places such as [↑]he has traveled to the Galapagos Islands and Mongolia.
2. If you enjoy outdoor sports [↑]Santa Barbara [↑]California is a great place to live.
3. Because of the ^{great food,} food is great, we eat at Bocca restaurant at least once a week.
4. Joyce was born on March 14 [↑]1973 [↑]not on March 14 [↑]1975.
5. I love gardening for two reasons. The first reason ^{is that} [↑]I love planting things and watching them grow.

CHAPTER 6 QUIZ

- A. 1. O 2. F 3. F 4. O 5. O
- B. 1. Leonard Kimpel, who is 100 years old, recently completed the New York City marathon in 9 hours and 52 minutes.
2. Garlic, which is safe for humans, is not healthy for dogs or cats.
3. There are a number of vegetables that are not healthy for dogs or cats.
4. My father is a person who (that) enjoys spending a lot of time alone.
5. Mrs. Shure cannot eat food that contains salt.
- C. 1. A *bibliophile* is a person [↑]who loves books.
2. Speaking at a lecture on health and aging, Dr. Jane Nickels stated, [↑]"People who are physically and socially active live an average of five years longer than people who are alone and inactive."
3. My roommate's dream, [↑]which is to ride a bicycle around the world.
4. According ^{to} [↑]this morning's weather report, it will start snowing around noon.
5. I think that [↑]it is a good idea to take a year off between high school and college.
6. Caffeine [↑]which [↑]is found in coffee and chocolate [↑]increases memory and energy.
7. "Don't forget to turn in your essays," [↑]our teacher said.
8. A person [↑]which ^{who} [↑]doesn't eat any animal products is called a *vegan*.
9. My birthday is on January 19 [↑]which is Martin Luther King Day.
10. I believe that [↑]the government should offer free daycare to working parents. [↑]

STUDENT BOOK ANSWER KEY

STUDENT BOOK ANSWER KEY

CHAPTER 1 (pages 1–33)

PRACTICE 1: Interviewing a Classmate (page 3)

A

Yes: 4*, 6*, 7, 8, 9, 10, 12, 13, 14

No: 5, 11

*Number 4 (family/marital status) is usually appropriate for classroom situations but might be considered inappropriate in a work interview or social setting.

*Some people might feel uncomfortable about giving out their exact address. It is fine to ask about someone's neighborhood or city, however.

B *Answers will vary. Possible answers include:*

4. Are you married? / Do you have any children?
6. Where do you live? / What's your address?
7. How long have you been in the United States?
8. How long have you studied / have you been studying English?
9. Why are you studying English?
10. What do you do? / What's your job? / Do you have a job?
12. Do you have any hobbies? Do you play any sports?
13. What do you like to do on the weekend / weekends?
14. What are your plans for the future?

C *Answers will vary.*

Looking at the Models (page 5)

Writing Model 1

1. The concluding sentence gives more information. It tells why the teacher was important.
2. The paragraph has 11 supporting sentences. They tell a story.

Writing Model 2

1. The concluding sentence is longer and has surprising information.
2. There are 11 supporting sentences. They give examples.

PRACTICE 2: Looking at Descriptive Words (page 7)

A Students should underline these adjectives in the Writing Models:

Writing Model 1

8 That made me angry because I wasn't very good at it.

10 I didn't think I could ever learn to write beautifully, but Mrs. Robinson was patient with me and told me to keep trying.

11 At the end of the year, I felt very grown up because I could write in cursive script.

Writing Model 2

4 He's very funny when he chases the Frisbee.

7 Second, Freddie is completely trustworthy.

9 Third, Freddie is caring and understands my moods.

10 When I am tense, he tries to make me relax.

11 When I am sad, he tries to comfort me.

B

Adjectives	Synonyms
patient	calm
grown up	mature
funny	amusing
trustworthy	dependable
caring	kind
tense	nervous
sad	unhappy

- C 2. calm 4. mature 6. amusing
3. nervous 5. dependable
Not used: kind, unhappy

PRACTICE 3: Editing Paragraph

Format (page 12)

The paragraph has these errors:

- The heading is written incorrectly.
 - The title is not centered.
 - The first sentence is not indented.
 - The spacing is irregular. There should be a space after each line of text.
 - Only the first line should be indented. The remaining text should look like a solid block.
- Sentences should not be written on separate lines.

○	Amy Wong English 10-A Sept 5 My Classmate
	My classmate is a very nice person. Her name is
	Phuong Pham. She is from Vietnam. In Vietnam she
	was a pharmacist. She is married. She lives with her
	husband, her children, and her parents-in-law in a house.
	○ Phuong is taking two English courses, one health
	science course, and one math course. She likes to
	listen to music and to read books. She doesn't have a job
	right now, but she plans to get one when she finishes school.
	I enjoyed meeting Phuong Pham.

Try It Out! (page 13)

Answers will vary.

PRACTICE 4: Recognizing Sentences

(page 15)

- A
- | | | |
|-------|-------|--------|
| 3. NS | 7. S | 11. NS |
| 4. S | 8. S | 12. S |
| 5. NS | 9. NS | |
| 6. S | 10. S | |
- B
3. My new classmate ^{is} from Brazil.
5. ~~Is~~ ^{He / She is} very competitive.
9. ~~Enjoys~~ ^{She / He enjoys} music, especially jazz.
11. The books ^{are} expensive.

PRACTICE 5: Identifying Subjects, Verbs, and Objects (page 17)

3. ^S He ^V works at a department store.
4. ^S He ^V likes ^O his job but ^V doesn't like ^O his boss.
5. ^S His job ^V is easy and ^V pays well.
6. This semester, ^S he ^V is taking ^O extra classes.
7. ^S He ^V became ^O a computer programmer at the age of 16.
8. ^S He ^V speaks and ^V understands ^O English very well.
9. On weekends, ^S he ^V plays ^O soccer with his friends.
10. ^S He ^V doesn't have ^O a girlfriend yet.

PRACTICE 6: Editing Subject and Verb Errors (page 17)

My friend Larry ^{has} a bad habit. ^{'s / is} He ^{never} on time to anything. ^{He arrives} ~~Arrives~~ ten minutes late everywhere. ^{has / gives} Larry always ^{an} excuse. "I missed the bus." "My alarm clock didn't ring." "My watch stopped." ^{He uses} ~~Uses~~ each excuse at least twice a week. I know them all.

Whenever Larry rushes in—ten minutes late, of course—and starts to say "Sorry I'm late, but I . . .," I can finish the sentence for him. However, I recently discovered a new strategy. If the movie starts at 7:00, I tell Larry it starts at 6:45. Then ^{'s / is} ~~he~~ early! Larry's ^{is} ~~bad habit~~ not a problem for me any longer.

M Z
mark zuckerberg

57

B *Answers may vary. Possible answers include:*

2. At every basketball game, I wear a bear costume.
3. I have big brown ears and a black nose.
4. Over the costume, I always wear blue shorts and a white shirt.
5. I look and act like a bear at the games.
6. During the games, the cheerleaders and I are very enthusiastic.
7. We cheer for the UCLA team and jump up and down.
8. I sometimes hug a player or joke with a referee.
9. I act funny and make people laugh.
10. I am the UCLA basketball team mascot.

PRACTICE 12: Using Synonyms (page 26)

Answers will vary.

CHAPTER 2 (pages 34–69)

PRACTICE 1: Using Clustering to Get Ideas (page 37)

A *Answers will vary.*

B *Answers will vary.*

Questions about the Model (page 38)

1. The topic is flight attendants.
2. It says that good flight attendants have three important characteristics.
3. Three. The characteristics are (1) friendly, (2) self-confident, and (3) strong.
4. It repeats the three characteristics.

PRACTICE 2: Looking at Intensifiers (page 39)

A Students should underline and circle these words in the Writing Model:

2 First of all, they are very friendly.

4 Sometimes passengers are quite afraid of flying.

8 They can give clear instructions to passengers, and they must be rather firm so that passengers obey them.

9 This characteristic is especially important in emergencies.

10 Third, good flight attendants are fairly strong.

12 They also have to open and close the airplane's extremely heavy doors.

B *Answers will vary.*

C *Answers will vary.*

PRACTICE 3: Analyzing Topic Sentences (page 41)

Group 1

2. College students face many challenges.
3. Living with your parents has certain advantages.
4. Successful student athletes have several characteristics.
5. Small colleges are better than big universities for several reasons.

Group 2

1. Successful managers share several characteristics.
2. New teachers must master several skills.
3. Living with your parents has certain disadvantages.
4. Good test-takers share several characteristics.
5. Big universities are better than small ones for three reasons.

PRACTICE 4: Recognizing Topic Sentences (page 42)

Paragraph 2. Libraries are busy from morning until night in my city.

Paragraph 3. A good place to volunteer in your community is a library.

Paragraph 4. Over the past 20 years, many changes have taken place in libraries.

PRACTICE 5: Choosing Topic Sentences (page 44)

A

Paragraph 2. a Paragraph 3. b Paragraph 4. c

B *Answers will vary. Possible answers include:*

Paragraph 2. Good teachers have three main characteristics.

Paragraph 3. There are three kinds of shoppers.

PRACTICE 6: Supporting Sentences

(page 48)

Answers will vary and can be in phrase or sentence form. Possible answers include:

2. a. placement tests
b. midterm tests
c. final exams
3. a. Rent and food are free.
b. Parent does laundry and cleans room.
c. Parents are available to give advice.
4. a. very motivated
b. organize time well
c. work well on a team
5. a. There are fewer students, so it is easier to meet people.
b. Classes are smaller.
c. It's easier to get to know your instructors.

PRACTICE 7: Listing-Order Transition Signals

(page 50)

- A
2. Second,
 3. Third,
 4. also

B Answers will vary. Possible answers include:

2. Second, / In addition, /Also,
3. also
4. In addition,
5. , also

PRACTICE 8: Editing for Unity

(page 51)

Paragraph 1. Also cross out: However, some Boston residents complain about noisy or irresponsible college students.

Paragraph 2. Topic Sentence: Good nurses should have at least five characteristics.

Cross out: Doctors also need to stay calm in emergencies.

There is a shortage of nurses today, so they earn good salaries.

PRACTICE 9: Choosing Concluding Sentences

(page 54)

Paragraph 1. c Paragraph 2. a

PRACTICE 10: Writing Concluding Sentences

(page 55)

A Answers will vary. Possible answers include:

Paragraph 1. In summary, successful young fashion designers are creative, they are hard-working, and they have excellent portfolios.

Paragraph 2. In conclusion, I like being a salesperson because I enjoy working with people, solving problems, and learning new things.

B Answers will vary based on students' answers in Practice 6.

PRACTICE 11: Outlining

(page 57)

Answers will vary.

Try It Out!

(page 57)

Answers will vary.

PRACTICE 12: Identifying Simple and Compound Sentences

(page 59)

A

3. <u>Our parents</u> <u>sat</u> on the grass and <u>watched</u> .	simple	S VV
4. <u>We</u> <u>played</u> games such as hide-and-seek and tag, or <u>we</u> just <u>sat</u> on the grass and <u>told</u> stories.	compound	S V, or S VV
5. <u>We</u> also <u>caught</u> fireflies.	simple	S V
6. <u>We</u> <u>put</u> the fireflies into a glass jar, and <u>our</u> father <u>punched</u> air holes in the metal lid.	compound	S V, and S V
7. <u>My sisters</u> <u>were</u> afraid of most bugs, but <u>they</u> <u>loved</u> fireflies.	compound	S V, but S V
8. <u>We</u> usually <u>went</u> to bed at nine o'clock, but sometimes <u>we</u> <u>stayed</u> <u>up</u> later.	compound	S V, but S V
9. Around ten o'clock, <u>our</u> mother and father <u>told</u> us to come inside.	simple	SS V
10. <u>We</u> always <u>left</u> the fireflies outside, and <u>we</u> <u>brought</u> our jars into the house.	compound	S V, and S V

B

Crime Scene Investigators

1 Crime scene investigators must have several characteristics. 2 First, they can't afford to miss any evidence at a crime scene so they must be extremely careful. 3 They must try hard to follow the correct methods and they must accurately measure and record their findings. 4 Second, crime scene investigations are complicated so investigators must be quite patient. 5 They must work slowly and correctly and they can't rush to complete a job. 6 Finally, they must be able to communicate well. 7 They need to take detailed notes and turn them into well-written reports so they must have excellent writing skills. 8 They also need to deal with police officers, judges, and lawyers so they must be able to explain things clearly and effectively. 9 Crime scene investigators have very interesting jobs but they must be extremely careful, patient, and skilled at communicating their ideas.

C

SENTENCE TYPE	PATTERN
3. compound	S V, and S VV
4. compound	S V, so S V
5. compound	S V, and S V
6. simple	S V
7. compound	S VV, so S V
8. compound	S V, so S V
9. compound	S V, but S V

PRACTICE 13: Using *And*, *But*, *Or*, and *So* (page 62)

Paragraph 1

2. and 3. or 4. but 5. and 6. but / and

Paragraph 2

1. so 4. so 7. and 10. or
2. or 5. and 8. or 11. but
3. but 6. so / and 9. so 12. and

PRACTICE 14: Writing Compound Sentences (page 63)

A *Answers may vary slightly. Possible answers include:*

- There are several hundred languages in the world, but not all of them have a written form.
- Chinese is spoken by more people, but English is spoken in more countries.
- There are about one million words in English, but most people use only about ten thousand of them.
- French used to be the language of international diplomacy, but now it is English.
- International companies are growing, so/and bilingual workers are always needed.
- Young people should know a second language, or they will be at a disadvantage in the international job market.

B *Answers will vary. Possible answers (indicated by underlines) may include:*

- We are both tall, and we both have wavy hair.
- He is very creative, but he is very shy.
- I was born a few minutes before my brother, so I am older.
- Our mother used to tell us, "Stop fighting, or you can't watch TV for a week."
- We fought a lot as children, but now we are good friends.

PRACTICE 15: Correcting Run-ons and Comma Splices (page 65)

Sentences 3 and 5 are correct.

Answers may vary. Possible answers include:

- X 2. Salespeople are usually very outgoing, and they like to talk with people. / Salespeople are usually very outgoing. They like to talk with people.
- X 4. News reporters need to work long hours under difficult conditions, but the job can be well paid and full of excitement.
- X 6. Vets need to love animals, but they must have excellent people skills, too. / Vets need to love animals. However, they must have excellent people skills, too.
- X 7. Successful politicians are usually very charismatic, but voters need to trust them.

- X 8. I want to be a psychologist, but / so I have to attend graduate school.
- X 9. Architects can design homes for individuals, or they can design buildings for companies.
- X 10. Mechanics must work well with their hands, but they also need to be good problem solvers. / Mechanics must work well with their hands. They also need to be good problem solvers.

PRACTICE 16: Using Intensifiers

(page 66)

Answers will vary.

CHAPTER 3 (pages 70–105)

PRACTICE 1: Using Listing to Get Ideas (page 72)

Answers will vary.

Questions about the Model (page 74)

- The topic is yard sales.
- The first sentence tells you the topic. It is called the topic sentence.
- The writer uses time order to present a series of steps.
- The eight transition signals are: *First, Next, Then, After that, About a week before, A day or two before the sale, Then, Finally*. (See start of sentences 2, 4, 6, 9, 10, 12, 13, 14.)
- The commands are: *Make sure, look, collect, clean, label, check, get, make, put, get up, arrange*. (Students can choose any eight of these commands.)

PRACTICE 2: Looking at Words that Describe How to Do Things (page 75)

- A Students should underline and circle these words in the Writing Model:
- Then clean everything thoroughly, and clearly label each item with a price.
 - If you price your items cheaply, people will be more likely to buy them.
 - After that, you should store your items carefully until the day of the sale.
 - Then put the signs up in places where they will easily attract people's attention.
 - Finally, on the morning of the sale, get up early and arrange the items attractively on tables in front of your home.
 - If you work hard and organize the details, your yard sale will be a great success.

- B
- | | |
|---------------|-----------------|
| 2. easily | 6. cheaply |
| 3. clearly | 7. hard |
| 4. thoroughly | 8. attractively |
| 5. carefully | |

PRACTICE 3: Writing Topic Sentences for "How-To" Paragraphs (page 77)

- A Answers will vary. Possible answers include:
- It is simple to create a website if you follow these instructions.
 - Anyone can learn to ride a bicycle if he or she follows these tips.
 - To email a photograph successfully, just take these simple steps.
 - You can learn to install new software by following these directions.

Try It Out! (page 78)

Answers will vary.

PRACTICE 4: Time Order or Listing Order? (page 80)

- | | | |
|-------|-------|--------|
| 3. TO | 6. LO | 9. TO |
| 4. LO | 7. TO | 10. LO |
| 5. LO | 8. TO | |

PRACTICE 5: Organizing "How-To" Paragraphs (page 80)

A

Group 1

How to Prevent Jet Lag

3, 5, 2, 4, 1

Group 2

How to Drive Your Teacher Crazy

4, 3, 1, 5, 2

Group 3

How to Plan a Family Vacation

(This paragraph uses listing order. Except for the sentences marked "1" and "6," the sentences can be in any order.)

- _____ Consider the interests and abilities of everyone in the family.
- _____ Decide how long you can be away from home.
- _____ Decide how much money you can spend.
- 1 _____ Planning a family vacation takes careful thought.
- _____ Find out when everyone can take time off from school and jobs.
- 6 _____ When you have thought about all these things, you are ready to visit a travel agency or begin researching your vacation online.

Group 4

How to Write a Book Report

3, 9, 5, 2, 6, 1, 4, 10, 7, 8

B Transition signals and concluding sentences will vary (see underlines). Possible answers include:

Group 1

Frequent flyers recommend these steps to prevent jet lag. First of all, eat a high-carbohydrate meal before your flight. Second, don't drink coffee or energy drinks during the flight. Third, on the day you arrive, don't nap during the day. Finally, on your first night, try to go to bed at your normal hour in your new time zone. You will feel less jet lag if you follow these steps.

Group 2

It's easy to drive your teacher crazy if you follow these simple directions. First, always come to class at least five minutes late. Also, make a lot of noise when you enter the classroom. Then yawn and look at your cell phone as often as possible during the class. Finally, at least five minutes before the end of class, slam your books shut and stare at the door. Driving your teacher crazy isn't difficult, but it's probably not a very good idea!

Group 3

Planning a family vacation takes careful thought. First of all, find out when everyone can take time off from school and jobs. In addition, decide how long you can be away from home. Second, consider the interests and abilities of everyone in the family. Finally, decide how much money you can spend. When you have thought about all these things, you are ready to visit a travel agency or begin researching your vacation online. Careful planning can lead to a very enjoyable family vacation.

Group 4

To write a good book report, follow these simple steps. First of all, read your book report assignment carefully, and make sure you follow the directions. Choose an interesting book, and make a schedule for reading. Then calculate how many pages per day you need to read, and schedule several days to write your report. Second, start reading your book. As you read, take notes about the characters and what happens to them. In addition, you may want to write down a few quotes to use later in your report. After you finish reading, it's time to write your report. Before you begin, however, reread the assignment and your instructor's directions. Then make an outline, write your first draft, and edit your report. If you follow these steps, you will be able to write a good book report.

PRACTICE 6: Creating an Outline

(page 85)

Answers will vary.

Try It Out! (page 86)

Answers will vary.

PRACTICE 7: Identifying Independent and Dependent Clauses (page 87)

- | | |
|----------------------|-----------------------|
| 3. IC, period at end | 9. IC, period at end |
| 4. IC, period at end | 10. DC, When |
| 5. DC, When | 11. IC, period at end |
| 6. IC, period at end | 12. DC, as soon as |
| 7. DC, After | 13. IC, period at end |
| 8. IC, period at end | |

PRACTICE 8: Analyzing Complex Sentences with Time Clauses (page 88)

- A
3. (After) we got our first payment, we started planning a trip to Italy.
 4. (Before) we left on our trip, we wrote to our cousins in Rome and told them our plans.
 5. (As soon as) they received our letter, they called and invited us to stay with them.
 6. They were waiting at the airport (when) we arrived.
 7. They waited outside (while) the Italian officials carefully checked our passports and luggage.
 8. Finally, (after) we got our suitcases, they drove us to their home.
 9. (As soon as) we arrived at their apartment, they wanted to feed us.
 10. We ate one delicious home-cooked dish after another (until) we were very full.
 11. We fell asleep (as soon as) our heads hit the pillows.
 12. Almost 24 hours had passed (since) we left home.

PRACTICE 9: Writing Complex Sentences with Time Clauses (page 89)

- A 2. When I go to work, it is still dark.
 3. After I get home from work, it is dark again.
 4. When it is raining, of course, I never go out.
 5. On rainy days, as soon as the alarm clock rings, I turn over and go back to sleep.

B 2. g 3. f 4. e 5. h 6. a 7. d 8. c

C

A Miserable Fishing Trip

The trip began badly when we had a flat tire on the way to the lake. It was almost noon before we started fishing. As soon as I threw out my fishing line, it got caught in some underwater weeds. I spent most of the afternoon untangling my line while my brothers were catching fish after fish. After we had been fishing for a couple of hours, it started to rain. We were totally wet before we could put on our rain jackets. When we got back home, I immediately took a hot shower. It will be a long, long time until I go fishing with my brothers again.

PRACTICE 10: Identifying and Correcting Fragments (page 91)

A 3. F 4. F 5. S 6. S 7. F 8. S

B *Answers will vary. Possible answers include:*

3. Every night, after I finish my homework, I watch TV.
 4. We ran outside as soon as we heard the crash.
 7. I have to take a day off from work whenever my children have a school holiday.

PRACTICE 11: Identifying Simple, Compound, and Complex Sentences (page 92)

	Sentence Type
2. <u>Other people like to travel, and still others like to have an adventure.</u>	compound
3. <u>Unusual vacations are becoming popular.</u>	simple
4. <u>For example, people go hiking in Nepal or river rafting in Ecuador.</u>	simple
5. <u>Some people spend their vacations learning, and some spend their vacations helping others.</u>	compound
6. <u>A friend of mine likes to help people, so he spent his summer helping to build a school in Bangladesh.</u>	compound
7. <u>After he returned home, he wanted to go back to help build a medical clinic.</u>	complex
8. <u>People may find life at home a little boring after they have climbed volcanoes or ridden camels.</u>	complex

B

Simple: 1, 3, 4, 6, 10, 15
 Compound: 2, 9, 11, 12, 13, 14
 Complex: 5, 7, 8

PRACTICE 12: Combining Details (page 94)

- A 1. a. belt loop b. thigh c. hem
 2. cheese grater
 3. nail file
 4. spray bottle

B *Answers may vary. Possible answers include:*

2. Follow these instructions to make your own pair of stylishly ripped and faded jeans.
 3. Buy a pair of inexpensive new jeans, or use a pair that you already own.
 4. Find the direction of the lines in the denim fabric, and rub a knife back and forth over the lines.
 5. You can also use a cheese grater or a nail file.
 6. Keep rubbing until white threads appear.
 7. You want the white threads to stay there, so don't cut them.
 8. Dip an old toothbrush into bleach, and run it around the edges of the back pockets and over the belt loops.
 9. Mix a little bleach with water in a spray bottle, and spray the thighs and seat of the jeans.
 10. After you wash and dry the jeans several times, your new jeans will look stylishly old!

C *Answers will vary. A possible answer includes:*

Would you like to own a pair of distressed jeans but can't afford to pay designer prices? Follow these instructions to make your own pair of stylishly ripped and faded jeans. First, buy a pair of inexpensive new jeans, or use a pair that you already own. Second, find the direction of the lines in the denim fabric, and rub a knife back and forth over the lines. You can also use a cheese grater or a nail file. Keep rubbing until white threads appear. You want the white threads to stay there, so don't cut them. Next, dip an old toothbrush into bleach, and run it around the edges of the back pockets and over the belt loops. After that, mix a little bleach with water in a spray bottle, and spray the thighs and seat of the jeans. After you wash and dry the jeans several times, your new jeans will look stylishly old!

PRACTICE 13: Using Capitalization

(page 97)

Answers will vary.

PRACTICE 14: Editing Capitalization

Errors (page 98)

^D ^S
~~d~~ear ~~s~~tacie,

I am so happy that you are coming to visit me this summer. I hope that you will be able to stay until ^J
~~j~~uly 4th. We are planning a big picnic on that day to celebrate ^I ^D ^U ^S
~~i~~ndependence ~~d~~ay here in the ~~u~~nited ~~s~~tates.

You asked for directions to my house from the airport, so here they are. The Internet or a GPS device will give you several different routes, but this is the best one. From the airport, go north on ^S
~~U~~.s. 101, and then go west on 380. Take 380 to ^R
280, going north. From 280, merge onto ~~r~~oute 1. ^R ^A
~~r~~oute 1 is also called 19th ~~a~~venue. You will pass ^S ^F ^S ^U
~~s~~an ~~f~~rancisco ~~s~~tate ~~u~~niversity and a large shopping center. Continue on 19th ^A ^G ^G
~~a~~venue through ~~g~~olden ~~g~~ate ^P ^G ^G
~~p~~ark. Soon you will come to the famous ~~g~~olden ~~g~~ate ^B
~~b~~ridge. Drive across the bridge, and continue north for about 10 more miles. You will pass the towns of ^S ^M ^V ^L ^L
~~s~~ausalito, ~~m~~ill ~~v~~alley, and ~~l~~arkspur. In ~~l~~arkspur, take the exit for ^S ^F ^D ^B
~~s~~ir ~~f~~rancis ~~d~~rake ~~b~~oulevard from the highway.

Drive west for three blocks, and then turn left onto ^E ^A ^E
~~e~~lm ~~a~~venue. Finally, go one block down ~~e~~lm and turn right. My apartment is in the ^M ^T
~~m~~arina ~~t~~owers. The address is 155 ^W ^H ^D
~~w~~est ~~h~~illside ~~d~~rive.

Be sure to bring warm clothes because it is cool in ^J ^J ^C
~~j~~une and ~~j~~uly in this part of ~~c~~alifornia. I can't wait to see you!

Love,
Heather

PRACTICE 15: Editing for Commas

(page 100)

A

Paragraph 1

There are many things to consider before you register for college courses. First, make a list of the required courses that you must take and then put a checkmark by the courses that you should take in this academic year. If you have questions about required courses ask your advisor your instructor or a classmate. Then think about your course load. How many courses can you take? Which courses will require the most study time? Choose a variety of courses and levels of difficulty. Finally check the times the days and the instructors for each course. After you make your final choices you'll be ready to register.

Paragraph 2

It's easy to fail a driving test if you really try hard. First park your car with your two right wheels far up on the curb. When you do that your instructor will have trouble getting into the car. Second pull away from the curb really fast and don't look in the mirror or signal. After that drive your car into a road sign or a parked car. Don't stop at stop signs and speed up to get through intersections quickly. Then try to make your tires squeal loudly while you are turning corners. Next look for an opportunity to turn the wrong way down a one-way street. Finally don't stop for pedestrians in crosswalks and use your horn to frighten them out of your way. Just one of these techniques will probably get you an F on your driving test and two or more certainly will.

B *Answers will vary. Possible answers include:*

2. I don't like spinach, carrots, or beets.
3. On my honeymoon, I might go to Tahiti, Australia, or Peru.
4. Whenever you go on a hike, be sure to take water, sunglasses, a map, a hat, a jacket, and a whistle.
5. Cats and mice don't get along with each other.
6. Every morning, I turn off my alarm clock, get out of bed, and do yoga for an hour.
7. On weekends, I always sleep late and watch a lot of TV, but I never do homework.
8. I enjoy watching dramas, comedies, and movies, but I dislike watching sports and game shows.

PRACTICE 16: Using Words that Describe How to Do Things (page 102)

Answers will vary.

CHAPTER 4 (pages 106–135)

PRACTICE 1: Using Listing to Get Ideas (page 107)

A

Adjectives that Describe a Person

positive (+): athletic, careful, hardworking, neat

negative (–): boring, disorganized, lazy, messy

Adjectives that Describe a Place

positive (+): clean, sunny, spacious, tidy

negative (–): dark, small, cluttered, messy

B *Answers will vary.*

C

Picture 1: Bedroom in College Dormitory

Answers will vary. Possible answers include:

Kind of person who lives here: messy, athletic, lazy

General impression of room: clean, sunny, small

Details:

large window at the right

curtain pulled back on left side of window

unmade bed under window

pillows and comforter on bed

above pillows, corkboard

two bookshelves over corkboard: one with books,

the other with perhaps stereo equipment

open laptop and speakers on desk

lamp on the right side of desk

whiteboard over desk

chair in front of the desk

soccer ball and dirty socks under the desk

Picture 2: Instructor's Office

Answers will vary. Possible answers include:

Kind of person who works here: organized, hardworking

General impression of room: dark, small, tidy

Details:

bookcase against the back wall, full of books

portrait and diplomas on the wall, above the cabinet

desk in front of cabinet

two armchairs in front of the desk

small table between the arm chairs

a pitcher and two glasses on the table

a desk chair behind the desk

a desk pad, pen set, and nameplate on the desk

cabinet against the wall

rug on floor in front of the desk

a plant beside the cabinet

a lamp on the desk

Questions about the Model (page 111)

1. It creates a positive impression by using the positive adjectives *beautiful, spacious, modern, and comfortable*.
2. The space order is front to back.
3. The three areas are: the front wall, the front of the lecture hall, and the main part of the lecture hall.

PRACTICE 2: Looking at Prepositions of Place (page 112)

A

On the front wall, there is a large white screen.

Behind the screen, there is a huge whiteboard.

To the left of the screen is a clock, and underneath the clock are the light switches.

There are two black leather armchairs against the wall.

At the front of the lecture hall is the instructor's desk.

To the right of the desk is a lectern.

In the main part of the lecture hall, in front of the teacher's desk, there are about 30 rows of seats for students.

On the left of each seat, there is a small folding tabletop.

There's also 3 feet of space between the rows, so students have room to stretch their legs.

Students should fill in these prepositions in the second column of the chart:

- | | |
|--------------------|--------------------|
| 2. behind | 7. to the right of |
| 3. to the left of | 8. in front of |
| 4. underneath | 9. on the left of |
| 5. against | 10. between |
| 6. at the front of | |

B Answers will vary.

PRACTICE 3: Analyzing a Descriptive Paragraph (page 114)

1. Topic sentence: The first thing you notice about my nephew is that he is extremely tall—6 feet, 6 inches tall, to be exact. Controlling idea: he is extremely tall.
2. tall
3. She repeats the idea and expresses her opinion about it.
4. Top to bottom.

PRACTICE 4: Adding Specific Details (page 115)

Answers will vary.

PRACTICE 5: Revising to Add Specific Details (page 116)

A Answers will vary. Possible answers include:
The writer only partly succeeds in making the reader “see” the room. The location of the couches and the pool table is described clearly. However, the location of other items (the kitchen, the TV, and the study area) is vague. The writer uses the vague phrase “pretty big” and repeats the vague word “nice” several times.

B Answers will vary.

C Answers will vary.

PRACTICE 6: Editing a List before Outlining (page 118)

The New Lecture Hall

General impression: beautiful, spacious, modern, comfortable

- 8 in the main part, 30 rows of seats
- 6 on desk—overhead projector, computer
~~good lighting~~
~~no windows~~
- 1 white screen on wall
- 2 whiteboard
~~green carpet~~
- 4 2 armchairs against wall
~~in back, 2 entrances for students~~
- 9 seats—cushioned and comfortable
- 10 each seat: small, folding tabletop
- 5 in the front, instructor’s desk
~~electrical outlets near each seat~~
- 11 3 feet of space between rows
- 7 lectern
- 3 clock and light switches

PRACTICE 7: Creating an Outline (page 119)

Order of answers may vary. Possible answers include:

SPACE ORDER: Front to back
The New Lecture Hall
Our community college’s beautiful new lecture hall is spacious, modern, and comfortable.
A. On the front wall
- white screen
- whiteboard
- clock and light switches
B. At the front of the lecture hall
- instructor’s desk
- on desk—overhead projector, computer
- lectern
C. In the main part
- 30 rows of seats
- seats (cushioned, comfortable)
- each seat: small, folding tabletop
- 3 feet of space between rows
To sum up, our new lecture hall is a pleasing and comfortable place to learn.

Try It Out! (page 120)

Answers will vary.

PRACTICE 8: Identifying Adjectives (page 122)

My First Car

My (first) car was (old) and (ugly), but I loved it anyway. It was a very (bright) shade of blue, but it also had (green), (yellow), and (gray) paint in (different) places. The body was in (terrible) condition. It had (several) (big) dents. The lock on the hood was (broken), so I had to tie down the hood with a (strong) rope. Also, the (back) bumper was (rusty), and the (front) window had a (big) crack in it. The inside of the car was also in (bad) condition. The (door) handle on the (passenger) side was (broken), so you couldn’t open the (passenger) door from the inside. The seats had at least (ten) (large) holes in them. Also, the (gas) gauge was (stuck). It always showed “(full),” so I often ran out of gas. The speedometer was (broken) too, so I never knew how quickly I was driving. My old VW had (many) faults, but in my mind it was (perfect).

PRACTICE 9: Working with Cumulative Adjectives (page 124)

2. We left the beach when we saw the big black clouds.
3. Colorful rectangular flags hung from every window. (Note that *colorful* is not a color; it's an opinion.)
4. Children played on the thick green grass.
5. I dream about relaxing on a beautiful white Mexican beach.
6. They plan to fix up the small expensive Italian car.
7. The parents left their two young children with their grandparents.
8. The real estate agent pointed out several minor problems with the house.

PRACTICE 10: Using Commas with Coordinate Adjectives (page 125)

2. Most students like friendly enthusiastic imaginative teachers.
3. I am tired of the cold rainy weather.
4. I am looking forward to the warm sunny relaxing days of summer.
5. The prince in a fairy tale is either tall dark and handsome or tall blond and handsome.

PRACTICE 11: Identifying Cumulative and Coordinate Adjectives (page 125)

2. ¹Four ¹shiny ¹black limousines were parked outside the hotel.
3. The ¹small ¹red apples looked ²sweet ²crisp ²juicy and ²delicious.
4. Hundreds of ²happy ²cheering ²football fans ran onto the field.
5. The ¹new ¹young ¹French teacher is from Quebec.
6. My father bought my mother a ¹beautiful ¹antique Persian rug as a gift for their ¹20th ¹wedding anniversary.

PRACTICE 12: Correcting Adjective Errors (page 125)

Underlines show where corrections have been made.

2. The big brown dog waited for his owner to come out of the grocery store.
3. We bought a delicious chocolate cake for my little brother's birthday.
4. For his tenth birthday, he received a new metal baseball bat.
5. Our coach's enthusiastic, supportive manner gave our team confidence.

PRACTICE 13: Writing Sentences with Adjectives (page 126)

Answers will vary.

PRACTICE 14: Revising Your Writing with Adjectives (page 126)

Answers will vary.

PRACTICE 15: Identifying Prepositional Phrases (page 128)

A

My Desk

1 Some (of my friends) think the inside (of my desk drawers) resembles a second-hand store. 2 (In the long center drawer) (under my computer), you can find paper clips, erasers, pencils, pens, rubber bands, and small bottles (of glue). 3 (To the right of this large drawer), there are four smaller drawers. 4 (In the one) (at the top), I have a bunch (of tools). 5 If you want to repair something, you can find whatever you need there. 6 (In the second drawer), I keep snacks so I don't get hungry (at night). 7 Small items (of clothing) are (in the third drawer), and the bottom drawer holds my collection (of wind-up toys). 8 The toys help me relax (during my study breaks). 9 (According to my friends), I have such a variety (of things) (in my desk) that I could start a small business.

- B
1. See answers in Part A.
 2. Sentences 2, 3, 4, and 6
 3. Sentences 7 and 9
 4. Sentences 1–3: left to right
Sentences 4–9: top to bottom

PRACTICE 16: Identifying and Punctuating Prepositional Phrases

(page 130)

A

My Favorite Place

My favorite place (on the campus) (of our school) is the lawn (in front of the library.) (During my lunch break,) I go there to relax (with friends.) (In the center of the lawn) there is a fountain. Water splashes (from the fountain) (onto some rocks) (around it). The sound (of the splashing water) reminds me (of a place) (in the mountains) where we go (in the summer). (Under a group of trees) (at the edge) (of the lawn) are wooden benches and tables. (On warm days) students sit (at the tables) (in the shade) (of the trees) to eat their lunches. The chatter (of students) makes studying impossible. (After lunch) it becomes quiet again.

B

My Childhood Hideout

I had a secret hiding place (near my childhood home). No one knew of its existence, so it became my refuge. I often went there to escape my older brothers and sisters. I would sit alone (for hours) and daydream. I was quite comfortable (in my hideout). There was an old rug (on the floor). A pillow and blanket that I had permanently “borrowed” from my oldest brother were (along one wall). A metal box with a strong lid was (in the corner). The box contained snacks, a flashlight, and a few of my favorite mystery novels. I could spend all day (in my hideout).

Rewritten paragraphs will vary.

PRACTICE 17: Combining Sentences

(page 131)

Answers may vary. Possible answers include:

2. There's a cracked green chalkboard on the wall.
3. There are several outdated maps and a big clock on the wall.
4. In front of the chalkboard, there is a large scratched metal desk.

5. For the students, there are 20 rows of uncomfortable blue plastic chairs.

PRACTICE 18: Using Prepositions of Place

(page 132)

Answers will vary.

CHAPTER 5 (pages 136–163)

PRACTICE 1: From List to Outline

(page 137)

A *Answers will vary.*

B *Answers will vary.*

Questions about the Model (page 141)

1. two reasons why Costa Rica is a great place to spend a semester doing wildlife research
2. **1st reason:** The country has diverse geography, so it has many different wildlife habitats.
2nd reason: Costa Rica has an astounding number of wildlife species.
3. Transition signal for 1st reason: *First of all*,
Transition signal for 2nd reason: *Second*,
4. The writer gives two examples for each reason.
Words that signal examples for 1st reason:
For example, . . . ; Another example is . . .
Words that signal examples for 2nd reason:
For instance, . . . ; Another place . . .
5. The concluding sentence restates the recommendation.
6. The writer uses listing order.

PRACTICE 2: Looking at Words that Describe Geography

A *Students should underline these words in the writing model:*

First of all, this small country has very diverse geography, so it has many different wildlife habitats. For example, Tortuguero National Park, on Costa Rica's northeastern coast, has more than ten different wildlife habitats, including rainforests, beaches, swamps, and canals.

With its 13 different habitats, including an ancient rainforest, it is one of the most important nature preserves of the American continents.

For instance, near the Arenal Volcano, there are 135 species of reptiles, including tortoises, snakes, and lizards, and over 250 species of birds live in the area.

- B**
- | | |
|------------|---------------|
| 2. canals | 6. Swamps |
| 3. coast | 7. habitats |
| 4. volcano | 8. continents |
| 5. beaches | |

PRACTICE 3: Identifying Examples and Details (page 143)

- A**
1. Tortuguero National Park (on northeastern coast)
 - 1a. more than ten habitats
 - 1c. beaches—sea turtles
 2. Corcovado National Park
 - 2a. 13 different habitats
 - 2b. ancient rainforest
 - 2c. one of the most important preserves on the American continents
- B**
- 1a. 135 species of reptiles (tortoises, snakes, lizards)
 - 1b. over 250 species of birds
 2. Corcovado
 - 2a. Exotic animals
 - 2b. 360 species of birds

PRACTICE 4: Identifying and Organizing Reasons and Examples (page 144)

Reason A: a

Examples 1–3: d, f, h (in any order)

Reason B: e

Examples 1–3: b, c, g (in any order)

PRACTICE 5: Giving Specific Examples (page 145)

A *Answers will vary.*

B *Answers will vary.*

PRACTICE 6: Using Transition Signals to Introduce Reasons (page 147)

Answers will vary. Possible answers include:

Reason 2

- a. Second, hotels and restaurants are inexpensive.
- b. The second reason is that hotels and restaurants are inexpensive. / The second reason is the inexpensive hotels and restaurants.

Reason 3

- a. Finally, the people are friendly to tourists.
- b. A final reason is the friendliness of the people to tourists. / A final reason is that the people are friendly to tourists.

PRACTICE 7: Using Transition Signals to Introduce Examples (page 149)

- A**
2. Japan is famous for its beautiful gardens. For example [↑] the rock garden of Ryoanji Temple is known all over the world.
 3. In São Paulo, there is a mix of architecture. You can see traditional architecture in some buildings [↑] for example [↑] the Martinelli Building and Banco do Estado de São Paulo.
 4. There are also many modern buildings in São Paulo. For instance [↑] the Banco Sumitomo and Conjunto Nacional are very modern in design.
 5. Bolivia offers tourists many interesting places to visit [↑] for instance [↑] the capital city of La Paz and the islands in Lake Titicaca.
- B**
1. , such as / , for example, / , for instance,
 2. For instance, / For example,
 3. For example, / For instance,
 4. , such as / , for example, / , for instance,
 5. , for instance, / , for example, / , such as

PRACTICE 8: Using Conclusion Signals (page 150)

A *Answers will vary. Possible answers include:*

- To sum up, if you're looking for great food, amazing service, and reasonable prices, Joe's Diner is the place to go.
- For these three reasons, Joe's Diner is the place to go.
- Because of the great food, amazing service, and reasonable prices, Joe's Diner is the place to go.

B *Answers will vary.*

Try It Out! (page 150)

Answers will vary.

PRACTICE 9: Analyzing Complex Sentences (page 152)

- A
2. Since summers are hot in Arizona the best
time to go there is the spring or fall.
 3. If you are interested in Native Americans
you will enjoy visiting the Navajo and Hopi
reservations in northern Arizona.
 4. You can visit a tribal fair if you are lucky.
 5. The Navajo call themselves a “nation”
because they govern themselves.
 6. Since the Navajo language is so difficult the
U.S. military used it for secret messages in
World War II.

B *Answers will vary.*

PRACTICE 10: Editing Sentence and Punctuation Errors (page 153)

A *The following parts of the paragraph should be in brackets:*

While millions more watch on television. (frag)
Soccer is the number one sport in most of the world,
it is not the most popular sport in North America.

(cs)

Ice hockey is the favorite in Canada American
football is the favorite in the United States. (ro)

B *Underlines indicate places where corrections have been made.*

Soccer is truly the world’s most popular sport.
Since the game began in England about 150 years
ago, it has spread to every corner of the globe.
Millions of people go to soccer stadiums to watch
their favorite team while millions more watch on
television. One reason for soccer’s popularity may
be its economy. Anyone can afford to play soccer
because it doesn’t require expensive equipment.
Also, players can use almost any field or even a
street to play the game. Soccer is the number one
sport in most of the world, but it is not the most
popular sport in North America. Ice hockey is the
favorite in Canada, and American football is the
favorite in the United States. However, soccer has
gained new professional teams and fans in those
countries.

PRACTICE 11: Combining Sentences (page 154)

A and B *Answers will vary. Possible answers include:*

There are two reasons I love traveling for work and two reasons I hate it. Since I work as a salesperson, I have to travel out of town for a week once a month. First of all, I love traveling for work because it allows me to meet new people and go to new places. For example, I am interested in history, so I try to set aside some time to visit a local historical site or walk around the downtown area. Second, I feel energized and challenged while I am on my monthly sales trip. On the other hand, traveling for work can be difficult, and sometimes I hate it. The first reason is that I don’t sleep well in hotels. I often watch TV late into the night because I can’t fall asleep. As a result, in the morning I’m very tired, and by afternoon I need a nap. The second reason I hate traveling is that I miss my family. Our sons are very young and they don’t understand why I am away, so they want to talk to me every night. When I am away for an entire week, it is hard on my sons, my wife, and me. If I get a promotion next year, I will have a sales area closer to home and I won’t have to do overnight trips. In conclusion, I have a love-hate relationship with traveling, but I try to stay positive and focus on the good things.

PRACTICE 12: Editing Capitalization Errors (page 157)

D M
dear Miki,
W N Y C I
well, here I am in new york city. I still can't
I I S
believe that I'm actually here! I arrived on saturday
P A F T
after a long flight from paris on air france. the food
W
was excellent, and so was the movie. we saw the new
I G I S S
romance, Island girl. I stayed saturday and sunday
F H R C
nights at the fairmount hotel near rockefeller center.
T M I
then on monday I moved into my dormitory at
C U
Columbia university.

I
I spent my entire first weekend here sightseeing.
I R C
I saw many famous places: rockefeller center, the
U N G M N
united nations, the guggenheim museum, the new
Y S E S L I
york stock exchange, and the statue of liberty. I also
NBC
visited another famous art museum and the abc
television studios.

T U S L
today is a holiday in the united states. It is labor
D
day, so all government offices, schools, and banks
P USA
are closed. people in the usa celebrate the end of
M N
summer by having a three-day weekend. many new
Y C P
yorkers spend the day in central park or go to the
L I
beach on long island.

I N
I learned some interesting things about new
Y I T B A
york. its nickname is "the big apple," but no one
knows why it's called an apple and not a banana or
an orange. M
maybe it's because the apple is the state
A
fruit. another interesting fact is that musicians who

play in the subway have to audition before they
get permission to perform. M
many of the subway
musicians are extremely talented.

W C
well, that's all for now. classes begin next week.
I I I
I'm having a good time, but I miss you all, and I
F W
really miss french food. write soon.

W
with love,
N
nicole

PRACTICE 13: Editing Commas (page 159)

A

Paragraph 1. Some students work full time and go to school part time. For example, one of my classmates takes two courses and works 40 hours a week. Since he is also married and has two children, he is a very busy person. He works at night, attends class in the morning, and sleeps when he can. When he fell asleep in class yesterday, we decided not to wake him up.

Paragraph 2. Scientists believe that animals can think, feel, and communicate just as humans can. My dog certainly acts like a human at times. For instance, when he does something bad, he looks guilty. He hangs his head, drops his tail, and looks up at me with sad eyes. Later, we usually discover the reason for his guilty looks, but it's hard to punish him.

Paragraph 3. At the moment, China is the country with the largest population, but experts say that India will overtake it by the year 2040. In that year, India's population will be around 152,000,000 (over 1.5 billion) while China's population will only be around 145,000,000 (1.4 billion).

Paragraph 4. My mother lives in Miami in the winter and in Denver in the summer. When it becomes too hot in Florida she moves to Colorado. She moves back to Florida when it gets too cold in Colorado. Her address in Florida is P.O. Box 695 Miami FL 33167 and her address in Colorado is 3562 State Street Apt. 3-C Denver CO 80210.

Paragraph 5. On Sunday June 10 2012 I graduated from college. Then on Monday June 11 2012 I started my first full-time job. I couldn't wait to get my first paycheck but I was quickly disappointed. I was expecting over \$4000 but the check was for only \$3245.75. That was an important lesson. When you enter the real world you have to pay taxes.

B Answers will vary.

PRACTICE 14: Using Words that Describe Geography (page 160)

Answers will vary.

CHAPTER 6 (pages 164–192)

PRACTICE 1: Getting Ideas from Reading (page 165)

Answers will vary.

Questions about the Model (page 169)

1. The writer is not in favor of video games. He believes they are harmful. He uses the phrase *In my opinion*.
2. The writer gives three reasons.
3. The writer uses these transition signals: *First of all*, *A second reason* *A third reason*.
4. Answers will vary.

PRACTICE 2: Looking at Word Forms (page 170)

A Students should underline these adjectives in the Writing Model:

In my opinion, violent video games are harmful to young people.

According to researchers, immediately after playing these games, young people have more aggressive thoughts and angry feelings.

A second reason that violent video games are harmful to young people is that, in my opinion, they make young people less sensitive to violence in the real world.

I believe that these games make it entertaining to shoot and kill, and the line between imaginary violence and real violence becomes very thin or disappears entirely for children.

A third reason is that, in my opinion, children who do not have good home situations or who have emotional problems may not understand that violence is not a good solution.

- | | |
|---------------|-----------------|
| 2. harmful | 6. entertaining |
| 3. aggressive | 7. imaginary |
| 4. angry | 8. emotional |
| 5. sensitive | |

- B
- | | |
|------------------|-----------------|
| 2. harm | 6. imagination |
| 3. entertainment | 7. entertaining |
| 4. aggression | 8. sensitivity |
| 5. emotional | |

PRACTICE 3: Identifying Facts and Opinions (page 172)

Topic Sentence: O

1st Reason: F

Supporting Detail 1: F

Supporting Detail 2: F

2nd Reason: O

Supporting Detail 1: I believe that these games make it entertaining to shoot and kill, and the line between imaginary violence and real violence becomes very thin or disappears entirely for children. (O)

Supporting Detail 2: F

Supporting Detail 3: F

3rd Reason: In my opinion, children who do not have good home situations or who have emotional problems may not understand that violence is not a good solution. (O)

Supporting Detail 1: F

Supporting Detail 2: Two students shot and killed 12 classmates, a teacher, and themselves at the Colorado high school. (F)

Supporting Detail 3: F

Concluding Sentence: For these three reasons, I feel that violent video games are harmful to young people and should be controlled—or, even better, banned. (O)

PRACTICE 4: Outlining an Opinion Paragraph (page 174)

Answers will vary.

Try It Out! (page 177)

Answers will vary.

PRACTICE 5: Identifying Adjective Clauses (page 178)

2. Long Beach, California, which was one of the first cities in the United States to require uniforms in elementary and middle school, reported increased attendance and decreased bad behavior.
3. According to a survey that was done in South Carolina, middle school students who wear school uniforms have more positive feelings about their schools than students in schools that do not require uniforms.
4. Schools that require uniforms help lessen economic and social differences among students.
5. Students who cannot afford the latest fashions do not feel self-conscious.
6. Physical appearance, which can cause middle school students much anxiety, is less important when everyone wears the same uniform.

PRACTICE 6: Adjective Clauses with Who and Which (page 179)

- | | |
|----------|----------|
| 2. who | 6. which |
| 3. who | 7. who |
| 4. which | 8. who |
| 5. who | |

PRACTICE 7: Punctuating Adjective Clauses (page 181)

A

3. A pediatrician is a doctor who takes care of children.
4. Dr. Jones who is our neighbor is a pediatrician.
5. Students who studied got As on the final exam.

6. Gabriela and Trinh who studied together got As on the final exam.
7. My birthday is next Monday which is a holiday.
8. A holiday that is especially fun for children is Halloween.

B

Students should add commas to the following sentences.

Dr. John Pemberton, who was also a pharmacist, first sold Coca-Cola as a nerve tonic, stimulant, and headache medicine.

Later, someone added soda water to the syrup, and it became the beverage that is our modern Coca-Cola.

The first part of the name (*coca*) comes from *cocaine*, which was one of the original ingredients.

The second part of the name (*cola*) comes from *kola nut*, which is still an ingredient today.

Of course, Coca-Cola no longer contains cocaine, which is an illegal drug, but it still tastes delicious.

PRACTICE 8: Combining Clauses and Sentences (page 182)

A Answers will vary. Possible answers include:

2. The purse that is lying under the chair is hers.
3. Alice, who is my best friend, moved to New York last month.
4. She is living in an apartment, which has a view of Central Park.
5. Uncle John, who owns a yacht and a jet, is a billionaire.
7. A person who has love has everything.

B Answers will vary. Possible answers include:

3. Mr. and Mrs. Haddad, who are from Lebanon, are very traditional.
4. Jamila is the oldest daughter in the Haddad family, which immigrated to this country seven years ago.
5. Her parents want her to marry a man who is 32 years old.
6. The husband-to-be lives in Lebanon, which is a country in the Middle East.
7. He owns a business that is very successful.
8. People who know him say that he is very nice.
9. Jamila, who wants to go to college in her new country, ran away from home rather than marry the man.

10. Mr. and Mrs. Haddad, who thought they had arranged a good future for their daughter, don't understand why she ran away.

PRACTICE 9: Using Adjective Clauses in Definitions (page 184)

Answers will vary. Possible answers include:

2. A vegetarian is a person who doesn't eat meat.
3. A hybrid is a car that runs on electricity and gasoline.
4. Transients are people who have no permanent home.
5. The giant panda is an animal that is near extinction.
6. Los Angeles is a city that is famous for movie stars and celebrities.
7. Dental hygienists are people who clean teeth.

PRACTICE 10: Identifying Fragments (page 186)

- A
- | | |
|------|-------|
| 3. F | 7. F |
| 4. S | 8. S |
| 5. F | 9. S |
| 6. S | 10. F |

B Answers will vary.

PRACTICE 11: Editing Fragments (page 187)

- A The following parts of the paragraph should be in brackets:

Such as turbans, headscarves, and crosses.

For example, men who are followers of the Sikh religion.

Which is also against the law.

If a school bans only head coverings.

Because it violates the law that guarantees freedom of religion and because it discriminates against one group of people.

- B Answers will vary. Underlined phrases show possible corrections:

Many religions have special clothing and symbols, such as turbans, headscarves, and crosses.

For example, men who are followers of the Sikh religion must wear turbans to cover their hair.

A second reason is discrimination, which is also against the law.

If a school bans only head coverings, this is discrimination.

To sum up, banning religious head coverings is wrong because it violates the law that guarantees freedom of religion and because it discriminates against one group of people.

PRACTICE 12: Punctuating Quotations (page 188)

- "Why not?"
2. ~~Why not~~ I asked.
3. "Medical care in the United States is very expensive," they answered.
4. According to a booklet about health care in the United States a two-hour visit to the emergency room can cost more than \$3,000.
5. I asked "What happens if I can't pay?"
6. "I don't know," my father replied, "but I think you should find out."
7. According to the booklet the school will provide medical insurance while you are a student.
8. My advisor said it doesn't cover everything, so you might want to buy additional insurance from a private company."

PRACTICE 13: Using Word Forms (page 189)

Answers will vary.